



BRAINCALM™ UNDERSTANDING THE OUT OF SYNC CHILD FOR MAINSTREAM PRIMARY CLASSROOM TEACHERS

All Braincalm™ Courses Offered Via Webinar By Brenda Cassidy (OT & Creator Of Braincalm™)

****These courses are all certified**

- 1. Braincalm™ Foundations:** 2hour FOUNDATION – precursor course before all other Braincalm™ courses are taken
 - Teaches 'WHY'- 25% children with SGO (something Going On) are the way they are
 - - LIKE 'the mechanic understanding what is wrong with the engine- BEFORE he starts trying to 'FIX' it- Braincalm™ Foundations gives YOU that baseline knowledge & understanding of the child

- 2. Braincalm™ Intensive:** ** Previously known as the **BRAINCALM™ PROGRAMME**

4hour webinar training

****The effects go 3 LAYERS DOWN DEEP INTO THE BRAIN**

****Long Term goal: THE CHILD LEARNS HOW TO SELF REGULATE**

**** Gives long term relief to the child**

- 15 mins a day/5days a week- 4 terms- over 1 year
 - SNA or Resource teacher takes pupils from both special & mainstream classes to a separate room
 - in groups of 3 (sometimes 2 or 1)
 - like an intensive 'ONE SIZE FITS ALL' OT Programme
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- 3. Braincalm™ Understanding the Out of Sync Child:** 2hour webinar training for mainstream class teachers

- In depth understanding of how physical skills affect actual learning in the classroom
- 4 terms of 5 'load & play' 3 – 4 min. videos for use as combined 'sensory/movement' breaks
- Certificate
- Goal: boost concentration, settle fidgeting behaviours, lift arousal levels
- The effects go 1 layer down into brain & are temporary
- Separate training is given to Teachers of
 - A) 4-6 years,
 - B) 7-9 years &
 - C) 10-12 years children



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4. **Braincalm™ For Learning Support Sessions:** 2hour training to teach LS teachers how to apply 3 x 5 min breaks to children with SGO (includes certificate)
The effects go 1 layer down into brain & are temporary
- colour coded menus (depending on behaviours a child presents with)
5. **Braincalm™ Sensory Breaks for SNAs/CAs:** 2hour training to teach SNAs
 - Which children need an 'outside the classroom' sensory break & why
 - What type of break they need & how often they need breaks
 - Certification & colour coded menus – sensory breaks
 - The effects go 1 layer down into brain & are temporary

BRAINCALM™ UNDERSTANDING THE OUT OF SYNC CHILD COURSE NOTES

5 Brain Breaks : using press & play videos

Break 1: Before classes start

Break 2: mid-morning (10am?)

Break 3: After little break

Break 4: After Big break

Break 5: 5 mins before they go home to settle 'brain' before home & homework

All pupils need a break every 45 mins (adults too!) YOU the class teacher- NEED to actually do the BRAINCALM™ BREAKS ALONG with the pupils to 'reset' YOUR brains concentration button

The SGO (something going on) children (about 25% in each classroom) need a SENSORY BREAK!

A movement break is ONLY for moving- a sensory break either

- Lifts arousal level of yellow sloth like brain, 'settles' the chronic red mover/fidgeter/seeker
 - 'calms' the blue over/hypersensitive brain
- So the EXERCISE TARGETS SPECIFIC AREAS OF THE BRAIN IN THE SGO CHILD

****YOUR ROLE AS TEACHER DURING BREAKS (& SNA IF YOU HAVE ONE IN THE ROOM)
TO GENTLY CORRECT THE CHILD AFTER 2 WEEKS OF DOING BREAKS- GIVE THE WHOLE CLASS
2 WEEKS TO GET USED TO THE EXERCISES THEN GENTLY (WITHOUT EMBARRASSING THE
CHILD) GUIDE THE SGO CHILD TO DO THE EXERCISES CORRECTLY**





The BRAINCALM™ LADDER: (covered in depth in BC Foundations)

Top of ladder:

Red 'Tigger' fidgeting/mover/squirmy behaviours (seeking) hugger

Blue 'Hypersensitive' behaviours – avoider- too noisy, too bright, headaches- BRAIN FIZZY- tend to go into sensory meltdowns, emotions- oversensitive

Bottom of ladder:

Yellow- low arousal 'sloth like behaviours' like EYEORE

Black cloud 'very sad' low behaviours.....we don't always know why.

