

# ‘TEACHING WITH BRAINS IN MIND’

## 12 MAY 2025

### WORKSHOP NOTES



*Elle  
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[www.wonderfullywired.online](http://www.wonderfullywired.online)

# TEACHING WITH THE BRAIN IN MIND



## Agenda 1

Nice to meet you

time

5 min

## Agenda 2

Connect Question

time

10 min

## Agenda 3

How to get smarter

time

15 min

## Agenda 4

Connect question

time

10min

## Agenda 5

Brains under construction

time

15 min

## Agenda 6

Survey and next steps

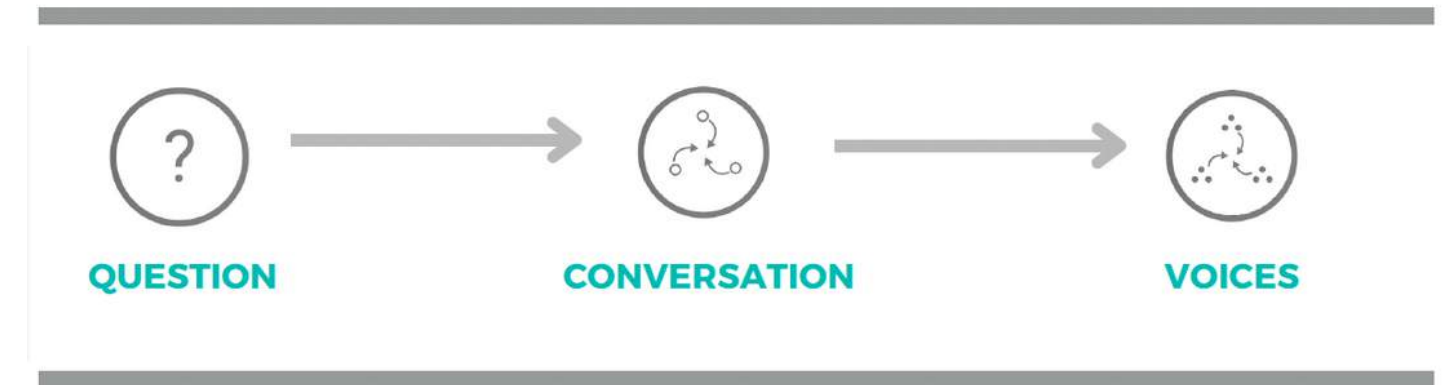
time

5 min

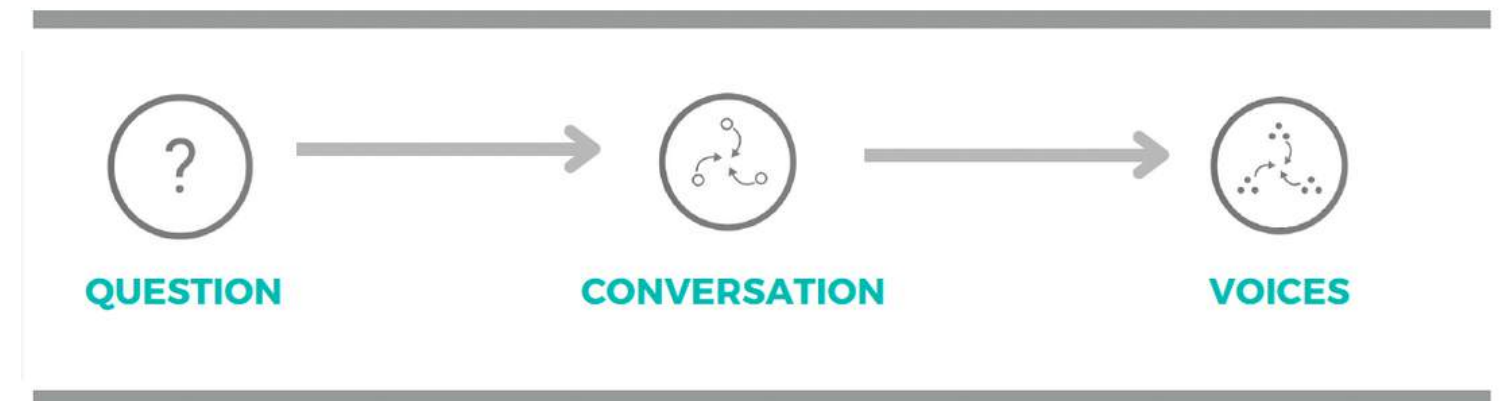
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# THE FLOW OF OUR WORKSHOPS



Presentation



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# WHAT ARE CONNECT QUESTIONS?



