



We Skoolhouse Presents: *Sensational Inclusion!*



A discussion on **inclusive** and **equitable** practices for **diverse** populations with all kinds of learners and **geniuses**, with:



Jacki Visman

Early Childhood Specialist with We Skoolhouse



Dr. Tyana Velazquez-Smith

Founder and CEO of Sensational Inclusion, LLC.

Watch Video Now

Certification

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Video

Please review the professional development training video; you will need approximately 60 minutes to complete the training.



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Survey & Certification

Kindly take a moment to fill out the survey provided. Upon survey completion, anticipate receiving your certification within five business days.

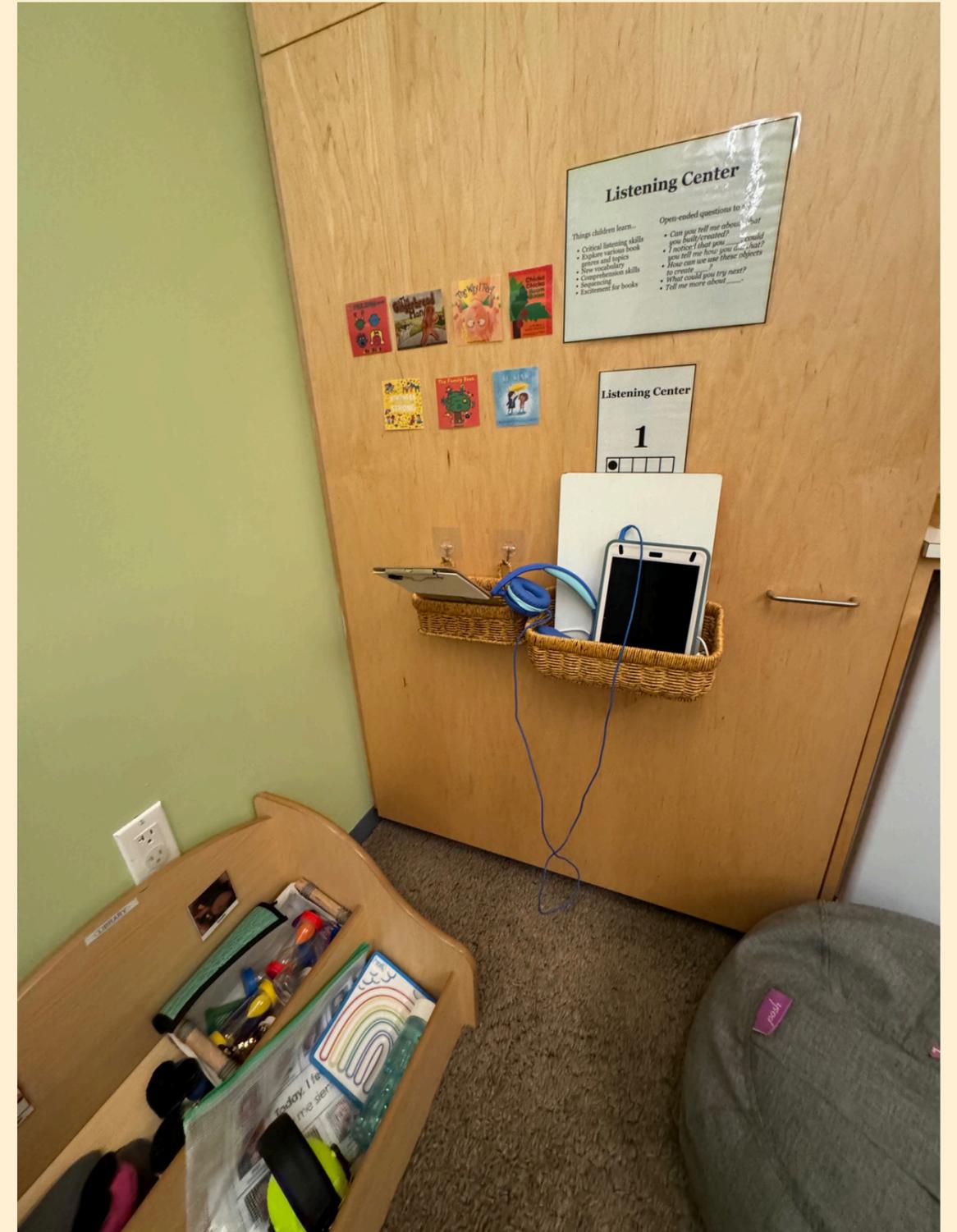
[Survey](#)



Why advocate for play-based learning, and sensory-rich play?



