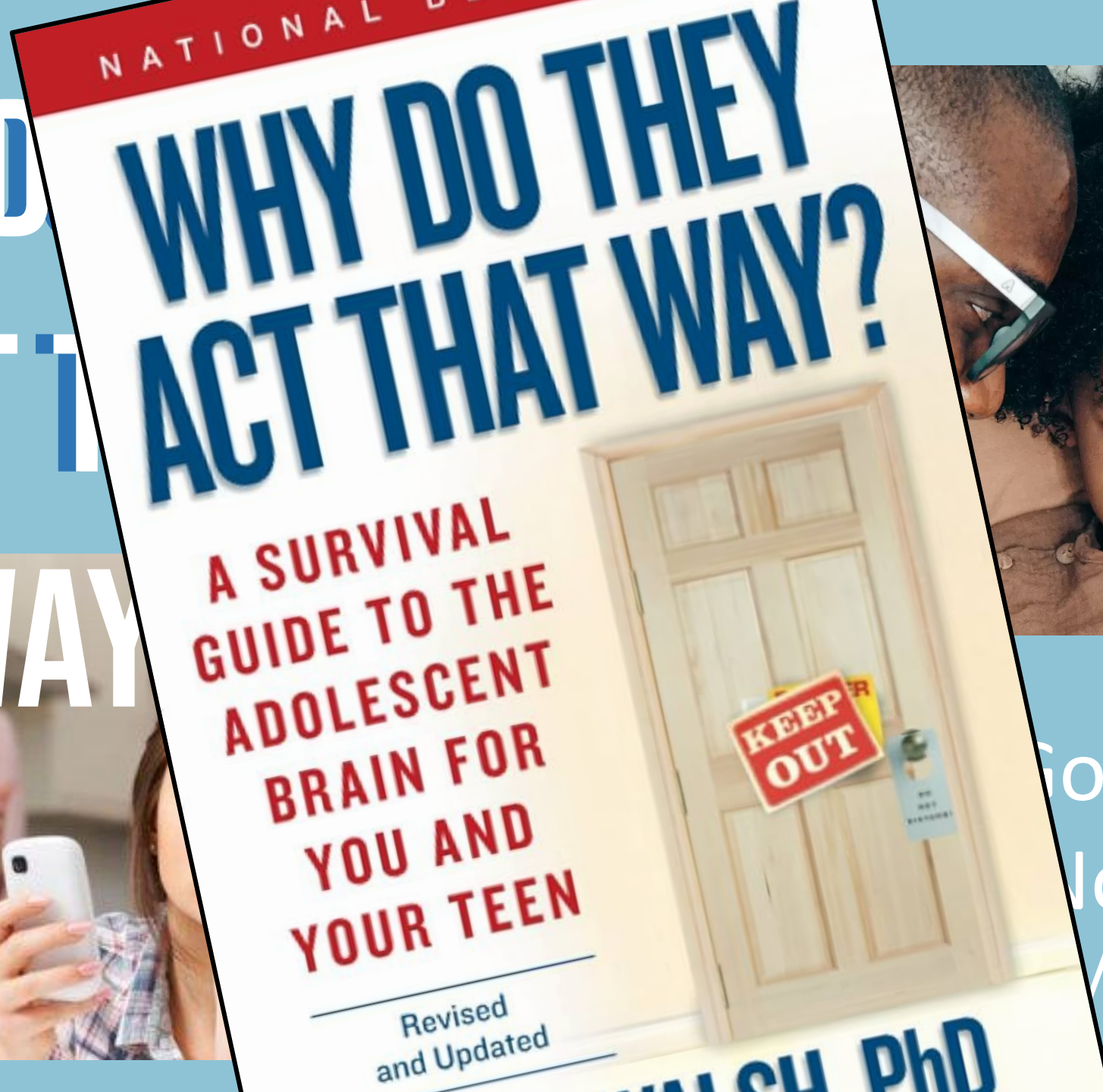


WHY DO TEENAGERS ACT THAT WAY?



