

Name: Mrs Colleen Ann Jardine

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Professional Title/Occupation:

Certified Therapeutic Play Practitioner for the Differently Abled

Organisation: Windfield International School

Address of Organisation/Practice: Koh Samui, Thailand

Professional Qualifications:

Master of Science in Education (Teacher Leadership) – Walden University

Bachelor's Degree in TESOL / Education-related field

Board Certified Cognitive Specialist (BCCS25659244)

Certified Therapeutic Play Practitioner for the Differently Abled

Courses undertaken in Play Therapy:

Certified Therapeutic Play Practitioner for the Differently Abled

Details of any other relevant qualifications/courses taken in the field:

Currently undergoing supervision in current practice: No

Ages catered for:

Children aged approximately 3–11 years (Nursery to Year 6) within Early Years and Primary educational settings.

Services offered:

Therapeutic-informed play support, emotional regulation support, neurodiversity-informed support (ADHD, autism, and dyslexia), social skills development, behavioural and learning support, parent guidance, SEND consultation, and educational support within early years and primary settings.

Support is provided through individual and small-group sessions using child-centred, relationship-based and evidence-informed approaches within the scope of educational and therapeutic-informed practice.

Personal Profile:

I am an international educator and SEND & inclusion specialist with over 13 years of experience within early years and primary educational settings. More recently, my work has focused on supporting children with diverse learning, developmental and emotional needs through inclusive, child-centred and relationship-based approaches that promote emotional wellbeing and engagement within the learning environment.

I integrate therapeutic-informed and play-based approaches within my current practice to support emotional expression, social interaction, self-regulation and confidence. I work collaboratively with teachers and parents to help create supportive and inclusive environments for children within educational settings.

My approach combines whole-child development, inclusive educational practice and therapeutic-informed support, with a strong belief that children learn best when they feel emotionally safe, valued and understood.