



Learning Objectives:

1. Participants will learn what it means to accommodate an individual with a brain-based (often invisible) disability specifically in the area of relational skills.
2. Participants will learn the step-by-step process to developing accommodations.
3. Participants will be able to distinguish what to focus on outside and inside challenging moments they experience with their child.
4. Participants will learn simple, yet effective strategies they can use to support an individual who is experiencing behavioral symptoms, with the goal of seeing a decrease in the intensity and frequency of the behavioral symptoms overtime.
5. Participants will be able to understand the connection between their child's well-being and their own nervous system, stability and resiliency.

Timed Agenda:

0-7 Minutes: (slide 1-2) Introductions, review key concepts from Part 1 training (orientation to the Brain First framework and relational cognitive skills)

8-35 Minutes: (slides 3-8) How to support kids with brain-based differences and challenging behaviors outside of the challenging moments by developing proactive and effective accommodations.

35-47 Minutes: (slide 10-15) How to support kids with brain-based differences and challenging behaviors in the midst of the challenging, escalated moments.

48-55 Minutes: (slide 16-19) How to circle back with a child after a challenging episode and the steps involved.

55-60 Minutes (slide 20-24) The parent experience: deeply held beliefs and values and how they can clash with a child's lagging relational cognitive skills

61-90 Minutes: 30 minutes Q &A

Target Audiences: Parents & Professionals