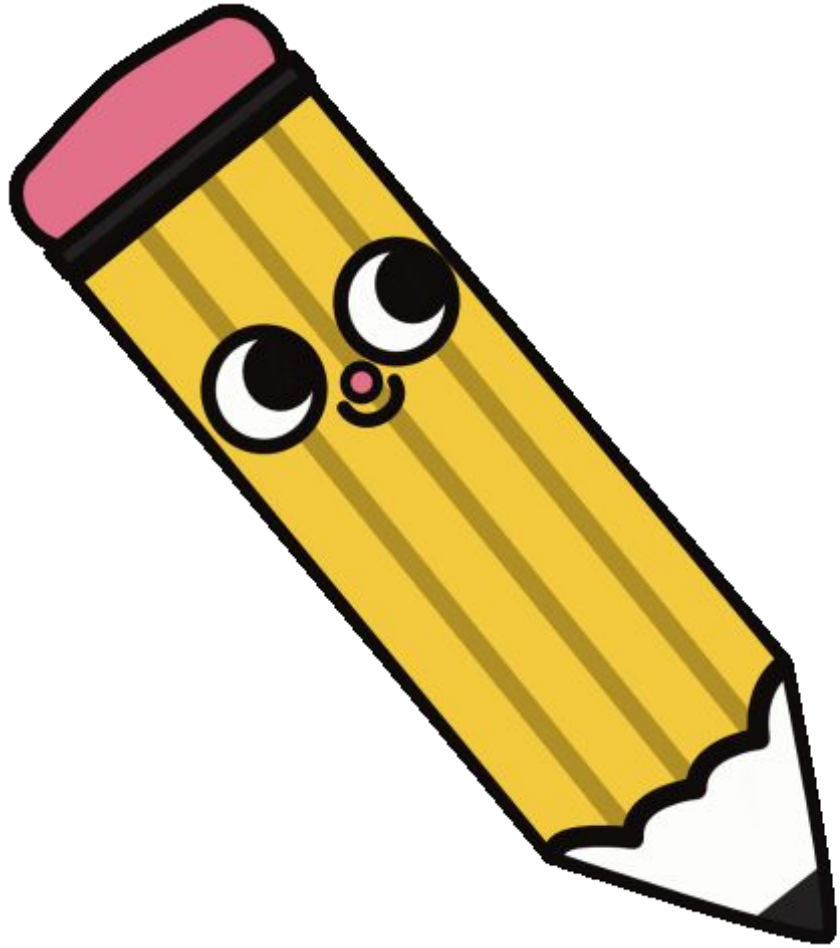
Goforth
Joplos
/21/23

EQ: HOW DOES MY STUDENT'S BRAIN DEVELOPMENT IMPACT THEIR BEHAVIOR?

AGENDA:

- Community Connection
- Brain Science
- Text Exploration:
 - “Why do they act that way?”
- Group Activity
- Closing

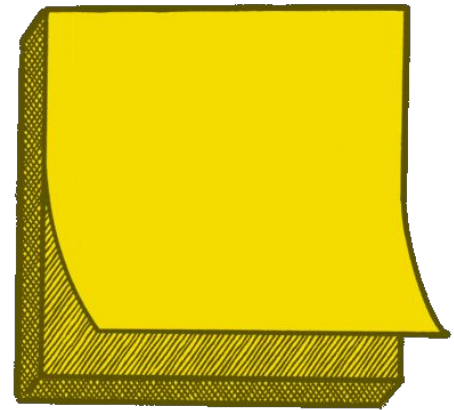




QUICKWRITE

On a Post It, describe a poor decision or out-of-character move that your child has made.

You will share this story with another person in the room.

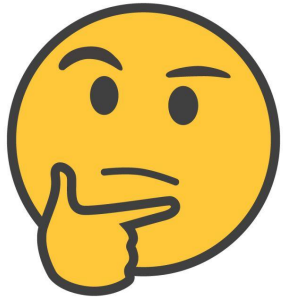


SOLEMATE SHARE

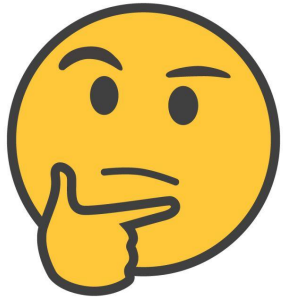


Find a partner (or group of partners) with similar shoes as you.

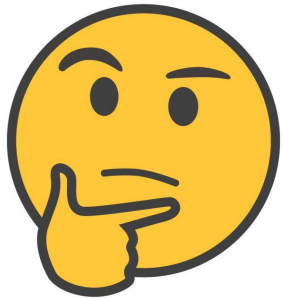
Share what you wrote on your sticky note.



