

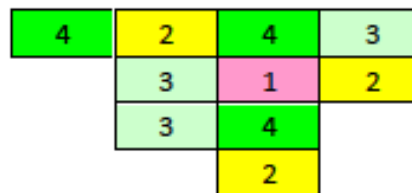
## The Neurosequential Model in Education®

### *An Overview*

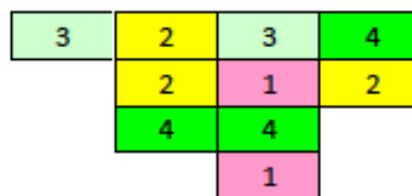
The Neurosequential Model® is a developmentally-informed, biologically-respectful approach to caregiving, education and therapeutics. Drawing on core concepts from many disciplines including the neurosciences, anthropology, developmental psychology and sociology, the Neurosequential Model® is an evidence-based framework useful for individual clinical problem solving and program outcomes evaluation and modification. This model has been adapted for specialized application in a variety of settings (e.g., the Neurosequential Model of Therapeutics: NMT and the Neurosequential Model in Caregiving, NMC).

The Neurosequential Model in Education® (NME) brings this neurodevelopmental and trauma-informed approach to the classroom. The NME is not a specific “program” or “intervention.” It includes a “capacity-building” process that introduces important concepts related to how we learn by focusing on how the brain functions, develops, changes and is impacted by developmental adversity including trauma. These concepts have broad applicability in education, sport, drama, and music. Further, the NME provides practical examples of application of these key concepts in everyday educational settings.

#### **Report Date: 7/23/2013**



#### **Report Date: 4/17/2013**



*Figure 1. NME Mini-map: These two images represent improvement in a set of brain-mediated capabilities (such as attention, fine-motor skills, reading, social skills) for one child in a classroom setting. These images are from a report generated in minutes by a teacher trained in the NME using the NMN's web-based NME Classroom Tools app. Each rectangle represents a set of brain-mediated functions. The rectangles are organized such that functions mediated by lower parts of the brain (brainstem, diencephalon) are on the bottom rows while cortically mediated functions (such as reading) are on the top row. Dark green shading = superior; light green = grade level; yellow = needs improvement and red = need significant improvement.*

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## Introduction to the NME

This is a series of 5 one-hour webinars. The core concepts of the NM are presented in context of the educational system. This introductory series provides the rationale and basic principles of the NM. It is an excellent series to introduce educators to the brain, stress response systems, trauma, developmental adversity and trauma-informed practices. This series can be a 'stand-alone' option for schools and school districts exploring the NME before deciding to make a commitment to build their own internal NME Training team.

### Cost: Introduction to the NME Series\*

*(\*fee is for the stand-alone product; this Intro series is included if enrolling in the NME Trainer Program)*

Individual enrollment: \$350

Group enrollment (for up to 25 participants): \$1525

## NME Trainer Program

*The Neurosequential Network (NMN) has developed a set of training elements (e.g., readings, multimedia content), supervised training experiences, and online NME Classroom Tools to help school counselors, administrators, and teachers use the NME with the children they serve. The NME Trainer Program is available for select educators. NME Trainers receives a basic level of exposure to core concepts and resource materials that will help them bring the NME core concepts and the NME Classroom Tools into their educational setting.*

This track is designed to create 'internal' experts within a single school or small set of schools (typically 1 – 3 schools). Using a "train-the-trainer" approach, the idea is to support the professional development of individuals within the school who will continue to play a role in teaching and building capacity around these core concepts and applications. Following completion of the NME Trainer Program, professionals may choose to enroll in the NME Advanced Trainer Program to build greater capacity within a single school district.

The NME Trainer Program is intended to prepare individuals in a school or related organization to teach educators about the core concepts of the NM that impact learning. These core concepts include basics of brain organization, brain development, understanding state-dependent learning, the stress response systems and the impact of trauma and neglect on children. Further, the program is designed to help educators better understand and teach challenging children by

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**Core elements of positive developmental, educational and therapeutic experiences –**  
*i.e., “trauma-informed” & developmentally respectful*

- Relational (safe)
- Relevant (developmentally-matched)
- Repetitive (patterned)
- Rewarding (pleasurable)
- Rhythmic (resonant with biology)
- Respectful (child, family, culture)

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offering practical strategies and classroom practices related to structuring classroom schedules, activities and interactions that can help all children (not just children impacted by trauma and adversity) learn in an optimal way. The Trainer will learn the core concepts that underlie the “Six Rs” that the Neurosequential Model uses to help create optimal developmental environments, and ways to bring this to life in the classroom.

Trainers are intended to become local “experts,” and, as such, the NME Trainer Program is designed to provide a range of print, multimedia and web-based content to support that role. The NME Trainers Program is manualized, with distinct modules. The majority of the content is web-archived and self-paced, allowing the Trainer to choose the time and place to complete the curricular requirements (i.e., readings, multimedia didactics and web-archived webinars). Live learning opportunities do occur but roughly twice a month.

