Basic Needs & Behavior:

The Great Pyramid!

The Young Brain and Justice Series

12 Webinars for Juvenile Justice Professionals

Webinar #6

1

Welcome...

to the SIXTH of 12 webinars designed especially for Juvenile Justice Professionals.

Kathy Daley
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House-Keeping Items:

Show Your Control Panel

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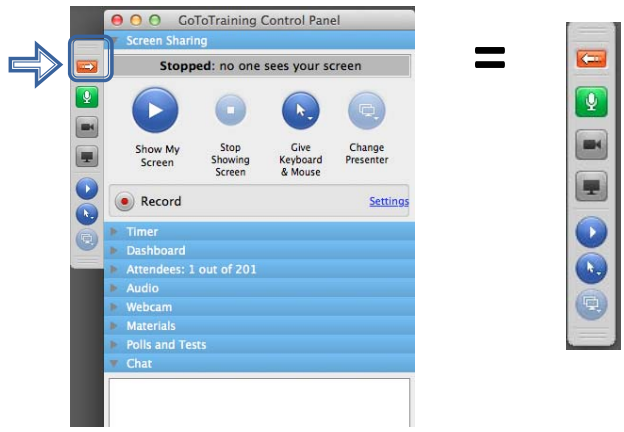
3

House-Keeping Items:

Hide Your Control Panel



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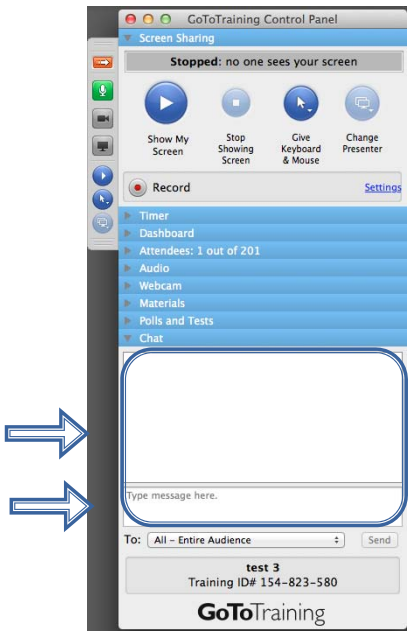
Asking Questions

- We'll take questions at the end of the session.
- You can post a question to the organizer, or to the entire audience.



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Our Webinars Are an Easy Way to Be "In The Know":

- One or two a month
- Each 45-minutes
- Sessions highlight the links between:

- *Youth development,*
- *School discipline practices,*
- *Trauma-informed care, and*
- *Preventable emotional and behavioral health disorders.*

6

Thank you for your participation!

WE WILL BEGIN WITH A QUICK REVIEW OF PREVIOUS SESSION CONTENT.

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Our first session was about:

"Reforming Juvenile Justice: *A Developmental Approach"*

- **Is Brain-Friendly: Works in concert with how the brain operates and develops.**
- **Is Trauma-Informed: Mitigates the impact of trauma and prevents re-traumatizing youth.**
- **Is Long-Term in Its Focus: Teaches youth what to do vs. teaching them what not to do.**
- **Prevents/Treats Behavioral Health Disorders. Works to reverse PREVENTABLE behavioral health disorders, prevents escalation, and prevents new ones from emerging.**

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Session #2: Major Avenues "Into" Juvenile Justice

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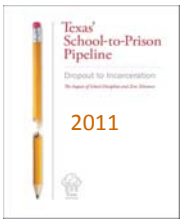
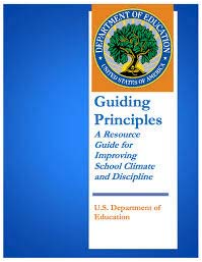
Our 2nd Session Was About Keeping Students Engaged in School and Out of the Juvenile Justice System

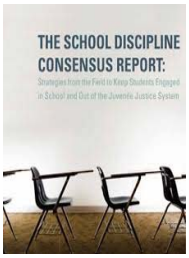


Identified major flaws in schools' disciplinary practices and the impact on juvenile justice.