Parents **wonder** if they'll survive their child's journey through adolescence

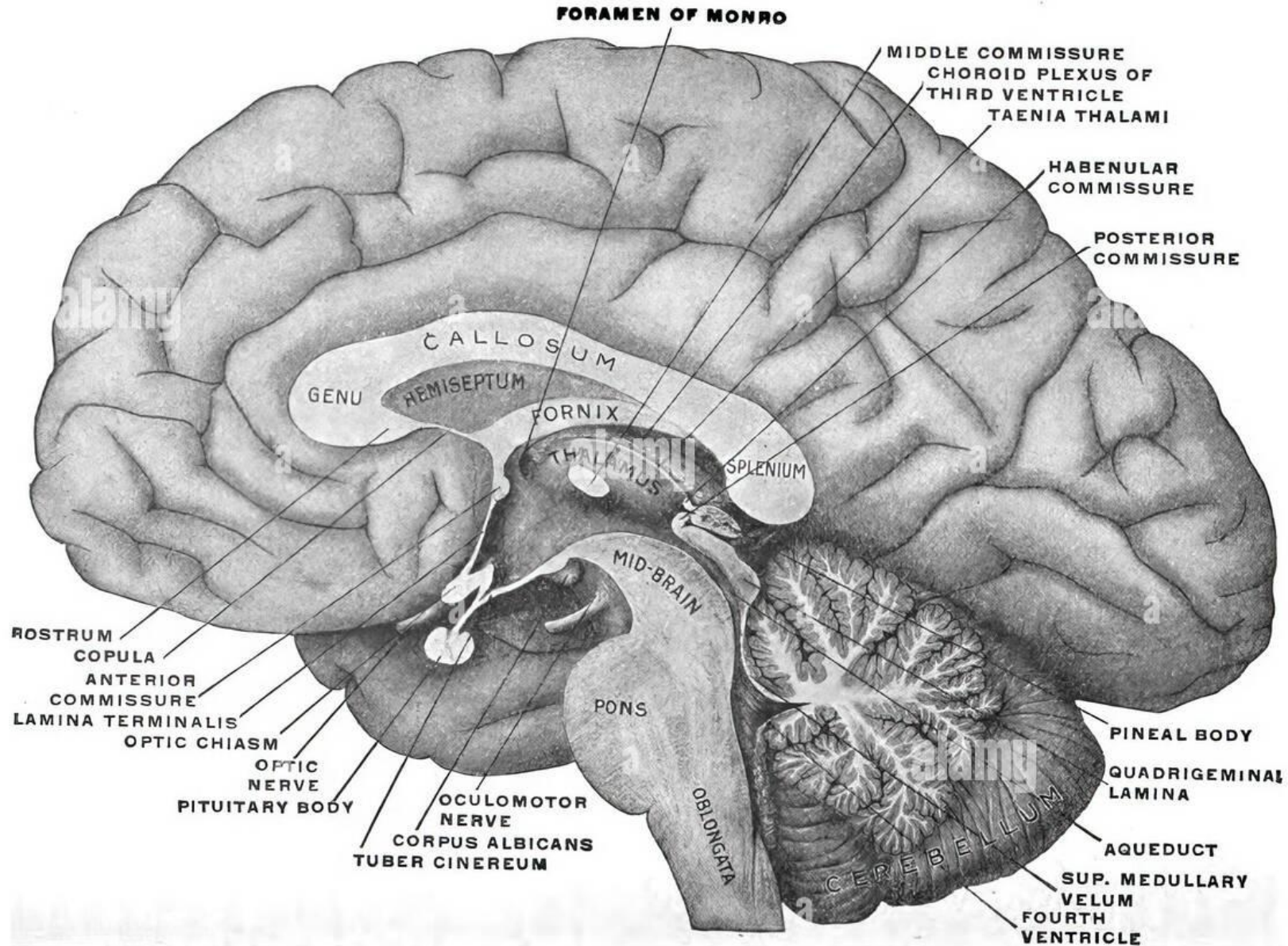


Teachers **wonder** how to engage their adolescent students in learning



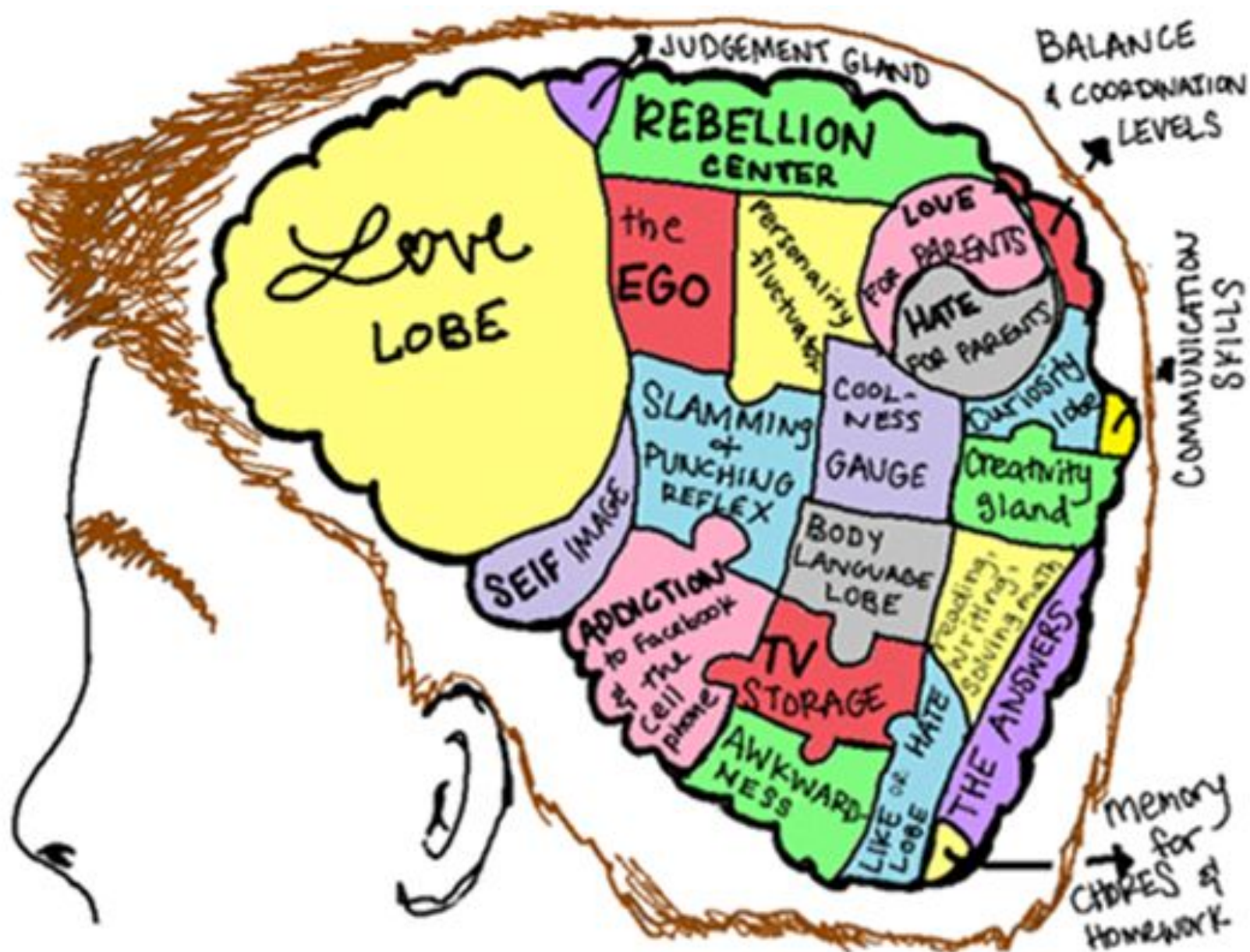
Adolescents themselves **wonder** if their own journey is normal.

THE AVERAGE ADULT BRAIN



Mesal aspect of a brain sectioned in the median sagittal plane.