Green line in middle- calm/focused/learning line

We need to

1. 'CALM DOWN' the blue behaviours
2. 'SETTLE DOWN' the red behaviours
3. LIFT UP/AROUSE the yellow behaviours
4. Lift the mood/self esteem of the 'Black cloud'

All to the GREEN LINE in order for them to LEARN from us.

** Note: you can have a MIX of all the above or some in the SAME CHILD! Confusing right?

Your classroom brain breaks will be a ONE SIZE FITS ALL for all the issues (well most!) in your classroom.

Exercise: What do YOU do to bring YOUR brain to the green line?? Coffee in the morning & a shower to AROUSE/Awaken YOUR brain to learn from me?

Go for a walk at lunch time to 'CALM DOWN'?

Remember: YOU can give yourself a sensory/brain break BUT the pupils can't!! Have mercy! Fidgeting child is "LIKE" he is wearing a straight jacket!

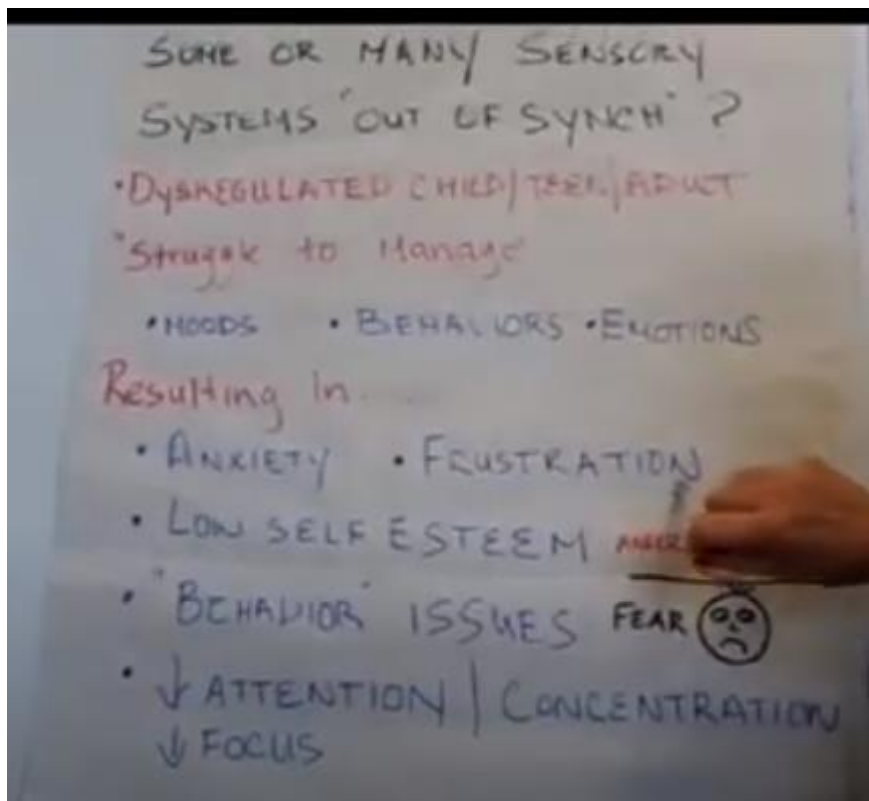
Classroom- can be overwhelming & exhausting

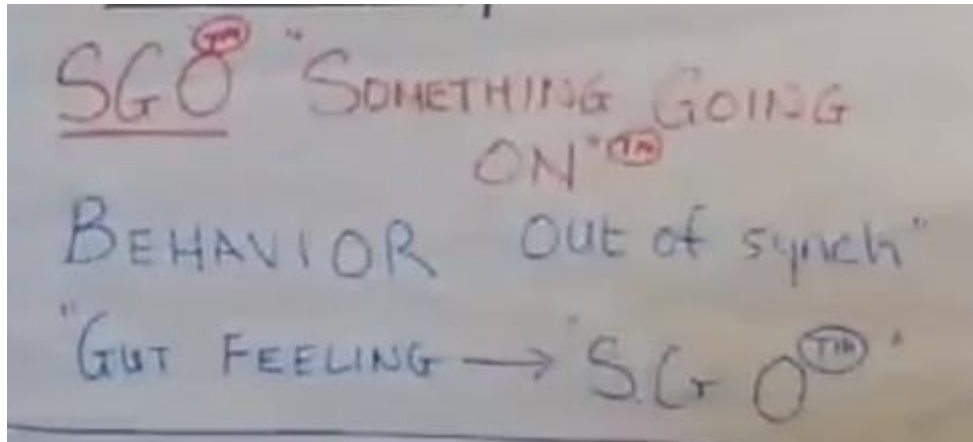


Other benefits for YOU:

Breaks give structure to your day & give you a break- REST is vital to REFILL THE LEARNING CUP.

