

BRAINCALM™: GOLDEN RULES

1. Braincalm™ Intensive Practitioner: YOU MUST **Regulate Yourself!**
If you are stressed your pupils will absorb it from you and may not be able to relax during the session.
2. Please **leave any prior thoughts or assumptions that you have about your child or about a particular student outside** of the Braincalm™ Intensive room and remember the **child's behaviour in class or in yard may be due to issues beyond his or her control**. You may well see a different child after they have completed one or more sessions. This may be their first ever time to feel **RELIEF** in their fizzy head.
3. **Use minimal words, directions and even praise** during the Braincalm™ Intensive session. This is important as the child will have to continually process the sound of your voice and will not be able to get into a deep state of 'calmness & organisation' in their brain! Use a quiet voice and very few directions. Some Braincalm™ Intensive practitioners create their own picture cards to direct children (this can also work for nonverbal pupils) and run the session in near silence.
4. The **pupils may be more dysregulated for the first few days of completing Braincalm™ Intensive. This is normal**. They are doing a daily activity that is 'out of the norm for them', maybe with a staff member they do not know and with other children who are not in their classroom. It may take 3 to 5 sessions for the pupils to get into routine and to settle.
5. **NEVER** leave the side of the child especially when on a wobble cushion and balance beam.
6. You **MUST MUST MUST** make the exercises as challenging as possible otherwise if the child starts to find it too easy they will start to become dysregulated again! **PLEASE CHECK THE CHILD EACH WEEK TO MAKE SURE THEIR BRAIN IS BEING CHALLENGED ENOUGH TO REGULATE THEIR BEHAVIOUR. They WILL get better at completing the activities as the weeks go on. They WILL get stronger. If the activity becomes too easy for them YOU WILL SEE THEIR BEHAVIOUR BEGIN TO DETERIORATE**. Here are some ideas:
 - give them a cushion with more air to make standing on it harder, or you may need to ask the school to order balance boards (see the equipment video)
 - If the large ball is too easy for them to throw & catch then give them a medium sized ball after 2 weeks and a small tennis ball at 4 weeks....but ONLY if they are too good with the bigger ball.
 - Please watch the child completing the balance beam crossing (or crossing the tape, skipping rope, 4 inch plank...). **MAKE SURE THEY ARE CROSSING THE PLANK OR BEAM SLOWLY. This "pulls the child inside his head & markedly improves concentration.**

7. **ONLY** move a child on to the next block when they have exhausted the present block– for example, if he has become bored with the most challenging exercises in block 1 and can do all of them really well....then move on to block 2.
- When I first created BRAINCALM™ it was to help dysregulated children in mainstream classes.
 - However if you have a child with (example) autism- and you need to teach that child **ONE EXERCISE AT A TIME- it may take up to a year for that child to learn block 1! That's ok! Keep going with block 1.**
 - You may end up using each block for a whole year- so your 4 block Braincalm™ Intensive program may last for 4 years!
 - YOU (the practitioner) need to make up YOUR OWN KNOWLEDGABLE MIND as to when to move on to Block 2 (and to blocks 3 & 4).
 - For some mainstream children they will be ready to move on after 6 weeks. For some it may be 8, 10 or 12 weeks. But here is the **RULE: MAKE THE BLOCK LAST FOR AS LONG AS YOU CAN.**

8. This is **BRAINCALM™ Intensive not Brain surgery.** If the child starts to become dysregulated again in an hour (or maybe it may take longer- or- he may be calm for the rest of the entire school day) after they return to class **they may need a few short (5 min) sensory breaks through the rest of the day. The BRAINCALM™ Intensive trained SNA may go out of class with him or if this is not possible- you may need to create a BRAINCALM™ CORNER down at the back of the classroom.**

- **Choose an A activity if he is 'Sloth like' – to alert/awaken his brain**
- **Choose a B activity if he is losing focus/attention during class**
- **Give the child a chance to 'QUIETEN' his brain & senses if he is overwhelmed by light, class noise or over tired (overloaded). In this case he needs 5-10 minutes of quiet time. No talking. A dark quiet room.**
- **Choose a C activity if the child is excessively FIDGETING-MOVING-SQUIRMING-SHOUTING OUT-WALKING ABOUT- SEEKING TIGHT HUGS- CHRONICALLY CHEWING-SEEKING TOUCH**

