

The Breathing Room™

**How Outdoor Education +
Movement = Restoration**

Connect • Reflect • Explore • Restore





Welcome

Let's take a moment to arrive...

Connect • Reflect • Explore • Restore

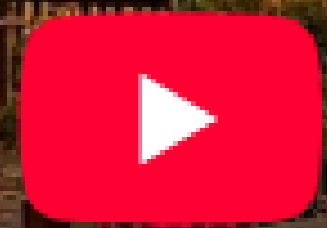


Cozy Autumn Jazz Fireplace Ambience 🍁 Smooth Jazz Instrumental Music & Fire

JazzHub Dreams



AI



Watch on  YouTube

Wellness as a design principle

Wellness shapes how people experience learning in their space.

Do people feel safe enough to belong?

Can they move, reflect, contribute, and recover?

Does the environment support human energy?

The design question: What conditions help people thrive here?

I will leave ready to...

Understand— physical activity and the great outdoors as a restorative wellness practice

Integrate— Physical Restoration framework to support student & staff wellness, learning & school culture.

Identify— practical strategies to create psychologically safe, asset-based, health-promoting spaces.

Design — a usable routine for a real setting

**The Breathing Room notetaker +
participant overview 1-paer**





Me in Three...

1



**Fave
Fall Day**

2



**What fills
your cup?**

3



**What's on
your mind?**



Now it's your turn!

1

Fave
Fall
Day

Movement
Match:
Stretch



2

What
fills
your
cup?

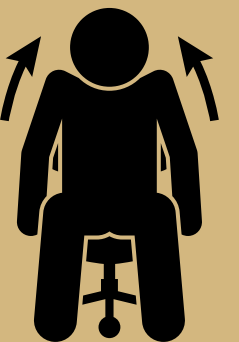
Movement
Match:
**1 Full
Breath**



3

What's
on
your
mind?

Movement
Match:
**Shoulder
Roll**



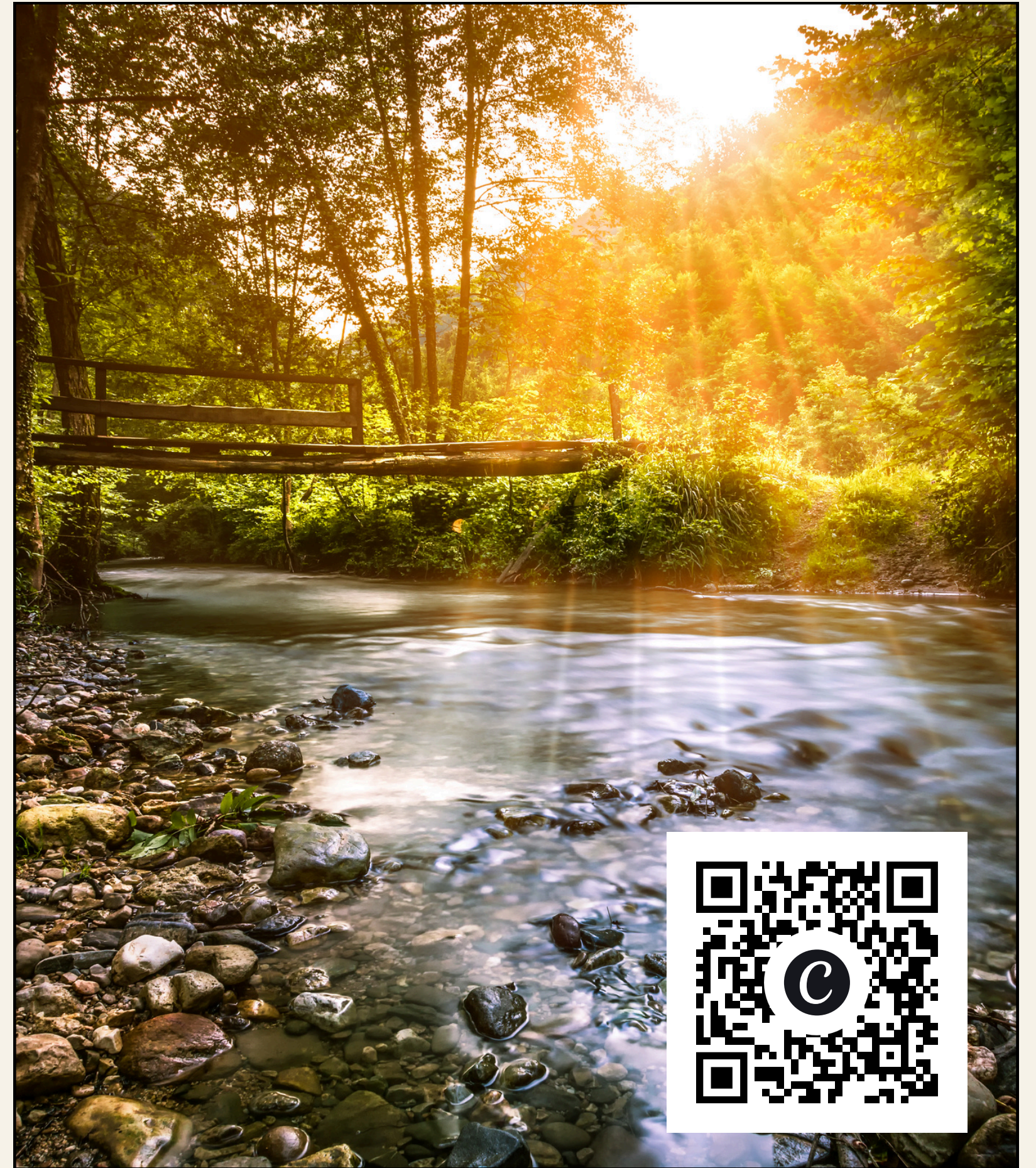
WHY PHYSICAL RESTORATION?

