

The Perfect Intervention

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HOW CRISIS OCCURS

Divide the brain into four regions:



- brainstem
 - sustain life functions (blood pressure, heart rate)
- midbrain
 - appetite, sleep
- limbic brain
 - seat of emotions and impulse (fight or flight -Cortisol)
- cortex
 - logic, planning, cognition, executive functions

Designing a Successful Intervention

- Focus on action
- Make it valued by the amygdala
- Establish a visual cue
- Maintain predictable and persistent practice
- Recognize when it is successfully achieved

PERCEPTIONS ARE REALITY

- Hippocampus – learning, storage, memory, and interpretation- *Henry M., Alzheimer, smell & music, transitive inference (take information and apply it to different situation) (stress, disease, heart rhythms)*
- Amygdala – Recognition of nonverbal expressions, codes chemical response through blood stream, positive & negative emotions (*fear & emotional trauma*)

HIPPOCAMPUS

- Learning
- Memory – Henry M.
- Senses – 3D Mapping
- Flexibility - the ability to apply what you know to new situations
- Transitive Inference - is the ability to infer order to things not directly related



AMYGDALA

- Auditory
- Emotions – Social Cues (*visual & auditory*)
- Crisis Response – Creates Chemical Response to CRISIS



ONE OF THE GOALS OF EDUCATION IS TO IMPACT PERCEPTIONS

- Make every student feel wanted
- Make every student believe he or she can succeed
- Make every student feel safe

RULE FOR ALL INTERVENTIONS

- Consistently, sells perception,
- Designed how the brain works

BRAIN BASED STRATEGIES

Catch Phrase (*brain compatible cluster*)

- Brain activity – attracts attention, compatible for short term memory
- Biorhythms – comfort

Example Catch Phrase 919-544-0616

Repetition (*impact chemistry – the sicker the longer*)

- Brain activity – restructuring
- Biorhythms – deeper connection



Music stimulation

Music Impacts Learning

- Large area of the brain that brings music and speech into conscious
- Chicks love musicians because they have larger
 - Primary cortex, cerebellum, and corpus callosum (connects two sides of the brain)
- Studies have shown that it is easier to develop language with music, music hard-wires for spatial-temporal reasoning, heightens focus and sequential planning
- SAT 1996 – 7,500 students who studied and played a musical instrument scored 51 points higher on verbal, 39 points higher on math
 - Language development
 - Recall
 - Spatial reasoning
 - Focus
 - Sequential planning



Music Impacts Behaviors - *It can influence your heart and blood rate*

- Transition Moods

Music Impacts Behaviors

- The Institute of Music studied individuals with a range of problems (sleeping, focus, hyperactivity, and even migraines)
- Through brain scanning and imaging they showed that toning 5 minutes a day for two weeks positively impacted the brain
 - Ahhh – relaxation
 - Ee - concentration, releasing pain and anger
 - Om - warms skin and relaxes muscles



Physical routine – Other Senses

Benefits of Physical Movement

- Thousands of motor neurons that link between the brain and the muscle

- Movement involves regions of the brain (basal ganglia, thalamus, & cerebellum) – Recall (brain remember location & position everything learned)
- Resulting in widespread connections with sensory and motor areas in the cerebral cortex - Recall
- Movement is stored in the cerebellum and the cortex – Recall
- Exercise prevents the negative effects of chronic stress – Reduce stress
- Exercise may help repair damaged or aged brains – Heal regional damage
- Movement increases neuron connections in effected region, improving problem solving & language – Bridge to problem solving & Expression
- Movement creates a group of tightly dedicated neurons that will produce a consistent chemical message to a given stimuli – Sell perception (NJ)

Visual cueing (*Where do children process language?*)
“Life is dependent on what you see”

- Brain activity – *language & learning*
- Biorhythms – *comfort*



Visual to Language (*MEDIA & GANGS*)
Instruction require demonstrated or visual cue

Framing

- Framing is a process used to invoke a particular image to another
 - Examples - “liberal spending democrats”
- Framing is a way to effectively control the discourse or to set an agenda
- The goal is for teachers to frame all the key aspects of the classroom



Framing is *what you think* about something new



Anchoring

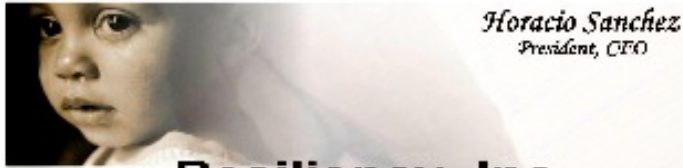
- Anchoring is the technique that is used to help the brain value something
- This step allows something that has just been introduced to gain internal importance quickly through emotional connection
- During the normal decision making process, individuals rely on related information and values to reach conclusions everyday
 - It is emotional values that influence stronger behavioral patterns
- Anchoring is a way to associate something new to an existing positive emotion or belief
 - So it can be considered

Anchoring is *what you feel* about something new

REINFORCEMENT

- Humans engage in behaviors that are rewarding
- There are natural (food, water, sex, nurturing) rewards as well as artificial rewards, such as drugs.
- The nucleus accumbens increased release of dopamine in the reward pathway.
- All behaviors that are maintained receive reinforcement somewhere in the brain

Electrode is placed in the nucleus accumbens, the rat keeps pressing the lever to receive the small electrical stimulus because it feels pleasurable. This rewarding feeling is also called positive reinforcement.



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