

Done	Assignment	Cohort: SC, DF or Both	Details	Due Date
	Post #1 on Classes 1-3	Both	As you have looked at your own, and others' behaviors through a brain state and stress response lens, what have you noticed? How has using this lens impacted your thinking and/or behaviors?	2/24/25
	Research & Write-up	Both	Brain and Body State research & write-up	3/10/25
	Research & Write-up	Dual Focus	Developmental perspective research & write-up	3/25/25
	Podcast	Both	LFPR Episode 118 podcast called "How Trying to be Calm Gets in the Way of Regulation" and write a one page reflection paper.	3/31/25
	Post on Classes 4-6 SC and 4-7 DF	Both	As you think about using the concepts of Braindrops, Learning Tools and somatosensory regulation, what challenges and benefits do you perceive? Understanding that co-regulation starts with us, also has challenges and benefits. What do you see as the biggest challenges, and what are your thoughts for addressing them?	4/7/25
	Mapping	Both	Analyze an interaction using the mapping framework to better understand what might have caused escalation and alternative ways to approach the dynamic.	4/21/25
	Post on Classes 7-9 SC and 8-10 DF	Both	Understanding that relationship dynamics are complicated and based on past associations and patterns can help us recognize that how a student is behaving is "not about us." How does seeing behavior and dynamics through this lens impact your own thinking and behavior?	4/28/25
	Behavior Plan	Both	Complete a Layered social-emotional behavior plan	5/5/25

Student activities and methods for grading:

Points Received	Activity
15	Posts and responses on the learning platform forum
30	Brain and Body State research & write-up
30	Developmental perspective research & write up FOR DUAL FOCUS COHORT ONLY
25	Listen to LFPR podcast & write a reflection paper
30	Analyze and write up an interaction using the mapping framework
30	Complete Regulatory focused social-emotional behavior plan
25	Class attendance and participation with completed quizzes for each class
Total points 185	Passing Grade for one credit 50 points Passing Grade for two credits 100 points *Passing Grade for three credits 150 points (Only for Dual Focus Cohort)

*To receive 3-credits you must also participate in additional group time to present your work and give and receive feedback. This will be set up with the instructor.