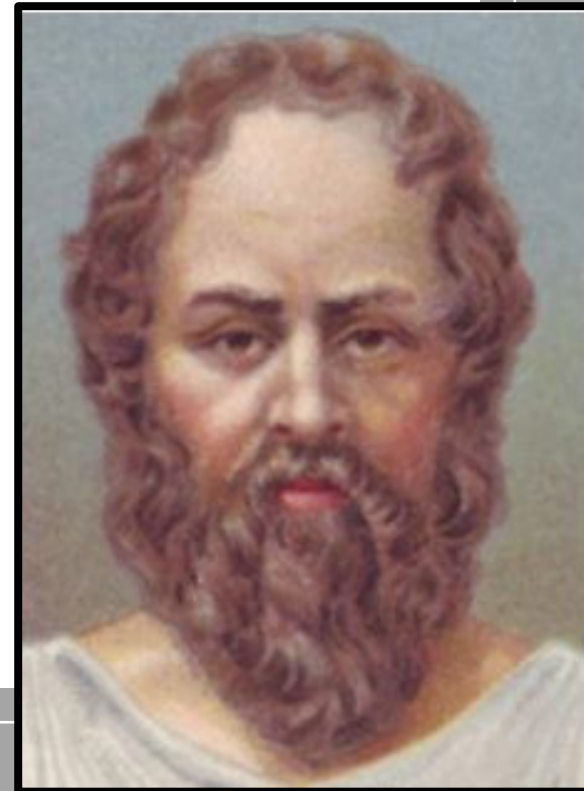
THE AVERAGE TEENAGE BRAIN



A quote about children - does this resonate?

“The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers.”

