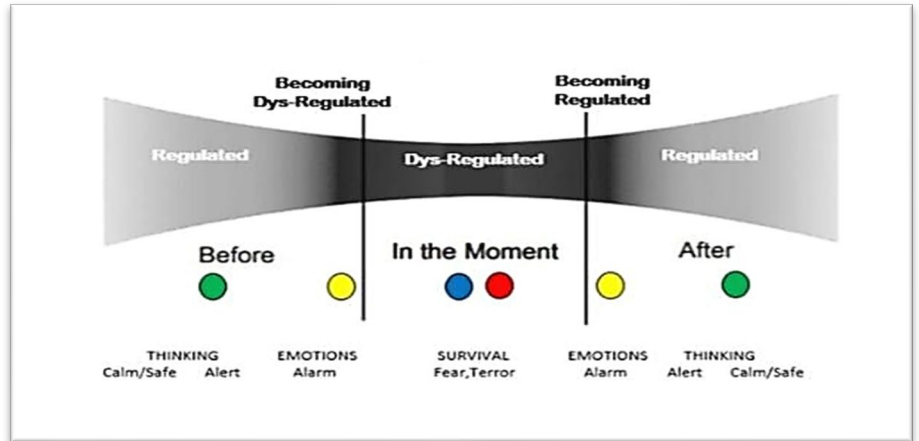


The Right Strategy at the Right Time

Realistic Expectations and Goals

- When teaching is possible, learning makes sense.
- When feeling is pre-dominant, promoting connection can prevent escalation.
- When seeking safety is present, co-regulating is necessary.



Learning and Teaching-

Strengthening top-down modulation capacities by strengthening and myelinating the connections between the higher and lower brain regions.

- Teaching and modeling **shifting/stabilizing** and **monitoring energy and attention**.
- Discipline is proactive and/or reflective, it happens before and after.
- Role is teacher

Feeling and Promoting Connection-

When regulated our social engagement system is working. When we move down to the limbic region, our social engagement system goes offline. At this stage we are working to bring it back online through attuned connection.

- Moments of connection in the midst of dysregulation.
- Role is ally. "I'm in your corner."

Seeking Safety and Co-Regulating-

What I am doing can have either a regulatory impact or can further dysregulate the others. These strategies are meant to help me regulate so I can be an external regulator others.

- Moments of regulation in the midst of dysregulation, through self-reflection and interoception.
- Role is being an external regulator.

Is top-down or bottom-up most appropriate right now?

Question 1: Are they able to process the information in that moment?

- Functional IQ
- Sense of Time
- Sphere of Concern

Question 2: Is there an escalation in behavior?



Question 3: What is the behavior communicating?



Brain-Aligned Strategies



Learning and Teaching:

Acknowledge Attention

- Naming where you are placing and shifting your energy and attention. “Now I’m shifting my attention to...”



Cortex

Fine-Tune Focus

- Naming on-going intentional attention to one thing or experience. “Let’s all pay attention for 1-minute with only our ears.”

Thinking Out Loud

- Naming your thinking and what is happening in your mind. “I’m curious about...”

Voice Their Choice

- Tracking and naming what they are doing. “You just got back to your seat and now you’re looking around.”

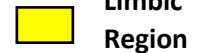
Be Reflective with a Broader Perspective

- Naming other pieces of the puzzle they may not be seeing. “I’m noticing lots of things on your desk,” in response to a student looking for something.

Facilitate Creating a Coherent Narrative

- Asking questions and giving information to link right brain experiences with left brain structure with body sensations. “What happened first? How did that make you feel? Where did you notice that in your body?”

Feeling and Promoting Connection:



Limbic Region

Recognizing Relationships:

- Pointing out what is happening between you and the student. “We’re standing right next to one another.”

Speak Through a Parts View

- Naming that more than one thing is true in this moment. “Part of me wants to let you do that, and part of me knows that we can’t do that right now.”

Connect and Redirect

- Attuning with them first using right brain to right brain connection. “I get how hard this is,” and being with them before trying to problem solve.

Be Real About How You Feel

- Naming how you feel in the moment. “I’m feeling frustrated.”

Seeking Safety and Co-Regulating:

Remember to Regulate you

- Figure out what works to regulate you and use these strategies.



Midbrain

Name it to Tame it

- Name what is happening in the moment (few words). “There’s a lot going on,” coupled with regulation.



Brainstem

Communication of Physical Sensation

- Name your own physical sensation (few words) or demonstrate it with a sound or action, “My heart’s beating very fast,” coupled with regulation.