January, 2014
Joint Action: "Dear Colleague" Letter from USDOJ and USDOE



April, 2014
Guiding Principles issued by USDOE



June, 2014
Best Practices

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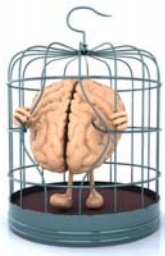
Our 2nd Session Also Examined …



Taking the "Trauma-Informed" Approach.

It is required to implement the "developmental approach", because it *prevents disruptive, self-defeating and dangerous behaviors in the first place - -*

and intervenes to keep such behaviors from escalating into emotional and behavioral health disorders.

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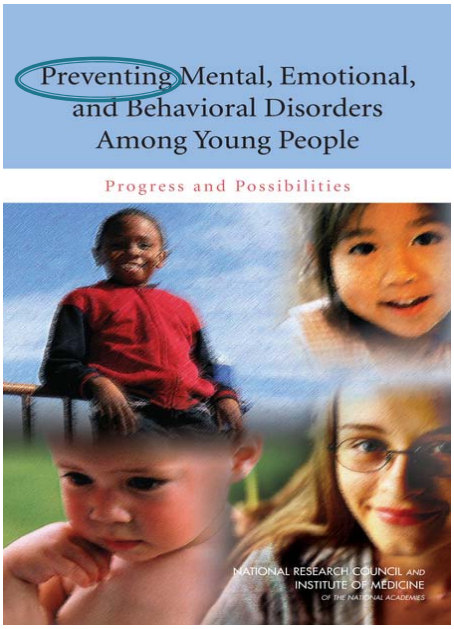
Our Third Session was about PREVENTABLE Emotional and Behavioral Health Disorders

National Research Council

and the

Institute of Medicine.



2009 Landmark Report

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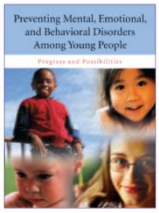

MAJOR FINDINGS:

- Childhood & adolescent **STRESS** is linked to clusters of ***preventable*** EMOTIONAL and BEHAVIORAL health problems.
- Most mental, emotional and behavioral (MEB) health disorders have their roots in CHILDHOOD & ADOLESCENCE – *when the brain is still building/developing.*

75% of MEB disorders in US begin prior to age 24.

➢ **50% begin PRIOR TO AGE 14!**

Symptoms show up to 2-4 (up to 7) years before reaching criteria for a disorder!

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The "AHA's"!

When behavioral symptoms of distress, anxiety and trauma are ignored, or a youth lacks resilience and self-regulation skills, *behavioral symptoms escalate until they reach the criteria for a behavioral health DISORDERS.*

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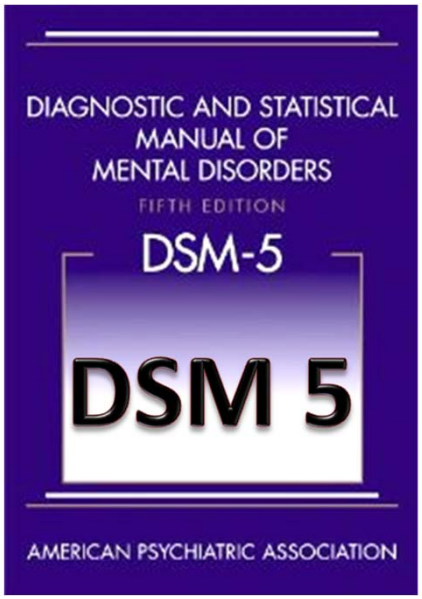
Session #Four Was About the Diagnostic and Statistical Manual of Mental Disorders and ways to explain it.



Published May, 2013

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Figuring Out What's "Cooking" in There!

Ingredients = Behaviors There are ingredients (behaviors) you can identify.

Statistical = There are enough people with these behaviors to include it the manual (DSM) which works like a "reverse cook book".

Recipe = Experts have agreed on a name to give each group of ingredients, i.e., a behavior disorder name that best describes the "recipe".