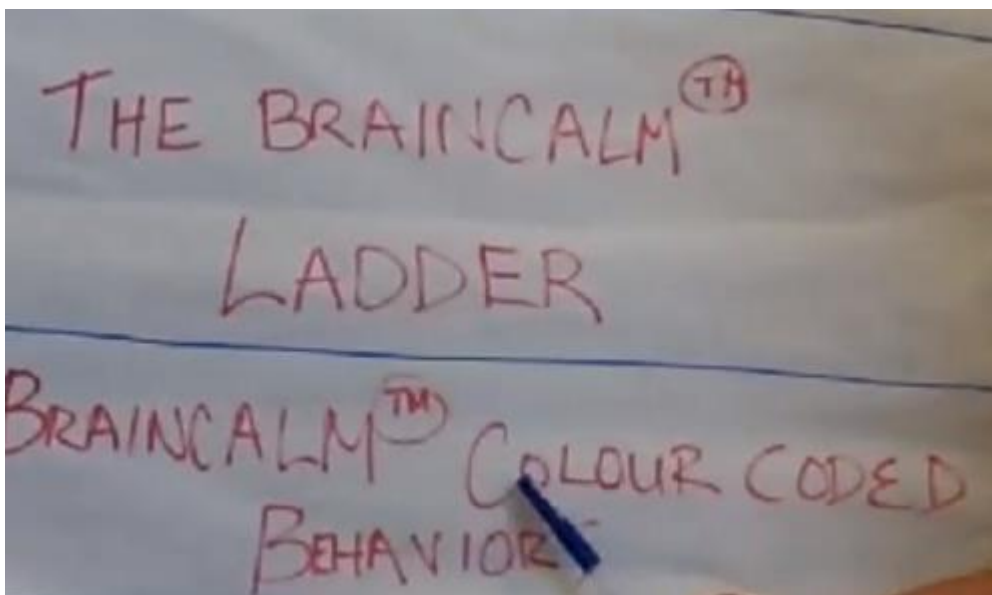
ALWAYS REMEMBER: the SGO pupils- in particular the hypersensitive pupils- your anxiety/stress WILL be absorbed or MIRRORED back! Please be careful!



