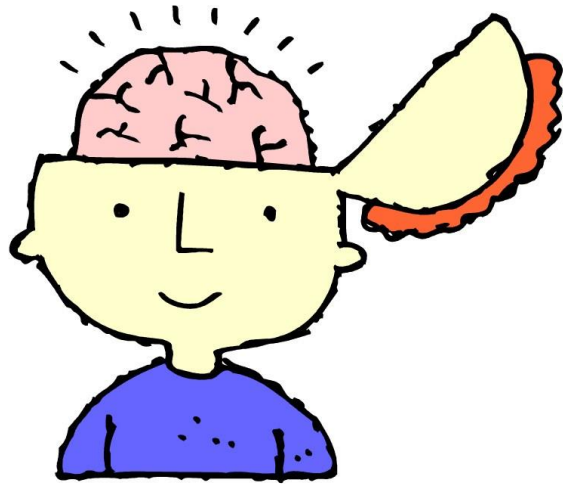


The Adolescent Mind



You down with ODD?
Yeah, you know me

Neal Bankenstein

O.P.P. Music Video

Presenters and Objectives

- Neal Bankenstein, MA
 - Pupil Personnel Worker
 - St. Charles High School

➤ *In this workshop, you will learn about the adolescent mind, ODD, and additional behaviors.*

- Maria “Maggie” O’Connor-Buckingham
 - Spanish Interpreter

➤ *This workshop is designed to explore what makes the minds of our middle and high school students tick and hopefully answer the "why" of their behaviors. This presentation is focused on all behaviors and not only ODD.*

“If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to behave, we...punish?
Or should we teach?”



Today's Student

- ▶ They thrive on instant gratification and frequent rewards
- ▶ They prefer their graphics before their text
- ▶ They prefer random access
- ▶ They like to parallel process and multi-task
- ▶ They are so immersed in technology that they often see little difference between meeting face to face and talking on the phone

Parallel Processing

- Brain's ability to make sense of several different incoming stimuli at the same time

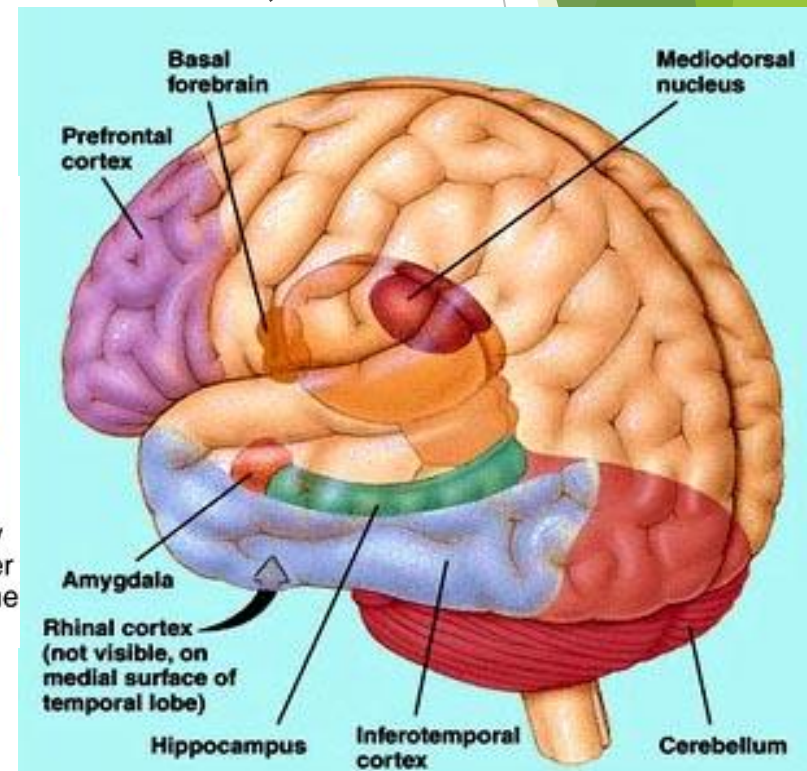
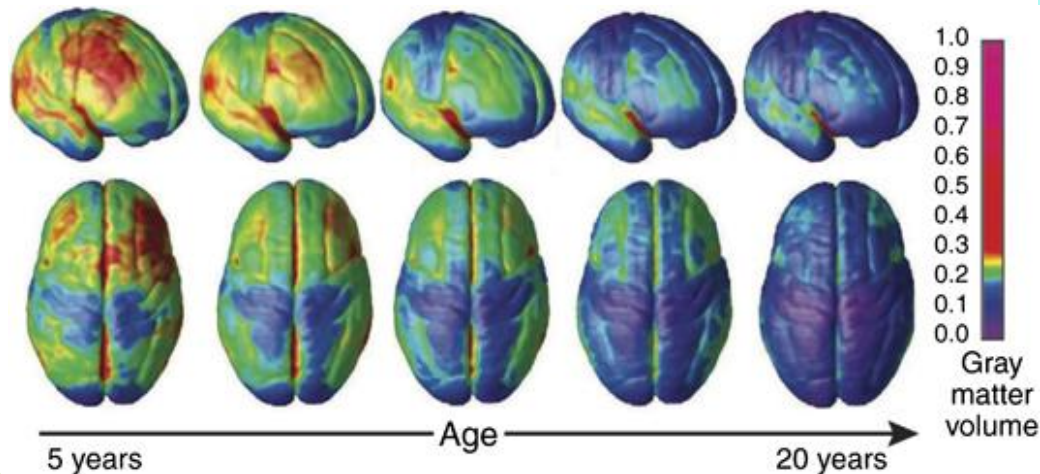
Multi-Tasking

