

Training Brochure

2026-2027



- **The Early Childhood Neurodiversity Affirming Collective**
- **Website:** www.diversepathways.org
- **Email:** queries@diversepathways.org
- **Instagram:** [diversepathways_earlyyears](https://www.instagram.com/diversepathways_earlyyears)

Training Overview

- This training offer is designed to be flexible, responsive and shaped around your context, needs and energy.
- **Diverse Pathways** training supports early years educators, leaders, specialists, local authorities, parents and carers to develop neurodiversity-affirming practice that is grounded, ethical and practical.
- You may engage with one-off sessions, follow a connected programme, or work with us to adapt training for your setting or organisation.

Training Format

All training can be delivered in a range of formats and adapted to suit your context:

- Online live sessions
- Face to face training
- Hybrid delivery
- Pre-recorded training
- Keynotes
- Workshops

In some cases, training can be adapted for primary education and specialist provision.

What is Included

All training includes:

- A dedicated Padlet with resources, signposts and reflective tools
- Access to presentation materials
- Opportunities for discussion, reflection and practice connection

New for 2026

- Certification of participation for all training
- Selected sessions will be CPD accredited (further details to follow)

Booking Options

Where training programmes include multiple sessions, you can:

- Book the full programme
- Select specific sessions
- Book a one-off session

This allows you to engage at a depth and pace that feels right for you or your team.

Costings and enquiries

- Costs vary depending on format, duration and level of adaptation.
- Please contact queries@diversepathways.org to discuss costings.
- If you have a specific budget in mind, do let us know. We offer flexible pricing and are always happy to explore what is possible.

Not sure what to choose?

You can attend one of our **Pathway sessions** online to get a feel for our training and approach. These can be booked at www.diversepathways.org





About Kerry (she/her)

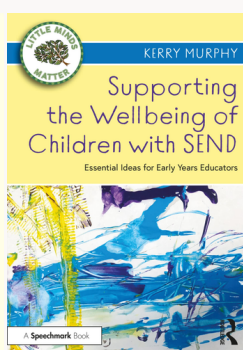
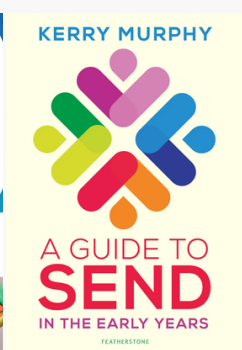
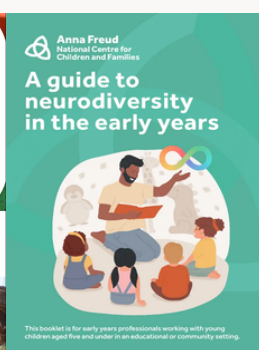
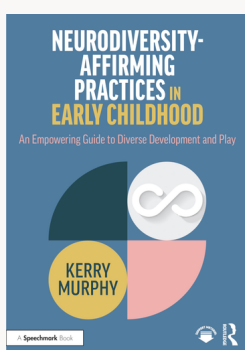


My name is Kerry Murphy, and I am an early years specialist, author, lecturer and trainer working in the field of neurodiversity-affirming and anti-ableist practice in early childhood education. I am the founder of **Diverse Pathways** for Early Childhood, a platform that supports educators, leaders, local authorities and families to critically rethink child development, play, behaviour, communication and regulation beyond deficit-based and compliance-driven models.

My doctoral research explores how **neurodiversity-affirming approaches can mobilise early educators to question, resist and work ethically within and against the constraints of the current SEND system**. This work sits at the intersection of practice, policy, social justice and professional identity, and is grounded in close **collaboration with the early years workforce**. I believe in a grass-roots approach to systemic change.

I am the author of Neurodiversity-Affirming Practices in Early Childhood, and I deliver training, workshops, keynotes and consultancy across early years settings, schools, specialist provision and local authorities. My training is creative, provocative and practice-grounded, bringing together research, lived experience and real-world examples to support educators to build inclusive environments that honour children's differences, protect autonomy and expand what is considered possible within early childhood practice. I do not teach educators to navigate the SEND system but to re-imagine it entirely.

I am the author of several books and resources aimed at early childhood advocates. If you want to work with me, please contact me at kerry@diversepathways.org.



