



WELCOME!

*In the spirit of 'ohana,
we are all Parents to
the children of Hawai'i*





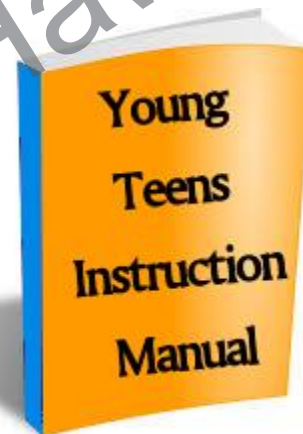
BE A PART OF OUR MISSION

To engage parents, students, and community members across the State in supporting enriched and quality public education.



Development through Early Adolescence

*“What’s going on with my kid
during the transition to intermediate school?”*

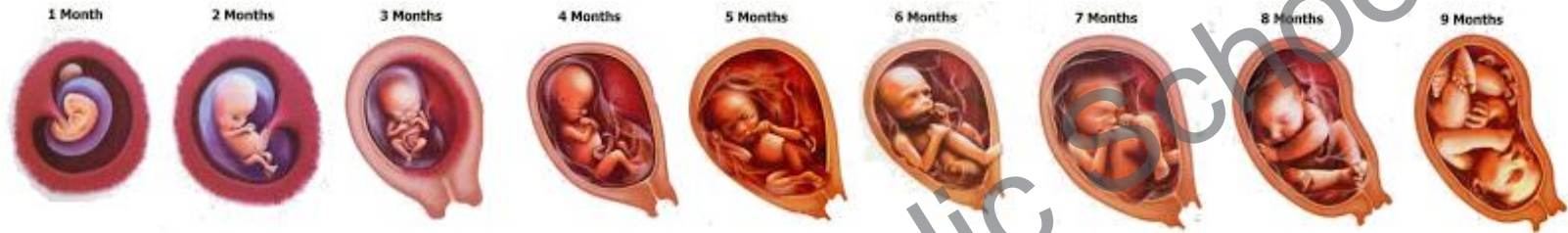


What's on our minds...



- What is changing for them?
- What are their challenges?
- How do boys and girls differ during this period?
- Are all kids going through the same changes?
- As a parent, how can I best support my child during this period?
- How can intermediate schools best support their students?

Change is Constant!



The transition into adolescence
is unique with profound
consequences for all!



Toddler

Speaking, taking steps

Childhood



Early childhood

~3 years to 7 years, enter elementary school



Middle childhood

Elementary school to puberty

YOU ARE HERE



Adolescent

Puberty to adulthood

What develops?

Physical

(body & brain)



