

THE ADOLESCENT BRAIN

Truly...What is Going on Inside Their Heads?

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TODAY'S OBJECTIVES

- ❑ DISCUSS THE DEVELOPMENT OF THE ADOLESCENT BRAIN
- ❑ DISCUSS THE DEVELOPMENT OF THE BRAIN WITH BEHAVIOR
- ❑ DISCUSS THE MOST COMMON ISSUES IN ADOLESCENTS
- ❑ DISCUSS TIPS FOR COUNSELORS (ANYONE) WORKING WITH ADOLESCENTS
- ❑ PUTTING IT ALL TOGETHER!





WHAT IS ADOLESCENCE?

ADOLESCENCE IS A DISTINCT STAGE OF DEVELOPMENT. ADOLESCENCE IS KNOWN AS THE YEARS FROM PUBERTY TO ADULTHOOD, AND CAN BE DIVIDED INTO THREE STAGES.

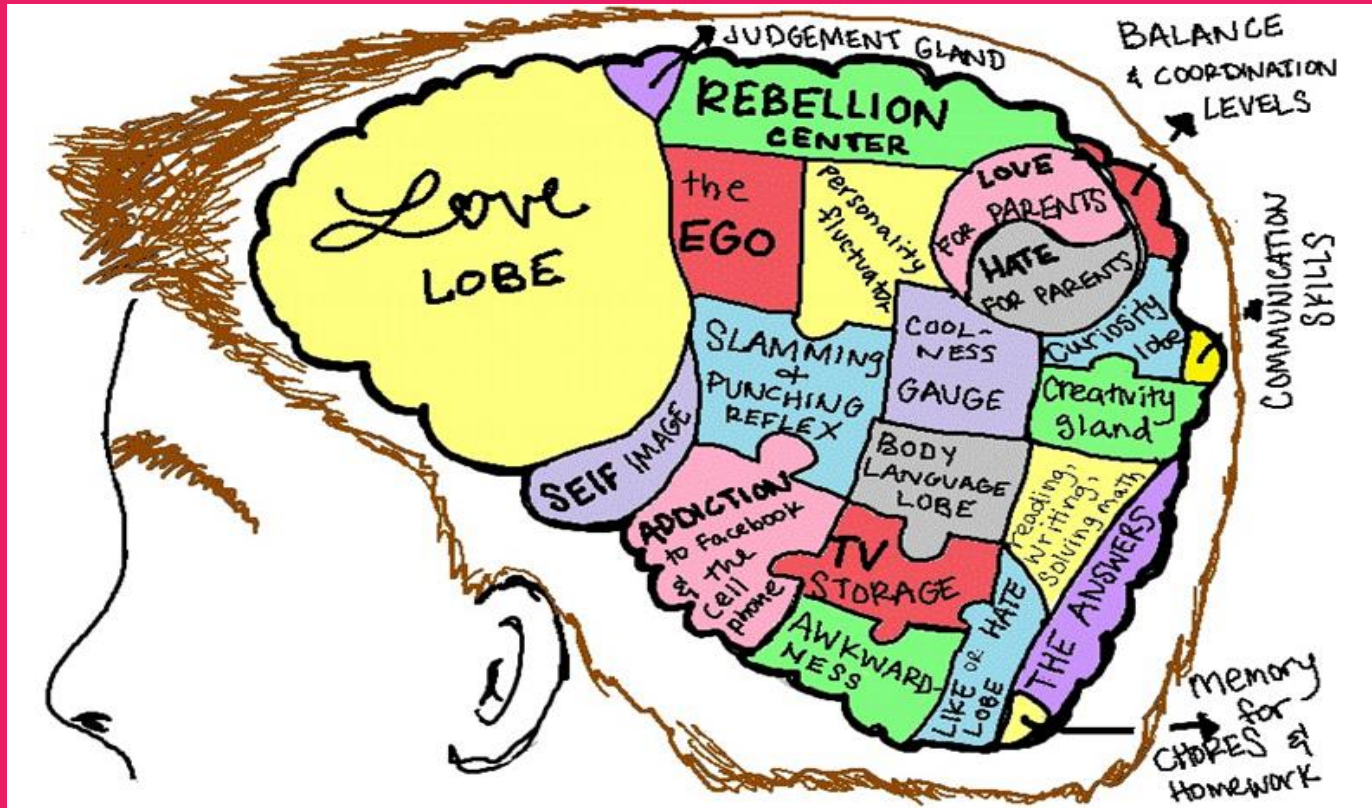
1. EARLY ADOLESCENCE, AGES TYPICALLY AROUND 11-14
2. MIDDLE ADOLESCENCE AGES TYPICALLY AROUND 15-17
3. LATE ADOLESCENCE AGES TYPICALLY AROUND 18-21..22ISH