Coming in 2026

**BUILDING
BLOCKS
OF BEHAVIOUR
IN EARLY
CHILDHOOD**



**KERRY MURPHY
SARAH DOYLE**

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Training you can book for your setting, organisation or local authority...

Training Course	Details
The Foundations of Neurodiversity Affirming Practice: <ul style="list-style-type: none"> • An Introduction to Neurodiversity Affirming Practice • No such as normal: Unpacking neuronormativity and SEND bias • Embracing Diverse Pathways of Development • Play and Neurodiversity Affirming Practice • Neurodiversity-Affirming Environments • The Storytellers: Affirming and Strength's Led Documentation 	6-Part Training which can be booked as a combination or single session. Please enquire for details.
An Introduction to Neurodiversity Affirming Practice in Early Childhood	
The Neurodiversity Eco-System: How to develop neurodiversity affirming environments	New for 2026
Spirals not Stages of Play” Embracing neurodivergent self-directed play	
The Constellations of Autism: Understanding autism affirming practice in Early Childhood.	New for 2026
The Building Blocks of Behaviour in Early Childhood <ul style="list-style-type: none"> • Attunement over Management in Children’s behaviour • The Shapes of Regulation: the role of co-regulation and collective regulation in early childhood • Scaffolding Regulation: How adults support regulation and energy rhythms • Not as simple as ABC: alternative frameworks for figuring out and making sense of behaviours 	New for 2026 4 Part Training which can be booked as a combination or single session. Please enquire for details.
Neurodivergent Educator Wellbeing: Embracing the Spikey Profile	New for 2026
Best Days not Worst Days: An Anti-SEND approach to documentation	New for 2026
Diverse Pathways of Development	
Parent Solidarity in the SEND system	New for 2026

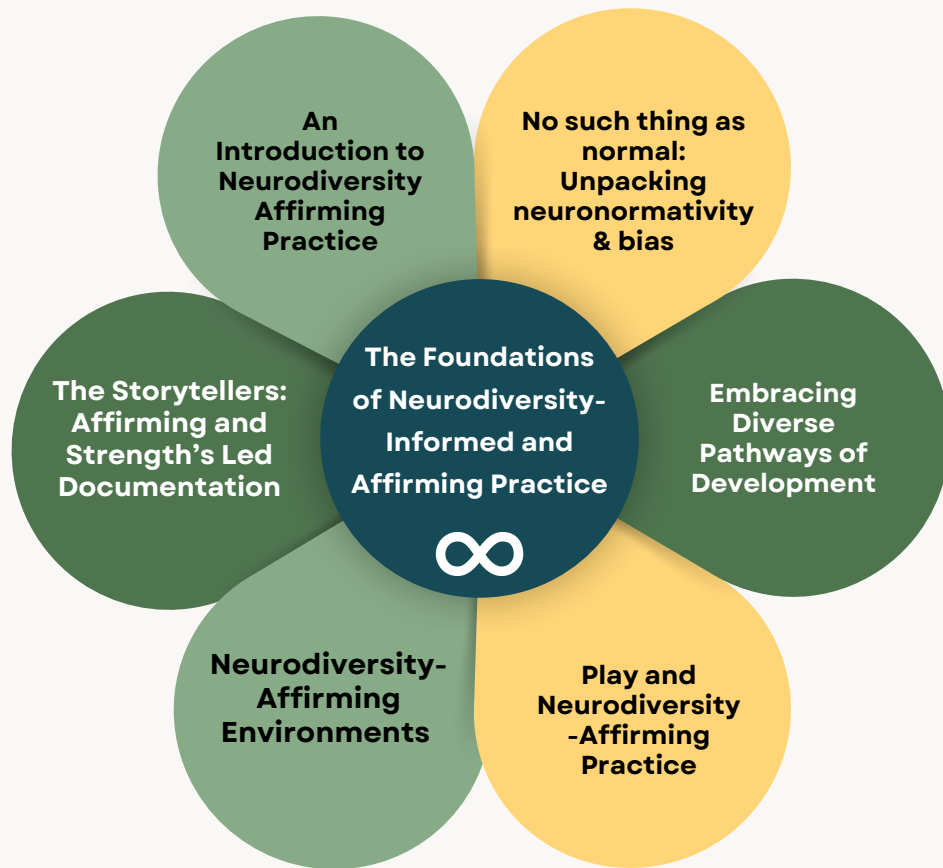


To book training, please email Kerry at queries@diversepathways.org

The Foundations of Neurodiversity Affirming Practice

For Early Childhood

A 'must attend' training for anyone who is passionate about neurodiversity affirming practice. Kerry was so inspirational, knowledgeable and the content and resources that accompanied the training are of such high quality. Thoroughly enjoyed this training event. (Anonymous Evaluation)



