

Adolescent Development and Strengths: Inside the Adolescent Brain

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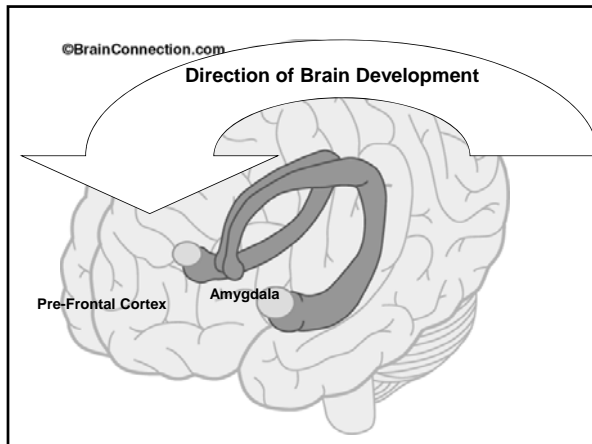
Adolescence

Adolescence is like a learner's permit for adulthood because kids are trying out and practicing new behaviors, hopefully with supervision and guidance.

Writing metaphors

Adolescence is like _____

because _____



Making Decisions

- Adults – Prefrontal cortex = consider consequences
- Teens - amygdala (emotional center of brain) = gut reaction

Adolescent Behaviors

- Self absorption – “spotlight effect”
- Mood swings
- Risky behaviors – thrill seeking
- Seek to belong
- Feel Invulnerable
- Wishful or magical thinking
- Lack of judgment in making decisions

Discuss

- What are some likely reasons adolescents use alcohol and other drugs?
- How is this different from reasons adults use?

Planning a Developmentally Appropriate Juvenile Drug Court

What steps will you take to ensure that your Juvenile Drug Court addresses the developmental needs of adolescents?

Working with Adolescents

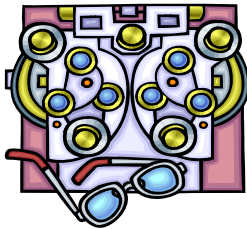
- Focus on strengths and accomplishments
- Provide structure
- Explain decisions
- Provide consistency
- Guide decision-making
- Provide natural and logical consequences

Building Upon Strengths



We See Others Through Lenses

Howard
Zehr
1990



Gordon
Bazemore &
Clinton
Terry
1997

Attitudes About Delinquency Inventory

Villains



- Bad seed
- Evil
- Hurtful
- Dangerous

How we respond to villains



- Lock them up
- Avoid them
- Punish them

Victims

- Sad
- Wounded
- Resourceless
- Helpless



WAITING TO LEAVE. Children wait to be evacuated for shelter at a makeshift transportation hub in Houston, 19th February, 2017, near New Orleans on Thursday.
Photograph by Khawaja Razaqzadeh for North Star Telegram / Knight Ridder Tribune

How we respond to victims



WAITING TO LEAVE. Children wait to be evacuated for shelter at a makeshift transportation hub in Houston, 19th February, 2017, near New Orleans on Thursday.
Photograph by Khawaja Razaqzadeh for North Star Telegram / Knight Ridder Tribune

- Enable them
- Find reasons for their behavior
- Care for them

Emerging 3rd Lens



Resource lens

Resources



- Interested
- Capable
- Enjoyable
- Bright

How we respond to resources



- Engage them
- Respect them
- Develop them

Strength-Based Practice

Look for what is going **right**:

What they can do vs. what they can't do

What they have vs. what they don't have

Survival skills vs. prior troubles

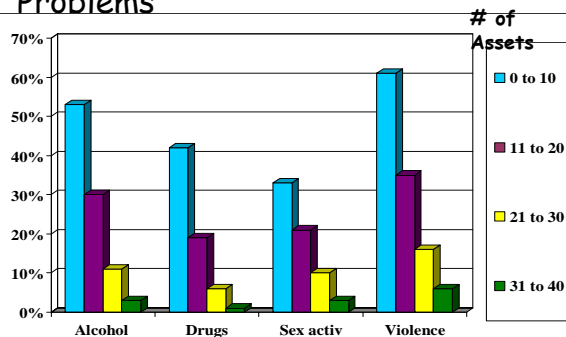
Success vs. failure

Search Institute

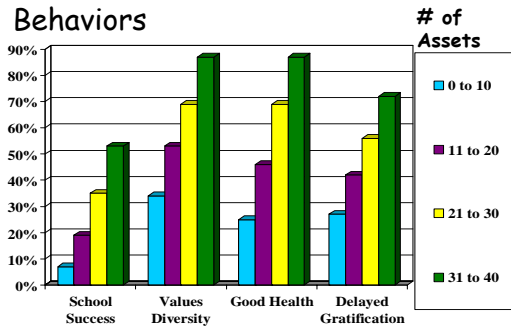


How children develop and live with adversity in violence ridden communities

Fewer Assets Greater Risk For Problems



More Self Identified Assets More Positive Attitudes and Behaviors



Responsibility Requires

- Understanding impact of behavior
- Acknowledging that behavior is a choice
- Acknowledging harms done
- Repairing the harm
- Working to avoid such behavior in future

Plan Accountability Measures

- Help youth recognize harms
- Determine ways to repay or repair
- Engage community to plan meaningful community service
- Engage volunteers as mentors
- Develop goal-oriented sanctions
- Get input from victims and community