What does it mean to be
“sensory-friendly”?



Why advocate for leaning into special interests?



How do we gauge the learning styles of each individual?



**What does it mean to be
neurodivergent?
*neurotypical?***



What is neurodivergent-affirming practice?



**What may this look like in
an integrated classroom -
our approach and the
environment?**



What does it mean to have a diverse student body? What does it mean to be inclusive?



**Can all children
(including those who are
neurotypical) benefit
from inclusive and
sensory-friendly
practices?**



How do we gauge the sensory needs of an individual?



What is *equitable* practice?

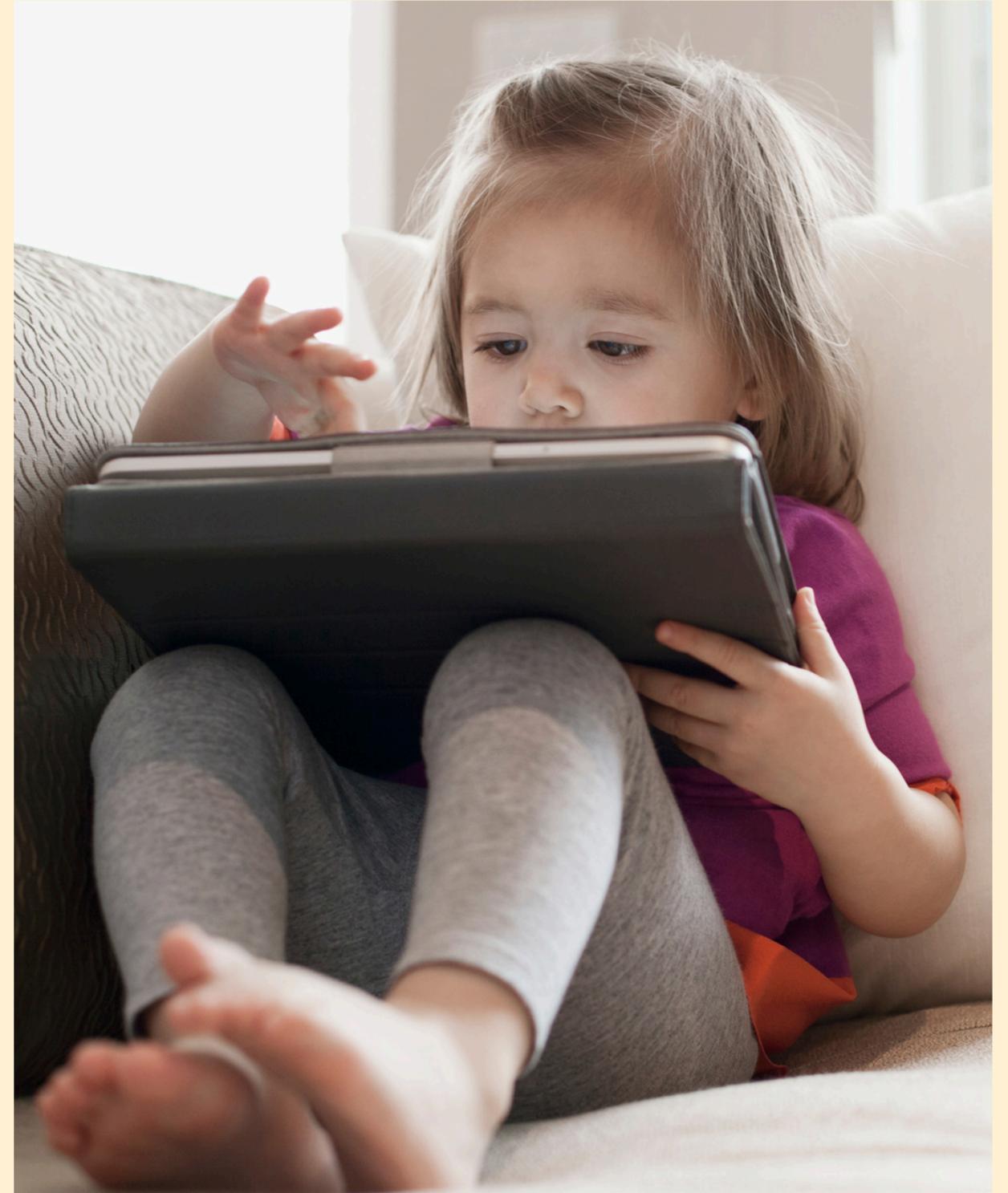


**Has there been an
overdiagnosis of
Autism/ADHD?**



Should we be mindful of any of the following in relation to neurodivergence?

- **Diet**
- **Screen time**
- **Vaccinations**



From a 3K teacher in an integrated classroom:

HELP- I need more guidance on understanding what appropriate expectations are with children approaching provocations and making a mess; outlining the appropriate expectations of what children may do with it + the mess they may make. Lowering stress for adult. Managing mess + appropriately teaching children to clean up with proper expectations.



Preschool Teacher:

I would love some guidance on talking to parents about their child's needs, who are in denial or oblivious... and talking with parents in general



Preschool Teacher:

How do we support a child that needs high levels of physical sensory input (like massages) and 1:1 support, in a space where we can't really give it to them as our attention is so divided.