Cognitive



Social

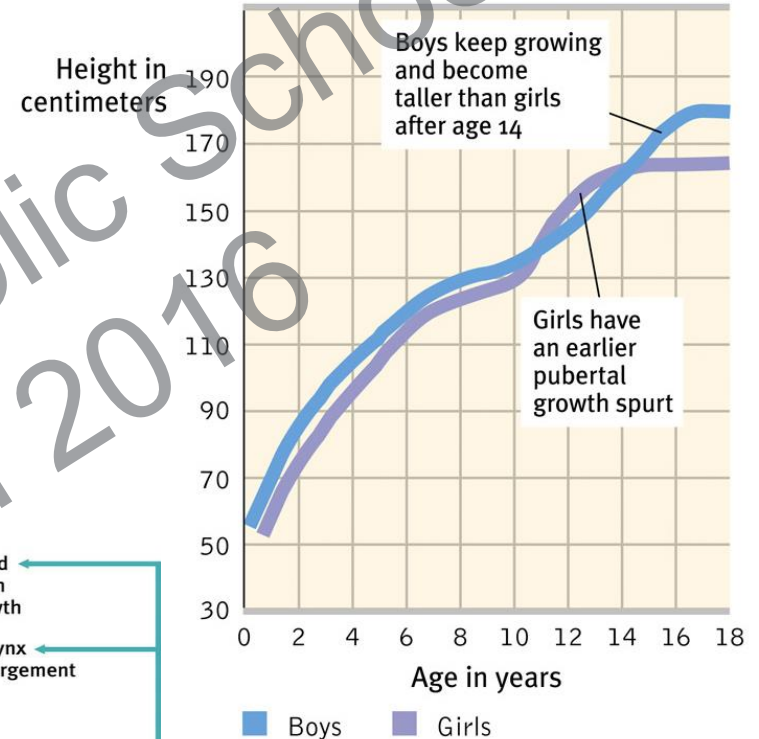
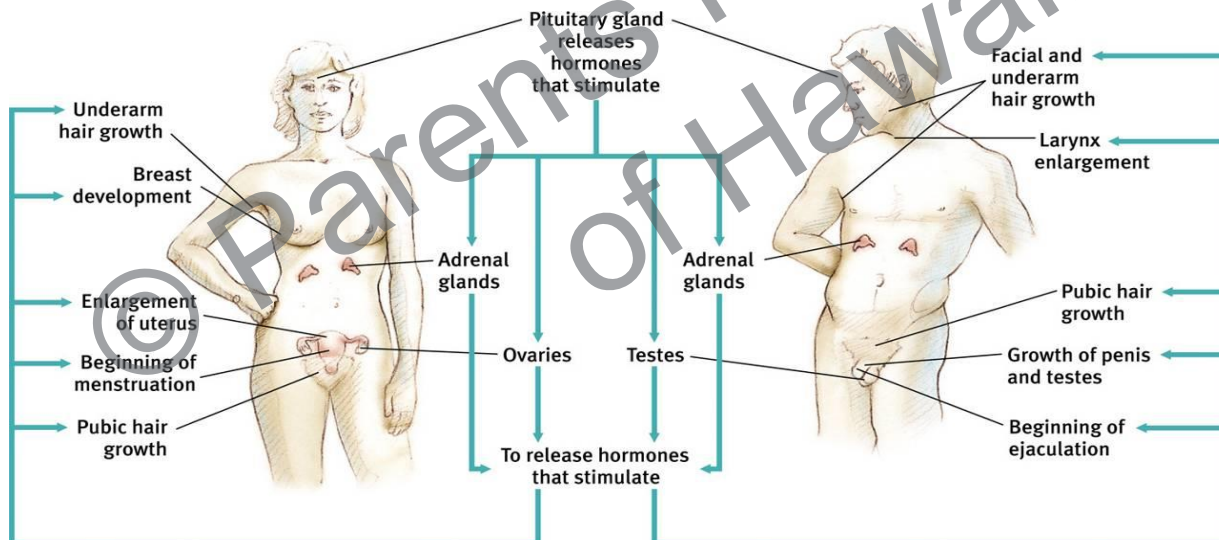


Moral/Ethical



Body Changes

- Puberty-sexual maturation
- Girls ~ 11 years
Boys ~13 years
- Gender differentiation



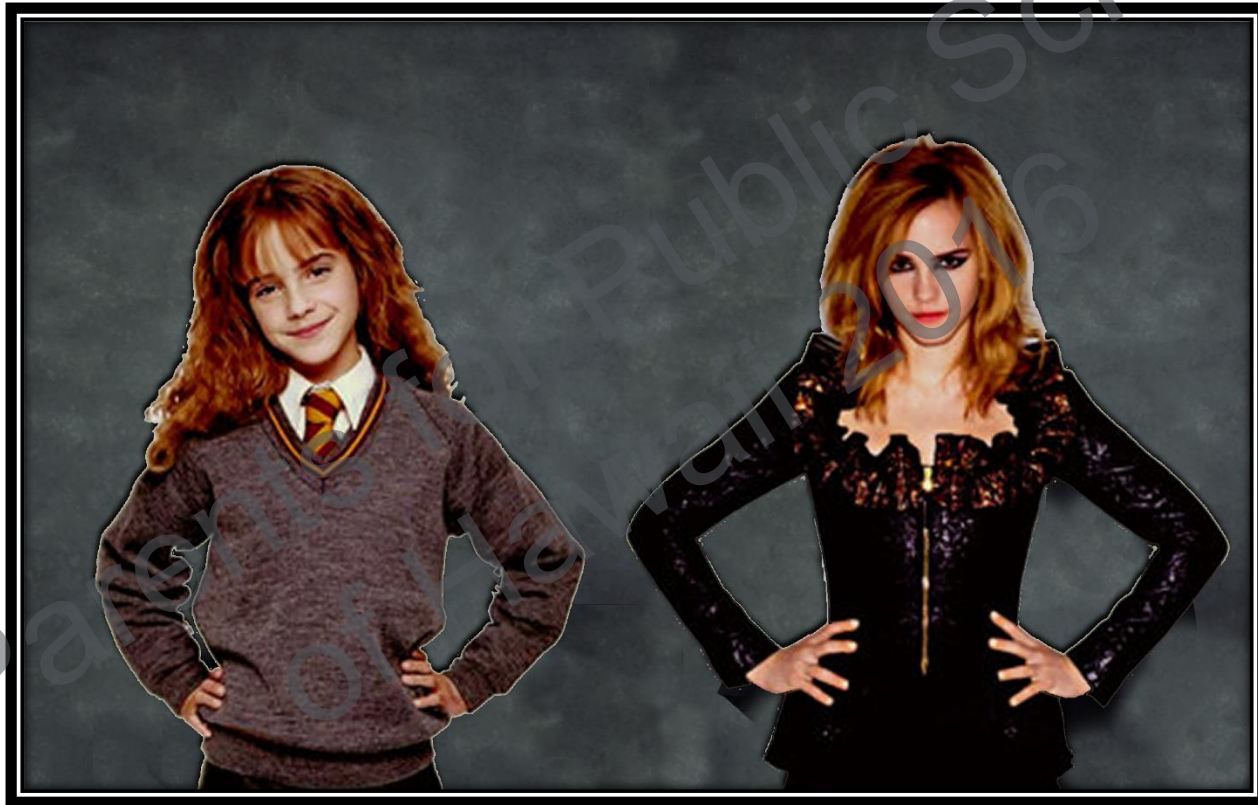
What do these changes look like?