Neurodiversity is reshaping how we understand children, development, and inclusion in the early years. This training invites educators to step away from deficit-based thinking and towards practices that recognise difference as expected, meaningful, and valuable.

Designed and delivered by Kerry Murphy, early years specialist, author and doctoral researcher in neurodiversity and play.

This training is for you:

- Early years educators
- Childminders
- Teachers
- Specialists
- Local Authority

- Understand the neurodiversity paradigm and how it can transform our early years practice.
- Identify where neuronormative assumptions show up in everyday practice.
- Reframe inclusion as solidarity, not fixing.
- Develop a strength's led pedagogy for children who have lifelong developmental differences and disabilities.
- Explore your Zones of Neurodiversity-informed and affirming practice.

Format:

Online
Face-to-Face
Hybrid
Pre-Recorded

Please note: You can book the full six sessions, a combination or a single session. However, for meaningful implementation, we strongly recommend engaging with one or more sessions. If you want to book, please contact me at kerry@diversepathways.org.

An Introduction to Neurodiversity-Affirming Practice

in Early Childhood and Primary Education



This introductory training offers a clear, accessible, and affirming starting point for educators who want to move beyond deficit-based models of SEND and towards practices that recognise human difference are inevitable and understanding that challenges need to be supported in sensitive and affirming ways.

The training supports participants to question what has been normalised in early education, and to develop more ethical, relational, and responsive approaches to children and families.

Designed and delivered by Kerry Murphy, early years specialist, author and doctoral researcher in neurodiversity and play. Kerry is also autistic and ADHD and may draw on lived experience.

This training is for you:

- Early years educators
- Childminders
- Teachers
- SEND and inclusion specialists
- Local Authority professionals
- Anyone supporting autistic children in early childhood contexts

- Understand the neurodiversity paradigm and why it matters in education
- Explore the difference between inclusive, supportive, and affirming practice
- Identify how neuronormative assumptions show up in everyday routines and expectations
- Begin to reframe behaviour, development, and difference through a strengths-led lens
- Reflect on your role as an educator within wider systems of power and policy
- Leave with shared language and concepts to support further learning and change

Follow us on Instagram

Why settings to have Rest Spaces not Calm Down Corners

What type of rest does the child need...

- Mental Rest
- Sleep
- Social Rest
- Active Rest
- Creative Rest
- Emotional Rest
- Spiritual Rest
- Sensory Rest

Play Patterns is Live

Theme: Milestones to Detail Play	
Theme: Recycled & Reimagined Play Patterns	
Pattern Seven: Prosocial Play and Role-Play	
Pattern Eight: Social & Intrinsic Interests (Passions)	
Pattern Nine: Collections and Curiosity	
Pattern Ten: Play Structured by Mental Rules	
Theme: Autonomy and Predictability	
Pattern Eleven: Predictable and Autonomous Play	
Pattern Twelve: Encoded Play	
Theme: Imagination and Invention	
Pattern Thirteen: Fluid Imagination, Experimenting, and Wondering or Wondering Inside	
Pattern Fourteen: Creative, Adaptive and Inherently Non-Imaginative and Inventive	
Pattern Fifteen: Setting up Play Scenes	
Pattern Sixteen: Connection to Objects as a Role or Variant and Administration	
Theme: Social Diversity and Comparability	
Pattern Seventeen: Social Diversity including solitary play	
Pattern Eighteen: Seeking Transitions through Comparability	

Neurodiversity Affirming Practice in Early Childhood

8th January 2026
6.30pm till 8.00pm

REGISTER NOW

www.diversepathways.org

Understanding the Fizzy and Flat Nervous System

Deepening understanding of regulating up and down

Developing Deep Regulation Practices

Q Why are you so against "behaviour management" as an approach?