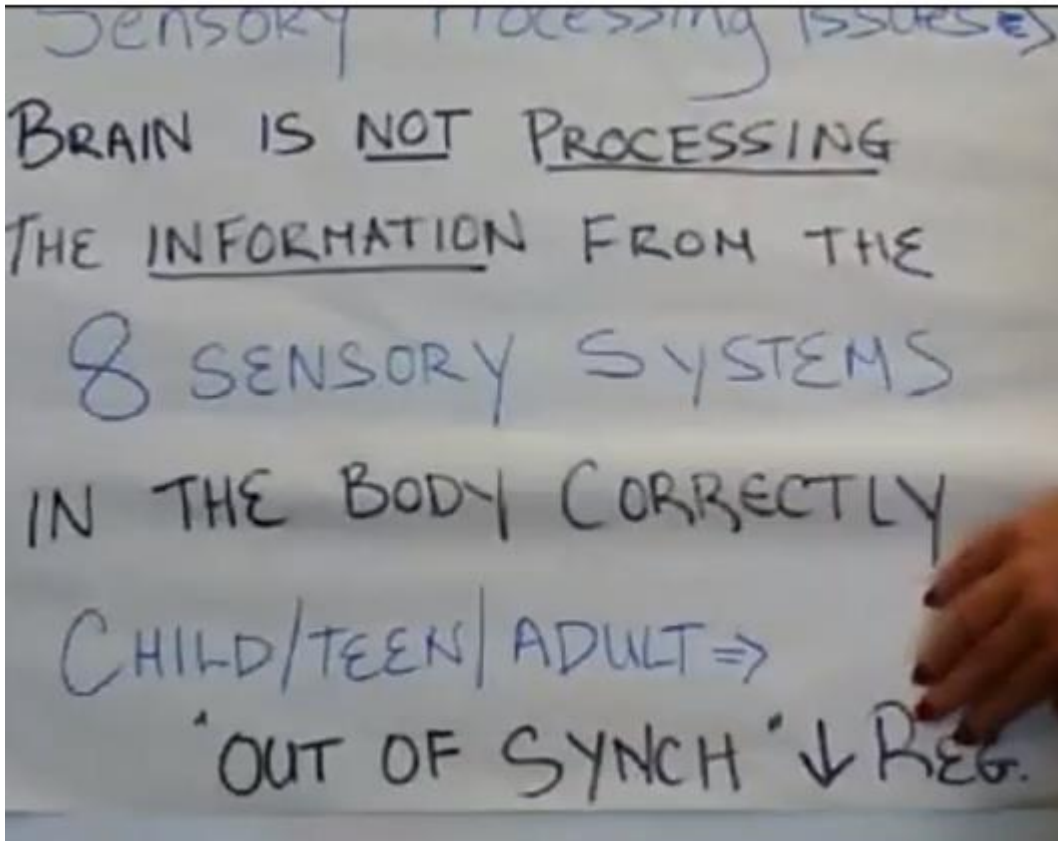


Does the child have SGO?

Often- it is in the 'bloodline'- a parent may have SGO- but NOT RECOGNISE it in the child! They think that the behaviour is 'normal'- since they are the same way!



What is 'Sensory Processing Disorder'? (all of this covered in depth in Braincalm™ Foundations)



7 Principles of Braincalm™ (Essentials to OPEN the brain for learning) & help keep them near the green line of calm focused learning.

1. **Rest- vital!** Don't let the cup constantly fill up! Need rest breaks.
2. 80% of brain= **water**- dry brain- can't learn!
3. Brain needs to be at a certain **AROUSAL or AWAKENED level** in order to learn! To get to green line
4. **Criss crossing the body**- clears traffic jams in the BRIDGE between left & right sides of brain! This SHOULD have happened during CRAWLING as a baby. Missed crawling as a baby? (bum shuffling) you will likely see decreased concentration, processing, writing in classroom. **Is the pupil ONLY using right side???** Only using left side???. There is a BRIDGE BLOCKAGE! Like GRIDLOCK" in a city! Braincalm™ CLEARS traffic jams.
5. **CORE:** apple core! Tummy, buttocks, back muscles.....strong core=strong brain; needed for good writing skills & concentration

6. **BALANCE:** vital for concentration, processing
7. **MUST CALM BRAIN & NERVES in the SGO child in order for them to learn.** They cannot GET themselves into a state of calmness- we have to put them there!

Other things we don't have control over....food, sleep....home situation.....parent attitude

Part 2:

Did the pupil crawl as a baby?

Can the child hop? (normal = 5 times on right, 5 times on left BY AGE 4. At least by 5th birthday.) 10 times on each foot by age of 6 years.**** Really important!

*** Very little FLOOR activities when he/she was a baby? Baby container syndrome?? You will see it in pencil skills.....concentration....poor cutting....poor behaviour regulation....and more!

Concentration time (normal)

Age 4= 5 mins at a time

Age 5= 10 mins max.

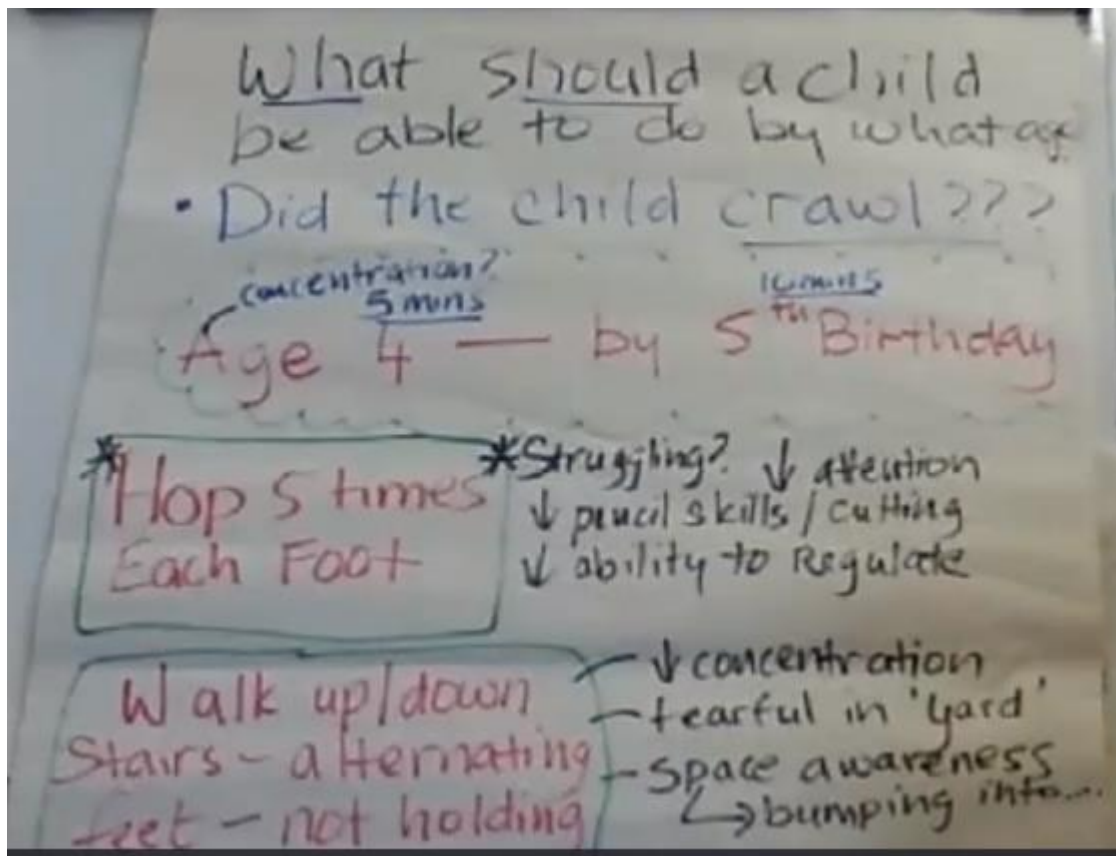
Age 6= 15 mins at a time on a task eg. Maths