As the content is being mastered, an NME Trainers can start introducing these concepts to their colleagues and students at their school using the multimedia and training materials provided. An additional objective of the NME Trainers Program is to develop competence with the web-based NME Classroom Tools. As with the core NME content, if Trainers and their schools choose, they can integrate the NME Classroom Tool into selected classrooms. The NME Trainer will instruct teachers and school staff in order to build capacity within the trainer’s own school system and community.

### Curriculum Overview

The NME Trainer Program consists of ten modules, representing approximately 100 hours of training over the course of 10 months. An NME Mentor and/or NME Advanced Trainer will provide guidance and supervision for the learners through monthly study group meetings in completing the following requirements:

1. Webinars from the Introduction to the Neurosequential Model Series and the Introduction to the NME Series are core components of the program. (If a learner has completed the Introduction to the NME Series prior to entering the NME Trainer Track, there is no need to repeat viewing these sessions, although most learners come to learn that repetition and re-exposure to these core concepts is useful for mastery.)

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2. Guided book studies of *What Happened To You?* and *The Boy Who was Raised as a Dog* are also key components of the training. (Please note that participants will need to obtain their own copies of both books as they are not included in the training enrollment fee).
  3. An additional syllabus of multimedia content for the program includes didactic videos, case-based training sessions, and a five-session NME Mini-map training series\*.
  4. Participants are required to attend two live, 1-hour study group meetings each month.
  5. Participants are also required to join two additional online meetings each month or view recordings of the meetings: 1) NME Implementation sessions and 2) Neurosequential Network Community Meetings
  6. Final Project

\*A key element of the NME's practical applications is a set of NME Classroom Tools including the Classroom Functional Map (see Figure above), which provides a simple and rapid way for a teacher to assess the relative brain-mediated strengths and weaknesses of a student. This web-based, visual map can also quickly determine a measure of Executive Functioning (EFS) – a major predictor of a child's capacity to self-regulate, attend school, and succeed in a classroom setting. In summary, the primary capacity-building goals of NME are to educate faculty and students in basic concepts about development, the brain, stress, and trauma, and then teach them how to apply this knowledge to the teaching and learning process.

## Requirements for Participation in the NME Trainers Program

NME Trainers may be educators, school counsellors, psychologists or other experienced professionals working with the school. The requirements for participation include:

1. Employment in a school or similar educational setting
2. Assignment or endorsement of participation by relevant school administration (e.g., principal)
3. Willingness and intention to teach core concepts of NME and use of the NME Classroom Tools within their school or school system

**\*PLEASE NOTE:** NME Trainers are permitted to focus training on NME concepts, to train school staff to use the NME Mapping Tool, and to use materials provided by the NMN. They are NOT qualified to teach about the Neurosequential Model of Therapeutics (NMT) or instruct others in the use of the NMT Clinical Practice tools (different and separate from the NME Educational Mapping Tool.)

## NME Trainer Program: Components

### A. Required Elements

1. Readings and Book Studies

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- i. What Happened To You?
    - ii. The Boy Who Was Raised as a Dog
  2. Multimedia Content – syllabus of recorded videos, podcasts, etc (app. 7 hours total)
  3. Recorded Webinars – Core Didactic Content
    - i. Introduction to the NN Series – six 20-minute recorded sessions
    - ii. Introduction to the NME – five 1-hour recorded sessions
    - iii. Developmental Trauma Series – nine 1-hour recorded sessions
  4. Recorded Webinars – Case-based Training Series – seven 90-minute recorded sessions
  5. Study Group Meetings (Zoom, attend live) - two 2-hour meetings/month for 10 months
  6. NME Online Monthly Meetings (attend live or view recorded, all calls are 1 hour each)
    - i. NME Implementation Call (monthly, 1<sup>st</sup> Fridays from 1:00 – 2:00pm ET)
    - ii. NN Community Call (monthly, 4<sup>th</sup> Thursdays from 3:00 – 4:00pm ET)
  7. NME Mini-Maps - five 1-hour recorded training sessions and completion of mini-maps
  8. Final Project

## **B. Documentation**

Each participant in the NME Trainer Program will be responsible for documenting compliance with each of the above-mentioned requirements. The NMN will work with participants to ensure that all requirements are met prior to moving into the Licensing Phase.

## **C. Access to NME Mapping Tool**

During completion of the NME Trainer Program, schools may register through their trainer(s) for a license to use the web-based NME Classroom Tools. A single license covers training and access to the mapping tool for one school (defined to be the set of classrooms housed at one distinct physical address) for one year. Once a school has an NME Trainer, they may renew and use the NME Classroom Tools in an ongoing basis.

As long as a school renews an NME Classroom Tools license (and their NME Trainer stays at the school) the school will have ongoing free access to their accounts and NME resources.