A If as early educators, we go into our early childhood spaces, with a focus on manehment and control, we tend to enter that space already in a **reactive and hyper-vigilant state**. It primes us into surveillance and scanning for threats and danger. This can potentially put us into a **constant state of overwhelm** and we then categorise play, development in action and learning as (mis)behaviour (adapted from Laura Fish, 2017)

Do we want to hold power or to empower children with their behaviour?

Language Reframes

Early Intervention

↓

Early Attunement

Language Reframes

Pre-Defined Outcomes

↓

Quality of Attuned Affirming

Language Reframes

Developmentally Appropriate

↓

????

Language Reframes

Milestones

↓

????

@diversepathways_earlyyears



The Neurodiversity Eco-System

How to develop neurodiversity-affirming environments

The materials shared/powerpoint, they're really professional, easy to read and follow but packed full of information, they're really visually pleasing on the brain too! Knowledge and passion of the speaker (Kerry!) really shines through, it makes it engaging to listen to.

(Anonymous Participant)



This training explores the ways in which you can enriching and diversify your early years environment through a neurodiversity-affirming lens. All children deserve belonging in our spaces, and the way in which we do this is by cultivating our eco-system to recognise that all ways of being are valid and contribute towards our early years communities.

Designed and delivered by Kerry Murphy, early years specialist, author and doctoral researcher in neurodiversity and play. Kerry is also autistic and ADHD and may draw on lived experience.

This training is for you:

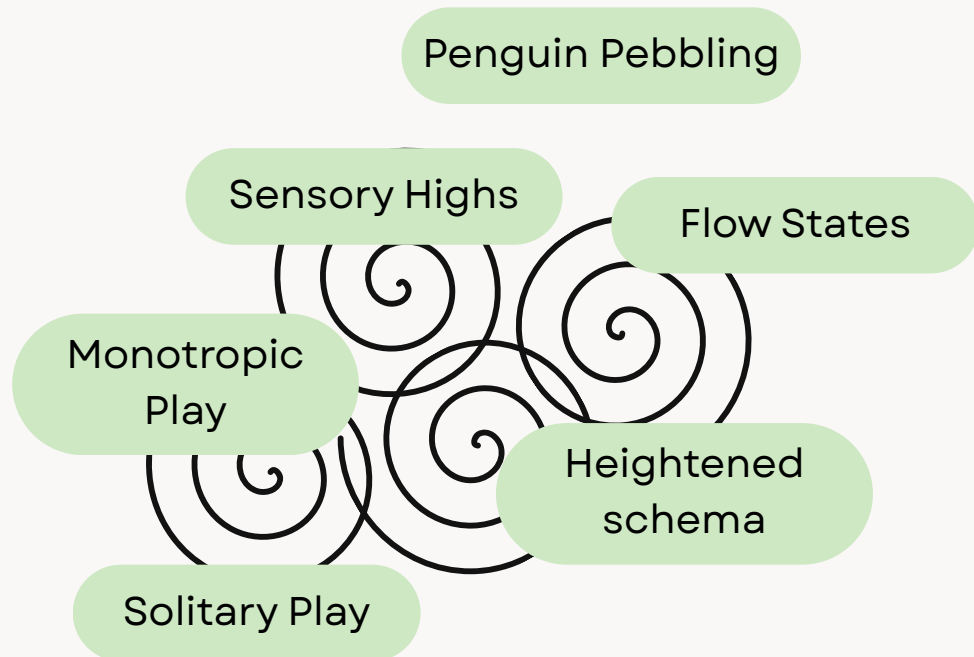
- Early years educators
- Childminders
- Teachers
- SEND and inclusion specialists
- Local Authority professionals
- Anyone supporting autistic children in early childhood contexts

- Understand how environments shape regulation, play, behaviour, and participation
- Explore sensory, social, and emotional compatibility rather than sensory “fixes”
- Identify where environments privilege compliance, productivity, and stillness
- Re-think routines, transitions, and expectations through a neurodiversity-affirming lens
- Learn how small environmental shifts can reduce distress and increase autonomy
- Develop environments that support collective regulation, not just individual coping

Spirals not Stages of Play

Embracing neurodivergent self-directed play

Kerry is a welcome voice in early childhood. Compassionate, wise, and practical - an unusual combination. I'm so glad to have these resources to use and direct others to. (Anonymous Participant)



Traditional models of play often position children's play as something that must progress through linear stages, becoming more functional, purposeful, social, or symbolic over time. Neurodivergent play is frequently misunderstood through this lens and labelled as repetitive, immature, or stuck.