Parents for Public Schools
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Girl: Pre & Post Puberty



Boy: Pre-Post Puberty



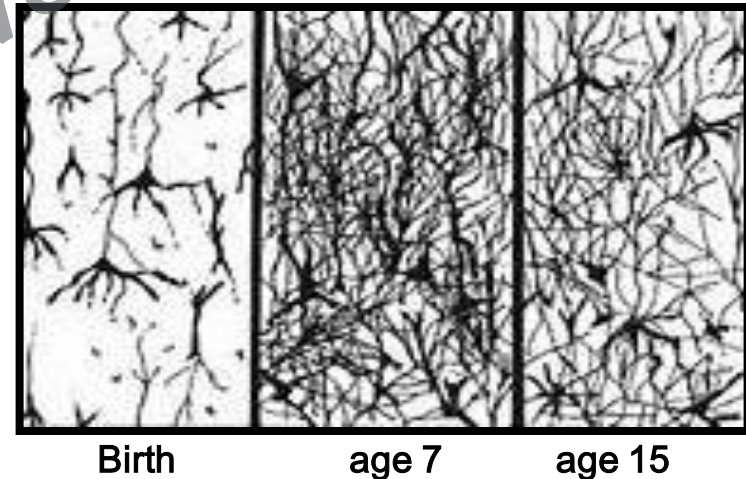
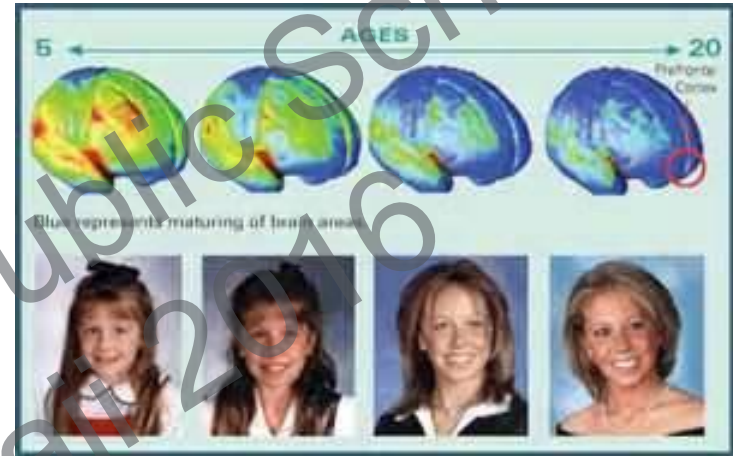
Consequences & Considerations

- Kids may have difficulty adjusting to puberty, especially if earlier or later than average
- Increase concern about their appearance (girls > boys)
- Sexual attraction (discovering orientation) and possible sexual behavior