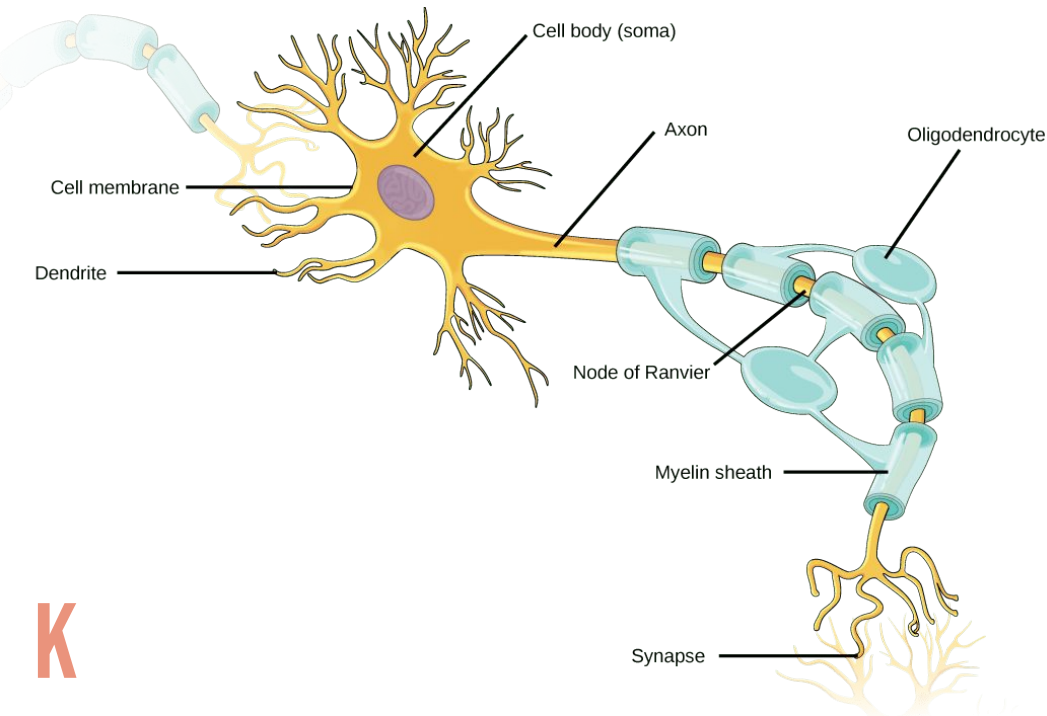
Socrates - 470 BC





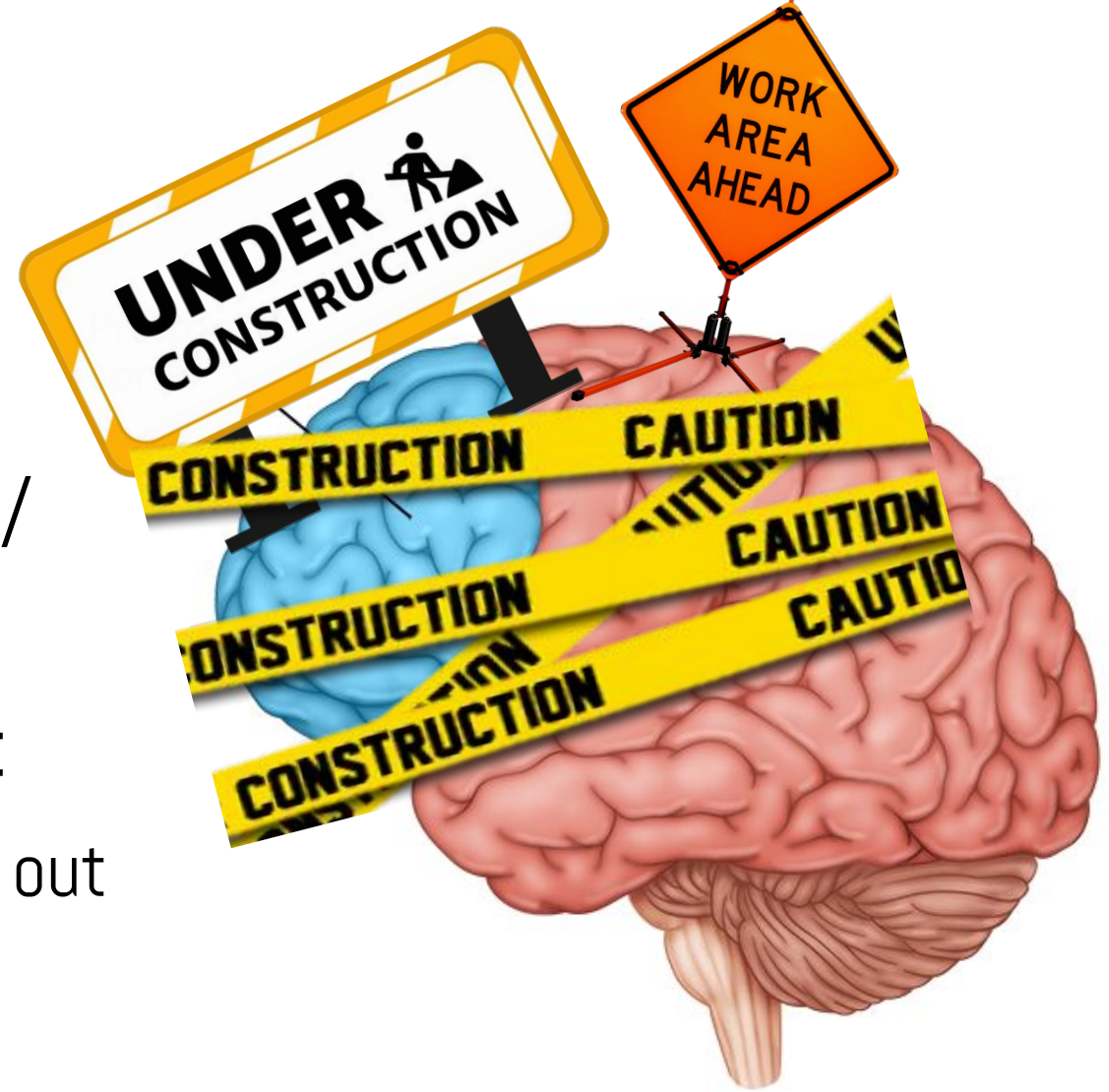
A BIT OF INFO: NEURONS

- Neuron = brain cell
- We are born with about 100 billion neurons, in a web of connections
- Babies = only about 17% of neurons are linked. In years that follow, all of the other neurons get wired together.
- “Hardwiring” - connections formed by genetics
- “Softwiring” - connections formed by experiences

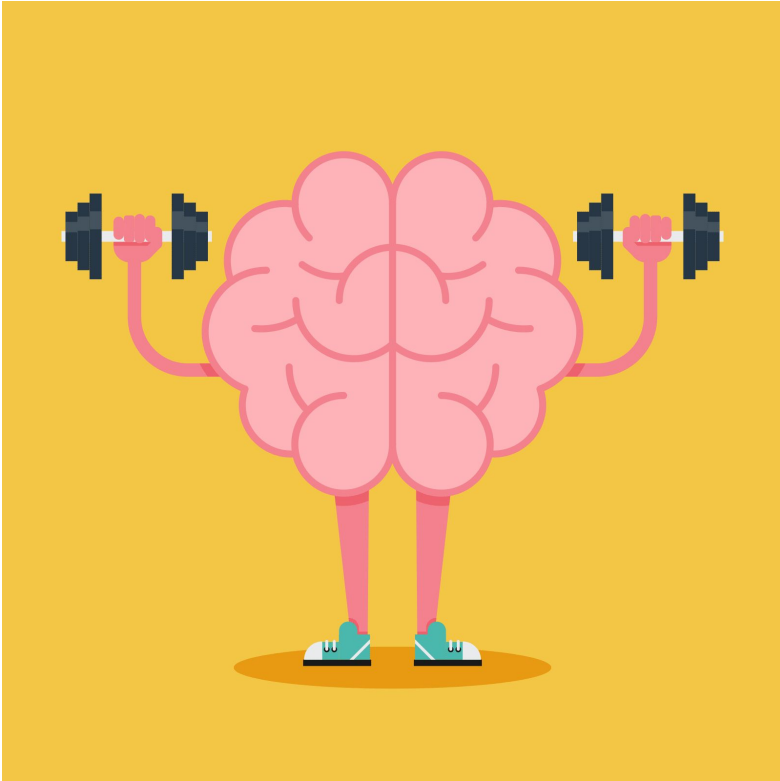


SOME MORE INFO: THE PREFRONTAL CORTEX

- Responsible for executive functioning / critical thinking
- Three executive functions of the brain:
 - working memory (used to plan and carry out behavior)
 - inhibitory & impulse controls
 - cognitive flexibility & creative thinking
- Prefrontal Cortex is **under construction** in the teen brain!



USE IT OR LOSE IT PRINCIPLE



- Brains need **exercise**!
- Neurons that fire **more frequently** develop more connections
- Neurons that fire **less frequently** wither away
- Example in adolescence (think before you act...)

BLOSSOMING VS PRUNING

Blossoming: periods of intense activity and development

Pruning: unfired neurons eventually wither and disappear



If neurons don't blossom during the window of opportunity, critical development can be missed.