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Session #5

The "Brain-Friendly" Adult:

Basic information for all adults working with youth

NOTE: Session #5 provides basic information that can be helpful to participants in understanding the content in Session #6.

If you missed Session #5, please sign-up for the FREE recorded version.

The information about how to access the recorded versions of all sessions to date is available at www.Trans4mCenter.org

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"When children are born, they are empty cabinets.

They become whatever adults fill them with . . . or whatever they can can find."

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What can a newborn do?

If they can do it at birth, it has been PRE-WIRED.

Everything they cannot do at birth has to be BUILT, programmed, and wired into networks by EXPERIENCE.

If a BUILDING experience does not take place, encoding and wiring does not take place, and neural pathways and networks don't get built!

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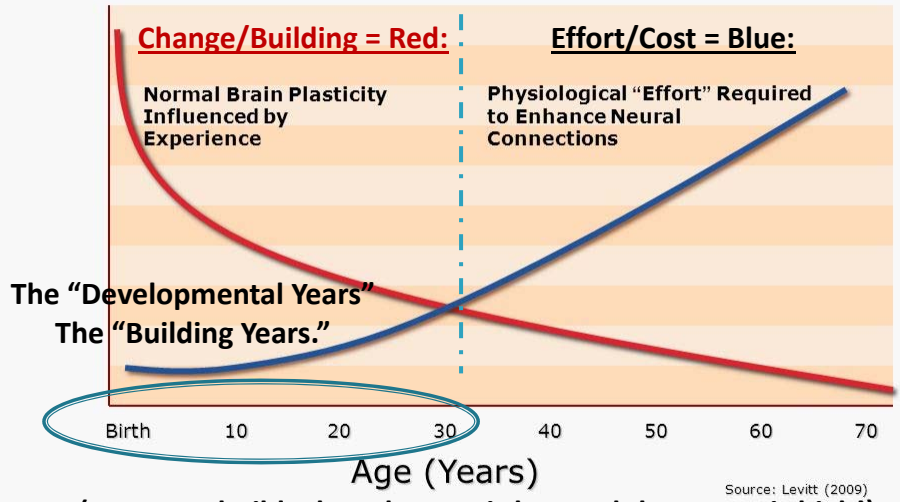
The Ability to Change Brains Decreases Over Time



Source: Levitt (2009)

(It pays to build when the cost is low and the return is high!)

HARVARD GRADUATE SCHOOL OF EDUCATION

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Learning and development (BUILDING) are one and the same.

The "windows" of learning and development are open the widest in the first 25-30 years of life.

Distress, anxiety and trauma
- from unmet needs,
or from burdens that exceed
a youth's capacity to cope -

CLOSE THE WINDOWS
prematurely.

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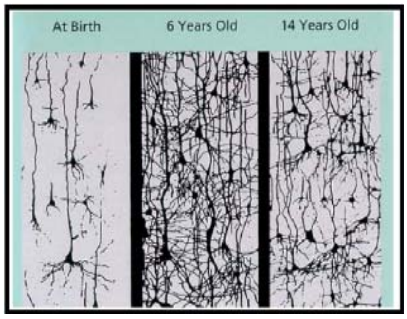
In order to "close-out" childhood, DNA "prunes" out the childhood networks in the Pre-Frontal Cortex (PFC), i.e., the executive functions – and in the Insula, i.e., self-awareness, empathy, and JUDGMENT.

The adolescent brain "starts over" in these areas.



The adolescent brain is redesigned for NEW development – which DOES NOT HAPPEN AUTOMATICALLY!
Protection Is Paramount!