THEY ARE DESCRIBED AS YOUNG PEOPLE WHO ARE NO LONGER CHILDREN BUT WHO HAVE NOT YET BECOME ADULTS. ADOLESCENCE ALSO IS DESCRIBED AS THE BEHAVIOR WE SEE. THEY ARE YOUNG PEOPLE STRIVING TO BECOME ADULTS

REFERENCE: AAP (2015). AMERICAN ACADEMY OF PEDIATRICS. RETRIEVED FROM:
WWW.HEALTHYCHILDREN.ORG



THE BRAIN....HOW UNIQUE IS IT?

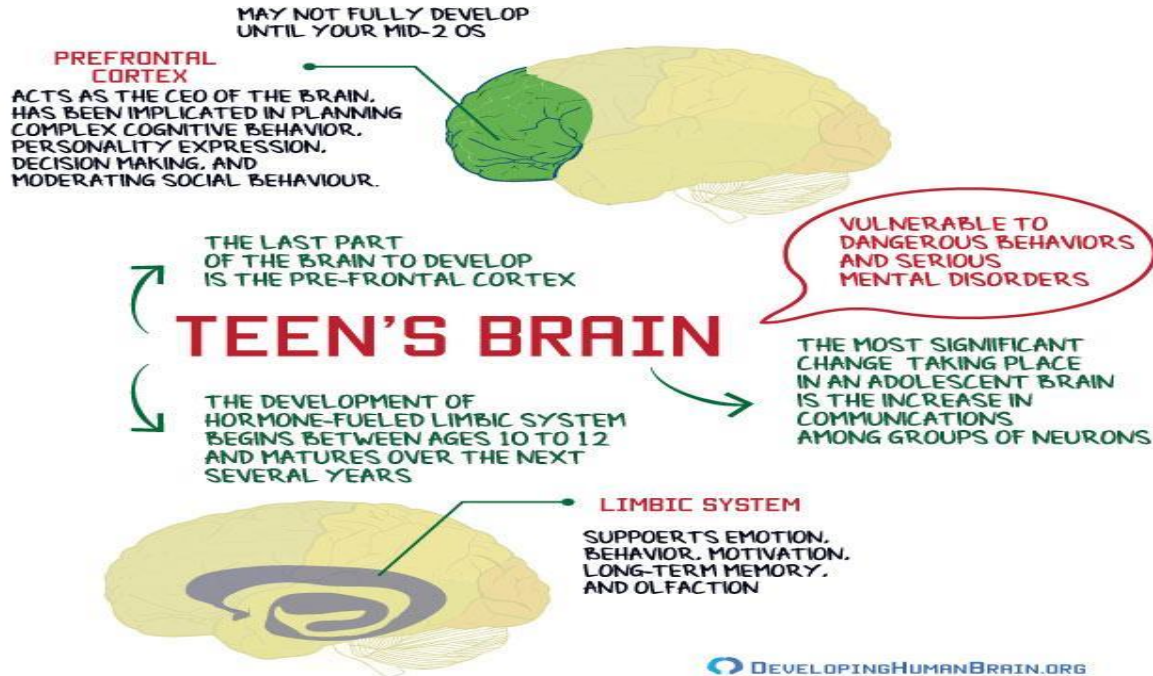


WHAT MAKES ADOLESCENCE A UNIQUE STAGE?

