

Brain States: Practice

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

Student Scenario:
Structure or skill used to assist the student:

Emotional (Blue) Brain State:

Student Scenario:
Structure or skill used to assist the student:

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 Survival (Red), Emotional (Blue), or Executive (Green) to identify the brain state.

1. Ms. Green addresses Sean for calling a peer names. Sean irritably exclaims that it wasn't him and proceeds to blame a classmate. _____
2. Andre notices a peer struggling with a math problem and proceeds to help them solve it. _____
3. During class worktime, Anna has her head down and Ms. Reyes approaches her to kindly ask what's wrong. Anna snaps and says she is tired because she didn't sleep last night. _____
4. 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. _____
5. Cynthia is reading aloud and comes across a difficult word. She takes a deep breath, sounds out the word, and continues to read. _____
6. Ben tries to argue with his teacher each time he is given a directive during class. _____
7. 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 classroom. _____
8. Tim can recall last week's lesson to inform his next steps. _____
9. 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. _____