Basic Needs & Behavior:

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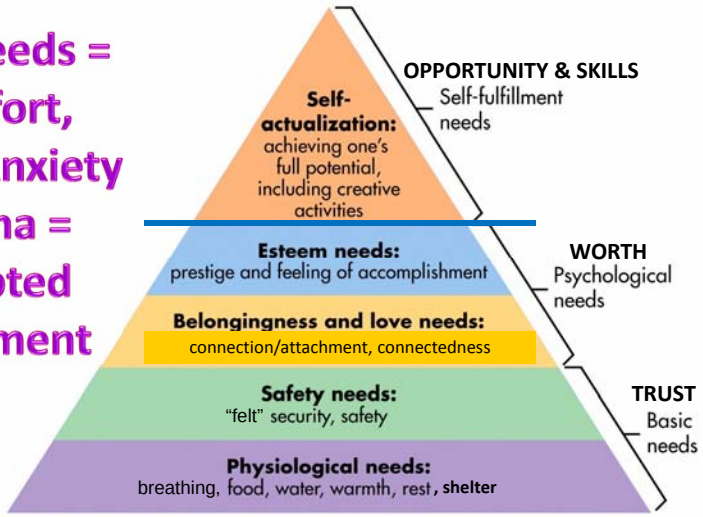
Consistency = Predictability = TRUST

TRUST IS the FOUNDATION

Unmet Needs = Discomfort, Distress, Anxiety & Trauma = Interrupted Development



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To develop, adolescents must perceive, feel, believe that:

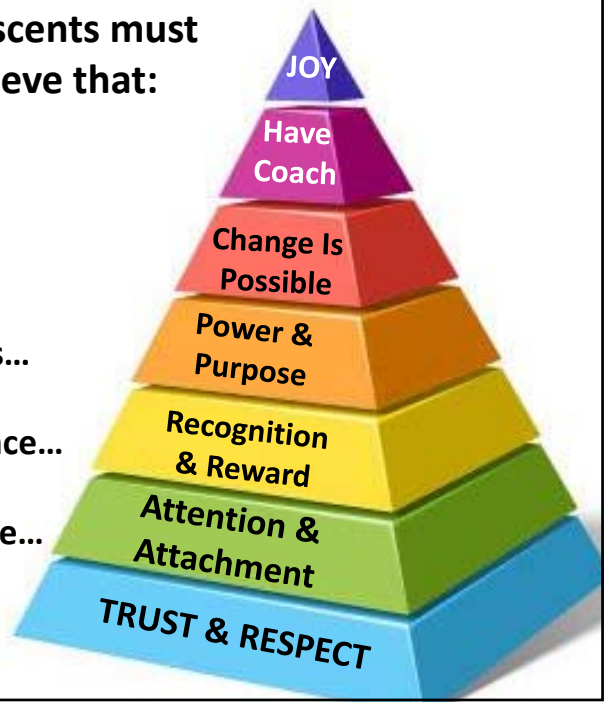
I am visible…

I can contribute…

I have skills & talents…

I will make a difference…

There's a place for me…



Adolescent Brains Are Learning Machines!

- Process new information *50 to 80 times faster than the adult brain.*
- *Learn and remember anything* that interests them or meets an immediate need.
- *Pre-wired to learn technology without us.*
- NEED FOOD ALL the TIME!
- NEED SLEEP but have trouble falling/staying.
- ARE EASILY BORED – lighting up the pain center
- PRE-WIRED to assume POWER, seek PURPOSE, and PARTNERSHIPS

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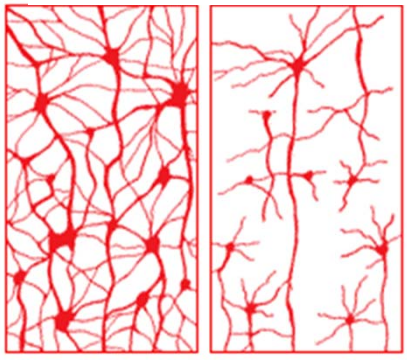
Neuroplasticity in Action.



section of a stimulated brain | section of an unstimulated brain

Neuroplasticity is our neurons' ability to change in response to *experience, i.e. in response to stimulation.*

The process is designed to encode and program (teach) our neurons, and to "wire" (connect) them into neural pathways and networks.

Neuroplasticity can work for us or against us!

It all depends on which of our BRAIN'S two behavior centers we are stimulating.

