



Training Brochure



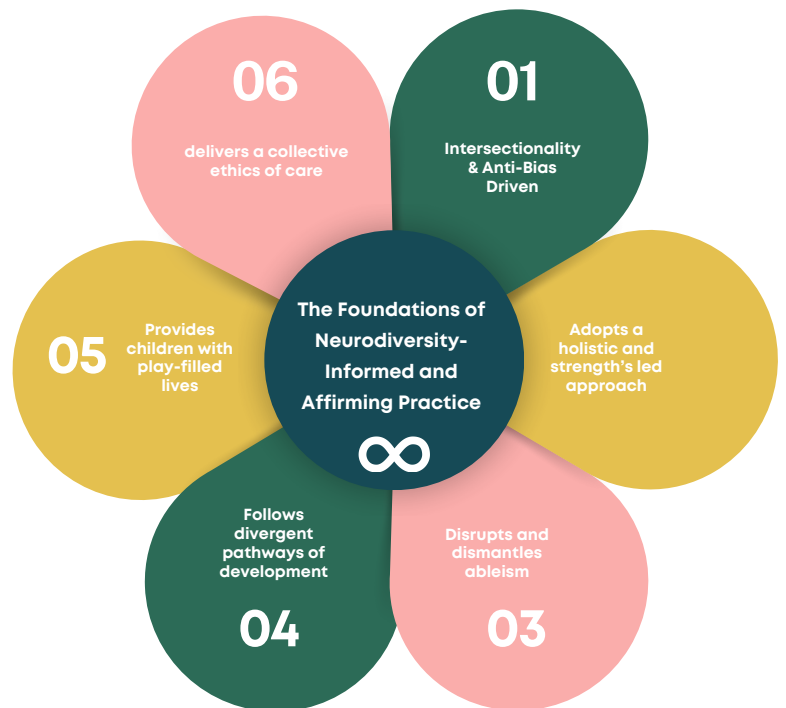
for 2024 and 2025

NEURODIVERSITY CURIOSITY CIRCLE

in early childhood

Neurodiversity is becoming increasingly prevalent to our understanding of early childhood development and education. This course explores the key principles related to neurodiversity. You will consider how these can be translated into your everyday practice to ensure that every child and family feels affirmed and supported by the inclusion practices you adopt.

This course is delivered by an early childhood specialist who also has lived experience of neurodivergence and disability.



Learning Outcomes

- To introduce **neurodiversity** and how this relates to early childhood development and education
- To develop an understanding of **ableism** in early childhood practices and the ways in which this can disrupt meaningful inclusion
- To consider the ways in which we can be in **solidarity** with children, parents and carers during inclusion support
- To explore **strength's led practices** such as referral writing, goal setting and planning for neurodivergence and disability



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AUTISM AFFIRMING PRACTICE

in early childhood

Our understanding of autistic identity has vastly increased in the last decade due to autistic-led research and community advocacy. There is, however, still the dominant view that to be autistic is to be disordered, impaired or in need of “fixing”. This course draws upon a neurodiversity-affirming view of autism, and explores meaningful ways to affirm and honour autistic child development and identity.

This course is delivered by an early childhood specialist who also has lived experience of neurodivergence and disability. I am autistic and ADHD.



Learning Outcomes

- To introduce autism through a neurodiversity-affirming lens
- To explore the impact of ableist practice on autistic identity
- To consider alternative child development theories related to autism including:
 - Monotropism
 - The Double Empathy Problem
 - Interoception
 - Gestalt Language Processing
 - Play Patterns
- To consider practical ideas for supporting autistic children that affirm and honour their identity

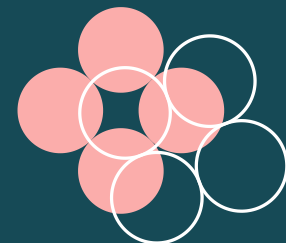


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STRENGTHS-LED GOAL SETTING

in early childhood

As educators and specialists, we are contributing to a child's biography of lived experiences. It is important that the way we document their early experiences supports positive self-esteem and what is developmentally meaningful to them. This course explores the different strength's led ways we can document a child's early learning experiences, and how goal setting should affirm unique developmental pathways

This course is delivered by an early childhood specialist who also has lived experience of neurodivergence and disability.

