



## BrainSkills Training Protocols

### Principles

1. Students need to train consistently and with sufficient intent.
  - a. 30 minutes per session or more up to an hour
  - b. 4-5 days per week
  - c. Minimum of 12 weeks up to 24 weeks
2. Students need to understand and expect failure.
  - a. The training starts at the beginning level and progresses to the next level as students demonstrate mastery at each level.
  - b. Once a student reaches their failure point, which may be at the start, they must train with sufficient focus to strengthen their skills so they can move to the next level.
  - c. Repetition with the intent of achieving mastery is required.
  - d. Students need to learn that failure is part of the process of gaining mastery.
  - e. If a student already plays video games, they likely fail often and just restart the game. But they may not view losing at the game as failure. They just accept it as part of the process and work harder to beat the game. They need to bring that same mindset to the training.
  - f. Whereas, when a student fails a test in school, they often view it as true failure and a judgement against them. They tend to view test failure negatively. We need to teach students to adopt the video game mentality to the training and accept failure as part of the process.
3. Students need a brief introduction into what cognitive skills are and understand the value of the training.
  - a. One model that can be used if a student is old enough is the concept of updating a cell phone or computer.
  - b. Ask if they would rather have an iPhone 5 or an iPhone 14. Most will clearly want the latest version vs. an old model.
  - c. Ask why? Most will understand that the newer model is better because it has more memory and is faster.
  - d. Explain the comparison of a phone brain to their brain. Then explain that the reason they are struggling is because we need to update/upgrade their brain to the latest model. The training will improve their memory and speed.
4. Admins and family ambassadors use their admin login to the training to demonstrate each of the exercises to the student briefly.
5. Show the student how to login and begin the training.
6. Ask the student to play around with each exercise long enough to learn the exercises.

- a. Ask them to note which exercises they liked and felt confident in doing the exercises.
  - b. Ask them to note which exercises they could not do or did not understand.
7. Review student feedback.
- a. Set the admin controls so they will start with exercises they want to do initially so they have a good beginning training experience.
  - b. Disable the exercises they could not do until they build their skills to be able to handle these exercises.
8. Review student progress weekly
- a. Parents should monitor training to make sure students are not getting stuck or frustrated. Explain how to do the exercise if the student does not understand the instructions.
  - b. Provide encouragement as needed.
  - c. The Family Ambassador can adjust the training.
    - i. If a student is stuck on a particular exercise, either turn off the exercise for a while, or move the student back to a lower level to regain confidence.
    - ii. Slowly add in exercises the student could not do initially.
    - iii. Mix up the choice of exercises as needed to keep the training fresh.
    - iv. When possible, do a zoom meeting and share the screen so the FA can watch the student train and provide ideas on how to master that exercise. Explain how to do the exercise if the student is not understanding what is required.