

EDUCATOR GUIDE



FOR EDUCATORS | Teachers • Education Assistants • School Staff • Leaders

Who uses BrainyCo in Schools?

CLASSROOM TEACHER The whole class, at once. A three-second check-in at the start of a lesson or transition tells you what is in the room before you begin. Builds shared vocabulary before moments of difficulty - not during them.	EDUCATION ASSISTANT One on one and small groups. Ask the three 'Name It', 'Know It', 'Choose It' questions, slower, with more scaffolding. A 'point' is a complete answer - no words required from the student or from you.	WELLBEING STAFF Individual support, re-entry and repair after a difficult moment. A shared language across the school means a student does not have to start again with every adult.	WHOLE SCHOOL One visual language across classrooms, the yard, the office and home. Adjustments and supports become conversations, not impositions.
---	---	--	--

THREE SECONDS. THE WHOLE CLASS. NO WORDS.

Display poster. "Point to the brain that best describes you at the moment."

Every student answers, silently if they wish. Students who cannot yet name what they are feeling take part on equal terms with those who can. You get a read of the room before the lesson begins - and no one has been singled out. **That's it. You've started.** Everything else grows from this one question.

The 3 'NKC' Questions in the Classroom

STEP	IN THE MOMENT	PROACTIVE OR REFLECTIVE	REMEMBER
NAME IT "Which brain is here?"	"Point to the brain/s that best describes how you arrived today." "Which brain/s came to this lesson with you?"	"Which brain/s belongs to everyone in this room sometimes?" "Which brain do you think might show up during a test?"	The whole class can do this at once - each student points silently. Fast, inclusive, no disruption. Works at the start of any lesson, transition or difficult conversation. A point is a complete answer.
KNOW IT "Does it fit?"	"Is that brain a good match for what we're about to do?" "Which brains fit reading time?"	"Find a brain that might make learning tricky today. What do you think it's here for?" "Looking back — does it make sense that brain showed up during the test?"	Do not ask mid-dysregulation - wait until the room is settled. Best one to one or in small groups for deeper reflection. A "yes" builds compassion; a "no" opens a door. Both are good answers.
CHOOSE IT "Which brain do you want here?"	"Which brain might help with our learning right now?" "Is there a brain that helps you feel ready?"	"Which brain would you like to bring to tomorrow's presentation?" "Which brain do you want to take into the yard after this?"	Never a directive. "You need to choose a calmer brain" is not Choose It. It is always an invitation for <u>the student to choose</u> , not you. Staying with the current brain is OK. Use it proactively before a challenging task, not only after a hard moment.

WHEN TO USE IT? Start of a day • Start of lesson • Transitions • Before a challenging task • After an incident, once settled • 1:1 check-ins • Proactive planning • Re-entry to class • End of day

TEACHER ASSISTANTS / WELLBEING STAFF : Same three questions. Different pace.

- Sit beside, not opposite. Put the poster or cards between you.
- Model it on yourself first: "I think I'm Overwhelmed Brain today. Which one are you?"
- Wait longer than feels comfortable. A point is a complete answer.
- Offer a scaffold if they are stuck — "Maybe it's here to keep you safe?" — then let them decide.
- You will often be the adult who sees the brain state first. Naming it is the whole intervention.