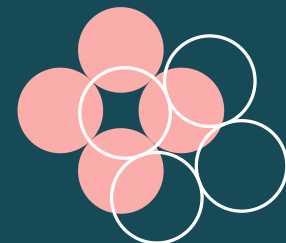


Learning Outcomes

- To introduce **neurodiversity in the context of strength's led** documentation and goal setting
- To consider the purpose of documentation, and how we can reframe language to write in affirming and empowering ways
- To introduce the **SHARE** and **ATTUNED** framework for goal setting
- To consider practical tool for building a network of perspectives in neurodiversity-affirming support



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BUILDING BLOCKS OF BEHAVIOUR

in early childhood

Children's behaviours in early childhood are complex and multi-faceted. As educators, we are responsible for providing consistent and personalised co-regulation which holds space for children to learn to maintain and regulate their internal and external worlds. This course explores the origins of children's behaviour including stressors and the environment and consider practical yet meaningful strategies of support.



This course is delivered by an early childhood specialist who also has lived experience of neurodivergence and disability.

Learning Outcomes

- To explore the importance of adult self-regulation in providing effective co-regulation
- To consider the origin of behaviour, including those that are driven by stress and those that are motivated by social and emotional skill development.
- To develop co-regulation strategies that are matched to children's individual differences and needs.



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DIVERSE PATHWAYS OF DEVELOPMENT

in early childhood

One prevalent myth in early childhood development is the belief that all children follow the same developmental pathway. According to this misconception, for a child to be deemed to be progressing well, they must exhibit typical and non-disabled learning and development. However, child development is inherently rich, diverse, and varied. This course explores the various ways children can develop, providing new perspectives and insights into divergent pathways of development.



This course is delivered by an early childhood specialist who also has lived experience of neurodivergence and disability.

Learning Outcomes

- To develop an understanding of **neurodiversity** and how this relates to early childhood development
- To consider the impact of **ableism** on our understanding of child development
- To be introduced to key **neurodiversity-affirming** terms including divergent pathways of development, developmentally meaningful practice and play patterns
- To explore examples of **diverse development** in neurodivergent and disabled children and to consider how this translates to practice



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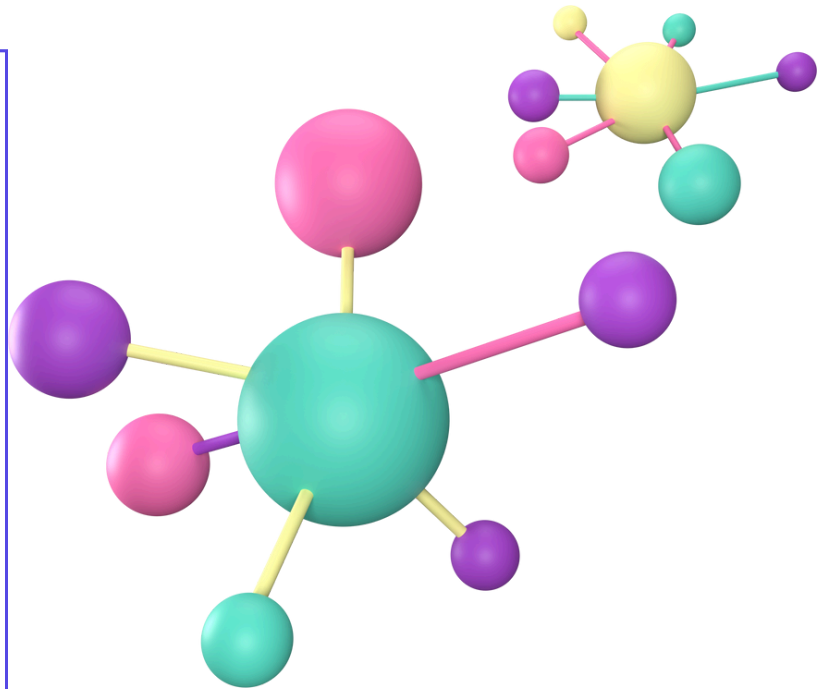
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SELF-DIRECTED PLAY AND NEURODIVERSITY