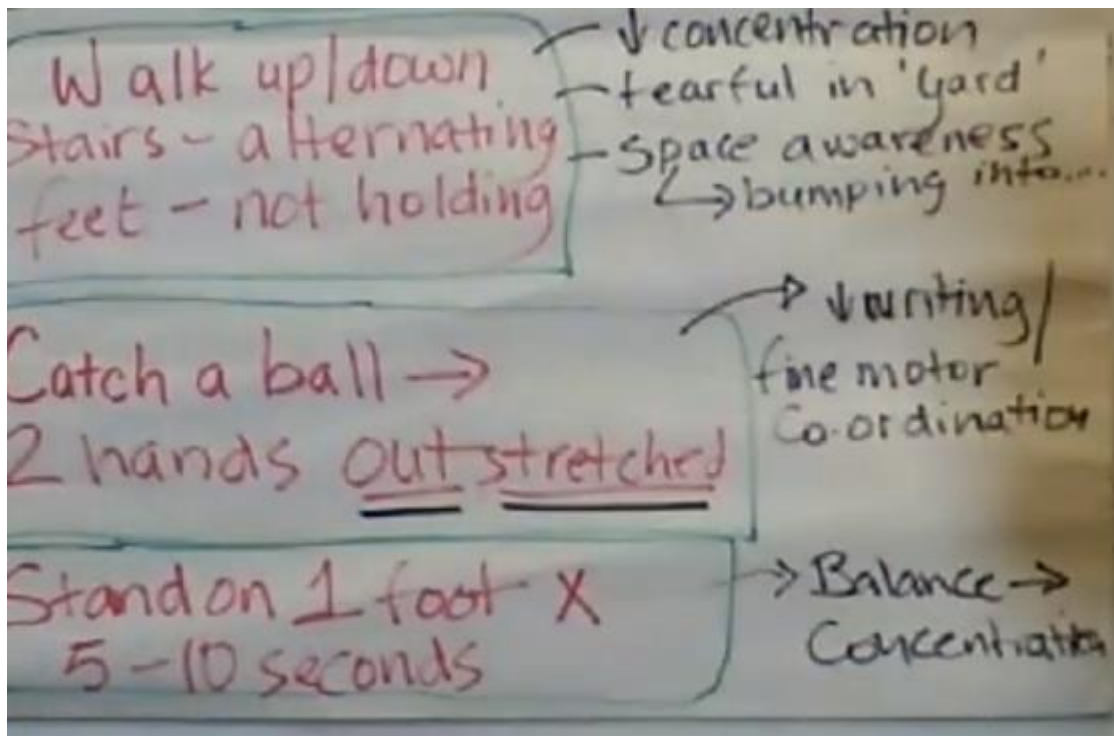
1. Hopping : As per Center for Disease Control - normal= 5 on R foot, 5 on L.

