



**“Determining what’s not working and moving forward differently”**

- PHILOSOPHY** - paradigm shift with becoming a gardener rather than a sculptor
- Transforming and maximizing your **PHYSICAL SPACE**



**“Going to the source – understanding the roots”**

**THEORETICAL FRAMEWORK**

- Pyramid of Interventions
- Attachment & Right Relationship
- Trauma & Adversity
- Youth & Immaturity
- Emotional Health and Co-regulation
- Play & Expression
- The Sensitive Child
- Sensory & OT Perspective



**“Weather impediments in children’s lives”**

**STUDENT CHALLENGES**

- What’s Behind the Behaviour?
- Alarm & Anxiety
- Frustration & Aggression
- Resistance & Opposition
- Bossiness & Demanding Behaviour
- Disruptive & Alarmed Behaviour
- Defended & Hard to Reach
- Sensory Issues
- Attention Problems
- Neurodivergence
- Bullying Problems



**The adults need to work so the children can play, come to rest, and grow**

**PRACTICES**

- Practices to Avoid
- Intervention Planning & Mapping
- Tier 1 Universal Practices
- Tier 2 Targeted Practices
- Tier 3 Individualized Practices
- Practices During Transitions



**- Resources to Help Set the Stage - Provide opportunities to experience and be supported in emotional expression and problem-solving**

**MATERIALS**

- Emotions Intervention Materials
- Brain Break Activities
- Physical Outlet - Movement Station
- Fine-Motor & Quiet Activities
- Sensory Materials
- Cocoon Area
- Building & Creating Activities
- Flexible Classroom
- Accessibility to Materials
- Personal Bin
- Puzzle Area
- Play, Drama Dress-up
- Children’s Literature
- Academic Resources