This training challenges stage-based hierarchies of play and introduces a spiral model that recognises revisiting, repetition, intensity, and focus as meaningful forms of learning and regulation.

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- Explore current perceptions of play when it exists outside of "functional" play.
- Understand play as a spiral of revisiting, deepening, and meaning-making
- Explore autistic and neurodivergent play patterns without deficit framing
- Reframe repetition, intensity, and focus as purposeful and valuable
- Reflect on when adult intervention supports play and when it disrupts it
- Develop confidence in protecting children's right to self-directed play

The Constellations of Autism

Understanding autism affirming practice in early childhood

I just felt that there were so many thoughts I've had over the years for my own experiences as a parent and professionally - and I didn't have the words to explain them. I've left the training feeling so inspired but also validated in my own experiences. Also - the resources! Wow. I can't wait to pour through them. I signed up to the next workshop in the last 5 minutes.

(anonymous evaluation)



This training invites educators to move away from deficit-based and compliance-driven approaches, and towards autism-affirming practice that recognises autistic ways of being as valid, meaningful, and developmentally meaningful.

Rather than presenting autism as a single profile, this training explores autism as a constellation of traits, strengths, needs, and experiences that show up differently for every child.

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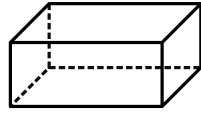
This training is for you:

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- Childminders
- Teachers
- SEND and inclusion specialists
- Local Authority professionals
- Anyone supporting autistic children in early childhood contexts

- Develop a clear understanding of autism from a neurodiversity-affirming perspective
- Explore autistic play patterns, communication styles, and regulation differences
- Build strengths-led, relational pedagogy for autistic children
- Reflect on how environments, routines, and expectations can either support or undermine autistic children

The Building Blocks of Behaviour

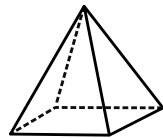
in early childhood



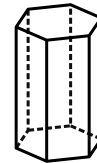
**Attunement over Management
for Children's Behaviour**



**The Shapes of Regulation: The
role of co-regulation and
collective regulation**



**Scaffolding Regulation: How
adults support regulation and
energy rhythms**



**Not as simple as ABC:
alternative frameworks for
making sense of behaviour**

Much behaviour guidance in early childhood focuses on managing, modifying, stopping or correcting children's actions. Neurodivergent children are particularly impacted by this, with behaviour often interpreted as non-compliance, dysregulation, or deficit. The Building Blocks of Behaviour offers a different way of understanding behaviour. One that recognises behaviour as communication, regulation, and adaptation within a wider relational and environmental ecology.

This training introduces a coherent framework that helps educators make sense of behaviour without resorting to reward, consequence, or control-based approaches.

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This training is for you:

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- Reframe behaviour as meaningful learning in action rather than disruption
- Understand regulation as relational, contextual, and dynamic
- Identify how environments and expectations shape behaviour
- Develop confidence in supporting behaviour without coercion or compliance
- Build shared language across teams for reflective behaviour conversations
- Move away from behaviour "strategies" towards principled, attuned practice

Neurodivergent Educator Wellbeing

embracing the Spikey Profile



This course explores educator wellbeing through a neurodiversity-affirming lens, centring the spiky profile as a natural expression of neurodivergence rather than a personal failing. Rather than focusing on individual resilience or coping strategies alone, the session examines how environments, expectations, workload, and professional cultures shape wellbeing.

Designed and delivered by Kerry Murphy, early years specialist, author and doctoral researcher in neurodiversity and professional development. Kerry is also autistic and ADHD and may draw on lived experience.