1. THE DEVELOPMENTAL TASK AND CHALLENGES THE YOUNG PERSON HAS TO MASTER AND ENDURE.
2. THE RAPID CHANGES WITHIN THEIR BRAIN DEVELOPMENT
3. THE COMPLEXITY OF NAVIGATING THE WORLD AROUND THEM



THE TEEN BRAIN



SOURCES:

[HTTPS://WWW.RESEARCHGATE.NET/PUBLICATION/277935210_THE_AMAZING_TEEN_BRAIN](https://www.researchgate.net/publication/277935210_the_amazing_teen_brain)

[HTTPS://EN.WIKIPEDIA.ORG/WIKI/LIMBIC_SYSTEM](https://en.wikipedia.org/wiki/Limbic_System)

[HTTP://WWW.PBS.ORG/WGBH/PAGES/FRONTLINE/SHOWS/TEENBRAIN/WORK/ADOLESCENT.HTML](http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/adolescent.html)

[HTTP://WWW.EDINFORMATICS.COM/NEWS/TEENAGE_BRAINS.HTM](http://www.edinformatics.com/news/teenage_brains.htm)

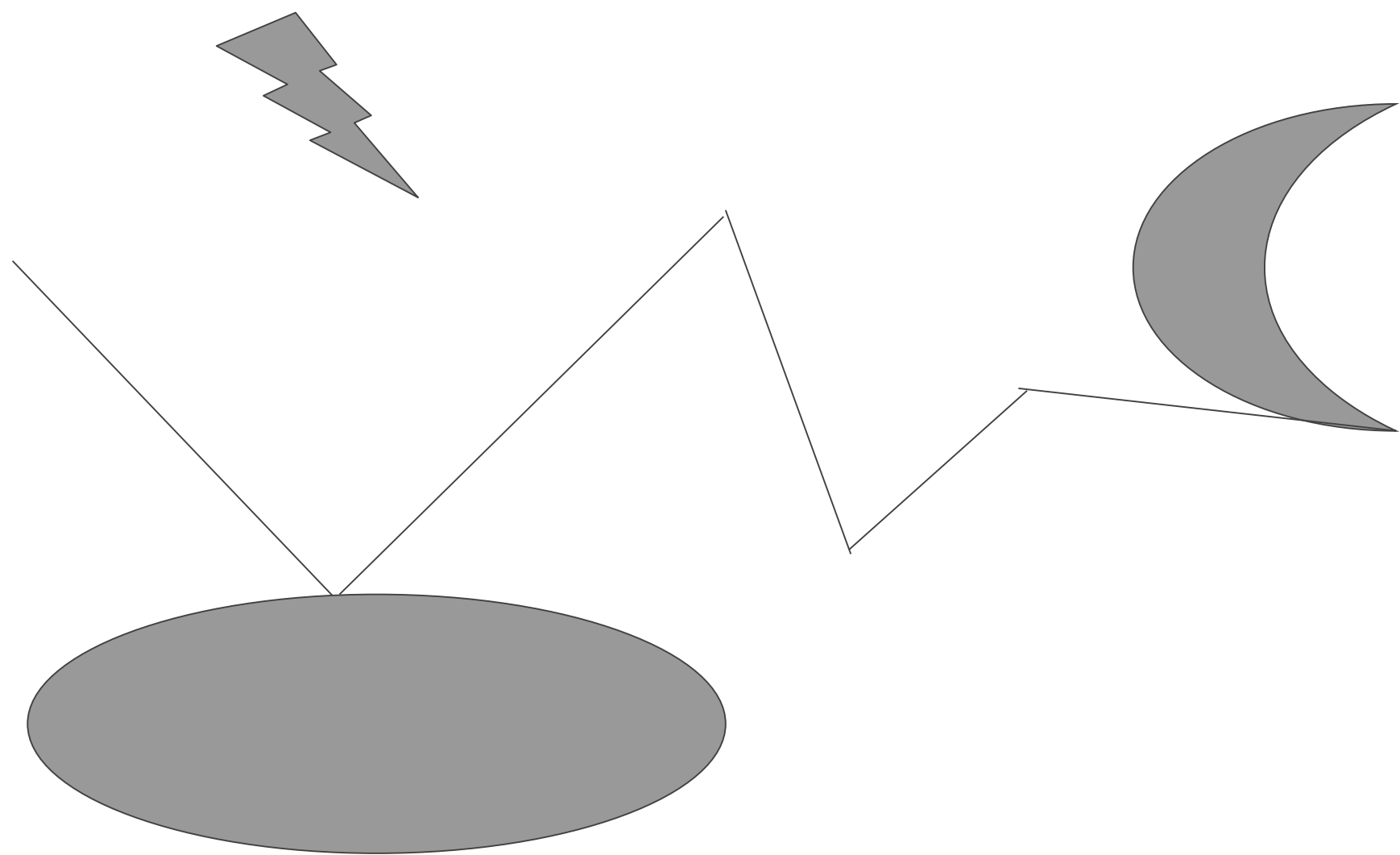
[HTTP://SCIENCE.HOWSTUFFWORKS.COM/LIFE/INSIDE-THE-MIND/HUMAN-BRAIN/TEENAGE-BRAIN1.HTM](http://science.howstuffworks.com/life/inside-the-mind/human-brain/teenage-brain1.htm)