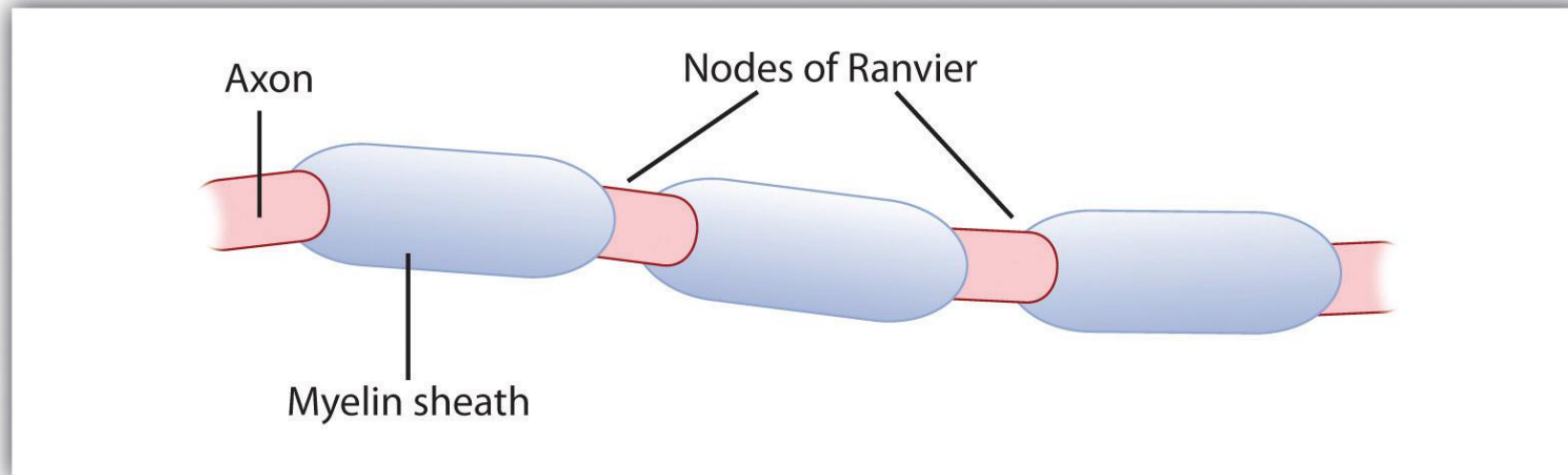
MYELINATION

Myelin:

- Fatty substance that covers the main cable (axon) of the neuron
- Protects the neuron
- Enables neurons to transmit signals faster and allows for more complex brain function

Your Child's Myelin:

- Used to think myelin gen. was completed in childhood
- New research says still happening well into adolescence
- (not fully myelinated yet)



SO WHAT DOES THIS MEAN?

Adolescents on average are more:

Vulnerable to peer pressure

Likely to take risks

Impulsive

Focused on short-term payoffs

Aggressive

Emotionally volatile

Likely to downplay long term consequences

Likely to overlook alternative courses of action

Does this sound familiar at all?

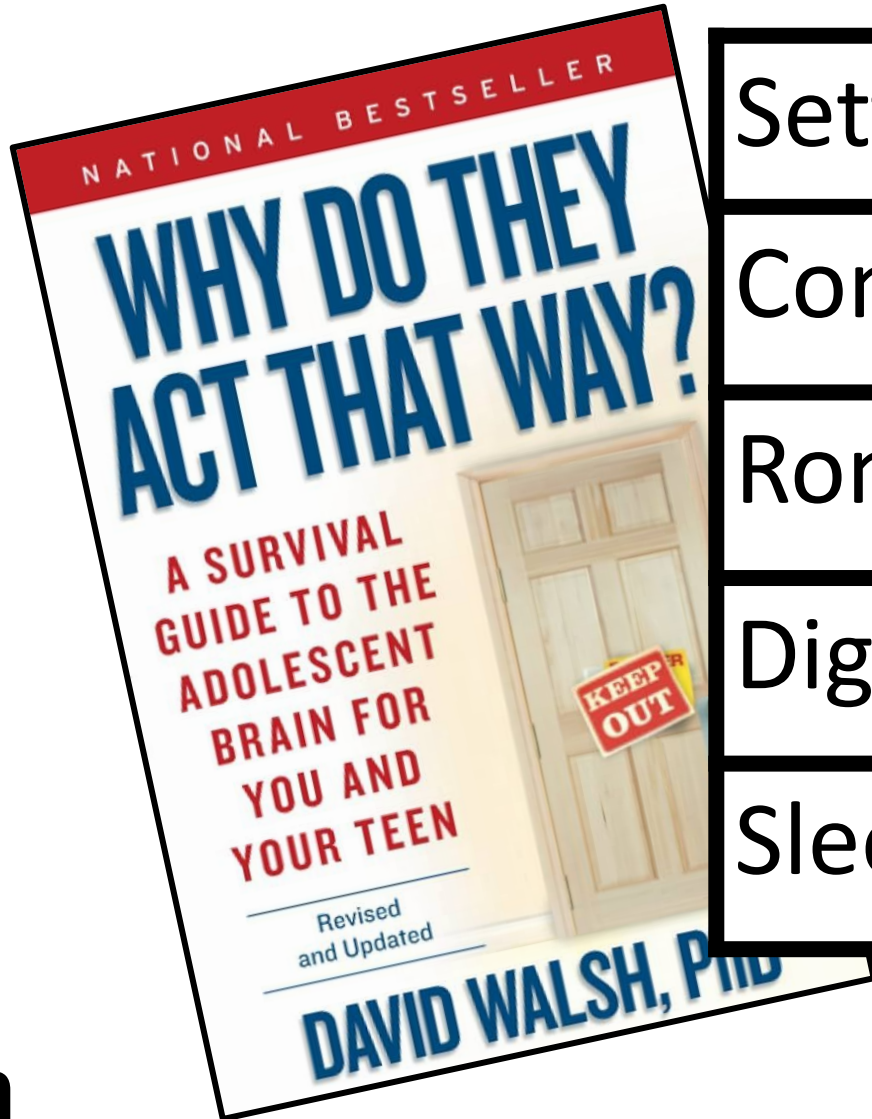
How might your own experience relate to brain development?