Movement is not an interruption to learning.

It can be the condition that helps learning, connection, and regulation happen.

- Builds relational safety and belonging before high-demand learning
- Creates regulation pathways through breath, rhythm, pacing, and body awareness
- Increases readiness by supporting attention, mood, and engagement
- Gives adults and students a sustainable practice for reset, readiness, and recovery

The Breathing Room Practice & Outdoor Opportunities



WHY PHYSICAL RESTORATION?

Now, take yourself back to that moment when you felt most alive, most connected, or most restored.

What conditions helped you thrive? Where were you? What environment surrounds you?

Resource: Notebook, journal or notetaking paper



Agenda: experience, translate, design

Every segment includes movement, discussion, and a usable resource.

- Framework + movement + outdoors = restoration
- CONNECT experience
- REFLECT sequence
- EXPLORE choice movement
- RESTORE reset
- Design lab + commitment

Resource: Physical Restoration Infographic



THE CRER FRAMEWORK

A simple rhythm for restorative movement

Connect, Reflect, Explore, and Restore can be used in classrooms, PE, athletics, counseling, staff wellness, and schoolwide systems.

CONNECT

belonging + trust

REFLECT

awareness + meaning

EXPLORE

agency + joy

RESTORE

recovery + readiness



California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



Whole Child Domain

**Inclusive Academic Instruction
Features**

**Inclusive Behavior Instruction
Features**

**Inclusive Transformative
Social-Emotional Instruction and
Mental Health Support Features**

Essential Domains and Features to Support the Whole Child

Administrative Leadership Domain

Strong & Engaged Site
Leadership Features

Strong Educator Support
System Features

Integrated Supports Domain

Organizational Structure
Features

Strong & Positive School
Culture Features

Family and Community Engagement Domain

Trusting Family Partnerships
Features

Trusting Community
Partnerships Features

Inclusive Policy Structure and Practice Domain

Strong LEA / School
Relationship Features

LEA Policy Framework
Features

Adapted with permission from: SWIFT Education Center. (2016).
Domains and Features Placemat. Lawrence, KS. swiftschools.org



The CA MTSS Framework: An Intentional Integration



California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



ALL STUDENTS

UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



SOME STUDENTS

SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



FEW STUDENTS

INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

The CA MTSS Framework: Intentional Tiers of Support



MTSS Anchor: Whole Child + Continuum of Support

Physical Restoration™ fits inside existing MTSS structures—not as another initiative, but as a practical way to enact them.

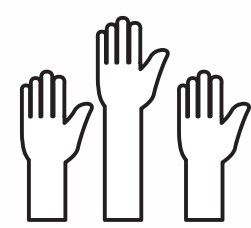
CALIFORNIA MTSS EMPHASIS



Whole Child Domain

The CA MTSS Framework helps schools **organize supports** so that **all students** receive what they need to **learn, participate, and thrive**. It uses a **layered** system of **support**, informed by **data**, to address students' **academic, behavioral, social-emotional, and mental health** needs.

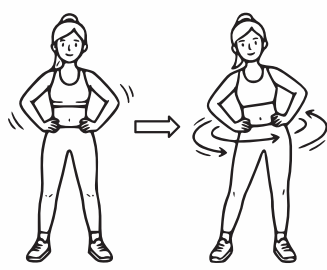
ACCESS + EQUITY



Inclusive Supports

The framework emphasizes **Universal Design** for Learning, **differentiated** instruction, **trauma-informed** practices, **restorative** practices, **culturally** relevant and **responsive** practices, and strong school **culture**.

CONTINUUM OF SUPPORT



All • Some • Few

Physical Restoration™ can be designed as **universal** support for **all students**, supplemental **support** for **some** students, and **intensified** support when paired with **team-based** decision making and **progress** monitoring.