[HTTP://WWW.NIMH.NIH.GOV/HEALTH/PUBLICATIONS/THE-TEEN-BRAIN-STILL-UNDER-CONSTRUCTION/INDEX.SHTML](http://www.nimh.nih.gov/health/publications/the-teen-brain-still-under-construction/index.shtml)

DRAWING EXERCISE



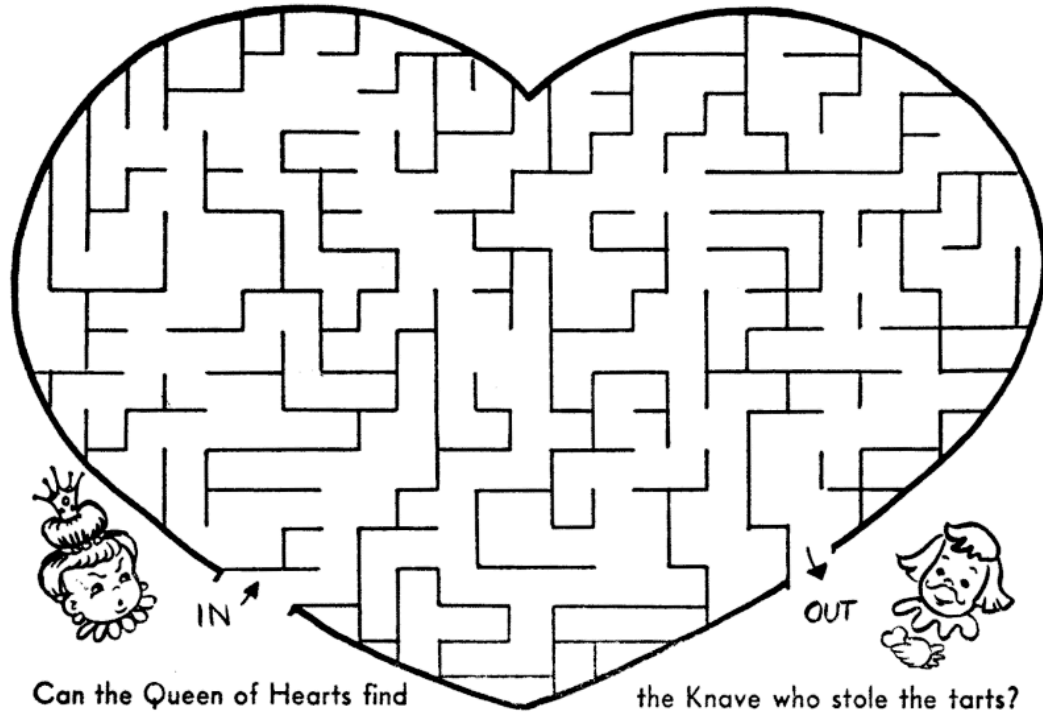
- CHOOSE A PARTNER
- SIT BACK TO BACK WHERE ONE PARTNER CAN SEE THE SCREEN
- THE PARTNER WITH THEIR BACK TO THE SCREEN WILL NEED A PIECE OF PAPER AND A WRITING UTENSIL
- THE PARTNER FACING THE SCREEN WILL DESCRIBE THE DRAWING THEY SEE TO THEIR PARTNER
- THE PARTNER WITH THEIR BACK TO THE SCREEN WILL ATTEMPT TO DRAW THE PICTURE BEING DESCRIBED BY THEIR HELPFUL PARTNER



