



Special Note: Honoring Neurodivergent Learners — Children and Adults

In every classroom — and in every program — individuals show connection, belonging, and growth in their own unique ways.

Some children and adults communicate through words, some through gestures, movement, art, or silence.

Some show trust and engagement with big, visible energy. Others show it with a glance, a pause, or simply choosing to stay close.

When we **expand our lens** to honor *all ways* of connecting and communicating, we create spaces where every child and every adult feels seen, valued, and supported.

Neurodivergent children, educators, and family members are part of every community. Supporting diverse ways of being is not a separate task — it is the heart of a strong SEL culture.

When we lead with flexibility, compassion, and respect for differences:

- **Relationships deepen.**
- **Trust grows.**
- **True belonging flourishes.**

When we design classrooms and leadership practices that meet the needs of those who need the most support, everyone benefits.

As a leader, **your relationships with your team are critical** — not just for program success, but for modeling what true inclusion and emotional safety look like.

The ways you notice, respond to, and uplift diverse ways of relating set the tone for your entire program.

"True inclusion is not asking people to change who they are to belong — it's changing how we see, connect, and support them so that everyone belongs."