**HOW DO WE
BEST SUPPORT
OUR TEENS
DURING THIS
STAGE?**

GROUP CHAPTER EXPLORATION



Setting Expectations

pg 49-50

Communication Tips

pg 84-87

Romantic Relationships

pg 133-136

Digital Age

pg 196-201

Sleep and Teens

pg 214-220

Setting Expectations	49-50
Communication Tips	84-87
Romantic Relationships	133-136
Digital Age	196-201
Sleep and Teens	214-220

1. Skim your pages for the gist
2. Discuss with partner
3. Make One-Pager to summarize

ONE PAGER

Criteria For Success:

- Include your topic
- Bullet points of key points
- One quote that stands out
- A related image



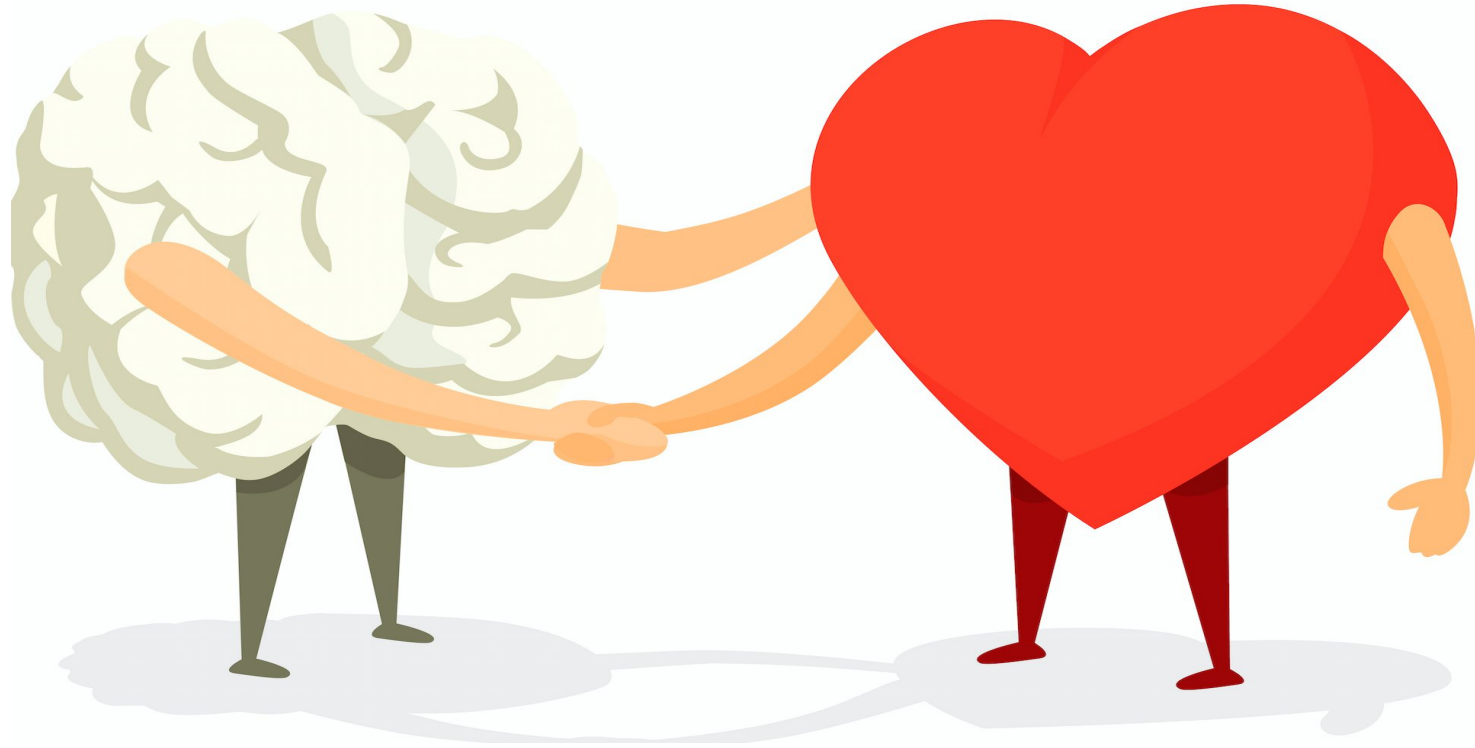




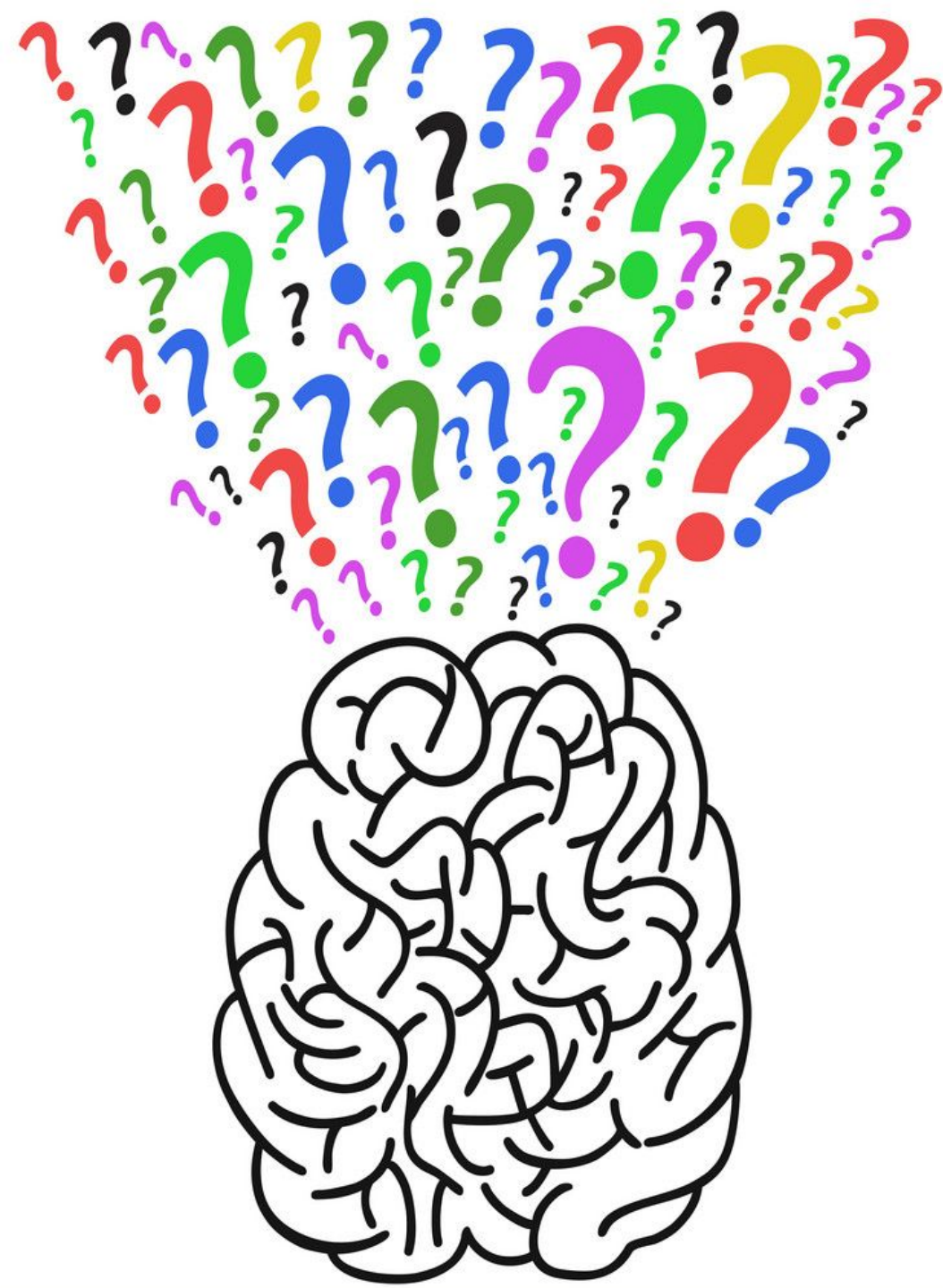
I LOBE YOU

**UNTIL THEY
ARE FULLY
DEVELOPED IN
CHILDREN,
PARENTS AND
TEACHERS ACT
AS SURROGATE
FRONTAL LOBES
FOR CHILDREN.**

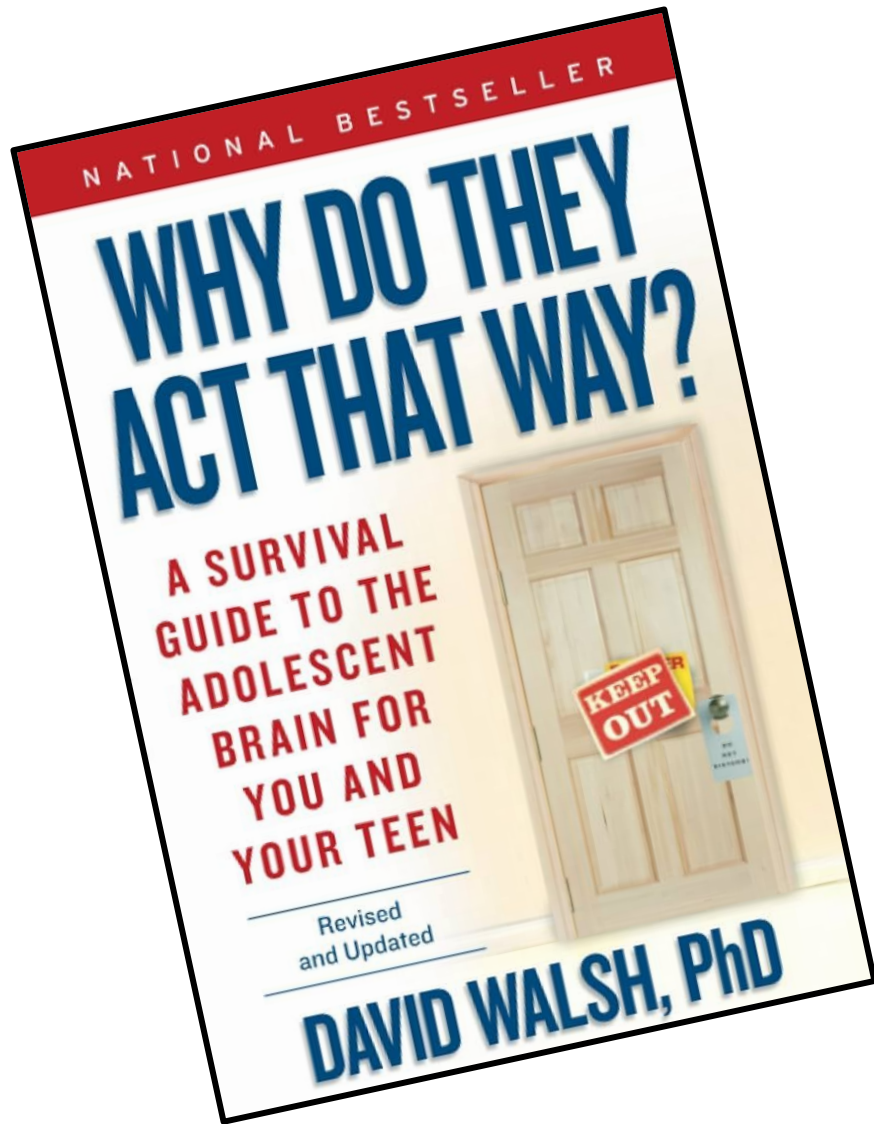
EMBRACE YOUR TEENS & THEIR DEVELOPING BRAINS



- Accentuate the positive
- Admit when we are wrong
- Tell them we love them
- Establish a connection each day
- Listen
- Keep a sense of humor



**WHAT
QUESTIONS
DO YOU
HAVE?**



Thank you!

**KELLIE GOFORTH
& DIMITRI NOPLOS**

North County High School