



## **Evolution of a Synergetic Educator**

### ***Dual Focus Learning Objectives***

#### **Class 1: Live Webinar - Preparing Brains to Learn**

- The neurobiology of behavior – linking brain and body states
- Stress reactions and understanding threats to the brain
- Using 3 questions as clues to arousal states

#### **Class 2: Recorded Lesson - Developing Self-Regulation and Interoception**

- Explicitly and intentionally teaching top-down skills and creating bottom-up co-regulatory experiences
- Scaffolding self-regulation and interoceptive awareness
- Implementing small shifts to daily routines that have a significant impact

#### **Class 3: Recorded Lesson - Brain-Aligned Strategies**

- Brain-aligned strategies with corresponding practical neuroscience
- Moments of regulation in the midst of dysregulation - practicing one foot in and one foot out
- Using the right strategy at the right time

#### **Classes 1-3 Learning Objectives:**

1. Participants will learn the neurobiology impacting behavior in moments of dysregulation.
2. Participants will learn how brain states and body states impact students' abilities to learn.
3. Participants will learn how to teach the skills involved in mastering the ability to self-regulate.
4. Participants will examine ways to shift daily routines to include self-reflection, which supports rewiring brains and re-patterning nervous systems.
5. Participants will learn to recognize dysregulation in students, providing opportunities for intervention and avoiding continued escalation.
6. Participants will identify appropriate expectations and goals in different situations, and the neuroscience behind why some strategies are more effective at certain times.

#### **Class 4: Live Webinar - The Developmental Mindsets Paradigm™: Working with Educators from a Developmental Perspective**

- Outlining stages and ways to identify readiness along a developmental continuum in working with adults
- Exploring elements of the model that focus on roles, levels of support, and corresponding content for more effective partnering and collaborating
- Analyzing the dynamics including the role of blame and support in creating protective patterns versus connection

**Class 5: Live Webinar - Growing Windows of Tolerance & Shifting Perceptions**

- Understanding behaviors as attempts at regulation
- Answering the question “What do I do with this energy?” – match or mismatch in the classroom
- Mirror neurons, neural templates and intentionally growing windows of tolerance

**Class 6: Recorded Lesson - Practical Classroom Strategies for Creating Regulatory Environments**

- Understanding discipline is proactive and reflective
- Using a regulatory lens in practice from a multi-tiered systems lens approach
- Implementing somatosensory regulation, Braindrops™ and Learning Tools™ and supporting educators in understanding the science and application.
- Being an external regulator as we support educators in shifting their perceptions and growing their windows of tolerance.

**Class 7: Recorded Lesson - The Neurobiology of Regulating Ourselves and Others**

- Neuroception of safety and activating the Vagus Nerve
- The science of becoming an external regulator and explaining this science to educators.
- Balancing challenge and support and utilizing this concept with educators.
- Supporting educators in getting curious about their dysregulation.

**Classes 4-7 Learning Objectives:**

1. Participants will identify clues that facilitate working with educators from a developmental perspective.
2. Participants will recognize the dynamics underlying certain educators’ reactions while also recognizing the benefits and challenges of each developmental stage.
3. Participants will learn to see behavior as clues to regulatory needs.
4. Participants will learn how to support growing students’ windows of tolerance, more effectively rewiring brains and re-patterning nervous systems to support learning and growth.
5. Participants will translate knowledge into creating environments that support students' self-awareness and self-reflection, leading to the discovery of their own regulatory needs, while supporting adults' regulatory needs as well.
6. Participants will explore how to incorporate these approaches in various settings and from a multi-tiered perspective.
7. Participants will examine the parasympathetic branch of the nervous system and deepen their understanding of being an external regulator.
8. Participants will explore a continuum of support for shifting behaviors including ways to set boundaries.

**Class 8: Live Webinar - Relationship Dynamics and Challenges**

- Exploring the dynamics in difficult interactions, getting stuck in a cycle of interacting, and moving from deflective to reflective awareness
- Understanding the internal world of the student, including negative beliefs
- Analyzing different causes of escalation

**Class 9: Recorded Lesson - Relationship Dynamics and Individual Differences**

- Examining sensitized stress reactions.
- Being an external regulator as we support educators to engage in reflective awareness to recognize sensitivities.
- Understanding lagging skills from a brain and body lens

- Differentiation and support and exploring typical interventions through a regulatory lens while supporting this reflection with educators.

**Class 10: Recorded Lesson - Balancing Challenge and Support in Layered Social-Emotional, Behavior Support Plans**

- Using a layered regulatory perspective in creating support plans
- Developing adult responses that match students' brain and body states
- Tracking and collecting meaningful data
- Examining your role in supporting a regulatory perspective, developing adult responses, and collecting meaningful data

**Class 11: Live Webinar – Tying Things Together and Moving Forward**

- Navigating common barriers
- Understanding the concept of values and ways of approaching relationships with ourselves and others
- Supporting our own journeys

**Classes 8-11 Learning Objectives:**

1. Participants will recognize patterns of interacting that may unintentionally support students' negative beliefs.
2. Participants will examine relationship dynamics and escalation, learning how to balance challenge with support.
3. Participants will explore sensitized stress reactions and recognize ways to potentially impact perception and the environment.
4. Participants will learn different perspectives in supporting lagging skills.
5. Participants will analyze and compare their beliefs around scaffolding academic versus social-emotional, and behavioral support, and learn how to support this analysis with educators.
6. Participants will learn how to use a regulatory perspective when creating support plans for students and examine their role in this.
7. Participants will explore ways to collect meaningful data to track progress to guide interventions and examine their role in this.
8. Participants will identify 3 common barriers to doing this work and examine ways to navigate them with educators.