## **D. Cost**

The cost of the NME Trainer Program is \$4000 per participant. *The NME Trainer status is considered to be an investment of the Trainer's school/school district and is not transferable if a Trainer moves to a new school district.*

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### NME Mini-map School License

Number of "Mini-maps"	Cost per map	Total cost
250	\$1.00	\$250
500	\$0.75	\$375
1000	\$0.50	\$500
Unlimited	na	\$1000

*Note: The NMN recommends that an educational map be produced for each student at the start of each school year and then concurrently with scheduled grade reports throughout the year. All figures are presented in US Dollars.*

### NME Advanced Trainer Program

A school or school district may elect to have one or more of their NME Trainers go through the NME Advanced Trainer process once that person has completed the NME Trainer Program. The advantage of this additional professional development is that NME Advanced Trainers are allowed to use the NMN training materials and resources to train additional NME Trainers in their system at a significantly reduced fee (see below). This deeper dive into the core concepts will allow the NME Advanced Trainer to play a more comprehensive consultation role in teaching NM concepts and implementing innovations for the classroom.

#### Curriculum Overview

The NME Advanced Trainer Program consists of eleven modules, representing approximately 90 hours of training. This more intensive training experience will take approximately 12 months to complete. An NME Mentor will provide guidance and supervision for the learners through monthly study group meetings in completing the following requirements:

1. Webinars from the NME Implementation Series and the NM-Sport Intro Series are core components of the program.
2. Guided book studies of *Born for Love* and a syllabus of other readings (Please note that participants will need to obtain their own copies of both books as they are not included in the training enrollment fee).
3. An additional syllabus of multimedia content
4. Participants are required to attend two live, 1-hour study group meetings each month: one meeting for Advanced Trainer learning, and one meetings to co-facilitate an NME Trainers Program study group

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- Participants are also required to join two additional online meetings each month or view recordings of the meetings: 1) NME Implementation sessions and 2) Neurosequential Network Community Meetings

## NME Advanced Trainer Program: Components

### A. Required Elements

- Syllabus of Readings - app. 8 hours
- Multimedia Content –
  - Stress, Distress and Trauma Series – eleven 30-minute recorded sessions
  - Education Suspended Podcast – eleven 1-hour episodes
- Recorded Webinars – Core Didactic Content
  - Introduction to the NM-Sport – five 1-hour recorded sessions
  - Boot Camp Training Series – twelve 15-minute recorded sessions
- Recorded Webinars – NME Case-based Series
  - NME Implementation Series – nine 90-minute recorded sessions
- NME Advanced Trainer Study Group Meetings (Zoom, attend live) - 1-hour meetings/month for 12 months
- Co-Facilitate NME Trainers Program Study Group (Zoom, attend live) – 1-hour meetings/month for 10 months and supervise final projects
- NME Online Monthly Meetings (attend live or view recorded)
  - NME Implementation Call (monthly, 1<sup>st</sup> Fridays from 1:00 – 2:00pm ET) - *optional*
  - NN Community Call (monthly, 4<sup>th</sup> Thursdays from 3:00 – 4:00pm ET)
- NME Mini-Maps - ongoing completion of NME Mini-maps

### B. Documentation

Each participant in the NME Advanced Trainer Program will be responsible for documenting compliance with each of the above-mentioned requirements. The NMN will work with participants to ensure that all requirements are met prior to moving into the Licensing Phase.

### C. Cost

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Only NME Trainers may enroll for the Advanced NME Track (Phase III). The actual cost of the NME Advanced Trainer Program will vary depending upon the number of actual NME Advanced Trainers a school or school district chooses to enroll. The cost is determined per participant.

NME Advanced Trainer (Phase III)	Per Trainer cost	Total Program Cost
1 to 3	\$6000/Trainer	\$6000 - \$18,000
4 +	\$5000	\$20,000

*In addition to the above cost, during training, each NME Advanced Trainer must have one or more NME Trainers to “coach”/train from within their own district. Total minimum cost for a district/school therefore is \$10,000.*

After completing the NME Advanced Trainer process, an NME Advanced Trainer may train up to 10 NME Trainers per year from within their school or school district a rate of \$500/trainer. Advanced Trainers must follow the NMN’s current NME Trainer Program in its entirety throughout this training process.

*The NME Trainer Program and the NME Advanced Trainer Program are training processes. These programs have been developed to provide a practical introduction to the key concepts and skills that will allow Trainers to bring the NME into their schools. It is not certification of any clinical competency or skill. The NME does not promote or exclude any other school-based programs, educational assessments, or therapeutic techniques; in fact, it has been developed to complement a variety of existing social-emotional learning models. For participating individuals, the NME Trainer Program and Advanced Trainer Program are teaching and capacity building processes which provides exposure to core concepts underlying the NME and a systematic application of NME approach within a school or similar educational system. Completion of the NME Trainer Program or NME Advanced Trainer Program confers no special affiliation with the NMN. NME Trainer/Advanced Trainer status does not comprise endorsement by the NMN for independent application of principles or practices presented during this introduction to the NME process.*