Can the child hop (clean hopping- hands on hips- opposite knee bent- away from standing knee)

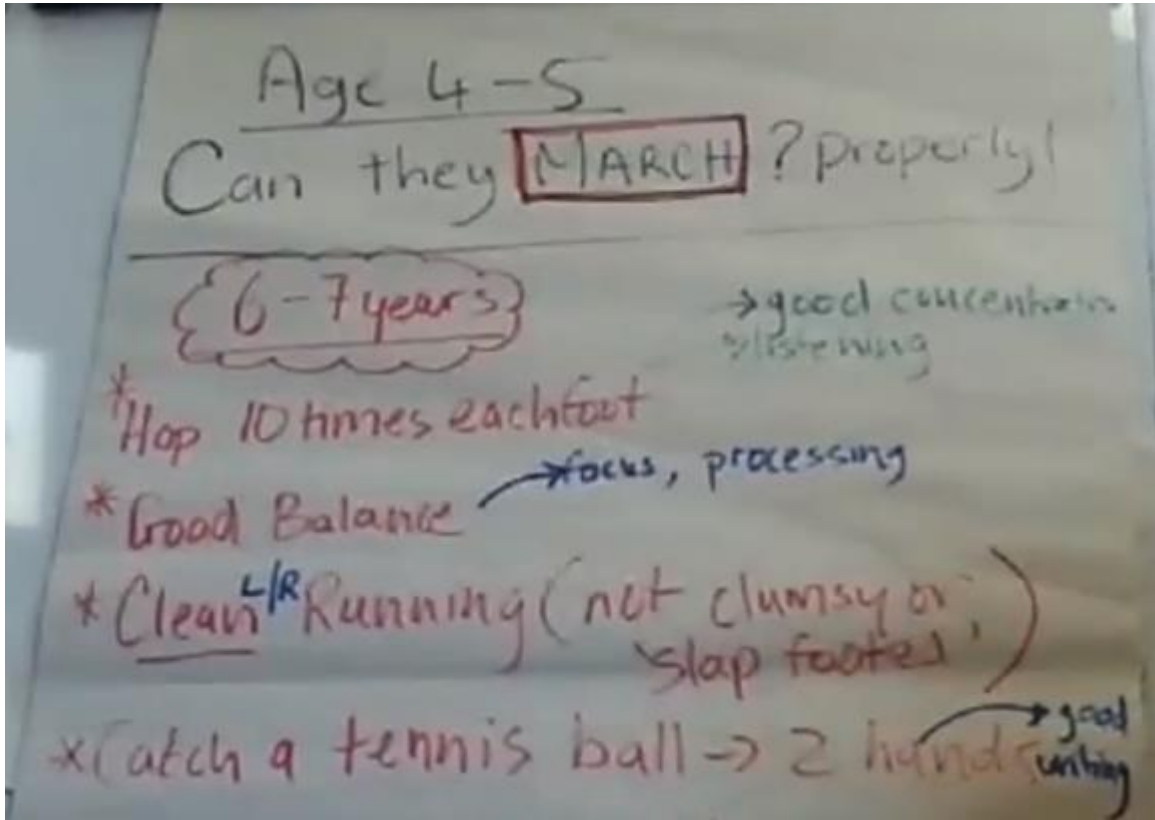
2. Walk up/downstairs, alternating feet, no hand holding or hands on a rail BY AGE 4. If not.....poss. decreased balance- fearful in yard.
3. Catch a soccer ball 2 hands OUTSTRETCHED by age 4 (catching a ball close to chest = action of a 3 year old)







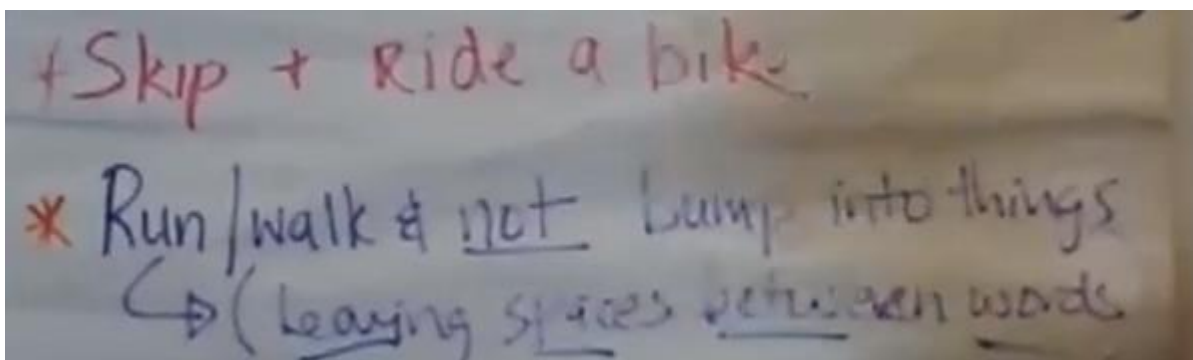
Can your pupils MARCH PROPERLY? (CLEAN MARCHING- R hand with Left foot, Left hand with right foot....)