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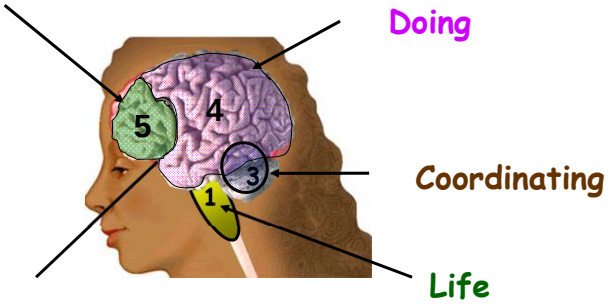
Our Brain's Key Functions:

FRONT: MENTAL, EMOTIONAL, SOCIAL & BEHAVIORAL DEVELOPMENT & WELLBEING
Coping, Resilience & Self-Regulation

TWO BEHAVIOR CENTERS



CENTER: SURVIVAL REGARDLESS of CONSEQUENCES

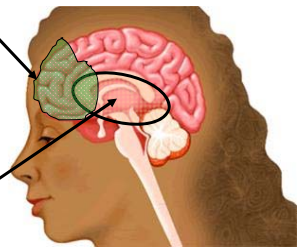
Our Brain's Two Behavior Centers

FRONT = COPING, RESILIENCE, SELF-REGULATION
Pre-Frontal Cortex (PFC) & Insula
Calm Alert and Rational (CAR)
Triggered by COMFORT
TAUGHT & INTENTIONAL

#2

TWO BEHAVIOR CENTERS

#1



CENTER = SURVIVAL REGARDLESS of CONSEQUENES
Limbic System – Especially Amygdala
4 Flats (Fear, Fight, Flight, Freeze)
Triggered by DISCOMFORT
AUTOMATIC & "REFLEX"

We can either be:

Calm, Alert & Rational (CAR)

"In Our Car, We Can Go Far!"

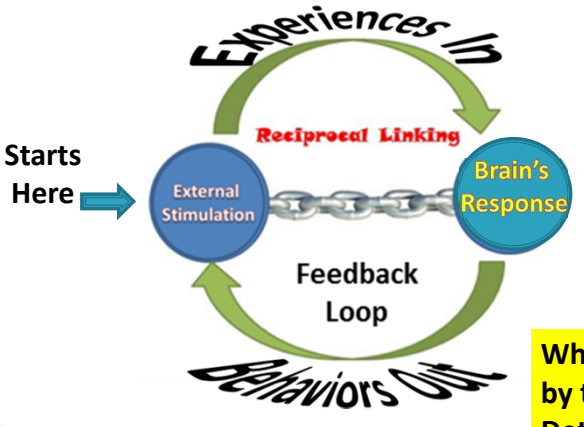
Is required for BUILDING, i.e, development!

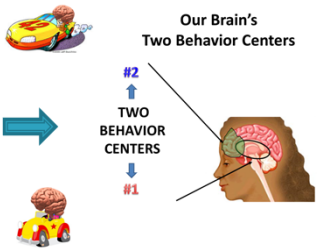
Or, Have Four Flats:

Fear, Fight, Flight, Freeze

Interferes with, Impedes, or Halts Building!

Behavior Formula: Experiences In = Behaviors Out!





Which Center Is Triggered by the Experience Determines the Behavior.

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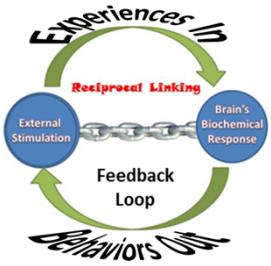

It's like a game of tennis except children don't get to serve, i.e., they don't control the experiences!

ALL BEHAVIOR HAS a PURPOSE: It is the only indicator we have that an experience is meeting youths' needs, or they have been taught how to cope with discomfort.

Behavior is the leading indicator of child's emotional & coping health.

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If we want to change behaviors, we must first change the experiences!

In order for a child to "cope" with adverse experiences, he/she must be taught, i.e., receive *modeling, training and coaching* in coping skills.

