

Learning Plan: Session 7

Time Allotment: 3.0 hours (180 minutes)

Time		References	Did It Work?		If no, what needed to be changed?
			Yes	No	
mins Objective:	Session Overview	Session 7 Learning Plan			
Activity:	Review Learning Plan				
mins Objective:	Session V and VI Review (Interval Training)	CCS Textbook (pg. 134)			
Activity:	- Review importance of cardio exercise and brain coherence and increased electromagnetic energy in the brain. - Review the optimal heart rate/minute for aerobic exercise $220 - (\text{age}) \times 75\% = \text{optimal beats/min}$ - Have participants engage in interval training by running on the spot for 20 seconds, walking for 10 seconds repeating 3 times (90 seconds). - Finally, review that aerobic exercise also controls the fear reactions of Autonomic Nervous System and also increases neurotransmitters like dopamine.				
mins Objective:	Stress Inducers and Reducers	CCS Textbook (pgs. 169-175)			
Activity:	- Review 15 stress inducers and reducers with group. Choose 15 that might resonate more deeply with the group participants, if applicable. - Remind the group to fully review all of the inducers and reducers as part of their reading.				

mins Objective: Activity:	Brain Development, Coherence Balancing and Inflammation Regulation • Explain that neurogenesis, neuroplasticity, neuro-stimulation and neurochemical production are not well explored when provided optimal supports for people who have a disability. • Consider Cameron Mott example • When activities are in engaged that stimulate the above considerations, improve levels of anxiety and agitation can occur leading to improved quality of life. • Review Brain Coherence illustration ○ Typical brain runs at 25 Hz of energy for processing ○ Atypical brain runs at 17Hz much like how we feel when we first open our eyes after sleeping. ○ Often people will aggress to raise the level of brain energy or, they can activate the cerebellum through activities of bouncing and balancing. ○ Reference work of John Ratey, <i>SPARK</i> that speaks to exercise and revving up the brain to increase coherence. • Review Brain Coherence Balancing & Inflammation Regulation illustration ○ Illustrates the inconsistent brain patterns in someone who has autism demonstrating low level of brain coherence. • Review Potential for Wellbeing and Neuroscience and GI Research Conclusions ○ No evidence to suggest that Brain and GI of people with developmental disabilities	Power Point– Session VII –R1 CCS Textbook (pg. 123-139) (slides 2-5) CCS Textbook (pg. 123) (slide 3) CCS Textbook (pgs. 130-131) (slide 4) CCS Textbook (pg. 132)			
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	- cannot heal grow and develop ○ Evidence that they can grow with CCS type interventions.	(slides 6-9)			
mins Objective:	Mindfulness Exercises for People Supported				
Activity:	- Review the exercises listed below and the importance of the mindful awareness and intention of the supporter as they lead the people they support with their mindfulness exercises. - Mindful Movement ○ Lead the participants with this exercise for 2 minutes - Mindful Walking - Mindful Breathing ○ Lead the participants with the exercise for 2 minutes - Mindful Eating - Mindful Jumping	CCS Textbook (pg. 128-130)			
mins Objective:	Review Optimal Solutions with Aerobic Exercise				
Activity:	- Review interval training. - Review the rebounder and demonstrate rebounding to the participants if rebounder is available. This is a source of aerobic exercise and also activates the cerebellum that directly connects with the medial prefrontal cortex. - Review the use of stabilization balls (Bosu balls) and elliptical cushions. Demonstrate to participants, if ball or cushion is available. The act of slight balancing on the ball or cushion activates the cerebellum that directly connects with the medial prefrontal cortex.	Power Point– Session V II –R1 (slide 22-23) (slides 24-25) CCS Textbook (pg. 135) Rebounder (slide 26) Bosu Ball Elliptical Cushion			

mins Objective:	Autism and Neurofeedback				
Activity:	- Studies have shown that neurofeedback and biofeedback have an influence to increase the coherence of brain waves with people who have autism. This brain coherence then allows for a more organized pattern of thought and therefore lowered experiences of anxiety and agitation. - Overview the EMWave2 technology of biofeedback and identifying an image of calm through their biofeedback of heart rate and breath rate and visualization activities. - Overview the technology of the MUSE Headband and identifying a sense of calm through their biofeedback of heart rate and brain activity from frontal lobe.	Power Point– Session V II –R1 (slide 27) CCS Textbook (pg. 136) EMWave 2 machine and laptop, if available MUSE Headband, if possible			
mins Objective:	BREAK				
Activity:					
mins Objective:	Review Summary of Brain Development, Coherence an Inflammation				
Activity:	Review Supporter’s Optimal Solutions	Power Point– Session V II –R1 (slide 29) CCS Textbook (pgs. 137-139)			
mins Objective:	Complete the Wellbeing Facilitation Plan-Needs Area #4				
Activity:	Have participants break up into planning groups and complete Needs Area #4.	Wellbeing Facilitation Plan			
mins Objective:	How PFP Filters Influence the Quality of Leadership and Support Services				
Activity:	- Review the How PFP Filters Influence the Quality of Leadership and Support Services chart listing out assets and barriers of support and leaderships. - Explain that whenever possible, if we can	CCS Textbook (pgs. 387-389)			

	match the needed roles with the strengths of the filters of the supporters, we can provide the most optimal and effective supports.				
mins Objective:	B-FIT Mindfulness Exercise #2- Awareness and Ahh-losing of The Four B-FIT Senses	CCS Textbook (pg. 266-268)			
Activity:	Lead the participants through the exercise for 15 minutes.				
mins Objective:	15 Support Strategies for Advocating with Professionals	CCS Textbook (pg. 51)			
Activity:	- Review strategies listed and explain the importance of recognizing our filters as assets and barriers as we approach professionals and advocate for the people we support. - E.g. A person with the filter of the need for approval will most likely not ask for clarity from the professional when they do not understand. - Introduce/suggest some templates for charting outside of incident reports to help summarize information for professionals.				
mins Objective:	Session Preparation and Learning Log	Session 7 Learning Log			
Activity:	- Review readings and homework found on Session 7 Learning Plan - Have each participant complete the Session 7 Learning Log				