Reflect on your own for a minute



Not everyone processes while speaking!



Talk among three of you for 6 Minutes



Be vigilant with short turns and reflect back



Come back with someone ready to share an insight with the big group



Come back with someone ready to share an insight with the big group





**THE PODCAST**



**COACHING PARENTS  
AND TEENS**



**MASTERS IN  
EDUCATION**



**WONDERFULLY WIRED**  
Seeing, Supporting & Celebrating Difference



**A PARENT**



**COACHING  
TEACHERS**



**Bring to mind one  
particular kid...  
Maybe the one you  
thought of when you  
first heard about this  
workshop**



ALL  
CHILDREN  
LEARN  
UNDER  
THE RIGHT  
CONDITIONS



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# CONNECT QUESTION

Why is it important that you are here?



Reflect on your own for a minute



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**LET'S BUILD A BRAIN**







# BRAINS CAN CHANGE

## Neuroplasticity

The brain physically changes and adapt through connections formed by billions of neurons called synapses.

Pathways are strengthened and made permanent with practice.

## Key Points

### Forming Connections:

Neurons (brain cells) form new connections (synapses) when we learn something new or think in a new way.

### Reinforcing Connections:

Repeated connections make pathways stronger, forming habits or repeated thoughts.

### Myelination:

An insulating layer (myelin) forms around synapses often firing, strengthening connections even more.

### Pruning:

The brain prunes weak and unused connections, making it more efficient. If you don't use it you lose it.

### Back to Front Maturity:

The brain matures from back to front. The Executive Lobe responsible for attention, organisation and decisions is the last to develop.

### Lifelong Learning:

With enough repetition new habits can be learnt even into old age.



# CONNECT QUESTION

What one insight would you like to remember so far?



Reflect on your own for a minute







## Highways and Construction sites

- Highways are the things your brain finds easy to do - the pathways are well developed.
- Construction zones are where roads still need to be built by repeated practice
- Every brain has both!

We all have things that make some situations easier than others.

In our work together, we learned that your brain is built in a way that makes **(strengths)** come easily and **(challenges)** much more difficult.

It turns out - you're not alone! This pattern happens a lot, and we call it **(ADHD, Autism, Dyslexia, etc.)**

Now that we know, our job is to maximize your amazing superpowers and find ways to build those trickier skills so that the hard part gets easier.

Let's make a plan!



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Learning about autism from autistic kids...

“ For me, being autistic means my brain likes rules but has a hard time when they change.  
- Quinn, age 7 ”

#AutismAcceptance  
[www.ExplainingBrains.com/Autism](http://www.ExplainingBrains.com/Autism)

In your child's words...

“ For me, my brain works best when I have time to 'shift gears' and it's harder when I feel surprised.  
- Nico, age 8 ”

[www.ExplainingBrains.com/Behavior](http://www.ExplainingBrains.com/Behavior)

“

For me, dysgraphia means I love the ideas part of writing - but not so much the writing part of writing.

-Jo, Age 8

[EXPLAININGBRAINS.COM/PARENTS](http://EXPLAININGBRAINS.COM/PARENTS)

“

For me, ADHD means I can remember things in detail from 5 years ago...but NOTHING from 5 minutes ago.

- JOSE, AGE 16

[EXPLAININGBRAINS.COM](http://EXPLAININGBRAINS.COM)

KIDS' WORDS

For me, being gifted means I learn with intensity and feel with intensity!

-Yu Chen, Age 14

[EXPLAININGBRAINS.COM/GIFTED](http://EXPLAININGBRAINS.COM/GIFTED)

#Neuroempowered

“

For me, ADHD means I'm good at organizing people but bad at organizing things.

- Kaiden, age 15

[www.ExplainingBrains.com/ADHD](http://www.ExplainingBrains.com/ADHD)