Center Director:

Child (nearly 3) has no diagnosis of autism because he makes eye contact. He receives OT and the educator thinks he would benefit from a sensory-aware food diet (crunchy foods). Has a lot of kinesthetic challenges: always tripping and falling even in wide open spaces. Walks on tip-toes. Enjoys stepping stones, so they do that. How else can they support him when his own body is getting in the way?



Center Director:

What are some ways to support a child who is non-verbal?



Parent:

How do we support the siblings of children who are neurodivergent?



Preschool Teacher:

We had a child who was very easily overstimulated, especially in louder environments, like during playtime. They become very emotional and would act in anger and cry. We would remove them from the classroom to help them calm down (this was the only way we could calm them) . How could we better support a child exhibiting such a need; what calming materials or strategies could we implement in the classroom environment, so help avoid them getting to that point. And, when they do, what do you recommend in helping them relax so they don't miss any special activities in the classroom or essential play opportunities.



Questions? Let's Hear Them!



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Upcoming Events!

Intro to We Skoolhouse Affiliate Program:

Wednesday, October 2nd, 12pm EST

Next We Skoolhouse Webinar:

Progressive Approaches in Early Childhood Education

Wednesday, October 23rd, 12pm EST



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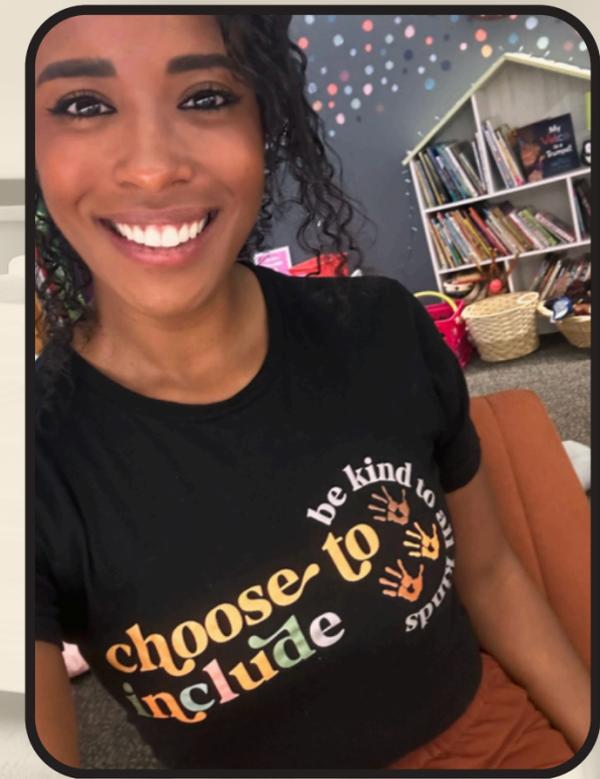


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