

MODULE 1 ASSESSMENT

This topic has been developed with Kerry Murphy, Early Years lecturer and consultant, specialising in wellbeing, behaviour and special educational needs. This course will support your knowledge and understanding neurodiversity and additional support needs in the early years.

The following assessment will support you in reflecting on your practice and adopting a more neurodiversity affirming approach. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will create new opportunities to support and foster a more positive sense of self for all children in your setting.

QUESTION 1

Why is adopting a neurodiversity affirming approach so crucial in the early years?

QUESTION 2

How did the accessibility of the internet support autistic individuals and the perceptions of what it is to be autistic?

MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Neurodiversity is a term used to describe a range of neurological differences, could you please identify some of these neurotypes, disabilities, and/or differences that sit under the Neurodiversity umbrella?

QUESTION 4

Historically, diversity or neurodivergent people have typically been viewed through a deficit lens. According to Kerry the podcast guest how much has that changed in today's society, how much better are we doing at understanding the needs of neurodivergent people and where as a society do we need to do better and why?

QUESTION 5

Could you please explain the difference between the terms 'Special Educational Needs' and 'Neurodivergent'?



MODULE 2 ASSESSMENT

QUESTION 1

Could you please summarise what ableism means?

QUESTION 2

As an educator if you're wanting to address ableism what can you implement

QUESTION 3

Could you please describe what the term 'masking' means for neurodivergent children?



MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

Please give an example of how unknowingly practitioners could be perpetuating ableism and encouraging masking?

QUESTION 5

When working with families and discussing the development of their neurodiverse children could you please include how to handle these conversations and situations sensitively?

MODULE 3 ASSESSMENT

QUESTION 1

Please describe what is meant by the term 'Celebratory Framework'?

QUESTION 2

In the podcast Kerry discusses how to encourage holistic based discussions around child development as part of adopting a celebratory framework - On reflection from this conversation could you please list steps that you could implement in your setting to adopt a holistic approach when reviewing individual children's development and why this is important?



MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Could you please identify a practical tip to keep in mind when completing observations on children who have developmental differences and how this tip will support the child?

QUESTION 4

Could you please identify some examples of neurodivergent myths?

QUESTION 5

In the podcast Kerry discussed 'meaningful speech' Could you please explain your understanding of what 'meaningful speech' means to you?



MODULE 4 ASSESSMENT

QUESTION 1

Focusing on Well-being, could you please identify ways in which as educators we can better support children to foster that positive sense of self but also celebrate each other's differences too?

QUESTION 2

Please summarise what a Neuro Inclusive story (Vance, 2022) is and describe what may be included in this story and how to implement one of these stories?

QUESTION 3

Could you please give an example of where you may see tokenism in practice within an Early Years setting?



MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Following on from the previous question, could you please now give examples of strategies that can be implemented to avoid tokenism within the environment, provision and practice?

QUESTION 5

As part of reflection, professional development and embedding change in your setting which audit needs to be implemented immediately?





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED



ANSWER SHEETS

MODULE 1 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Why is adopting a neurodiversity affirming approach so crucial in the early years?

- Implementing a neurodiversity approach is important because neurodiversity embraces the fact that not all brains take the same developmental pathway, and while many children have neurotypical minds and bodies, others have development that diverges from this and a fundamental principle of neurodiversity, and those who believe in this idea, is that difference is not a bad thing, and so-called special educational needs (SEN) should not be viewed through the lens of delays, deficits, and impairments.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

How did the accessibility of the internet support autistic individuals and the perceptions of what it is to be autistic?

- Autistic individuals were able to connect with each other through forums and chat rooms, this has had huge benefits and supported individuals to not only make friends and communities but challenge perceptions of autism collectively.

MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Neurodiversity is a term used to describe a range of neurological differences, could you please identify some of these neurotypes, disabilities, and/or differences that sit under the Neurodiversity umbrella?

- Dyslexia
- Dyspraxia (also called Developmental Coordination Disorder, or DCD)
- Dyscalculia
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Historically neurodivergent people have typically been viewed through a deficit lens. According to Kerry the podcast guest, how much has that changed in today's society, how much better are we doing at understanding the needs of neurodivergent people and where as a society do we need to do better and why?

- Kerry explained that practitioners working with children every day acknowledge that children develop in different, wonderful and unique ways.
- Kerry believes that from a political and policy based stance we are still really far behind on that. Because we are still dominated and driven by the medicalised model of disability and difference.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Could you please explain the difference between the terms 'Special Educational Needs' and 'Neurodiverse'?

- Neurodiversity encompasses all of humanity and refers to the fact that differences are a biological fact.
- Special educational needs is a policy driven term - It's something that has been designed by policymakers as a way to identify those children that are not following typical developmental trajectories and the very definition of Special Educational Needs is whether you are at age-related expectations, whether you are having greater difficulty than your peers against the frameworks and curriculums that we have.

MODULE 2 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Could you please summarise what ableism means?

- Ableism is the favouring of typical minds and non disabled bodies.
- Ableism classifies entire groups of people as 'lesser' and includes harmful stereotypes, misconceptions, and generalisations of people with disabilities.
- Ableism is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior, in the same way that racism promotes the idea that people from one race are superior to others, and sexism promotes the idea that people of one gender are superior to others.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

As an educator if you're wanting to address ableism what can you implement

- CPD, training and/or team discussions to understand and discuss ableism as a first step.
- Reflect and think how you as an individual and your setting/team ethos could challenge ableism.
- This will require an interrogation of your practises and for practitioners to engage in critical reflection as perhaps unknowingly, practitioners may be perpetuating ableism in their practise on a daily basis.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please describe what the term 'masking' means for neurodivergent children?

