

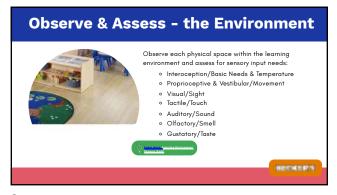
# Understand the connection between our own mindset and our "big picture" purpose and how we respond to the children in our care. Recognize the importance of observing the child and observing the learning environment through a sensory lens to more fully understand children's behaviors. Reflect on multimodal therapeutic practices that can be implemented through play in your unque context or setting.

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# What is your BIG PICTURE purpose? We are committed to fostering a community where each child feels: Safe to explore, express, and make mistakes without fear. Loved just as they are, and encouraged to grow into their unique beings. Trusted and respected as capable individuals with their own perspectives and ideas. Competent in their ability to problem-solve, express themselves, and build meaningful relationships. Confident in their strengths and resilient in the face of challenges. Curious about the world around them, free to wonder, ask questions, and engage in joyful discovery. A deep sense of belonging—to their classroom, their community, and the broader world.







### **Design the Environment**

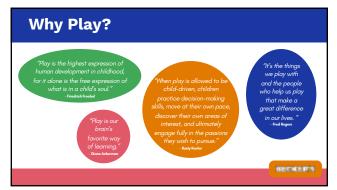
Adjust the environment based on the results of the sensory audit.

Meet sensory needs in every part of the classroom include materials and physical space for children to meet sensory input needs throughout the clasroom's

Create a dedicated space to teach self-regulation skills through co-regulation - include visual tools and physical materials to support sensory and emotional regulation.



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### **Techniques from Play Therapy**

- Be present and attuned to the child's needs
- Be near the child with an open body position
- Let the child lead the play
   Describe the child's play and label actions as a choice or decision
  - Avoid asking questions
- When a child asks questions, return responsibility Acknowledge effort and provide descriptive praise
- Offer just enough help to build frustration tolerance
- while ensuring the child successfully completes the desired task
- Set and enforce limits on un-safe behavior during

play using the limit-setting process



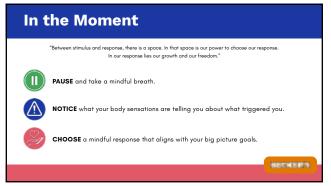




# Adaptations to Play Centers Allow for more whole body movement throughout the classroom In the Art Center, have a standing table where the work surface hits at or above the children's waist height (or simply remove the chairs from the art center table). Offer multiple apportunities for vertical play New York or glass wall, a child-height whiteboard, the back of a storage shelf covered in contact paper to be used for playdough and loose parts Amagnetic surface on the wall or back of shelf for magnetic building Provide for multi-sensory play throughout the classroom Add scents to homemade playdough and sensory bases. Allow light to be adjusted in centers to after the play experience Add options for listening to books in the library or reading nook Play music intentionally aligned with the mood, feeling, purpose of the moment

### Plunger pointing to music Plunger pointing to drumming music. High Engergy Art for Release - Bilateral Scribbling. Low Energy Art for Colm - Observational Drawing Bring the Outside Inside - Biophilia. Sensory Bin Play.

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# Recall your BIG PICTURE purpose I am committed to fostering a community where each child feels: Safe to explore, express, and make mistakes without fear. Loved just as they are, and encouraged to grow into their unique beings. Trusted and respected as capable individuals with their own perspectives and ideas. Competent in their ability to problem-solve, express themselves, and build meaningful relationships. Confident in their strengths and resilient in the face of challenges. Curious about the world around them, free to wonder, ask questions, and engage in joyful discovery. A deep sense of belonging—to their classroom, their community, and the broader world.