Nature supports recovery

Time outdoors can help the mind and body settle after stress.

STRESS RECOVERY

Natural scenes have been linked to faster recovery in mood and some physiological measures after stress.

ATTENTION & RUMINATION

A nature walk reduced repetitive negative thinking. Reviews also report gains in attention after contact with nature.

A chance to pause, notice, move, and return with more capacity.



OUTDOORS AS A LEARNING SPACE

Space to explore. Space to learn.

Nature offers a “breathing room” for movement and inquiry in the places where life is happening.



What could your learners notice outside that the classroom cannot show them?

CONNECT

Belonging begins before performance

C

People engage more fully when they feel seen, safe, and valued.

Connect: Movement + Connection = Trust & Belonging

Belonging, relationships, and shared participation

C

Integrated Supports Domain • Strong & Positive School Culture • Tier 1: Universal Support

Why it matters

Connect routines foster collaborative relationships, belonging, and shared participation. They strengthen classroom climate, peer relationships, adult-student trust, and inclusive access before students need more intensive supports.

Practice in the Outdoors

Opening circles, walk-and-talks, movement mirrors, partner greetings, team connection rituals, advisory warm-ups.

Implementation Translation

●

Classroom & Community
Offer a choice of greeting.
Pair students for a 3-minute walk and talk. End by naming a peer contribution.

●

Curriculum & Learning
Start with “Where have you seen this?” Use a gallery of images, data, or texts to link prior knowledge with a new idea.

●

Outdoors & Spaces
Take a noticing walk. Map campus resources or barriers. Ask where the concept appears beyond the classroom.

Source alignment: CA MTSS Framework—Whole Child, Integrated Supports, UDL, trauma-informed/restorative practices, and continuum of support.

REFLECT

Awareness before action

R

Notice what is happening in the body, learning, and environment before choosing a response.

Reflect: Movement + Reflection = Awareness & Readiness

Awareness, regulation, readiness, and meaning-making

R Whole Child Domain • Social-Emotional + Mental Health Support • Universal Support • Supplemental Support

Why it matters

Reflection routines help students notice body cues, emotions, readiness, stress, and needs. They align to SEL, trauma-informed practice, and resilience-building as both universal self-awareness practice and targeted regulation support.

Practice in the Outdoors

Body weather reports, energy inventory, readiness scales, quiet walks, breath-paced reflection, movement-to-journaling.

Implementation Translation

- **Classroom & Community**
Use an optional energy check: low, steady, or high. Pause for “Stop. Notice. Choose.”
- **Curriculum & Learning**
Ask “What makes sense? What remains unclear?” Try a retrieval walk, then verify with notes.
- **Outdoors & Spaces**
Observe one place from two perspectives. Record patterns, questions, or changes over time.

Source alignment: CA MTSS Framework—Whole Child, Integrated Supports, UDL, trauma-informed/restorative practices, and continuum of support.

EXPLORE

Curiosity opens new paths

E

Invite movement, questions, investigation, choice, and small experiments.

Explore: Exploration + Movement = Agency & Curiosity

Agency, choice, curiosity, and equitable access

E

Inclusive Academic Instruction • UDL • Culturally Responsive Practice • Universal Support

Universal Design

Why it matters

Explore routines offer multiple pathways into movement and learning. They align with UDL, differentiated instruction, student agency, and equitable access to school-related activities.

In Practice in the Outdoors

Movement choice boards, curiosity stations, student-designed resets, cooperative problem-solving, adaptive equipment options.

Implementation Translation

Offer two ways to work or show learning. Set up curiosity stations and let students choose where to begin.

Launch with an object, image, or problem. Ask “What do you notice?” and “What should we test?”

Use a wonder walk or a small campus site to investigate shadows, sound, plants, or movement.

Source alignment: CA MTSS Framework—Whole Child, Integrated Supports, UDL, trauma-informed/restorative practices, and continuum of support.

RESTORE

Recovery supports the return

R

Adjust the demands and conditions so people can re-engage with capacity.

Restore: Movement + Restoration = Balance & Recovery

Recovery, re-entry, transition support, and resilience

S

Behavior Supports • Trauma-Informed + Restorative Practices • Universal / Supplemental / Intensified Support

Why it matters

Restore routines give students and adults predictable movement-based ways to recover from stress, conflict, transitions, recess, testing, or high-demand learning. Restoration supports re-entry and readiness without shame or public correction.

Practice in the Outdoors

3-minute resets, recovery walks, restore-before-re-entry, breath + mobility sequences, staff wellness pauses.

Implementation Translation



Offer a 1–3 minute movement, visual, or quiet reset. Let students choose a useful option.



After dense input, change mode: talk through an idea, sketch it, or walk and retrieve it.



Use a brief green reset. Walk, sit, sketch, or notice a distant point before returning.

