Brain Aligned Classroom Discipline and Leadership



Large Back-Up Systems:

Office is involved. Create a restorative plan upon return. Focus on process, feedback and frequent nervous system check-ins



Omission Practices for the Group:

A focus on target challenges that are troublesome for the group. Together, we select the challenges we will practice & work through. Eliminate through a gradual process. Reduce the number of time behavior occurs. Preparation focused on process. Begin with an attainable benchmark and number.

Medium Back Up System:

What experiences does this student need to be successful? Where is the space? Do we prioritize adult awareness of staff nervous system states? What adults are available in this space? The goal: to regulate in this space. When the student and adult are regulated, we then create a plan for reentry into the classroom.

Omission Process for Individual.

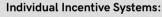
- 1. What is one behavioral challenge we want to see less of?
- 2. Students track and record their behaviors with our feedback.

Small Back Up Systems:

- 1. Routines taught, modeled, & practiced ahead of time
- 2. Establish regulatory practices that can occur in the moment.
- 3. Individual Amygdala Reset Bags.
- 4. Use amygdala area to model when you're feeling anxious/overwhelmed.
- 5. Work missed is made up when there is regulation.

Incentive Systems:

How do I structure the first hour or morning? What is our class challenge? What are our class strengths? Incentivizing is cultivating "time" to prepare the brain to access the cortex through our brain aligned bell work inside our procedures and routines.



What accommodations can we create for this student? Chunking assignments, time on task, and nervous system regulation as we create an individualized student plan around specific repetitive behavioral challenges. Frequent touch points/ check-ins with student input.

Co-Regulation:

Co-regulation is sitting beside one another as we help to digest, integrate, calm and experience the accumulating events that feel overwhelming. Each moment with a child or youth is a therapeutic moment as we deepen our connection and presence with another.

Co-regulation is not:

- Rewarding negative behavior, but creates a nervous system state in both adult and student that can process what went awry and possible solutions.
- Enabling negative behavior, but to create connections and buy time so the nervous system can find some balance and stability.

Touch Points:

Moments, minutes, & intentional times of connection that cultivate "the magic of resonance." It is in this safe, emotionally available space, we can tap into a student's culture, environments, experiences, identities, interests, & strengths. When we feel seen, heard and felt, we develop agency and autonomy.



When we prepare a nest for our students, we are planning and constructing an environment that meets the bio-social and emotional needs of our students and staff. Nests are created by many materials that hold it together for strength and endurance. How can we prepare a nest for our students? What is the nest in our classroom?

Educator Nervous System States