



Evolution of a Synergetic Educator

Student-Centered Focus Learning Objectives

Class 1: Live Webinar - Preparing Brains to Learn

- The neurobiology of behavior – linking brain and body states
- Stress reactions and understanding perceived 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 - 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 5: 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™

Class 6: Recorded Lesson - The Neurobiology of Regulating Ourselves and Others

- Neuroception of safety and activating the Vagus Nerve
- The science of becoming an external regulator
- Balancing challenge and support

Classes 4-6 Learning Objectives:

1. Participants will learn to see behaviors as clues to regulatory needs.
2. 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.
3. Participants will translate knowledge into creating environments that support students' self-awareness and self-reflection, leading to the discovery of their own regulatory needs.
4. Participants will explore how to incorporate these approaches in various settings and from a multi-tiered perspective.
5. Participants will examine the parasympathetic branch of the nervous system and deepen their understanding of being an external regulator.
6. Participants will explore a continuum of support for shifting behaviors including ways to set boundaries.

Class 7: 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 8: Recorded Lesson - Relationship Dynamics and Individual Differences

- Examining sensitized stress reactions.
- Understanding lagging skills from a brain and body lens
- Differentiation and support and exploring typical interventions through a regulatory lens

Class 9: 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

Class 10: 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 7-10 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.
6. Participants will learn how to use a regulatory perspective when creating support plans for students.
7. Participants will explore ways to collect meaningful data to track progress to guide interventions.
8. Participants will identify 3 common barriers to doing this work, and examine ways to navigate them.