- Human multitasking is the concept that one can split their attention on more than one task or activity at the same time, such as speaking on the phone while driving a car. Multitasking can result in time wasted due to human context switching and becoming prone to errors due to insufficient attention.



Brain Anatomy

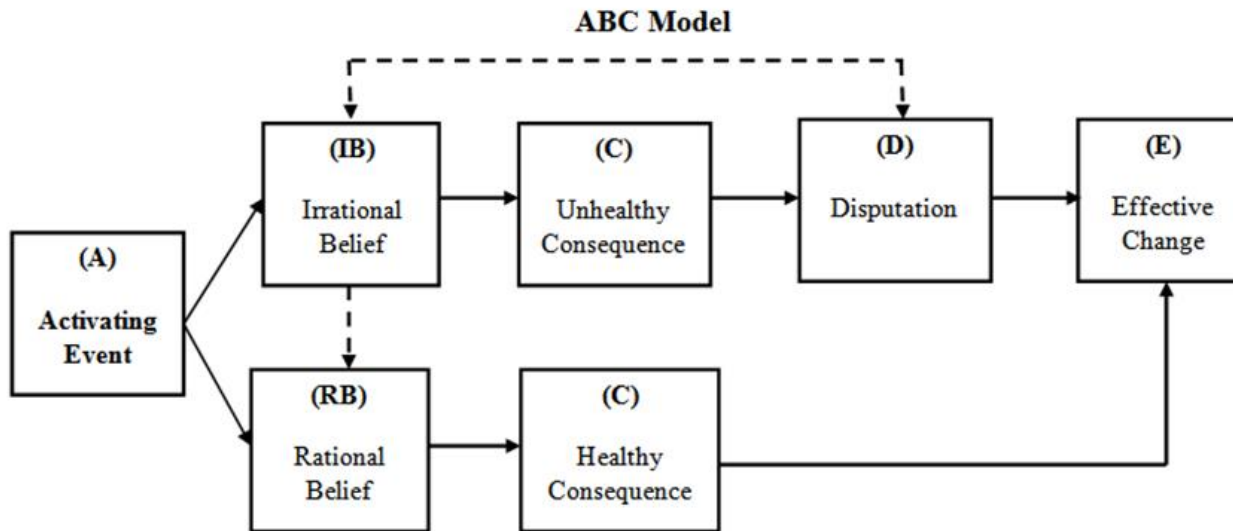
- ▶ Hippocampus is the brain's memory processor and can be greatly influenced by the amygdala
- ▶ Effective frontal lobe function is critical to social, academic and vocational success
 - ▶ ADD/Executive Functioning



What Can We Do?

