How understanding becomes action

What the same progression can look like for children and parents.

Awareness	Inclusion	Advocacy
CHILDREN		
“My classmates understand me.” They understand why someone might take a movement break.	**“I can join in.”** A friend explains the game and welcomes me back after a break.	**“I can say what helps.”** An adult listens and tells me what happens next.
PARENTS		
“I understand what my child needs.” I ask my child what gets in the way and share what we see at home.	**“I’m part of planning support.”** We discuss what could help and agree what the school will try.	**“I can speak up and get an answer.”** I bring a clear request and ask who will follow up and when.