

**Neuroeducation Training Tentative Schedule**  
April 14<sup>th</sup>-15<sup>th</sup>

<b>Friday April 14<sup>th</sup></b>	
8:30-10:00 Session 1	<p>Welcome and Introductions</p> <ul style="list-style-type: none"> <li>● Activity: Introduce Yourself as a Brain Region/System</li> <li>● Setting intentions (e.g., polling neuro knowledge, interest, desired training outcomes)</li> </ul> <p>Links between Individual Psychology and Neuroscience</p> <ul style="list-style-type: none"> <li>● Discuss <i>Linking Adlerian Concepts and Select Neuroscience Research</i> table</li> </ul>
Break	
10:15-12:00 Session 2	<p>Intro to Neuroeducation</p> <ul style="list-style-type: none"> <li>● Overview of neuro and counseling (broad)</li> <li>● Introduction to neuroeducation – define, discuss benefits and barriers</li> </ul> <p>Neuroeducation: Neurodevelopment</p> <ul style="list-style-type: none"> <li>● Activity: Brain Architecture Game</li> <li>● Discuss <i>Connecting Neurodevelopment Impact to School Personnel Responses</i> table</li> </ul>
Lunch	
1:00-2:15 Session 3	<p>Neuroeducation Best Practice</p> <ul style="list-style-type: none"> <li>● Risks and ethics</li> <li>● 10 Steps - best practices (meta-principles, common factors, attitudes and intentions)</li> </ul>
Break	
2:30-4:00 Session 4	<p>Neuroeducation: ANS and Heartmath</p> <ul style="list-style-type: none"> <li>● Activity: Watch Eric’s Heartmath Demo</li> <li>● Process, evaluate, discuss</li> </ul> <p>Check in with learning thus far – questions, comments?</p> <ul style="list-style-type: none"> <li>● Small group discussions – choose based on commonalities (e.g., work role, client population?) – to reflect on learning, questions, brainstorm ideas for application</li> </ul>

	<ul style="list-style-type: none"> <li>● Share out from small group discussions</li> </ul>
<b>Saturday, April 15<sup>th</sup></b>	
8:30-10:00 Session 5	<p>Morning Check-In</p> <ul style="list-style-type: none"> <li>● Questions, feedback</li> </ul> <p>Neuroeducation: Neuroplasticity</p> <ul style="list-style-type: none"> <li>● Activity: Backward Bicycle Video and Facilitator Guide</li> <li>● Process, evaluate, discuss potential uses</li> </ul>
Break	
10:15-12:00 Session 6	<p>Neuroeducation: Information Processing</p> <ul style="list-style-type: none"> <li>● Activity: Waves of nCBT Demonstration</li> <li>● Process, evaluate, discuss potential uses</li> </ul> <p>Neuroeducation: Emotions</p> <ul style="list-style-type: none"> <li>● Activity: Name it to Tame it Video and Handouts</li> <li>● Process, evaluate, discuss potential uses</li> </ul>
Lunch	
1:00-2:15 Session 7	<p>Neuroeducation Resources</p> <ul style="list-style-type: none"> <li>● Share resources (e.g., websites, infographics, handouts, etc.)</li> </ul> <p>Neuroeducation: Create Your Own</p> <ul style="list-style-type: none"> <li>● Activity: Working in dyads, triads, participants will utilize resources and own imaginative creativity to begin developing their own neuroeducation activity</li> </ul>
Break	
2:30-4:00 Session 8	<p>Neuroeducation: Create Your Own</p> <ul style="list-style-type: none"> <li>● Finalize neuroeducation activity, practice</li> <li>● Create Your Own demonstrations – volunteers will share their activities for group encouragement and discussion</li> </ul> <p>Closing</p> <ul style="list-style-type: none"> <li>● Reflections, questions, feedback, etc.</li> </ul>















## Name It to Tame It

Sometimes emotions can seem so BIG that you feel out of control. You may have the urge to run, hit, yell, throw things, break things, or hurt yourself. Really, emotions are just INFORMATION – tools that can help you figure out what you need or what is important to you. Finding ways to calm down enough to listen to your emotions is really important. One way to calm down is to NAME your feelings – name it, to tame it.

1. **Notice you are experiencing a big feeling.** Check in with your body for clues – maybe your heart is racing or you have butterflies in your stomach. Other people can help you with clues too – they can point out that you are being a little rude or are staying in your room a lot more than normal.
2. **Pause to think about what you may be feeling.** Time to be a feelings detective! You can use the feeling wheel below or cool phone apps like *Emotionary* to find the right word to describe what you are feeling.
3. **Share your feelings with someone around you.** It is helpful to name a feeling to yourself, but it is even better to share it with someone else that understands and can sit with you as you feel your feelings.

Brain Fact: Focusing your energy on labeling your emotions helps strengthen the prefrontal cortex, the part of your brain that needs to be strong in order to regulate your thoughts, feelings, and behaviors.



Adults: Listen without judgment or advice when your children express emotions. Expressing understanding and empathy for emotions is called “emotion coaching” (vs. “emotion dismissing”) and helps children develop greater emotional intelligence. Although all emotions are acceptable, all behaviors are not. You can accept an emotion without condoning a hurtful behavior. For example, you could say “I can tell you are really sad and angry that you cannot see your friends, but yelling at me is not okay. I wonder what else you could do that would help you feel better.”