# When do Executive function skills normally develop?

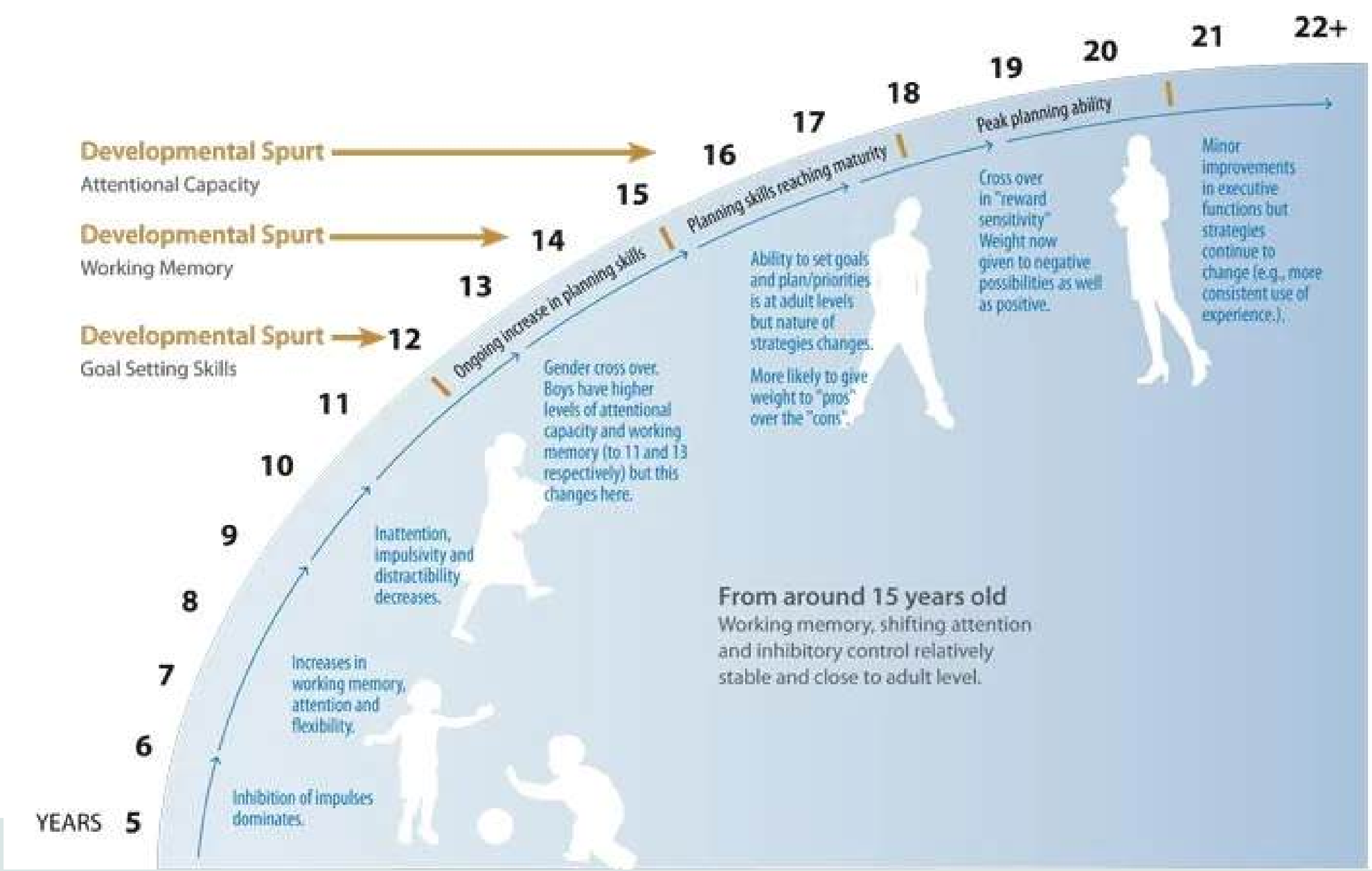


Image: Positivekids.ca



# Our Executive Function Skills



## Task Initiation

The ability to begin projects without undue procrastination, in an efficient or timely fashion.

## Response Inhibition

The capacity to think before you act; this ability to resist the urge to say or do something.



## Flexibility

The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes.



## Organisation

The ability to create and maintain systems to keep track of information or materials.



## Goal Directed Persistence

The capacity to have a goal, to follow through to completion, and not be put off or distracted.



## Metacognition

The ability to stand back and take a bird's-eye view of yourself in a situation, to see how you problem solve.



## Sustained Attention

The capacity to keep paying attention to a situation or task in spite of distractibility, fatigue, or boredom.



## Planning & Prioritisation

The ability to create a roadmap to reach a goal or to complete a task. Also to make decisions.



## Emotional Regulation

The ability to manage emotions to achieve goals, complete tasks, or regulate and direct behaviour.



## Working Memory

The ability to hold information in memory while performing complex tasks.



## Time Management

The capacity to estimate how much time one has, how to allocate it and how to keep within deadlines.



