



Book Study Syllabus



1. *Behavior Interventions: Strategies for Educators, Counselors, and Parents*
2. *Executive Function: Strategies to Build Underdeveloped Skills, Maximize Learning, and Unlock Potential*
3. *Regulation and Co-Regulation: Accessible Neuroscience and Connection Strategies That Bring Calm into the Classroom*

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Credit Equivalent: 1 credit (you will receive a transcript upon completion)

Timeline: This is a self-paced book study, so you determine your timeline.

Course Materials: Please obtain a copy of *Behavior Interventions*, *Regulation & Co-Regulation*, and *Executive Function* from a bookstore of your choice. You can choose to purchase a print or audible version.

Requirements

As you read *Behavior Interventions*, *Regulation & Co-Regulation*, and *Executive Function*, you will complete **one reflective response for each chapter** in each book. For every chapter, you may select **one** of the following options:

- Respond to **one reflection question** provided in the syllabus, **or**
- Respond to **one end-of-chapter question** included in the book.

For each response, you must **clearly identify the question you selected** by listing the full question immediately before your written reflection.

At the conclusion of the book study, you will submit **one final document** (Word, PDF, or another format that clearly demonstrates your learning) containing all of your chapter responses. Your final submission must meet the following requirements:

- **A clear heading for each response**, using the full text of the selected question as the heading.
- **Single-spaced formatting** throughout the document.
- **Professional, polished writing** that is free of grammatical and mechanical errors.

All reflection papers will be submitted in **Canvas**. Please allow **one week** for grading. You may view your score and instructor feedback by selecting **“Grades”**

<i>Behavior Interventions: Strategies for Educators, Counselors, and Parents</i>	
Chapter	Reflective Questions
Introduction: Breaking Bad	• How does the author challenge traditional assumptions about “bad behavior” in children and teens? • What mindset shifts do those who work with people with behavior issues need to make before implementing behavior interventions effectively?
Chapter 1: Mirror, Mirror on the Wall – Respond vs. React	• What is the difference between <i>responding</i> and <i>reacting</i>, and why does it matter in behavior intervention? • Think of a recent situation with a student: How might a “response” have changed the outcome compared to a “reaction”?
Chapter 2: What Lies Beneath – The Purpose of Behavior	• What are the most common functions of behavior, and how can identifying them change intervention choices? • How can misunderstanding the purpose of a behavior lead to ineffective or even harmful responses?
Chapter 3: Your Past Does Not Define You – Creating Trauma-Sensitive Classrooms	• What does it mean to create a trauma-sensitive environment, and why is this essential for behavior support? • Which trauma-informed strategy from the chapter feels most applicable to your current role? Why?
Chapter 4: Creating a Positive Learning Community –	• Which prevention strategy in this chapter could have the biggest impact on your current role?

Prevention, Procedures, Professionals in Training, and Positive Feedback	How can consistent procedures and positive feedback reduce the likelihood of challenging behaviors?
Chapter 5: Mining for Gold – Growing Pains, Teaching Respect, and Finding What’s Right with Kids	- How does focusing on strengths (<i>mining for gold</i>) shift student behavior and adult-student relationships? - What strategy from this chapter could help teach respect rather than demand it?
Chapter 6: Teaching with Heart – Five Principles for a Positive Classroom	- Which of the five principles resonates most with you, and how could it transform your interactions with students? - How can educators and parents maintain high expectations while still leading with empathy?
Conclusion	What is one practice you plan to change after reading this book?

<i>Executive Function: Strategies to Build Underdeveloped Skills, Maximize Learning, and Unlock Potential</i>	
Chapter	Reflective Questions
Chapter 1: Getting to Know Executive Function, the Brain, and Yourself	- With what you have learned from the chapter, detail in your own words what executive functioning is. - What school, home, and extracurricular experiences helped (or hindered) the development of your executive functioning?
Chapter 2: Executive Dysfunction and Its Impact	- Using the information from this chapter, which gaps do you notice in your students? In reading? Writing? Math? Time Management? Relationships? Transitions? Notetaking skills? - How do you see yourself providing more explicit instruction to address the gaps?
Chapter 3: When Stress Goes Up, Learning Goes Down	- Describe a time when emotions discussed in this chapter interfered with your own learning or performance. A list is provided on page 61. - What strategies from this chapter do you currently implement? What strategy or strategies might you add to your toolbox this next school year?
Chapter 4: More of Them, Less of You	- How do you ensure that you’re not acting as a learner’s prefrontal cortex? - If this chapter was very reflective for you and you realize you’re doing a lot of the “thinking, talking, and doing”, what strategies from this chapter might help?

Chapter 5: Brain-Appealing, Dopamine-Friendly Environments	• What types of dopamine-boosting activities and practices do you currently implement? • What strategies from the chapter do you feel would be most beneficial for your teaching and your students' learning?
Conclusion	• What is one thing from the book you feel you could implement tomorrow and why?

Regulation and Co-Regulation: Accessible Neuroscience and Connection Strategies That Bring Calm into the Classroom

Chapter	Reflective Questions
Chapter 1: The Neuroscience of Regulation	• What sort of dysregulation have you observed in your classroom or school? • What is your overall comfort level when working with learners' with dysregulation? Why?
Chapter 2: The Regulation Cycle	• What part of the regulation cycle do you feel strongest in? What part do you feel you need clarification/practice in? • What strategies from this chapter do you currently use? What was a strategy or two you plan to add to your toolbox?
Chapter 3: Understanding Co-Regulation	• How do you ensure classroom safety, predictability, and trust? • In what ways do you feel you can increase positive experiences in the classroom for students who are struggling?
Chapter 4: Bottom-Up vs Top-Down Strategies and Implementation	• How can you connect with students in a "Bottom-Up" way? • How can you connect with students in a "Top-Down" way?
Chapter 5: You Are the Strategy	• Reflect on your own nervous system. • What strategies do you use to regulate your own nervous system?
Chapter 6: Practical Ways to Create Calming Spaces	• What tools do you currently use to create calming spaces? What ideas did you gain from this chapter? • How do you and the staff in which you work with add to the environment through your nervous system states?
Chapter 7: Supporting Yourself and Avoiding Burnout	• What are the ways you ensure that you complete the stress cycle in your life? • Reflect overall on how you support yourself and avoid burnout.

Chapter 8: Supporting Parents, Caregivers, and Families	• How do you bridge the gap between school and families? • What strategies from this chapter can you (or your school) aim to implement?
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Grading Criteria

Certification Central is a competency-based program. Below are the evaluation criteria for the book study.