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Living in Adversity
Poverty
Hardship
Homelessness
Sofa-Surfing
Foster Care
Family Separations
Blended Families
Custody Sharing
Family Violence
Child Neglect
Child Abuse
Sexual Abuse
Substance Abusing Parent/Sibling
Parent w/Life-threatening Illness
Parent/Sibling in Prison/Jail
Multiple Military Deployments
Needs are UNMET.
If not TAUGHT to cope with and overcome adversity, behaviors will "tell".
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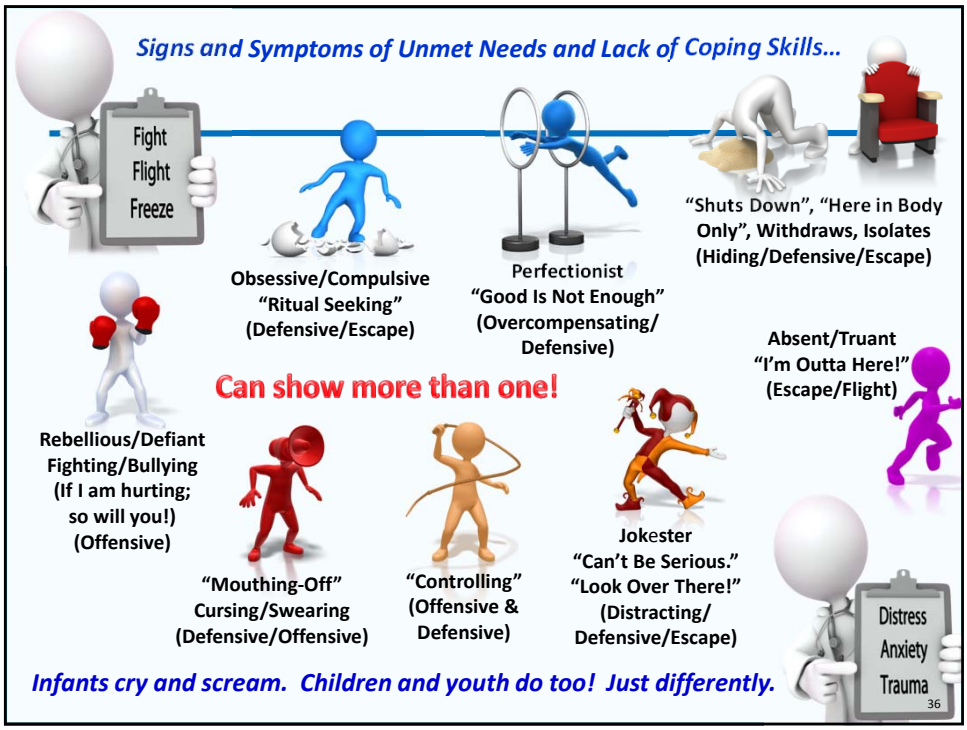
Signs and Symptoms of Unmet Needs and Lack of Coping Skills…
Fight
Flight
Freeze
Obsessive/Compulsive
"Ritual Seeking"
(Defensive/Escape)
Perfectionist
"Good Is Not Enough"
(Overcompensating/
Defensive)
"Shuts Down", "Here in Body Only", Withdraws, Isolates
(Hiding/Defensive/Escape)
Absent/Truant
"I'm Outta Here!"
(Escape/Flight)
Can show more than one!
Rebellious/Defiant
Fighting/Bullying
(If I am hurting;
so will you!)
(Offensive)
"Mouthing-Off"
Cursing/Swearing
(Defensive/Offensive)
"Controlling"
(Offensive &
Defensive)
Jokester
"Can't Be Serious."
"Look Over There!"
(Distracting/
Defensive/Escape)
Distress
Anxiety
Trauma
Infants cry and scream. Children and youth do too! Just differently.
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Neurons that are stimulated, encode and wire.