# 10 THINGS THAT REQUIRE ZERO TALENT

Being On Time  
Making An Effort  
Being High Energy  
Having A Positive Attitude  
Being Passionate  
Using Good Body Language  
Being Coachable  
Doing A Little Extra  
Being Prepared  
Having A Strong Work Ethic

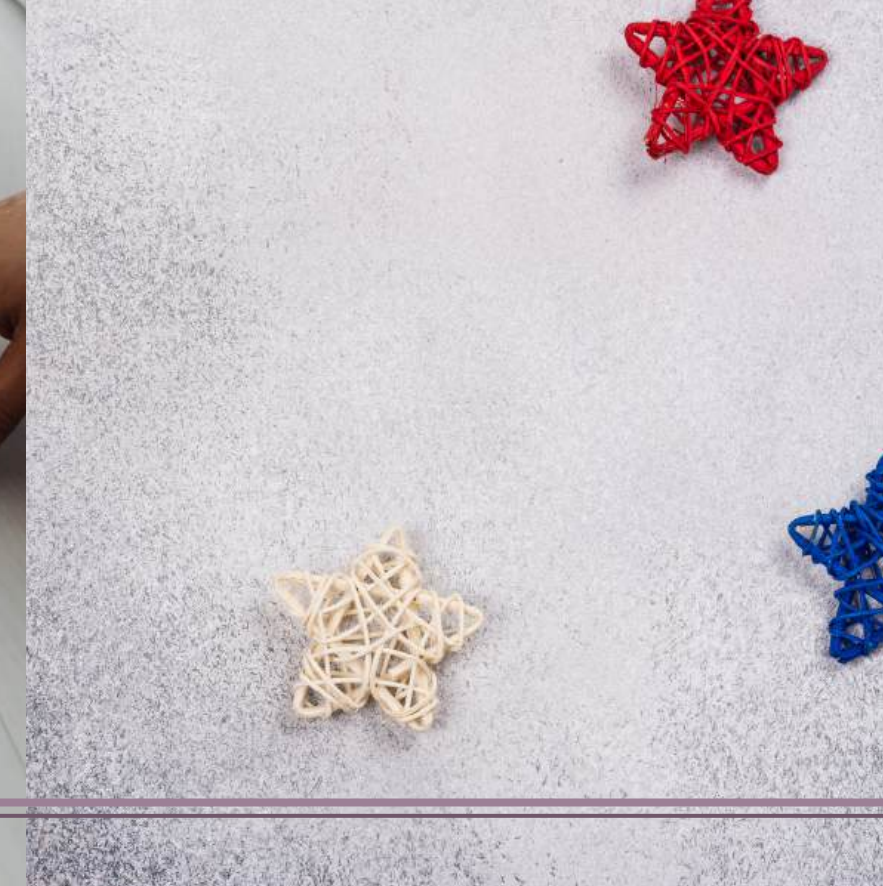
If what we just said is true.... This poster can't also be true



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## KEY TAKE AWAYS

- Brains are not fixed at any age.
- Executive functions in children develop over time and with deliberate practice.
- Wonderfully Wired kids might not have the skill yet - rather than not trying hard enough
- Each brain has strengths and areas for improvement.
- Supporting brain development needs patience and realistic expectations.
- Practice leads to progress
- What would you add?

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# I'd love your feedback!

Please take a moment to respond to a short survey.

Scan the QR code or click on the link in your notes



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# PARENTING WORKSHOP

How do I discipline when normal strategies don't work?

How do I manage big emotions in my home?

How do I get my child to be organised and responsible?

How can I help my child make and keep friends?

How do I handle my sensitive child ?

How do I speak to the school about my child?

## YOUR CHILD THINKS DIFFERENTLY

YOUR PARENTING NEEDS A DIFFERENT APPROACH



### SEE STRENGTHS

See the unique gifts in your child with ADHD, dyslexia, autism and more



### ENCOURAGE AUTONOMY

Raise self-driven children who take responsibility



### CREATE CONNECTION

Understand the brain science of strong parental support



### GROW COMPETENCY

Gain expertise in coaching the skills your child needs to thrive

## WHO MIGHT BENEFIT

- all schools
- primary or secondary school
- with or without a diagnosis
- The Research

## WHERE AND WHEN

**Date: 3 June 2025**

**Time: 5:15-7:00pm**

**Cost at the door: \$20**

**Early-bird Discount: \$10**

**(RSVP [elle@wonderfullywired.online](mailto:elle@wonderfullywired.online)**

**or Whatsapp +263 772105474**

**by 28 May to qualify)**

**Venue: Petra College Junior Hall**