Good balance? = Good processing of EG: Maths problems....

SHOULD be able to skip at age 6-7 years...

SLAP foot- AWKWARD Running? Possibly Gross Motor issues....possibly DYSPRAXIA/DCD



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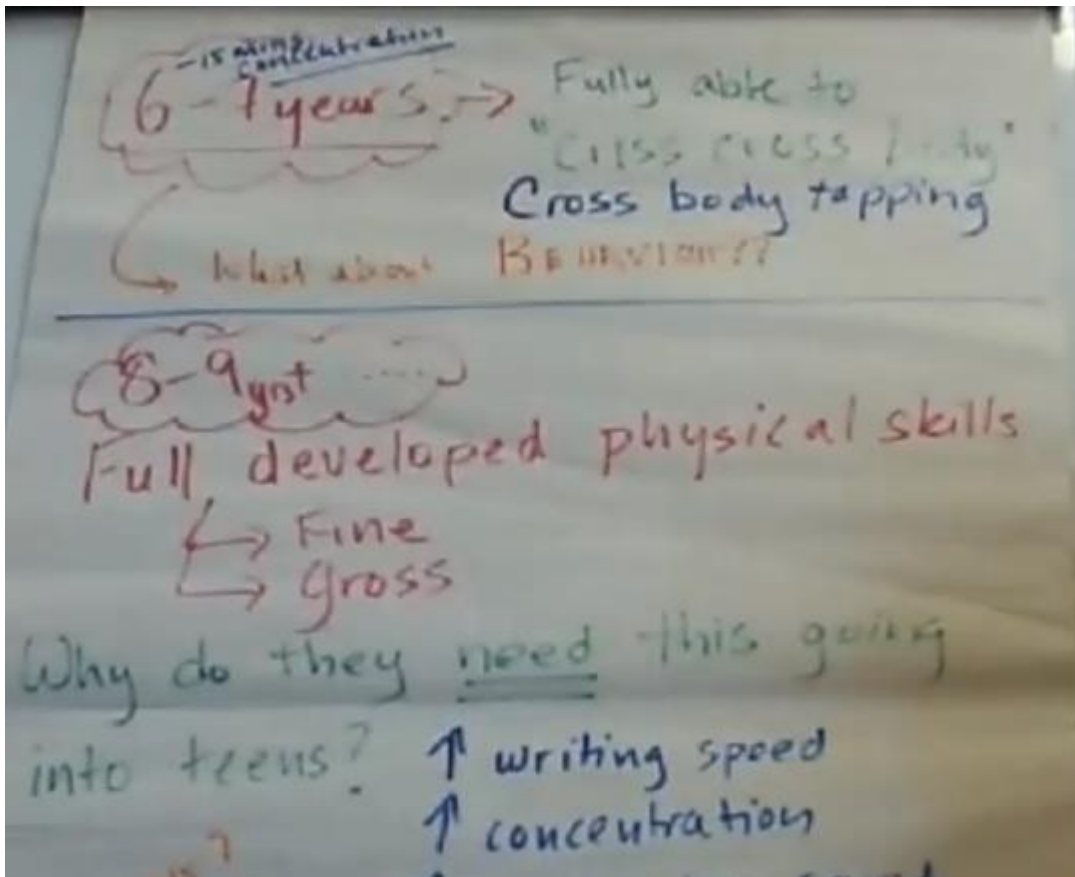
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Bumping into tables or other children?- Possibly also- STRUGGLING TO LEAVE SPACES BETWEEN WORDS IN SENTENCES.....

Also 6 to 7 year olds should..... be able to tap right hand to left knee...left hand/right knee- with ease & flow.....



A WORD ABOUT "BEHAVIOUR"- my daughter kicked out of creche at age 2! She was distressed and overloaded!