EDUCATOR GUIDE



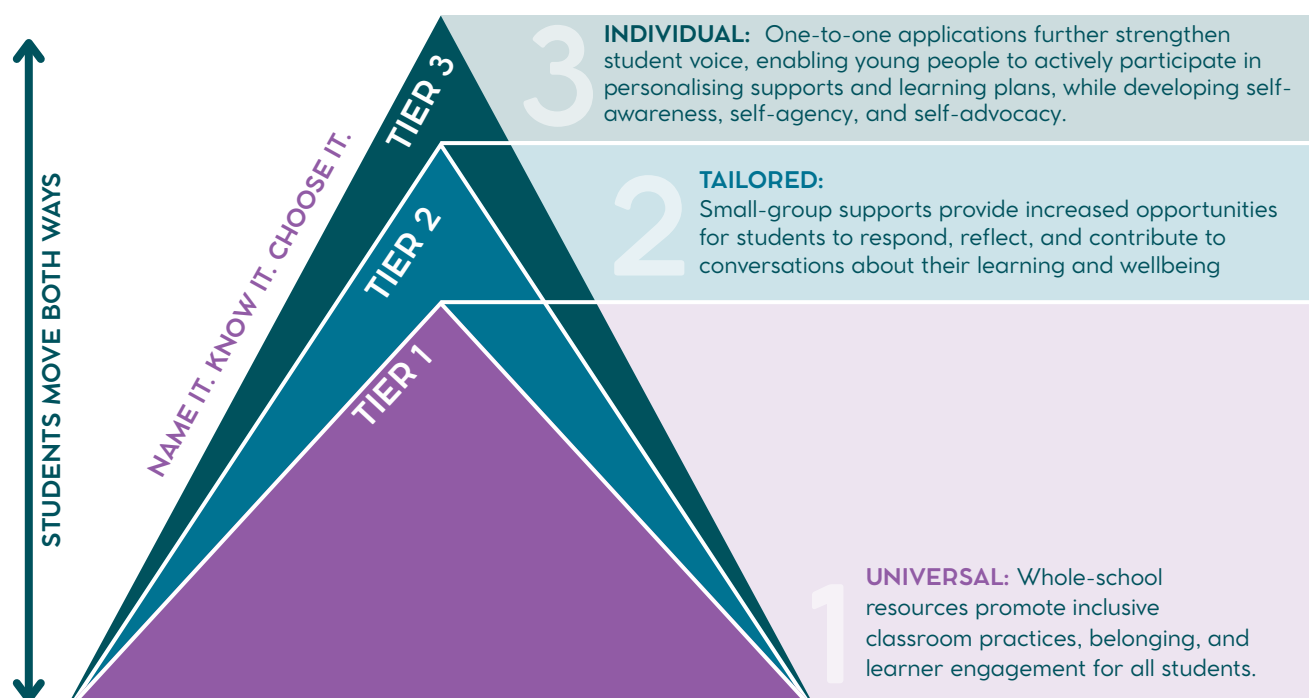
BRAINYCO.
CELEBRATING NEURODIVERSITY

FOR EDUCATORS | Teachers • Education Assistants • School Staff • Leaders

How does BrainyCo fit within your MTSS Framework?

Most resources are built for one level of intervention. BrainyCo works across all three.

BrainyCo aligns with a Multi-Tiered System of Supports by providing evidence-informed, neuro-affirming resources for students across every level of need. One consistent visual language supports wellbeing, engagement, communication and participation across diverse learning environments - and creates continuity for students, educators and families as support becomes more tailored. By bridging education, wellbeing, and inclusion, BrainyCo helps schools build a proactive, strengths-based MTSS framework that empowers every learner to thrive.



BrainyCo Resources for the MTSS Framework

TIER 1: UNIVERSAL

Energy Meter · Power Meter · Brainy Bingo · Check-In Charts (My Learning Brain, Traffic Lights, Quick Brainy Check-In) · Brainy Games · Picture This and Bamboozling Brains question prompts · Kaleidoscope of Brains · Lesson Launches · My Brainy Day at School

TIER 2: TAILORED

Bamboozling Brain Placemats · Brain Builders · Brainy Behaviours · My Brainy Community · Brainy Perspectives ·

TIER 3: INDIVIDUAL

Be a Brain DJ · Be a Brain Director · Brainy Perspectives · Emotions Mountain · Rock Thinking & Flexible Thinking

BRAINYCO IS NOT:

NOT a behaviour chart. No brain is a reward or a consequence. There are no good brains and no bad brains.

NOT a way to get students calm. Regulation is finding the fit for the task — sometimes that is Bouncy Brain, not Calm Brain.

NOT a directive. “Choose a different brain” is instruction, not agency. The student chooses. Staying is a choice.

NOT a crisis tool. Never run the questions during an acute heightened state. Co-regulate first, then come back to Name It.

NOT necessarily all three steps at once. The most common mistake. Name It alone, used consistently, is enough. Know it and Choose It can come with time and practice.

Where to from here? Start with “Name It” - used consistently, it is enough • Ask us about a whole-school pack, professional development webinars and training options • Visit our educator page and learn more about our products and resources at: www.brainyco.com.au