

**The “Brain-Friendly” Adult:**  
Basic information for all adults working with youth



**The Young Brain and Justice Series**

**12 Webinars for Juvenile Justice Professionals**

**Webinar #5**



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**Welcome...**  
to the **FIFTH** of 12 webinars designed especially for **Juvenile Justice Professionals.**



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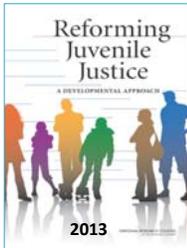
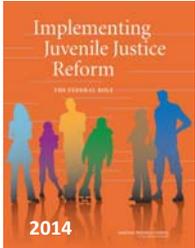
***Our Webinars Are an Easy Way to Be “In The Know”:***

- 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.*



**Thank you for your participation!**

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

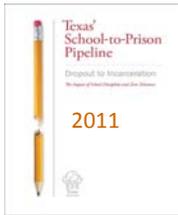



### Our first session was about: "Reforming Juvenile Justice: A Developmental Approach"

- **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 what not to do.
- **Treats Behavioral Health Disorders.** Works to reverse PREVENTABLE behavioral health disorders, prevents escalation, and prevents new ones from emerging.


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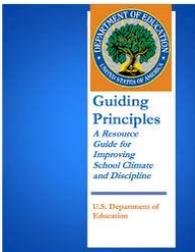
## Our 2<sup>nd</sup> Session Was About Keeping Students Engaged in School and Out of the Juvenile Justice System



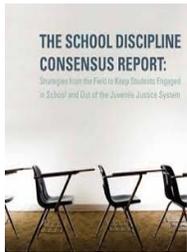
**Identified major flaws in schools' disciplinary practices and the impact on juvenile justice.**



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



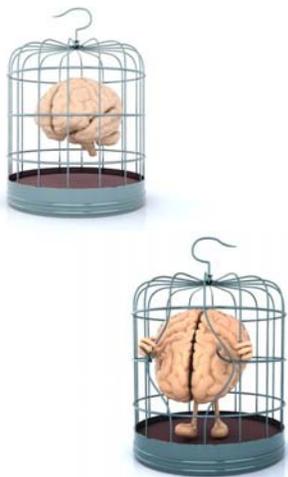
**April, 2014  
Guiding Principles issued by USDOE**



**June, 2014  
Best Practices**


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Our 2<sup>nd</sup> 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.*

**Our Third Session  
was about  
PREVENTABLE  
Emotional and  
Behavioral Health  
Disorders**

**National Research Council  
and the  
Institute of Medicine.**

Preventing Mental, Emotional,  
and Behavioral Disorders  
Among Young People

Progress and Possibilities



2009 Landmark Report

Preventing Mental, Emotional, and Behavioral Disorders Among Young People



**MAJOR FINDINGS:**

- Childhood & adolescent **STRESS** is linked to clusters of *preventable* **EMOTIONAL** and **BEHAVIORAL** health problems.
- Most mental, emotional and behavioral 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 2-4 (up to 7) years before reaching criteria for a disorder!**

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## The “AHA’s”!

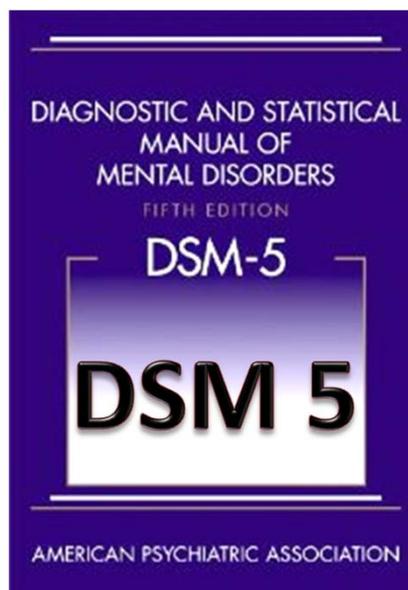


When behavioral symptoms of distress, anxiety and trauma are ignored, or a youth lacks resilience and self-regulation skills, *behavioral symptoms escalate until they reach the criteria for a behavioral health DISORDERS.*

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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 include it the  
"manual."**

**Recipe = Experts have agreed  
on a name to give each  
group of ingredients or  
behaviors.**



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Session #5

The “Brain-Friendly” Adult:  
Basic information for  
all adults working  
with youth



Brain-Friendly:

Works in concert with  
how the brain operates  
and develops.

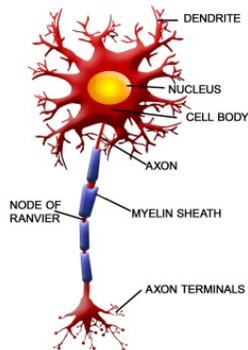
#1. The developing brain  
is **DIFFERENT** from the  
brain that has completed  
its **BASIC** development.