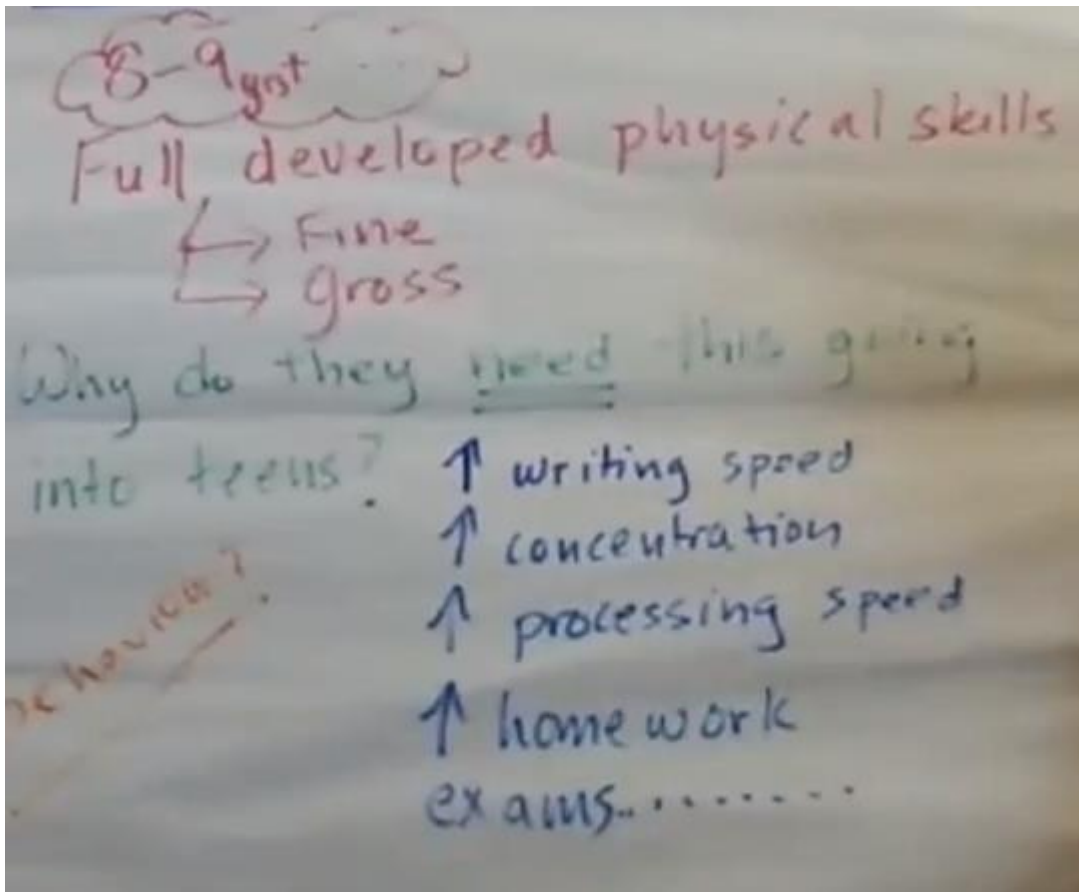
So- PLEASE LOOK BEYOND WHAT LOOKS LIKE poor behaviour...and look for sensory difficulties!

Tantrums vs Meltdowns.....a totally different thing! Meltdown....gone 'over cliff edge'



** Age 4-6...not a lot of emotional intelligence- they are in a 'bubble'

** Age 7-9= SELF ESTEEM ISSUES can kick in...'I can see I am different' – the age of awareness....'My writing is poor compared to my friend's'.....



The hormones are getting ready to KICK IN!! Age 10 onwards.....

AGE 9+.....GETTING READY FOR THE FASTER SKILLS NEEDED FOR /SECONDARY SCHOOL -POST PRIMARY Work!

Building blocks- you are building them! So that Their HOUSE does not fall apart in secondary/post primary!



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SELF ESTEEM- THE most important thing they MUST leave with from primary school

***** The teen brain is a different brain! The part which makes good decisions is NOT developed until early 20s.....**

HORMONES + TEEN BRAIN + LOW SELF ESTEEM- a very very dangerous combination (Teen anxiety- risk for teen suicide)

A moving child...is a LEARNING child

**** Do criss cross "tapping" while doing tables....learning 'sight' words for example.....**

Dyspraxia= body struggles to keep up with brain, can be clumsy, 'slap footed awkward running', knocking things over, disorganised, forgetful, poorly formed writing, often have 'sensory processing difficulties'

Dyslexia/dyspraxia/dysgraphia/dyscalculia.....sensory processing issues = 'traffic jams' in different areas of the brain.....often in the bridge that connects the right & left side of the brain

Criss/crossing exercises- can help CLEAR those traffic jams!

Complete a 'BRAINCALM™ SKILLS CHECKLIST' for each pupil who is struggling with excessive fidgeting, squirming, moving, shouting out/walking around, sloth like, poor concentration, difficulty with reading, writing, coordination skills, unable to regulate own mood & emotions.

