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What Adults Can Say Differently Today to Change the Brains of Youth Tomorrow

Frank Kros

The Upside Down Organization, kros@upsidedownorganization.org

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Change Your Language, Change Their Lives:

What Adults Can Say Differently Today to Change the Tomorrows of Our Youth



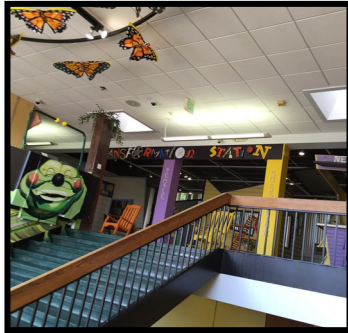
PARTICIPANT WORKBOOK

2017 NYAR Conference
March 6, 2017

Frank Kros, MSW, JD
The Upside Down Organization • www.upsidedownorganization.org
410-444-5415

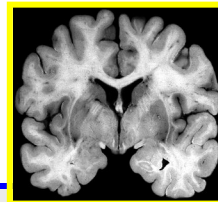
PROGRAMS

- 6 Schools
- 2 are Non-Public
- 4 Charter (Reg-Ed)
- 3 Group Homes
- Foster Care
- OMHC
- Autism Center
- The Upside Down Organization (UDO)
- National At-Risk Education Network (NAREN)



TRANSFORMATION EDUCATION

Translates the fields of neuroscience (*brain compatible approaches*) and anthropology (*culture*) to be practically applied to child-serving organizations and schools.



WHY Learn About The Brain?

As parents and teachers, learning about the brain will help us achieve the real American Dream:
That our children will live an even better life than we have.

In our society today, most children will use their ability to learn as the primary tool to reach their dreams.

THE BRAIN IS INVOLVED IN EVERYTHING YOU DO *and* THE BRAIN IS EVERYWHERE.



NOTES





TODAY'S ITINERARY

1. First, Teach Listening so your Words can be Heard.
2. Words that Develop the Right Mindset about Learning.
3. Words that Stimulate Executive Function.
4. Words that Help Memory.
5. Words that Build Hope.
6. Words that Make the Abstract Specific.
7. Words that Prepare Students for Challenges.



1.

How to be a Listening Genius.

HALT

ANTICIPATE

ENGAGE

REPLAY

You Feel _____

Because _____

This Empathy card is courtesy of:
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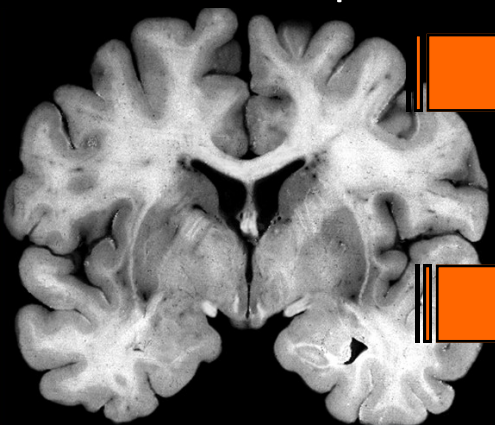
2.

Words that Develop the Right Mindset about Learning.

Adopt the LANGUAGE of the BRAIN!

Research continues to reveal that what we say to our children and how we say it has a powerful impact on their developing brains.

Just Two Examples ...



MINDSET

Focus on:

- Learning Strategies
- Effort
- Perseverance

“Don’t tell your [kids] they are **smart**. More than three decades of research shows that a focus on effort – not on intelligence or ability – is the key to success in school and in life.”



FIXED Mindset vs. GROWTH Mindset

FIXED

- Intelligence is a fixed trait — you only have a certain amount and that’s that.
- Mistakes are attributed to a lack of ability.

“If I struggle or have to work hard, I am dumb.”

GROWTH

- Intelligence is malleable and can be developed through education and hard work.
- Mistakes are attributed to a lack of effort.

“If I work hard enough, I can learn this.”

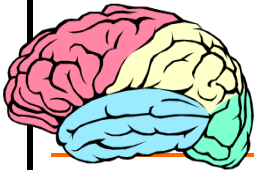


3.

Words that Stimulate Executive Function.

BRAIN RULE: What We Say Matters

Not only to the development of the mindset our children have about intelligence, but to how fast and how deep the executive system of the brain develops *(those all important frontal lobes!)*



Why Executive Function Skills Matter

AMYGDALA
The Palace
Guard

FRONTAL
LOBES
Learning to
Drive



Sociologist Annette
Lareau and
"Concerted
Cultivation"
Alex and Katie
Unequal Childhoods:
Class, Race and
Family Life
(Berkeley: University of
California Press, 2003)

Executive Function Teacher Prompt

"Self Regulation Executive Function Descriptions With Examples of Teacher Prompts,"
George McCloskey, PhD,
Philadelphia College of
Osteopathic Medicine.

NOTES

A complete list of the Executive Function Prompts can be downloaded at The Upside Down Organization website:
www.upsidedownorganization.org





4.

Words that Help Memory.

WHAT GETS REMEMBERED?

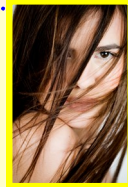
SENSE and MEANING

1. **Survival Value Info/ Experiences**
2. **Learning that Makes Sense**
Can the child understand the item on the basis of past experiences?
3. **Learning that Has Meaning**
Is the information relevant to the child?



Incorporate These Two Essential Questions into Every Teaching Moment:

1. How does this relate to what they already know?
2. How might they use this in the future?





5.

Words that build Hope.

The Technical Side of Hope

1. Affirmation
2. Prediction of Positive Outcomes
3. Vision of Personalized, Compelling Possibilities by a Believable Authority Figure

Enhanced brain chemistry supports mood, attention, cognition, memory and even neurogenesis. (Jensen, 2006)

1. AFFIRMATION.

Unconditional positive regard unrelated to behavior or compliance.

"Frank, great to see you today. I'm happy to have you in class."

2. PREDICTION OF POSITIVE OUTCOMES.

"You keep working hard and your love of storytelling will get you paid for telling stories. I heard about a volunteer opportunity at the Heritage Museum that would give you some practice..."

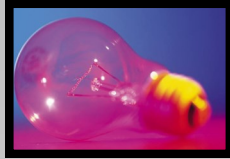
3. VISION OF PERSONALIZED COMPELLING POSSIBILITIES by a believable authority figure.

"Good storytellers like you are in great demand. I could see you working for a newspaper or a television station. You'll have to keep up your hard work, but I believe you'll tell stories for a career."



6.

Words that Make the Abstract Specific.



AN UPSIDE DOWN IDEA:

- ♦ Be specific
- ♦ Focus on action
- ♦ Avoid abstract terms without a concrete example ("Responsibility," "Respect," "Appropriate")
- ♦ If using abstract terms, always pair with a specific behavior.

Words That Make the Abstract Specific

3-PART MODEL *to boost behavioral feedback and increase your child's ability to respond:*

- Step 1: State the context and the general behavior desired in that context.
- Step 2: Precisely state the behavior desired.
- Step 3: Connect the context and desired behavior to the abstract term.



7.

Words that Prepare Students for Challenges.

How Can I Best Do This? Is the Best Question

- I Can Do It!
- I Can't Do it!
- In the Middle



BONUS STRATEGY