Adolescent Exercise



- SWITCH SEATS SO THE PARTNER WHO DREW LAST ROUND IS FACING THE SCREEN TO NOW GIVE DIRECTIONS
- THE PARTNER WITH THEIR BACK TO THE SCREEN WILL NOW ATTEMPT TO COMPLETE AN ACTIVITY FOLLOWING THE DIRECTIONS FROM THEIR "ADOLESCENT" PARTNER
- THE PARTNER GIVING THE DIRECTIONS WILL EXPERIENCE WHAT IT IS LIKE TO BE "INSIDE THE BRAIN" OF AN ADOLESCENT

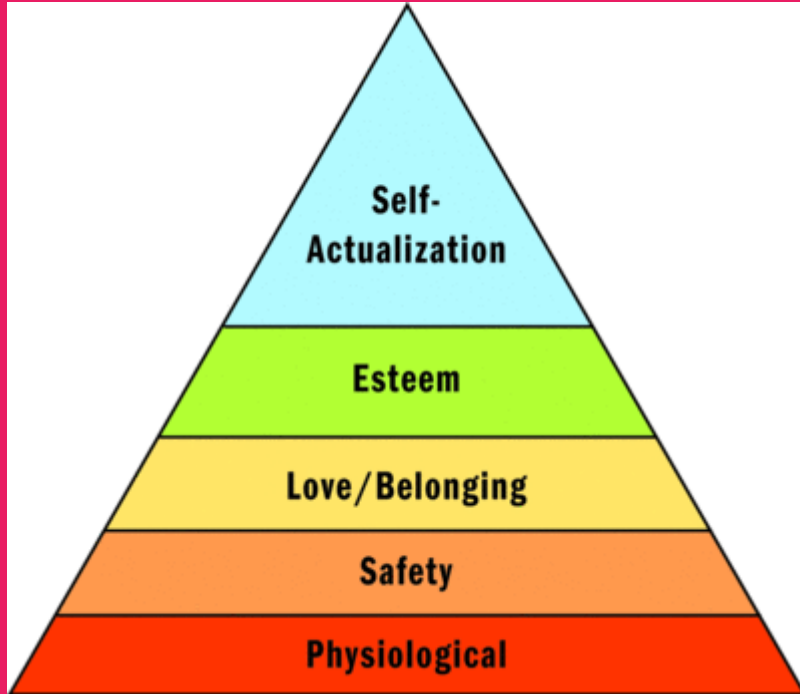


ADOLESCENT IDENTITY & VALUES

Last time I checked we were having a conversation, so why are you checking your iPhone? Oh, it's because you have no social skills. Carry on then.