This training is for you:

- Early years educators
- Childminders
- Teachers
- SEND and inclusion specialists
- Local Authority professionals
- Anyone supporting autistic children in early childhood contexts

- Understand the concept of the spiky profile and how it applies to neurodivergent educators
- Recognise how masking, emotional, physical and sensorial labour can impact educator wellbeing
- Reflect on personal patterns of energy, capacity, and regulation across the working day
- Consider how the Double Empathy Problem can influence working relationships
- Develop your own Neurodiversity-affirming care label

Best days not Worst Days

An anti-SEND affirming approach to documentation

As early educators, we are in the privileged position of being children's storytellers. We have a responsibility to document children's developmental and lived experiences. This should be a celebratory approach that also sensitively captures areas of difference and need. And yet, when a child has a developmental difference, we are encouraged to focus on children's worst or tell stories that deplete and diminish the richness of children's worlds. This course takes an anti-SEND system approach and explore affirming and humanising ways of telling children's developmental stories in ways that affirm, empower and secure meaningful support. It also provides you with advocacy tools to push back against deficit systems.



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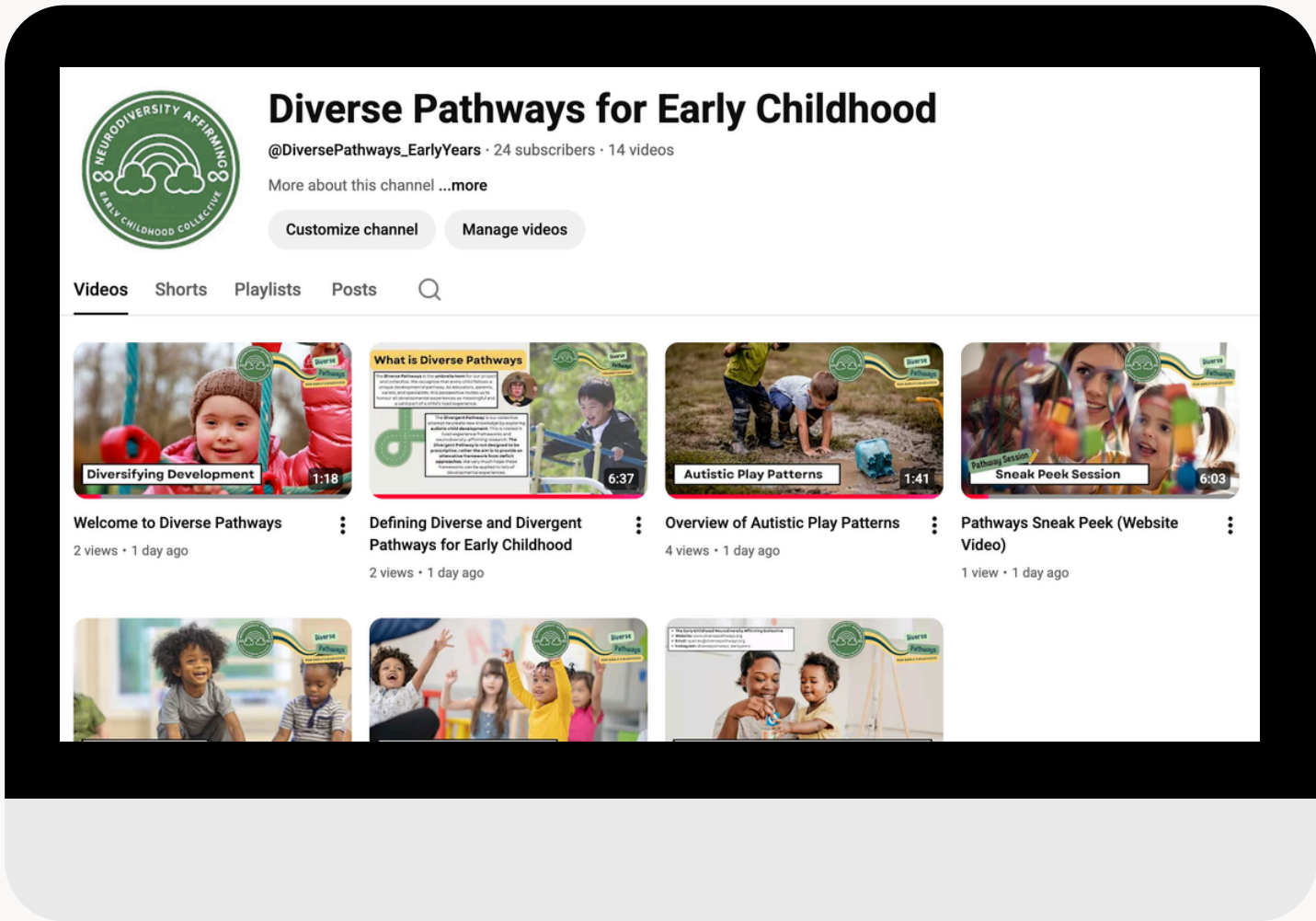
This training is for you:

