

ND Brains School Session Outline

1. ND Brains School Mission

To increase ND learners' knowledge and understanding of their unique brains in order to identify strategies and lifestyle changes that will enable them to build a positive environment in which they can succeed academically, socially and emotionally whilst preserving their wellbeing.

2. ND Brains School Outcomes

Young people will:

- Increase awareness and understanding of brain differences and educational neuroscience.

- Develop a personal understanding of how their unique brain works.
 - Recognise strengths/weaknesses.
 - Identify their core values and interests.

- Develop a sense of responsibility and ownership for their own personal growth and development increasing self-efficacy and the confidence to request help when needed (self-advocacy) by:
 - Learning to create environments in which they can succeed at home, at school, with their relationships and their future career choices.
 - Creating their own toolbox with chosen strategies that work for their unique brain.

- Learn how to build robust self-care habits to support their wellbeing:
 - sleep
 - food
 - exercise
 - breathing
 - Calming techniques: music/mindfulness/tapping.

3. Sessions Outline for the joint venture with ADHD Embrace

<p>First Session <i>'Introduction to Neurodiversity and Brain Differences'</i></p> <p>Parents attend with their teens to this session.</p>	<ul style="list-style-type: none"> ● Introduction to Neurodiversity ● The ADHD Brain and other ND co-morbidities. ● 'The Driving School Analogy': The impact that having an ADHD brain has in learning and the school experience as a whole. ● Emotional response in the context of an ADHD Brain. 'The Ferrari Analogy'. ● The 'Climb that Tree for a Fair Assessment Analogy' and why it is important to make the effort to learn to climb trees despite being a fish. ● The importance of teamwork between teens and parents to develop lagging skills. ● How to talk to schools and request the right support for ADHD learners. ● Progress is not linear for ADHD Brains: managing expectations. <p>Homework: For Parents - book recommendations + teen forms For teens - fill out forms: EF + character strength surveys + ND Brains trait screener, etc.</p>
<p>Second Session <i>'Mapping out my unique Brain Profile: self-acceptance, resilience, grit and goal setting'</i></p>	<ul style="list-style-type: none"> ● ND Brains Traits ● Sensory Processing ● Executive Functions ● Character Strengths ● Interests ● Bringing it altogether: Mapping my Unique Brain ● A school day in the life of my unique brain: identifying the positives and the challenges. ● Self-acceptance, resilience and grit. ● Goal setting: long, medium and short term.

<p>Third Session</p> <p>‘Learning to climb trees as a fish: identifying study strategies that will work for my brain’.</p>	<ul style="list-style-type: none"> ● Revisit the ‘Climb that tree analogy’ ● The need for climbing the tree: the importance of learning to learn effectively and efficiently. ● Difference between Knowledge and Skills. ● Learning Strategies vs Study Skills. ● Reflecting on which skills/strategies could work for me. ● Short-Term Goal setting review.
<p>Fourth Session</p> <p>‘The importance of Emotional Regulation in learning and personal growth’</p>	<ul style="list-style-type: none"> ● What are emotions? ● How do emotions interfere with learning? ● Are we responsible for our own emotions? (Based on Albert Ellis work) ● Personal Beliefs: rational vs irrational. ● Calming Techniques. ● The importance of positive emotions, positive self-talk and self-compassion.
<p>Fifth Session</p> <p>‘Setting up wellbeing goals to support emotional regulation, learning and growth’</p>	<ul style="list-style-type: none"> ● Introduction to the 7 pillars of wellbeing. ● Sleep ● Food ● Exercise ● Breathing ● Relax time ● Setting Wellbeing Goals
<p>Sixth Session</p> <p>‘Choosing systems to engineer a way to develop robust healthy habits and generating accountability’</p>	<ul style="list-style-type: none"> ● The need for ADHD brains to build routines. ● Recovery breaks vs never-ending procrastination. ● Morning and Evening Routines ● Systems to make you remember. ● How to prioritise. ● How to make habits stick ● Managing progress expectations: non-linear progress.