MASLOW HIERARCHY OF NEEDS FOR ADOLESCENCE



ESTABLISHING AN IDENTITY

THIS HAS BEEN CALLED ONE OF THE MOST IMPORTANT TASK OF ADOLESCENCE. THE QUESTION OF "WHO AM I?" IS NOT ONE THAT TEENS THINK ABOUT AT A CONSCIOUS LEVEL. INSTEAD, OVER THE COURSE OF THE ADOLESCENT YEARS, TEENS BEGIN TO INTEGRATE THE OPINIONS OF INFLUENTIAL OTHERS, (EG. PARENTS, OTHER CARING ADULTS, FRIENDS, ETC.) THEIR OWN LIKES AND DISLIKES. THE EVENTUAL OUTCOME IS PEOPLE WHO HAVE A CLEAR SENSE OF THEIR VALUES AND BELIEFS, OCCUPATIONAL GOALS, AND RELATIONSHIP EXPECTATIONS, PEOPLE WITH SECURE IDENTITIES KNOW WHERE THEY FIT OR WHERE THEY DON'T WANT TO FIT IN THEIR WORLD.



Adolescents are not monsters. They are just people trying to learn how to make it among the adults in the world, who are probably not so sure themselves.

ADOLESCENCE: RELATIONSHIPS



Adolescence Circle

- FORM A CIRCLE WITH OUR CHAIRS
- WE WILL CONDUCT A CIRCLE WITH THE VISION OF HELPING ADULTS UNDERSTAND OUR LIVES
- YOU WILL BE ANSWERING THE QUESTIONS AS YOUR ADOLESCENT SELF. THINK BACK TO YOU BETWEEN THE AGES OF 13-17
- WE WILL BE THE ADULTS IN YOUR LIVES
- HELP US UNDERSTAND WHAT IS IMPORTANT TO YOU IN ORDER TO HELP US BETTER WORK WITH YOU IN OUR DAILY INTERACTIONS



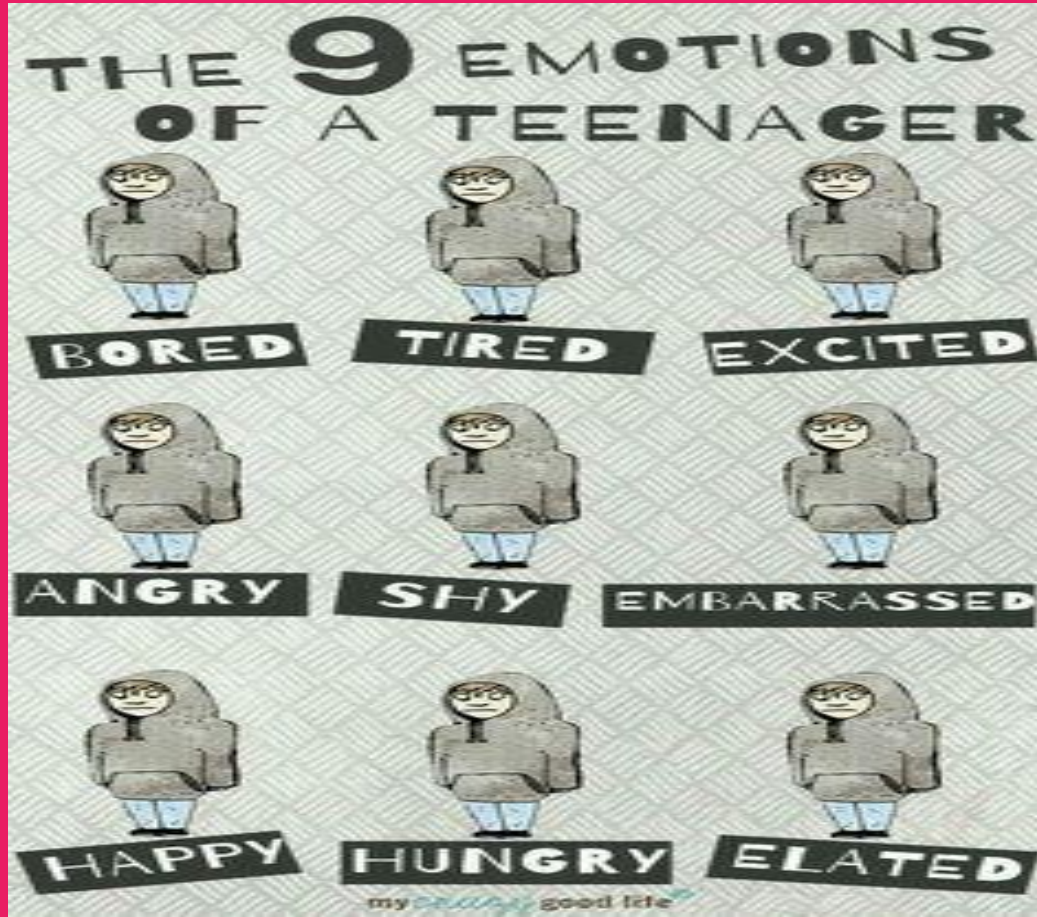
PUTTING IT ALL TOGETHER!