- Early years educators
- Childminders
- Teachers
- SEND and inclusion specialists
- Local Authority professionals
- Anyone supporting autistic children in early childhood contexts

- Understand the ethical role of educators as storytellers
- Identify deficit patterns within SEND documentation systems
- Learn to document difference and need without dehumanisation
- Develop affirming, strengths-led developmental narratives
- Gain advocacy tools to push back against deficit-driven systems



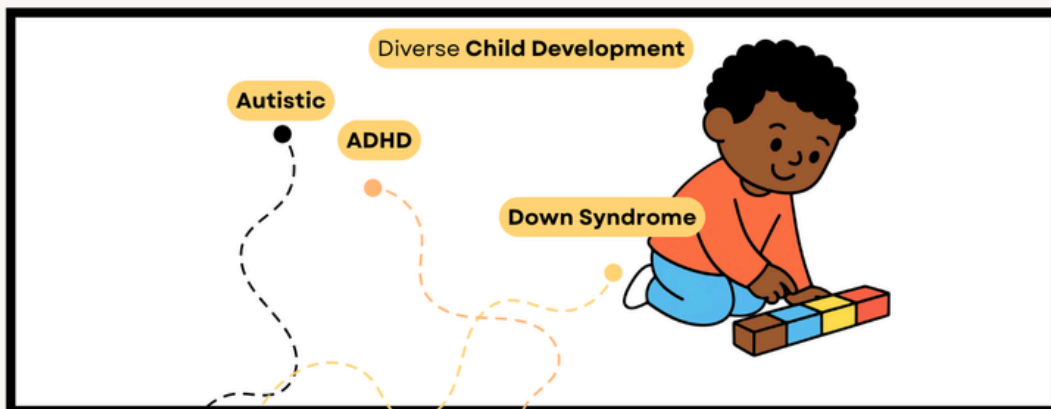
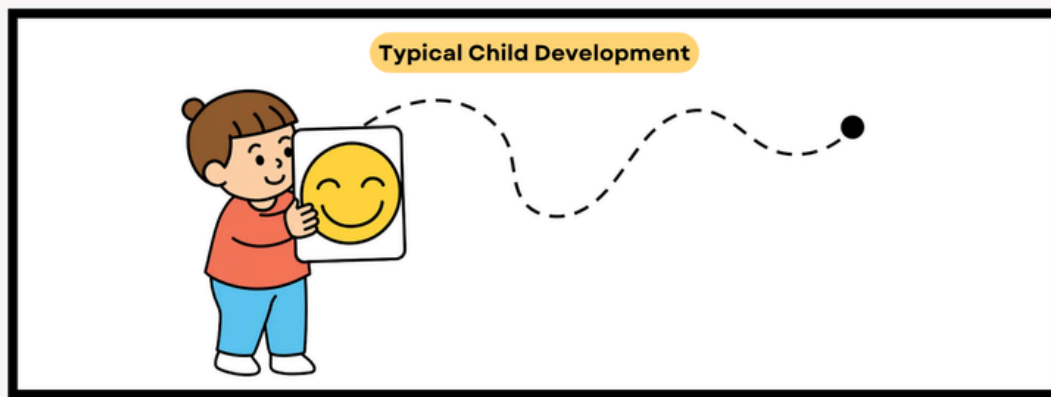
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Diverse Pathways of Development



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.

Designed and delivered by Kerry Murphy, early years specialist, author and doctoral researcher in neurodiversity and play. Kerry is also autistic and ADHD and may draw on lived experience.

This training is for you:

- Early years educators
- Childminders
- Teachers
- SEND and inclusion specialists
- Local Authority professionals
- Anyone supporting autistic children in early childhood contexts

- Challenge the myth of a universal developmental pathway
- Understand development as diverse and non-linear
- Recognise and value divergent developmental pathways
- Reframe progress beyond normative expectations
- Apply inclusive perspectives to practice and documentation

Parent Solidarity in the SEND system



Designed and delivered by Kerry Murphy, early years specialist, author and doctoral researcher in neurodiversity and play. Kerry is also autistic and ADHD and may draw on lived experience.