► 1. Teach teens about their unique brains

- Brain Rule → Emotion impacts learning (REBT)

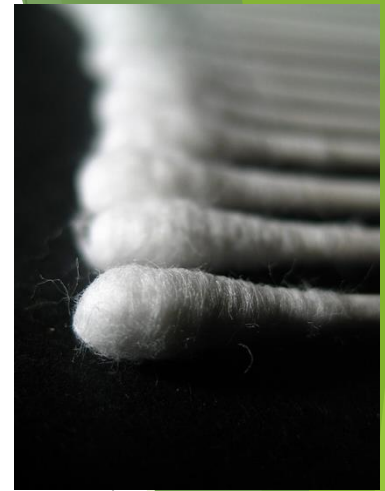
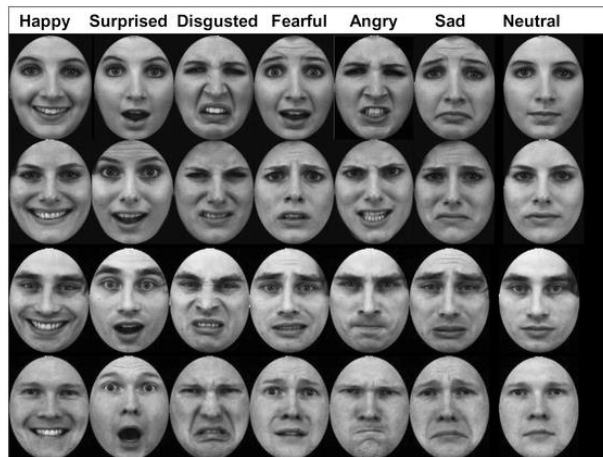


► Things that help the brain:

- Social connections, good diet, vitamins, exercise, positive thinking, relaxation, happy memories, learning music, SLOWING DOWN, meditation

What can we do?

- ▶ 2. It's not personal, it's just adolescence
 - ▶ Teen brain reacts emotionally instead of logically
 - ▶ Teens experience new, powerful emotions before they can even articulate them
 - ▶ Teen brain is highly vulnerable to stress
 - ▶ Teen brain has trouble anticipating consequences
 - ▶ Adolescent brains don't read faces very well, recognize body language or always understand tone of voice



What can we do?

- ▶ 3. Sense and Meaning
- ▶ Incorporate these two essential questions into every teaching moment
 1. How does this relate to what teens already know?
 2. How might teens use this in the future?



What can we do?



4. Adopt the language of the brain

- ▶ Don't tell your teens they are smart
 - ▶ More than 3 decades of research show that a focus on effort-not on intelligence or ability-is the key to success in school and in life
- ▶ Don't overemphasize intellect or talent
 - ▶ An overemphasis on intellect or talent-and the implication that such traits are innate and fixed-leaves young people vulnerable to failure, fearful of challenges, and unmotivated to learn

What can we do?

- ▶ 5. Teach empathy and build strong communication skills
 - ▶ Empathy is a learned skills
 - ▶ Social conditions influence gene expression (Kandel, 2002)
 - ▶ Social stress also impacts test scores and attention span (Hoffman, 1996)
 - ▶ Social conditions influence health and mortality (Berkman, et al. 2002)

- ▶ 6. Teens need preparation and practice in making good decisions under stress: Role Play

Bobo Doll Experiment



What can we do?



- ▶ 7. Don't forget the Fundamentals
 - ▶ Exercise
 - ▶ Nutrition
 - ▶ Sleep
 - ▶ Coping Skills

Collaborative Problem Solving

- ▶ Doing well is always preferable to not doing well
- ▶ Behind every incompatibility episode is a lagging skill and a demand for that skill (an unsolved problem)



The Clash of Two Forces

Lagging Skills

- ▶ Difficulty handling transitions
- ▶ Difficulty seeking attention in appropriate ways
- ▶ Difficulty managing emotional response to frustration so as to think rationally
- ▶ Inflexible, inaccurate interpretations/cognitive distortions (e.g., “everyone’s out to get me” “It’s not fair” “I’m stupid”)