<u>BRAIN DEVELOPMENT AGE</u>	EMOTIONAL	SOCIAL
AGES 9-21	MOODS AND FEELINGS	IDENTITY
	SENSITIVITY TO OTHERS	INDEPENDENCE
	SELF-CONSCIOUSNESS	RESPONSIBILITY
	DECISION MAKING	VALUES/INFLUENCES
	CHANGES IN RELATIONSHIPS	NEW EXPERIENCE
		SEXUAL IDENTITY
		MEDIA

POSSIBLE SUPPORTS AND EMOTIONAL DEVELOPMENT

BE A ROLE MODEL	POSITIVE RELATIONSHIPS, COLLEAGUES, SHOW EMPATHY AND RESPECT
GET TO KNOW WHO THEIR FRIENDS ARE	GUIDE ADOLESCENT TOWARD APPROPRIATE SOCIAL GROUPS
LISTEN TO THE ADOLESCENT	ACTIVE LISTENING, PAY ATTENTION
BE OPEN ABOUT YOUR OWN EMOTIONS	SHARE YOUR OWN NARRATIVE
FOCUS ON THE POSITIVE	MAY BE IN A LOT OF CONFLICT (RESILIENCE)
TALK ABOUT SEX AND SEXUALITY	OPEN/NON-JUDGEMENTAL

ADOLESCENCE SOCIAL EMOTIONAL DEVELOPMENT



HOW DOES ALL OF THIS APPLY TO YOU AND YOUR SCHOOL?

- BE AWARE OF YOUR OWN PERCEPTIONS AND HOW THEY IMPACT THE WAY YOU INTERACT WITH YOUR STUDENTS AND HOW TEACHERS INTERACT WITH STUDENTS IN CLASSROOMS.
- USE POSITIVE FACTUAL INFORMATION WHEN WORKING WITH STUDENTS ON THEIR BEHAVIORS. (NOT ALL KIDS ARE DOING IT!)
- ENCOURAGE DIALOGUE WITH STUDENTS ABOUT PERCEPTION FORMATION AND IMPACT ON BEHAVIOR.



THANK YOU!

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- Please complete the Full Conference Evaluation: <http://bit.ly/2yGVzBy>
- Support this year's Annual Project through raffles, bingo, Monday reserved seating, Monday power hour, and service project. Visit the activities desk for additional information.
- Make plans to participate in evening activities:
 - Hospitalities from 4:30 to 6:30 p.m.
 - Service Project Activity beginning at 7:00 p.m.
 - Trivia Night beginning at 7:00 p.m.
 - Dance beginning at 10:00 p.m.
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