- Masking is where the child recognises that the way they may behave and/or play is not accepted, therefore they realise that they need to behave in a particular way. Children may hide or disguise parts of themselves in order to better fit in with those around them. Masking however can be harmful to the children's wellbeing and health.

MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Please give an example of how unknowingly practitioners could be perpetuating ableism and encouraging masking?

- If a neurodivergent child is lining items up in their play, this could be seen as an autistic trait and perceived as a problem however if a neurotypical child was lining items up in their play then this would be labelled as a schema and a positive step in development.
- Practitioners can unknowingly encourage masking due to implementing intervention programmes for the neurodiverse children where they're being taught how to play however in reality neurodiverse children are being taught how to play neuro typically which can lead to the serious issue known as masking.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

When working with families and discussing the development of their neurodiverse children could you please include how to handle these conversations and situations sensitively?

- Parental feelings and responses about their child can be varied and complex. Therefore it is important that parents feel supported throughout.
- Each child and each family is unique and a 'one size fits all' approach will rarely be effective.
- Ensure that your setting's approach to parental engagement is underpinned by a set of values and principles that can help support practitioners and enable them to approach each discussion, each meeting and each situation sensitively.
- Ensure that parents feel the practitioners/setting are on their side and working collaboratively.

MODULE 3 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Please describe what is meant by the term 'Celebratory Framework'?

- A Celebratory Framework is discussing a child's interests, strengths and achievements by focusing positively rather than a deficit narrative which is crucial when reviewing neurodiverse children and then enables practitioners to think broadly about provision, adult/child interactions and how do practitioners provoke the child's development

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

In the podcast Kerry discusses how to encourage holistic based discussions around child development as part of adopting a celebratory framework - On reflection from this conversation could you please list steps that you could implement in your setting to adopt a holistic approach when reviewing individual children's development and why this is important?

- Review children's interests as a starting point - What are they motivated by? Where would you find them in the setting? What areas and/or resources do they engage in?
- Think about the child's strengths, speak to the parents, the family, speak to colleagues.
- Think about their traits, how they are within the setting, how the child does things differently rather than in a delayed way.
- What are their communication and interaction needs, what are their social, emotional and or mental health needs, what are their cognition and learning needs or their physical and or sensory needs
- Implementing the above steps gives a clear picture of the child and will support a more optimistic and proactive approach in identifying strategies that are then child centred.

MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please identify a practical tip to keep in mind when completing observations on children who have developmental differences and how this tip will support the child?

- Look at the ratio of concern based observations versus learning based observations
- This will support the child as when reviewing these observations you will likely find you're noting down more concerns than you are learning experiences. And we need to make sure that that's more balanced so that we've got again that more holistic perspective of the child.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Could you please identify some examples of neurodivergent myths?

- Behaviour disorders are a fashionable excuse for bad behaviour and poor parenting
- If your child has a disability, you're given lots of easily accessible support
- Language about special needs doesn't matter
- People with autism are unaffectionate
- You can always tell when someone has a disability
- Autistic children have no empathy

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

In the podcast Kerry discussed 'meaningful speech' Could you please explain your understanding of what 'meaningful speech' means to you?

- Meaningful speech promotes our understanding of natural language acquisition and gestalt language processing.

MODULE 4 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Focusing on Well-being, could you please identify ways in which as educators we can better support children to foster that positive sense of self but also celebrate each other's differences too?

- Ensure each unique child's interests, strengths and differences are recognised and celebrated.
- Talk openly with the children about their feelings creating a safe space and provide tools for the child to communicate their needs.
- No child is too young to learn about difference because they are acutely aware of it – Ensure to respond in a supportive age appropriate way.
- Celebrate children for who they are and give them unconditional positive messages.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Please summarise what a Neuro Inclusive story (Vance, 2022) is and describe what may be included in this story and how to implement one of these stories?

- A Neuro Inclusive story is similar to a social story, the difference is that a Neuro Inclusive story is based on teaching all children rather than an individual child.
- A specific story about a neurodiverse child stimming, you could read this story with a group of children at circle times teaching children about neurodivergent differences so that children develop a better understanding which then increases community cohesion.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please give an example of where you may see tokenism in practice within an Early Years setting?

- Practitioners might provide neurodiverse books that feature characters with different abilities but the children are not engaging with these books, they are on the shelf as the practitioners are also not engaging or encouraging with them.
- Placing cultural artifacts on display without knowing or providing children with information about the item's heritage or significance
- Setting specific days for specific cultures and Celebrating a cultural event in a superficial fashion or using the event as the only form of exposure to that culture
- Using different forms of cultural dress in role play as wearing traditional attire as a 'costume' can be offensive to people who wear it as part of their cultural identity.
- Displaying posters of neurodiverse or cultural groups, just for the sake of it.

MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Following on from the previous question, could you please now give examples of strategies that can be implemented to avoid tokenism within the environment, provision and practice?

- Using Neuro Inclusive stories at circle times and encouraging children to engage with these types of stories in the reading area.
- Ensure that the same amount of time and energy is dedicated to All celebrations.
- Inviting Educators and families to share their own personal experiences of celebrations.
- Ensuring that resources, images, and music are reflective of contemporary celebrations which children can relate to.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

As part of reflection, professional development and embedding change in your setting which audit needs to be implemented immediately?

- Resource and Environment audit to ensure culture, race, neurodiversity and differences are reflected across the provision and within the materials and resources.