Environmental Demands

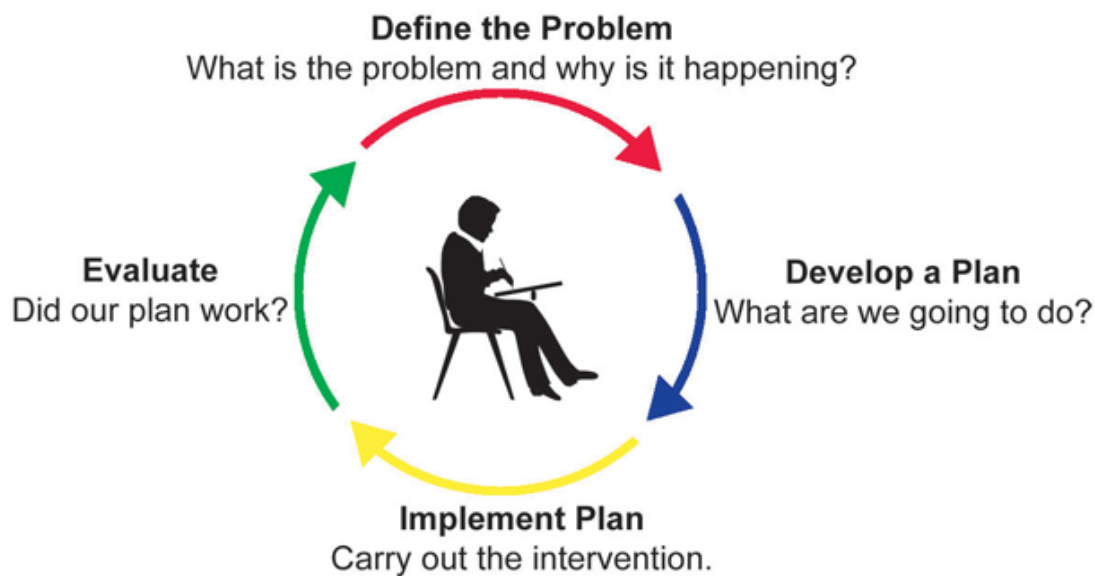
- ▶ Block scheduling
- ▶ Independent work, classroom discussions
- ▶ Not understanding math problems
- ▶ Teacher redirects a student in class

Collaborative Problem Solving

- ▶ Our goal is to find out what the lagging skill is and teach that skill

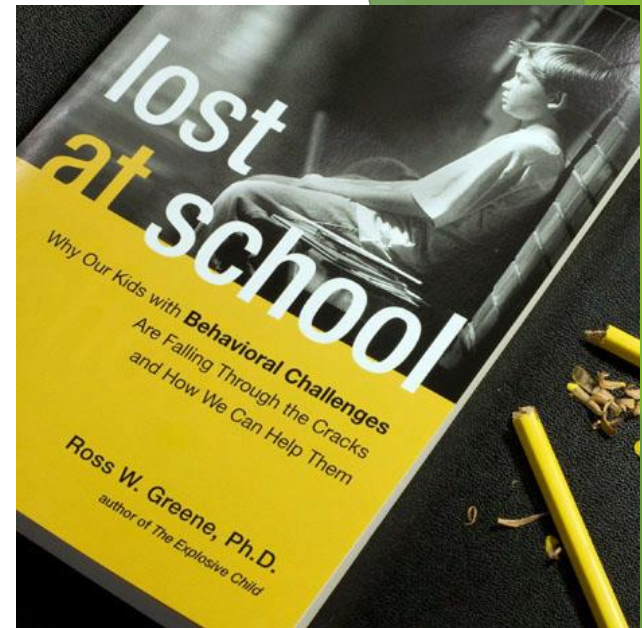


- ▶ While the child is developing that skill, we can brainstorm solutions that will solve problems for both parties



References

- ▶ www.livesinthebalance.org
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- ▶ <https://lostatschool.org/>



- ▶ Greene, R.W. (2010) *The explosive child: A new approach for understanding and helping easily frustrated, “chronically inflexible” children* (4th ed) New York: HarperCollins
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Your feedback is important to us. Please use the QR code to complete a survey or go to <https://forms.office.com/r/vz27btPRaG>