#2. It takes *at least*  
**25 years** to build a  
**BASIC BRAIN.**

# Brain Development 101



“When children are born, they are empty cabinets.  
**They become whatever  
adults fill them with . . .  
or whatever they can  
can find.”**



**Our brains arrive with 100 Billion Neurons.**

**Only 25% are  
PRE-programmed, PRE-wired, and PRE-connected into  
neural pathways, networks, and highways.**



**What can a newborn do?  
If they can do it at birth,  
it has been PRE-WIRED.**

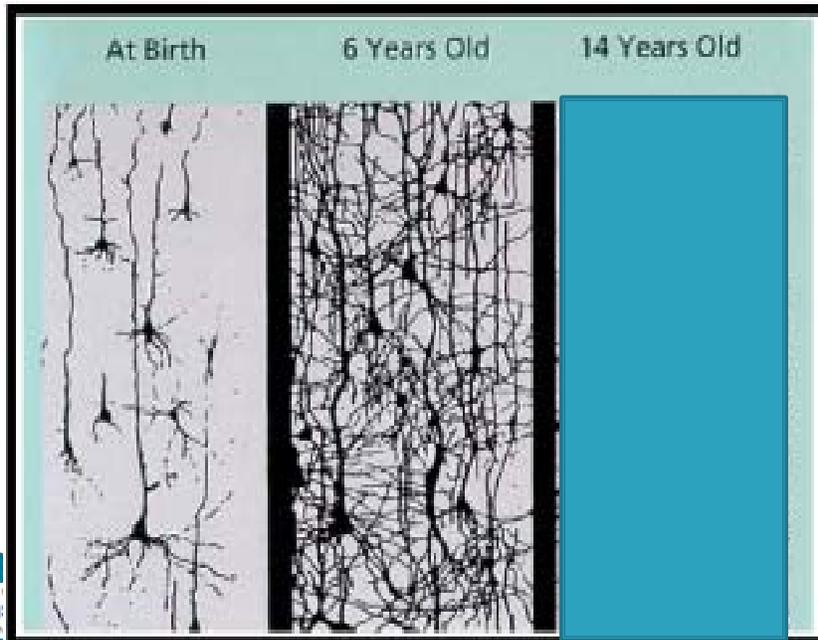


**Everything they cannot do  
at birth has to be  
BUILT, programmed,  
wired into networks  
by experience.**

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

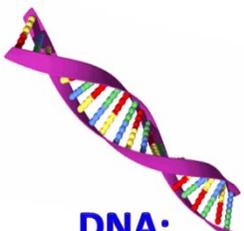


**Compare the 6-year-old brain with the 14-year-old brain.**

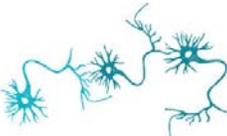


**The BASICS take “25-ish” Years to Build.**

**DNA (Nature) & Experience (Nurture)**  
“Partners in the Building”



**DNA:**  
**Architect (Plan) and Contractor (Schedule)**  
 DNA does not build.  
 It opens up areas for building.

**Materials:**  
**75+ Billion Neurons**  
 100 Billion less 25% that are PRE-WIRED.



**Builders:**  
**Parents, Teachers, et.al.**  
 From a neuroscience point of view teachers are second only to parents as builders.

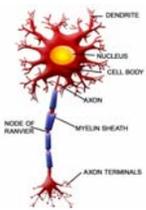
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**WIRING, ENCODING, PROGRAMMING NETWORKING,  
 DOES NOT JUST HAPPEN.**

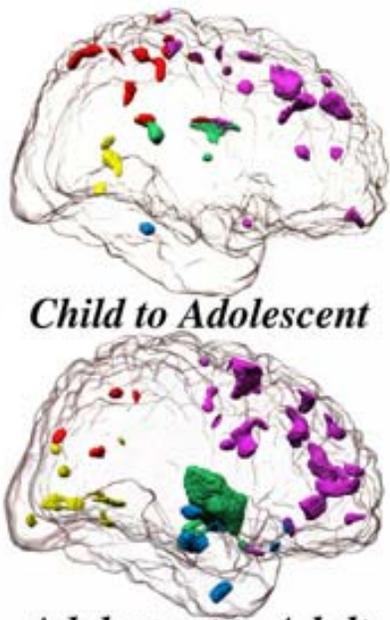
Adults provide or allow the experiences that wire, encode, program  
 = develop and build.



