

Classes	Content	Felt Experience	Main take-aways and Essential Understandings
1.The neurobiology of preparing brains to learn -CHIPMUNKS -NERVOUS SYSTEM	Brain states and processing capabilities, Question 1	Stress video and cognitive task	What we can process is impacted by our brain state. Can they process the information in this moment?
	Stress reactions continuum, Question 2	Story of showing up in a new place	We are all impacted by stress Is there escalation?
	Perceived threats to the brain –	What happens when we “should” ourselves?	The brain is scanning for more than physical threats; safety starts in the brain
	Nervous system arousal states, Question 3	Standing on one foot, stable and wobbly	Behaviors provide information and our bodies take over when outside our WOT What is the behavior communicating? Behaviors make sense
2. Developing self-regulation -SELF-REGULATION	Why does regulation matter?	Stop what you are doing activity	When we stop behavior the experience intensifies and our WOT gets smaller
	Interoception	Put up your arm activity	We must be able to feel the experiences in our bodies to be able to self-regulate, otherwise behaviors look intentional and defiant.
	Behavior is asking what do I do with this energy?	Match or mismatch concept	Behaviors are attempts at regulation
	Using mirror neurons to create options	Demo of scaffolding	Our goal is to help them become aware of their experience.
	Developing regulation framework		There are missing pieces keeping children from self-regulating independently
3. Developing self-regulation & Creating Regulatory Environments -LT FOR ADULTS	Top-down and bottom-up approaches	Did the activities	We need top-down and bottom-up approaches to support developing self-regulation.
	Braindrops and Learning Tools		Doses of regulation throughout the day is most effective.
4. Practical application of brain-aligned and regulatory strategies -BRAIN ALIGNED STRATEGIES -2 TENT CARDS -DEVELOPMENTAL	Timeline approach	The keys example	To avoid escalation, we want to use the right strategy at the right time. We're re-wiring brains and re-patterning nervous systems, a process that takes time
	T/D and B/U Approaches		The 3 questions can help us identify if we need a T/D or B/U approach
	One foot in and one foot out		We can bring in regulation in moments of dysregulation
	Zone of proximal development	When have you most grown reflection	Growth happens at the edges of the window of tolerance when we feel comfortably uncomfortable
	Developmental progression of self-regulation		We can intentionally support the development of self regulation at any level.
5. Working with others from a developmental perspective -BOUNDARIES -DMP -DMP DYNAMICS	What is regulation?		Regulation is not calm; it's a moment of mindful awareness of our internal state.
	Myths		Certain things are getting in our way of believing it's ok to be where we are and be ourselves.
	Becoming an external regulator	Imagine a crying baby	We can lend others our regulatory capacity
	Boundaries		Keep the energy moving to avoid shame and shift templates
	Developmental Mindset Paradigm Framework		Meet educators where they are.
6. Relationship dynamics and challenges	DMP Dynamics		We are all where we are for a reason.
	Escalation	Feel this...	There are 3 main causes of escalation
	Stuck in patterns		It's easy to inadvertently reinforce negative beliefs and behaviors.
	Reflective and deflection awareness	Asking what is true for me?	As long as we're engaged in deflection awareness we will blame others we will stay stuck in our experiences.

Links to the Pyramid Model:

Building nurturing and responsive relationships and High-quality supportive environments:

Connect practice to the science helping educators in meeting children where they are, even in moments of dysregulation.

- Understanding stress and brain states
- Using regulatory lens focus to understand behavior.
- Using a timeline approach to understand what approach makes the most sense in that moment
- Intentionally developing self-regulation skills
- Allowing access to doses of regulation throughout the day

Targeted Social Emotional Supports:

- Intentionally developing self-regulation skills
- Allowing access to doses of regulation throughout the day

Intensive Intervention:

- Developing a social emotional behavior support plan from this lens