Source alignment: CA MTSS Framework—Whole Child, Integrated Supports, UDL, trauma-informed/restorative practices, and continuum of support.

Physical Restoration as an Implementation Tool

A concise translation from framework language into movement-based practice.

CRER	MTSS Fit	Primary Function	Use It When...
Connect	Integrated Supports + Positive School Culture	Build belonging, relational safety, and shared presence	The group needs trust, inclusion, or a low-risk entry point.
Reflect	Whole Child + SEL/Mental Health Supports	Build awareness, regulation, and readiness	Students need to notice body cues, emotions, attention, or needs.
Explore	Inclusive Instruction + UDL	Build agency, access, and joy through choice	Students need multiple ways to participate, respond, or engage.
Restore	Behavior + Trauma-Informed / Restorative Supports	Build recovery, re-entry, and resilience	Students or adults need a reset after stress, conflict, or transition.

Use this as a bridge before participants design a district, school, classroom, PE, athletic, counseling, or staff wellness routine.

Let's Move!

Start with relational safety before asking for vulnerability, performance, or reflection.



CONNECT: movement for belonging

Start with relational safety before asking for vulnerability, performance, or reflection.

Interactive practice

- **Walk & Talk:** “What helps students feel like they belong?”
- **Boom, Clap, Snatch:** “Boom” = double high-five, “clap” = hand clap, “snatch” = grab object
- **Common Ground Corners:** move to the prompt that feels most true: Link [HERE](#)

Debrief lens: What made this safe, inclusive, and low-risk?

Physical Restoration Connection Strategy Cards



REFLECT: movement for awareness

Reflection becomes more accessible when the body has time to settle, sense, and name what is needed.

Sequence: 4 minutes

- Slow walk or seated movement: notice pace and breath
- Body scan: shoulders, jaw, hands, breath, posture
- Written prompt: “What does my body need to be ready to learn, lead, or support others?”

Translation: pre-test reset, post-conflict reflection, PE check-in, staff wellness pause.

Student self-check tool + reflection prompt menu



EXPLORE: movement for agency and joy

Choice invites curiosity, reduces avoidance, and creates multiple pathways into participation.

Balance Pathway

Recovery Walk

Walk & Talk

Rhythm movement

Body Weather Report

Create a Reset

Debrief: How did choice change your willingness to participate?

Resource: Explore choice board + student voice planning tool



RESTORE: movement for recovery

Restoration is not the absence of effort. It is the intentional return to readiness.

- Ground: feet, seat, or stance; notice contact with the floor
- Breathe: slow inhale and longer exhale for three cycles
- Release: neck, shoulders, hands, and jaw
- Return: choose one word for how you want to re-enter the room

Resource: 3-minute restore routine + transition restoration protocol



Build one Physical Restoration practice

Create a 5–10 minute routine participants can test in their own district, school, team, or program.

- 1 Choose a setting
- 2 Name the need
- 3 Select PR moves + outdoor opportunities
- 4 Plan access + choice
- 5 Decide how you will know it helped

Resource: CRER implementation planner + sample routines by setting



A toolkit participants can adapt immediately

Each resource is designed to be flexible, brief, and usable across educational settings.

- | | | |
|---|--|---|
| <u>CRER one-pager</u> | <u>Strategy cards</u> | <u>Movement choice board</u> |
| <u>3-minute restore routine</u> | <u>Readiness reflection tool</u> | <u>MTSS alignment chart</u> |
| <u>Scenario cards</u> | <u>Implementation planner</u> | <u>Inclusive movement checklist</u> |

Digital
Resource
folder:



Design movement with dignity

A restorative movement practice should never rank, shame, exclude, or require students to perform beyond readiness.

- Offer seated, standing, low-impact, and quiet options
- Use choice and opt-in intensity rather than public comparison
- Name the purpose of movement: connection, readiness, recovery, or regulation
- Plan for space, sensory needs, clothing, mobility, culture, and confidence

Resource: Inclusive movement checklist + adaptation prompts



Where Physical Restoration can live

Embed CRER inside what already exists instead of creating another initiative.

- Classroom — 3-minute reset before writing or testing
- Physical Education — Connection warm-up + restore cool-down
- Athletics — Recovery routine after practice or competition
- Counseling — Targeted movement reflection group
- Staff Wellness — Walking collaboration or meeting reset
- Schoolwide — Transition routine after recess or lunch

Resource: Sample implementation routines by context



Make the learning portable

Leave with a practice, a rationale, and a next step.

- Share your designed practice in 60 seconds
- Name one barrier you anticipate
- Name one support that would make implementation easier
- Capture one idea from another participant that you can adapt



One move forward...

One way I will use movement as restoration in my setting is...

Commitment card / QR exit reflection

Thank you!

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“Of all the paths you take in life, make sure a few of them are dirt.”

-John Muir