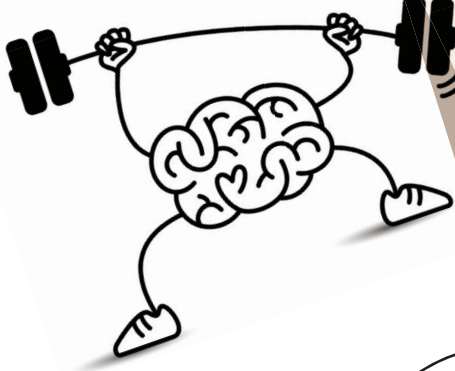
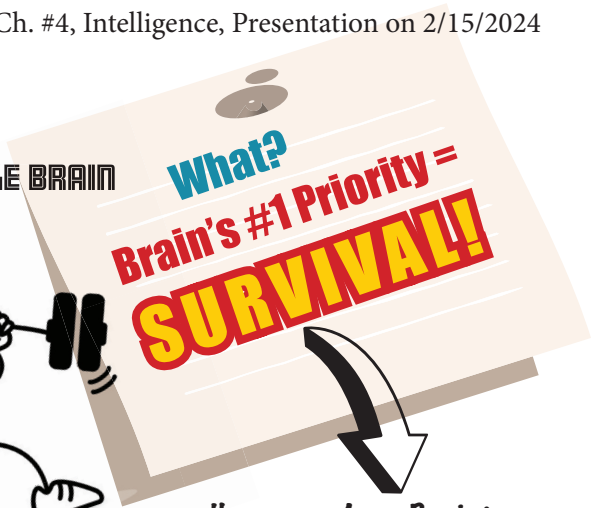


ATTACK OF THE TEENAGE BRAIN CHAPTER 4



Humans = Apex Predators
We use our brains to get

SMARTER to appear **BIGGER**



We learned to **COOPERATE**
Which led to **RELATIONSHIPS**



Most animals decided it was more important to have other traits like claws, powerful canines, thick fur, and basic survival mechanisms. Humans, however, put their energies into surviving through forming positive relationships! The energy to maintain these relationships = **COGNITIVE LOAD**

So What?

If our brains were designed to survive, and through human evolution decided that forming cooperative and positive relationships was a priority, then "...maintaining social interactions for the purposes of survival..." is connected to understanding the "...linkages between a child's home life and classroom life..." (Medina, 2018, p87).

CONSIDER HOW:

1. Teachers can work with parents
2. How schools should take this connection seriously

What?

Relationships through **SUPPORTIVE FAMILY!**

"The emotional climate of a supportive family environment is one of the greatest predictors of a child's executive function abilities." (Medina, 2018, p88).

So What?

Since EF has a huge impact on a student's success in the classroom and in life, the feeling of safety that comes from a loving, supportive, and nurturing caregiver has life-long implications on that student's survival and success. This **attachment** is formed from as early as in-utero!



PARENTAL SCAFFOLDING

Parental interaction has a profound influence on a child's EF

A child's academic success comes from their emerging EF

The quality of EF-shaping depends on the quality of parental interaction

(Medina, 2018, p90)

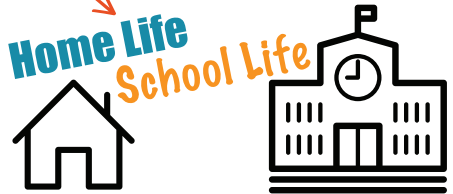


STRESSES

What?

Regulation of the stress hormone cortisol has a direct impact on a child's EF! Kids can experience stress from home, school, and other social environments. Home life however, has a greater impact on a child's educational life and academic achievement.

Now What?



Since home life has such an impact on a child's academic success, we need to help educators examine and understand parental behaviors! From the four parental styles (identified by psychologist Diana Baumrind), the Authoritative Parenting style is "the only parenting style capable of simultaneously predicting emotional stability and academic performance" and preserves the "best elements of parental responsiveness".

What a challenge educators have to come alongside their students who have challenging home lives! How can we as educators not get caught in the vortex of the chaos our students might be experiencing at home, yet be sensitive and provide the necessary support they need for academic success? How can we support parents who may have difficult marriages? What about the impact of low SES on those families? Can schools have more effective wrap-around services? Who will fund this?!

Parenting Styles: 1. Authoritarian (top-down) 2. Indifferent (permissive) 3. Indulgent (approval-seeking parent) 4. Authoritative (balanced)

(Medina, 2018, p92-97).

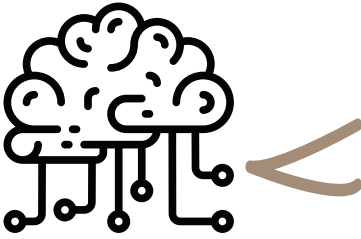
I grew up with an authoritarian-authoritative combo style parenting. I have high expectations of myself & others. My personal parenting style is authoritative!



What? INTELLIGENCE

Views on intelligence

“Intelligence in psychology refers to the mental capacity to learn from experiences, adapt to new situations, understand and handle abstract concepts, and use knowledge to manipulate one’s environment. It includes skills such as problem-solving, critical thinking, learning quickly, and understanding complex ideas.” (Ruhl, 2024).



IQ TEST - FRANCE 1905

Assess children > cognitive abilities > g factor

$$\text{SCORE/AGE} \times 100 = \text{IQ}$$

People began to use test to sort people!!!

So What?

DANGER DANGER DANGER

Ideas like EUGENICS came to exist (yuck!) > genetic breeding to control what people looked like and eliminate those who didn’t match “ideal” person. This of course led to insane and dehumanizing acts such as the HOLOCAUST. Clearly, we lacked both sensible and moral intelligence when we went that direction. As educators, we should not let tests define WHO our children are.

A. MASLOW

HIERARCHY OF NEEDS:

1. Self-Actualization
2. Esteem
3. Love & Belonging
4. Safety
5. Physiological

Children succeed when hierarchy of needs are met!

Now What?

Tests can be used in positive ways as we assess our kids, but they cannot be the totality of our assessments, especially since we learned that there are so many factors that can impact academic achievement and developmental benchmarks.

- Developmental Benchmarks:
- Physical
 - Cognitive
 - Social Emotional
 - Speech and Language
 - Fine Motor Skills
 - Large Motor Skills

Analysis POVERTY Impacts Development!

Childhood poverty is a big problem. Children who live in poverty experience stress, toxins, poor health, inadequate housing, and more. While we cannot, as individual educators, solve the poverty crisis, we can find ways to help our students succeed through relevant, age-appropriate developmental strategies.

Medina, J. (2018). *Attack of the teenage brain! Understanding and supporting the weird and wonderful adolescent learner*. ASCD.

Ruhl, C. (2024, February 1). *Theories of intelligence in psychology*. Simply Psychology. <https://www.simplypsychology.org/intelligence.html>