

<h2 style="text-align: center;">ADOLESCENT BRAIN TENDENCIES</h2>	<h2 style="text-align: center;">RISK MITIGATION STRATEGIES</h2>	<h2 style="text-align: center;">EDUCATIONAL OPPORTUNITIES</h2>
<p style="text-align: center;">Slowing independence from caregivers</p>	<p style="text-align: center;">Continue to supervise college-aged students (18-25) more than adults.</p> <p>Be aware that 10-12 year olds are becoming more and more likely to engage in heightened risk-taking. (Onset of puberty has become approximately 4 months earlier per decade for the last 200 years)</p>	<p style="text-align: center;">Build confidence in self-reliance through sustained skill scaffolding</p> <p>Provide opportunities for novelty (night-hike/paddle, peak attempt, creek walk, climbing, polar plunge, tyrolean, etc.) and displays of competency: appropriate autonomy - independent travel, navigation, cooking, leadership roles, camp set-up, self-selected research, internships, etc.</p>
<p style="text-align: center;">Increased Hormone Production at onset of puberty results in elevated emotional volatility and impulsivity (choosing short term reward over long term)</p>	<p style="text-align: center;">In times of conflict, give the adolescent time to “cool down” and let the PFC and its rational thoughts catch up</p>	<p style="text-align: center;">Chunk large projects/expeditions and long-term goals into rewarded short-term accomplishments and progressions</p>
	<p style="text-align: center;">Build self-regulation: Mindfulness: reduces anxiety/stress. (Square Breathing) We have better willpower when not stressed</p> <p style="text-align: center;">WOOP (Wish, Outcome, Obstacle, Plan) (aka MCII: Mental Contrasting Implementing Intentions) (Allows the student or staff to predict future "temptations" and plan out their actions)</p>	<p style="text-align: center;">Build self-regulation: Mindfulness: reduces anxiety/stress. (Square Breathing) Practicing mindfulness increases our ability for self-regulation and delayed gratification</p> <p style="text-align: center;">WOOP (Wish, Outcome, Obstacle, Plan) (aka MCII: Mental Contrasting Implementing Intentions) Helps plan out and stick to academic wishes/goals</p>
	<p style="text-align: center;">Utilize activities that put adolescents into other people’s shoes and hear other’s perspectives</p>	
<p style="text-align: center;">Adolescent Brain is in one of life's greatest periods of plasticity (ability to adapt)! (Only greater time is from birth to 3 years old)</p>	<p style="text-align: center;">Build safe and successful habits</p>	<p style="text-align: center;">Scaffold: Continue to up the challenge appropriately to increase myelination and learning</p> <p style="text-align: center;">New opportunities, languages, activities, skills, learnings, friends, new experiences in "learning zone"</p>

ADOLESCENT BRAIN TENDENCIES	RISK MITIGATION STRATEGIES	EDUCATIONAL OPPORTUNITIES
Increased Sensitivity to presence of peers	Guides Meetings: Having the peer group discuss the subjective and objective hazards – they will be more likely to self-police	There is a great desire to interact with peers; develop projects that challenge students and allow them to work with others.
	Create emotional safety through an inclusive team culture - group norms, opportunities for sharing & connections, building empathy	
	Frontloading firm behavioral expectations; creating positive group norms	
	Supervise these age groups, esp. 17 & down	
Emotional headquarters of the brain is in overdrive! Adolescents are in a period called the Reminiscence Hump	Create emotional safety through normalizing anxieties.	Leverage emotional events into positive learning events. (Post Traumatic Growth) Can utilize concepts such as the Hero's Journey, writing their own personal narrative with "Fork in the Road" moments, and practicing gratitude/appreciation even in challenging situations
The portion of the brain that inhibits inappropriate social behavior is not matured yet	Frontloading firm behavioral expectations; creating group norms	Creativity is less inhibited (in emotionally safe situations) by the PFC. Harness it!
Increased sensitivity to rewards leads to heightened risk taking (They understand the consequences, yet consistently overestimate the rewards)	Satisfy desire for higher risk taking by providing safety measures to eliminate actual risk while leaving high perceived risk. (Or allow for social integration/interaction in emotionally safe environments.)	Increased sensitivity to rewards: Positive Reinforcement, especially of value traits DeVoTed Praise: Describe, Value, Transference Appreciations & Service to others
	Build safe and successful habits	
	Create opportunities among staff to proactively predict temptations that students may feel on course/in the classroom	