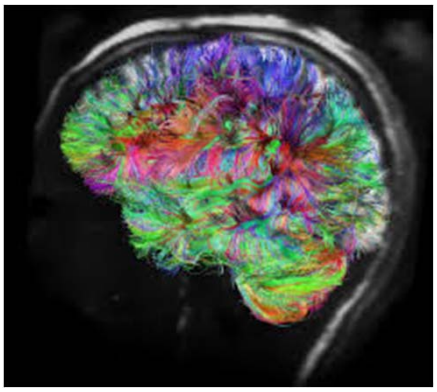
Neurons that fire together wire together.

They form NEURAL PATHWAYS and HIGHWAYS.

The big question is:

WHAT ARE WE STIMULATING?

What we stimulate is what we get!



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OUR EXPECTATIONS…

Part of the problem or

Part of the solution…

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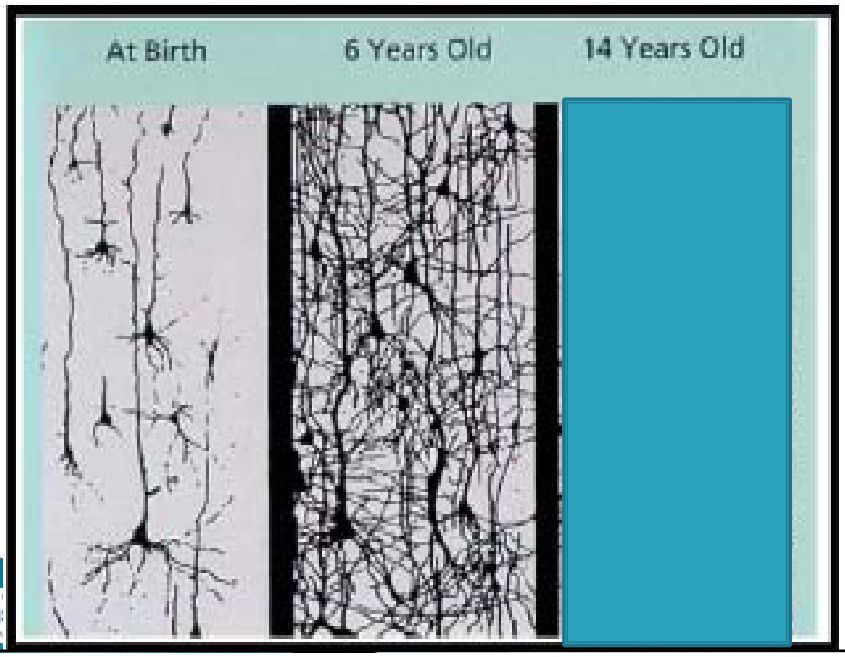
Compare the 6-year-old brain with the 14-year-old brain.



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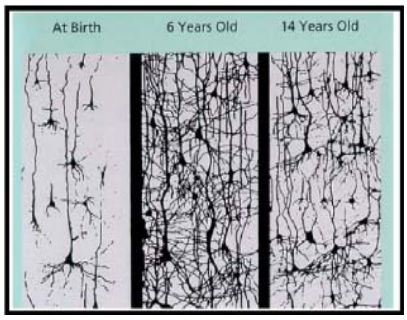
REMEMBER: In order to "close-out" childhood, DNA "prunes" out the childhood networks in the Pre-Frontal Cortex (PFC), i.e., executive functions – and in the Insula, i.e., in self-awareness, empathy, and JUDGMENT.

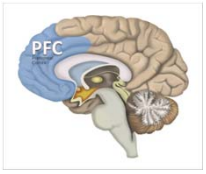
The adolescent brain "starts over" in these areas.

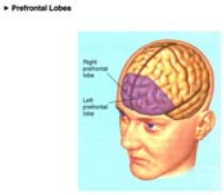


The adolescent brain is redesigned for NEW development – which DOES NOT HAPPEN AUTOMATICALLY!

Protection Is Paramount!

Adolescence is All About Building a New PFC & Insula!





We get the chance to build youth who are ready to assume full responsibility for one's own self-care, and ready to care for and develop the next generation.