**NATURE = 50%**  
**NURTURE = 50%**



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*Child to Adolescent*

*Adolescent to Adult*

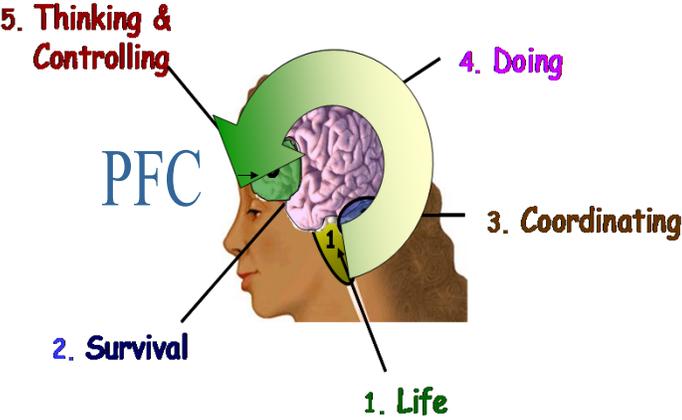
**DNA opens up different areas for experience to build, based on a plan and a schedule.**



**From Ages 12 to 25, DNA opens up NEW areas for development.**

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**Brain Builds from BACK to FRONT.**



**5. Thinking & Controlling**

**4. Doing**

**3. Coordinating**

**2. Survival**

**1. Life**

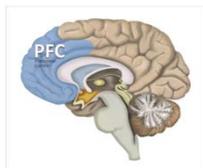
**PFC**

**DNA prepares (prunes) the PFC (Pre-Frontal Cortex), i.e., the "TLC" (Thinking, Learning and Controlling) part ready for MAJOR NEW development from 12ish to 25ish!**

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## Adolescence is All About the Building a New PFC!



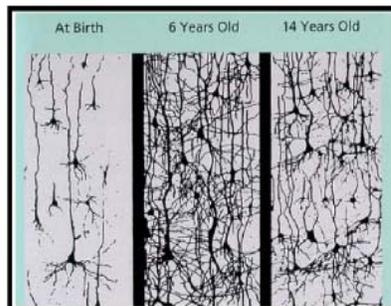
• Prefrontal Lobes



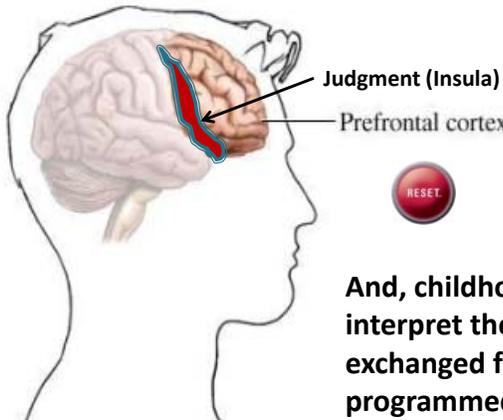
We get the chance to build youth who are ready to assume full responsibility for one's own self-care, and ready to care for and develop the next generation.

In order to “close-out” childhood, and allow for new experiences to build, a new PFC designed for adulthood, DNA “prunes” out the childhood networks devoted to executive functions, self-awareness, empathy, and JUDGMENT.

The adolescent brain “starts over” in these areas.



The adolescent brain (from 12ish to 25ish) is designed to work in PARTNERSHIP with ADULTS.



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

And, childhood neurons assigned to interpret the “if-then” equation are exchanged for new ones that must be programmed by experience so that concrete thinking can become abstract -- higher order – thinking.

***Adolescence is rewired to question everything.***

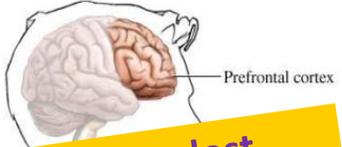
***Testing and exploration is a way of life.***

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**PFC – Home of the “Executive Functions” - a set of mental processes designed to:**

- 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!**

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Birth 6 years 12 years 18 years 24 years 30 years

1 Womb 2

**Preparing for the PFC Reset**

**Rewired for Partnerships**

**New Experiences to Prepare for Adulthood**

Opportunity to "wire" Neural Pathways for

Attachment, Trust, Worth, Belonging, Self-Soothing, Self-Control & Self-Discipline, Values & Basic Emotional Knowledge & Relationship Skills

*If these are missing, we can still build - if we work in partnership*

Opportunity to "wire" NEW Neural Pathways for

**NEW KIND OF TRUST**

**NEW KIND OF ATTACHMENT**

**NEW Executive Functions**

Complex Relationships & Practicing Independence & Maturity

*These can only be built in PARTHERSHIP.*

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*Teens have trouble with...*

*"Cause & Effect"*

*They are starting over!*

*...putting the pieces together!*

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Ever remodeled a kitchen??



Now, you understand the adolescent brain when the “reset” button goes off!

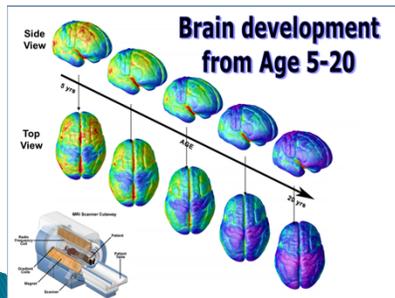
We have to separate the “dumb and dumber” behaviors



...from the self-defeating, harmful and dangerous ones.