This training is for you:

- Early years educators
- Childminders
- Teachers
- SEND and inclusion specialists
- Local Authority professionals
- Anyone supporting autistic children in early childhood contexts

Parents and carers of neurodivergent and disabled children are often positioned within SEND systems as disengaged, hard to reach, push or adversarial. At the same time, educators are placed under pressure to have standardised partnerships, comply with systems, and mediate between families and institutional demands. This often places educators in constant spaces of contradiction.

This course reframes relationships with parents through the lens of solidarity rather than standard partnerships. It explores how SEND systems create tension between families and educators, and how deficit narratives, power imbalances, and bureaucratic processes can fracture trust.

- Explore the concept of solidarity and how it differs from partnership
- Reflect on professional power, positionality, and responsibility within parent-professional relationships
- Identify how institutional pressures can unintentionally position educators against families
- Develop language and approaches that validate parents' expertise, knowledge, and lived experience
- Strengthen confidence in advocating alongside parents within SEND systems
- Begin to reframe parent relationships as sites of shared struggle, care, and collective advocacy

Pathway Sessions

2026-2027



Diverse
Pathways
FOR EARLY CHILDHOOD

How to book



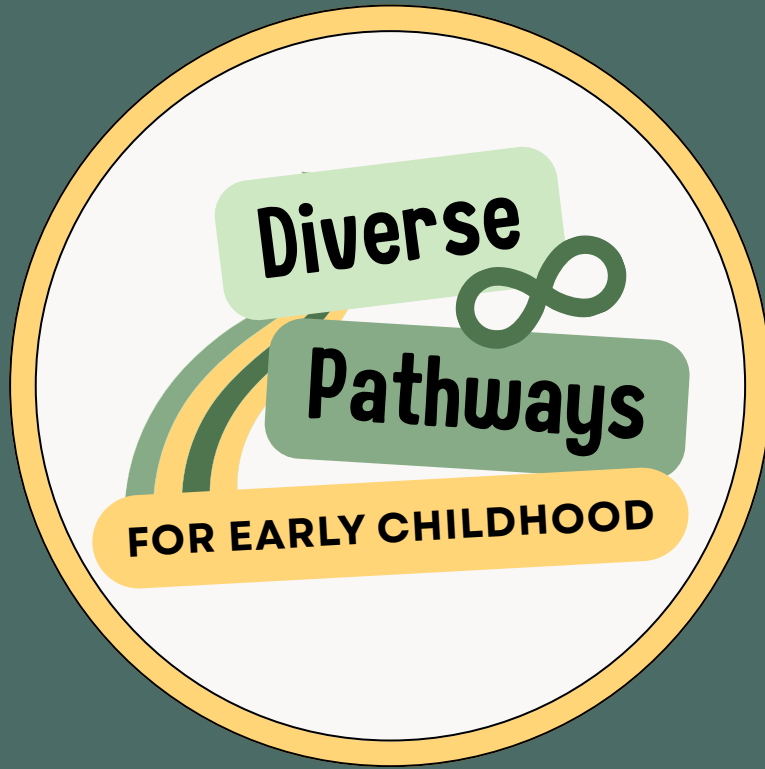
Training+ you can book for your setting, organisation or local authority...	Please email kerry at queries@diversepathways.org or complete out query form here!
Pathway Sessions	please book at www.diversepathways.org

Please note: As a trainer, I am autistic and ADHD and may require neuroaffirming adjustments. It can be really useful to know the following when you are booking:

- If F2F, the venue and location.
- Administrative expectations including pre-meets or tech checks.
- Invoice information as soon as possible especially if there is a lot of forms to fill in.
- Requirements for sharing materials prior to the event. Please note, I work on materials up until events as cannot always send weeks in advance.

I also welcome feedback and suggestions on how the training can be more accessible and inclusive.





Sign up

Website: www.diversepathways.org



Email: info@diversepathways.org



Instagram: [diversepathways_earlyyears](https://www.instagram.com/diversepathways_earlyyears)