in early childhood

There is a common misconception that play does not come naturally to children who are neurodivergent and/or disabled and that they need to be taught how to play functionally, appropriately and purposefully. This course debunks this myth by reimagining our understanding of play through a neurodiversity-affirming lens and embracing that play has infinite potential. Our role as educators is to explore the diverse patterns of play and to facilitate their intrinsic meaning to children.



This course is delivered by an early childhood specialist who also has lived experience of neurodivergence and disability.

Learning Outcomes

- To (un)define neurotypical and non-disabled measures of play.
- To explore the importance of self-directed play in the play continuum.
- To consider play patterns of neurodivergent and disabled children
- To unpick how play has been appropriated for learning and development, and to consider how to liberate play



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TERMS AND CONDITIONS

1. Services

1.1. **Scope of Services:** Kerry Murphy agrees to provide training services as outlined in the agreement or as mutually agreed upon with the client.

1.2. **Schedule:** The Trainer and Client will agree upon the schedule for the training sessions, including the dates, times, and locations (if applicable). The client must provide an outline of the required training including any prior meetings/test sessions or preparation meetings.

1.3 **Training cost:** This typically includes an introductory meeting to discuss requirements and the training itself along with email/phone exchange. Additional meeting requests will incur an additional charge at **£30 per 30 minutes**.

1.4 Other services related to the training such as blog or resource creation have an additional charge unless agreed otherwise.

2. Fees and Payment

2.1. **Fees:** The Client agrees to pay the Trainer the agreed-upon fee for the Services rendered. Any additional expenses incurred during the provision of the Services will be mutually agreed upon in writing.





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TERMS AND CONDITIONS

2.2. **Payment Terms:** Payment for the Services is due within 30 calendar days of the invoice date. Late payments may incur additional fees or interest charges.

3. Cancellation and Rescheduling

3.1. **Cancellation by Client:** The Client must provide at least one week notice for any cancellations or rescheduling of training sessions. Failure to do so may result in forfeiture of the session fee.

3.2. **Cancellation by Trainer:** The Trainer reserves the right to cancel or reschedule training sessions due to unforeseen circumstances. In such cases, reasonable efforts will be made to reschedule the session at a mutually convenient time.

4. Intellectual Property

4.1. **Ownership:** Any materials, documents, or intellectual property provided by the Trainer during the provision of the Services remain the property of the Trainer unless otherwise agreed upon in writing. The trainer uses PDF presentations for copyright.

4.2. **Use of Materials:** The Client may use the training materials provided by the Trainer solely for the purpose of the Services and may not reproduce, distribute, or disclose such materials without the Trainer's prior written consent.

4.3 **Adapting materials:** The trainers materials must under no circumstances be adapted i.e. transferred to PowerPoint.



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TERMS AND CONDITIONS

5. Confidentiality

5.1. **Confidential Information:** Both parties agree to maintain the confidentiality of any proprietary or sensitive information disclosed during the provision of the Services.

5.2. **Non-Disclosure:** The Client agrees not to disclose any confidential information obtained during the provision of the Services to any third party without the Trainer's prior written consent.

6. Reasonable adjustments

6.1. **Requesting:** If you have any reasonable adjustments please let me know via email info@eyfs4me.com

6.2. **Reasonable adjustments for training:** I am autistic and ADHD and benefit from a clear outline of what is expected. I also have processing difficulties and can benefit from support during delivery to manage time, and questions.

8. Miscellaneous

8.1. **Entire Agreement:** This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether written or oral.

8.2. **Amendment:** Any amendments or modifications to this Agreement must be made in writing and signed by both parties.

9. Acceptance