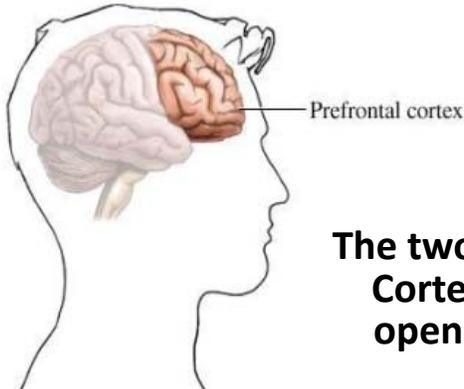
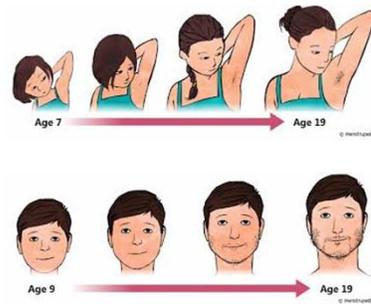
**“The Crazies”  
are about**

**BRAIN  
DEVELOPMENT!**



**Puberty  
is about**

**REPRODUCTIVE  
HORMONES**



**The two-year old's Pre-Frontal Cortex (PFC) has not been opened for development.**

**The adolescent's PFC is being dismantled so it can start over.**

**Signs and symptoms are remarkably the same!**



**Puberty & Hormones Are About Reproduction**  
**Puberty & Hormones Are Separate from the PFC Reset**

Starting Out  
Learning to Control Body & Behavior

Learning Over  
Learning to Control Urges & Surges"

**ALONE!**

**Racing Brain! Exploration! Brainless**

**Racing Brain! Exploration! Brainless Again! Hormones!**

17-Sep-95 11:45:00 UTC VIS

3 years old  
have to be on their own  
are the busy of 24 years  
actions

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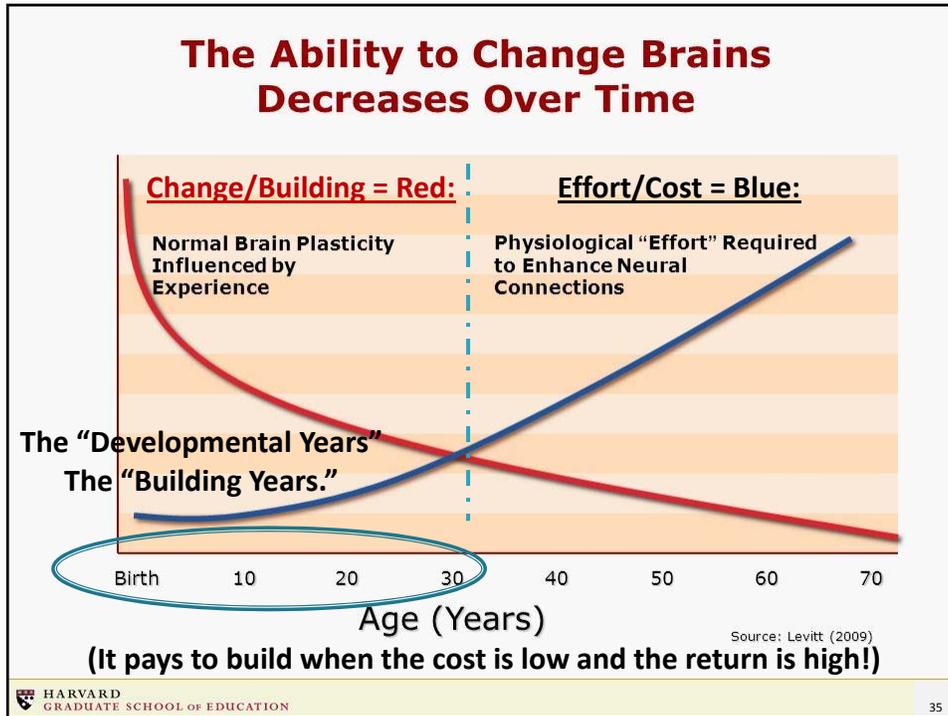
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**When they happen at the same time...**

**Bang  
Head  
HERE**

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**Learning and development are one and the same.**

The "Developmental Years:  
Birth - 30

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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**Stop  
DAT!**  
Distress,  
Anxiety and  
Trauma

**Adopt the Mantra!**



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**THANK YOU!**

*Join us for Webinar #6:  
March 10, 2015  
11:30 to 12:30 CST  
“Basic Needs and Behavior”*



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Rainbow Days' National Training Division

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