<u>Brain States: Practice</u>
Directions: With your group, in the space below, write a scenario for each of the brain states along with the structure or skill you can/did use to assist the student.

## Survival (Red) Brain State

Structure or skill used to assist the student:  Emotional (Blue) Brain State:  Student Scenario:  Structure or skill used to assist the student:
Emotional (Blue) Brain State: Student Scenario:
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Student Scenario:
Structure or skill used to assist the student:
Structure or skill used to assist the student:
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Structure or skill used to assist the student:
Everytive (Creen) Prain State:
Executive (Green) Brain State:
Student Scenario:
Structure or skill used to assist the student:

Directions: Read the scenarios below and identify the color brain state the main character is in below. In the space to the right of the scenario, write Red, Blue, or Green to identify the brain state.

<ol> <li>Ms. Green addresses Sean for calling a peer names. Sean irritably exclaims that it wasn't him and proceeds blame a classmate.</li> </ol>	Emotional (Blue) – name s to calling
<ol><li>Andre notices a peer struggling with a math problem a proceeds to help them solve it.</li></ol>	nd Executive (Green) – helpful
3. During class worktime, Anna has her head down and Neyes approaches her to kindly ask what's wrong. Anna snaps and says she is tired because she didn't sleep la night.	na Emotional (Blue) –
<ol> <li>Mr. Reynolds hears a raucous in class and sees Fiona under the table with a furrowed brow. Each time Mr. Reynolds tries to speak with her, she growls.</li> </ol>	Survival (Red) – "Fight" & can't speak
<ol> <li>Cynthia is reading aloud and comes across a difficult word. She takes a deep breath, sounds out the word, a continues to read.</li> </ol>	and Executive (Green) – goal persistence and self-control
<ol><li>Ben tries to argue with his teacher each time he is give a directive during class.</li></ol>	en Emotional (Blue) - arguing
<ol> <li>Ms. Smith and Sarah go back and forth on Sarah needing to stay seated and quiet during testing. Sarah slams the desk, gets up, and walks out of the classroo</li> </ol>	` ,
8. Tim can recall last week's lesson to inform his next ste	eps. Executive (Green) – working memory
<ol> <li>Jimmy, normally engaged in class, hears a peer say something upsetting. He stops speaking to anyone and withdraws, keeping to himself for the rest of the class period.</li> </ol>	d Survival (Red) – "Freeze" & withdraw