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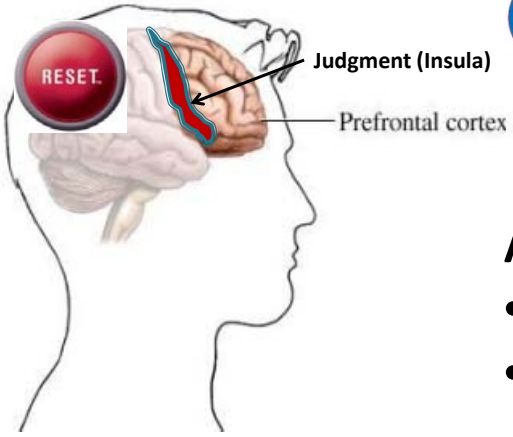
But, in the adolescent's brain



Judgment (common sense) is dismantled. It starts over!!!

Also…

- **Self-Awareness**
- **Empathy**

Adolescence is rewired to question everything.

Testing and exploration is a way of life.

42

Teens have trouble with…

…putting the pieces together!

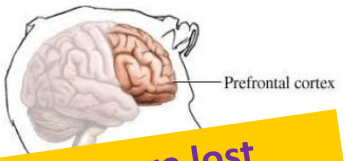
"If, then… and Cause & Effect"

They are starting over!

43

PFC – Home of the "Executive Functions" - a set of mental processes are designed:

- Connect past experience with present action
- Focus on multiple streams of information or instructions at the same time
- Filter distractions
- Pay attention
- Remember details
- Manage time and space
- Switch gears as needed
- Planning
- Organizing
- Strategizing
- ***Self-regulation***



These are lost temporarily during the PFC pruning. We start over!

Primal Needs

+

Adolescent Development Needs

+

Then comes hormones!

45

THERE'S SOME GOOD NEWS!

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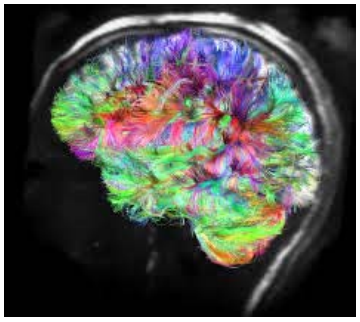
We can grow our brains!

YES – WE CAN!

- We Can Grow Our Brain
- Become Smarter
- Increase our IQ

Carol Dweck, Ph.D., 2010



Because young brains work at *50-80 times the speed* of the mature brain, *youth brains can be changed easier, quicker and more than a mature brain!*

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Youth must know this is possible, or they will give up, wasting their most valuable years!

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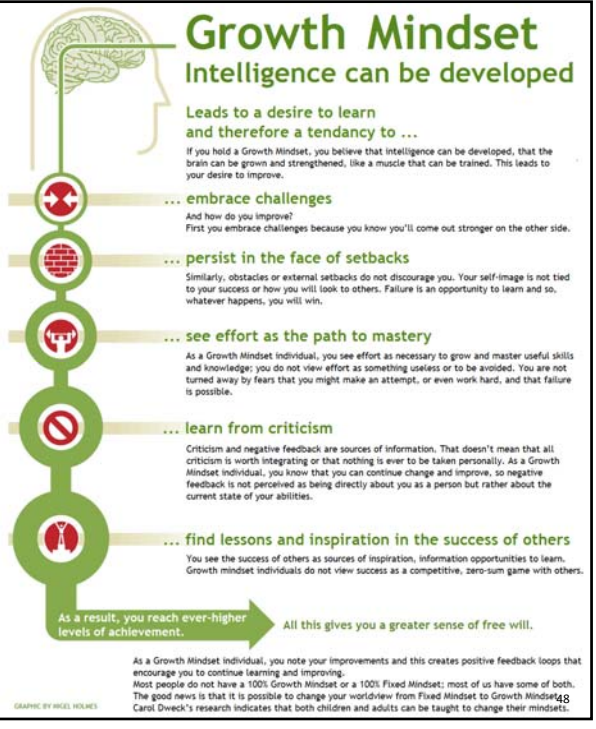

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THANK YOU!

Join us for Webinar #7:

March 24, 2015

11:30 to 12:30 CST

"The Basic Chemistry of Behavior"

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