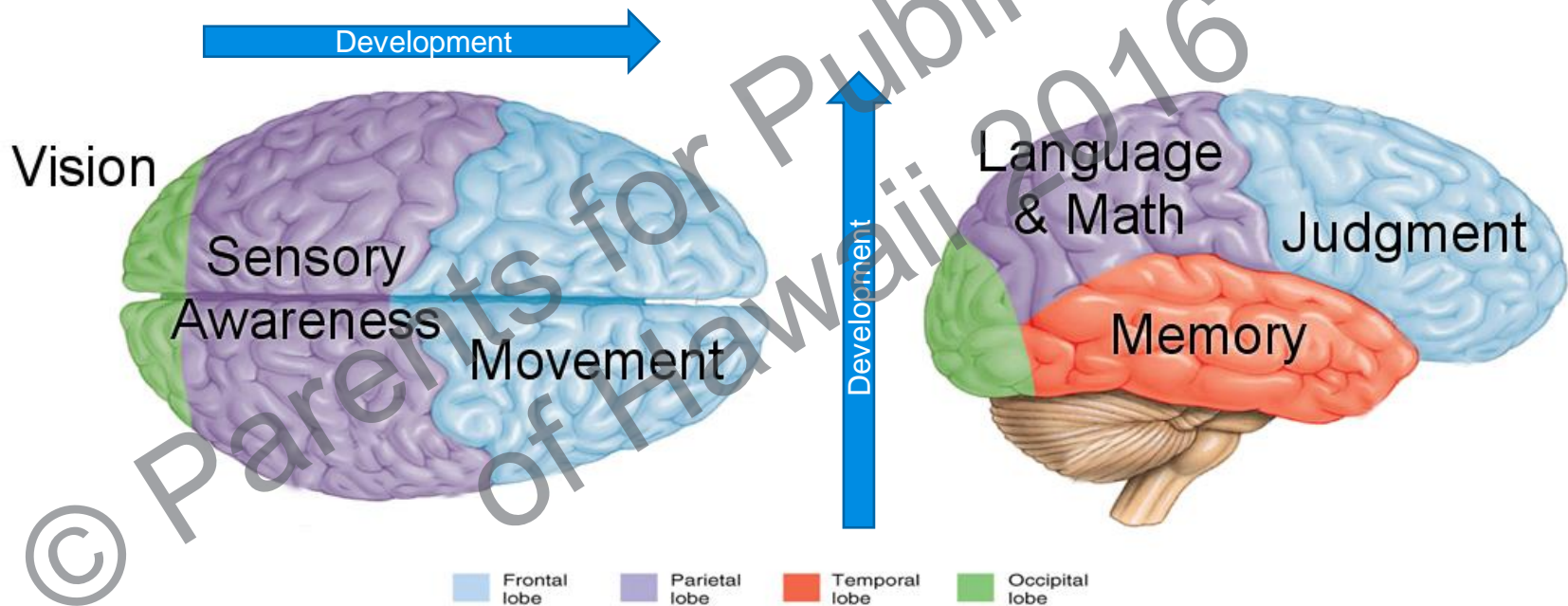
Consequences & Considerations

- Increase in brain size
...not so much!
- Complexity and differentiation ↑
- 100 X Faster
- Neural pruning
– influenced by learning



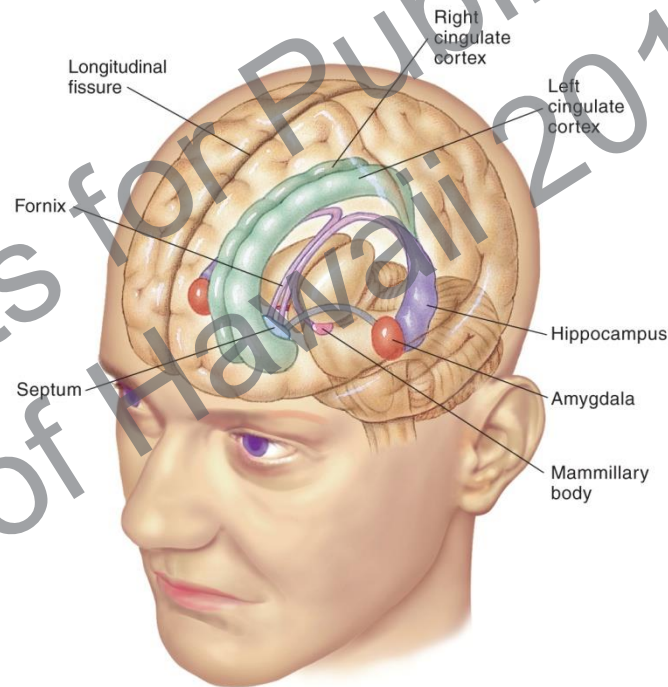
Brain Development

Back to Front & Top to Bottom

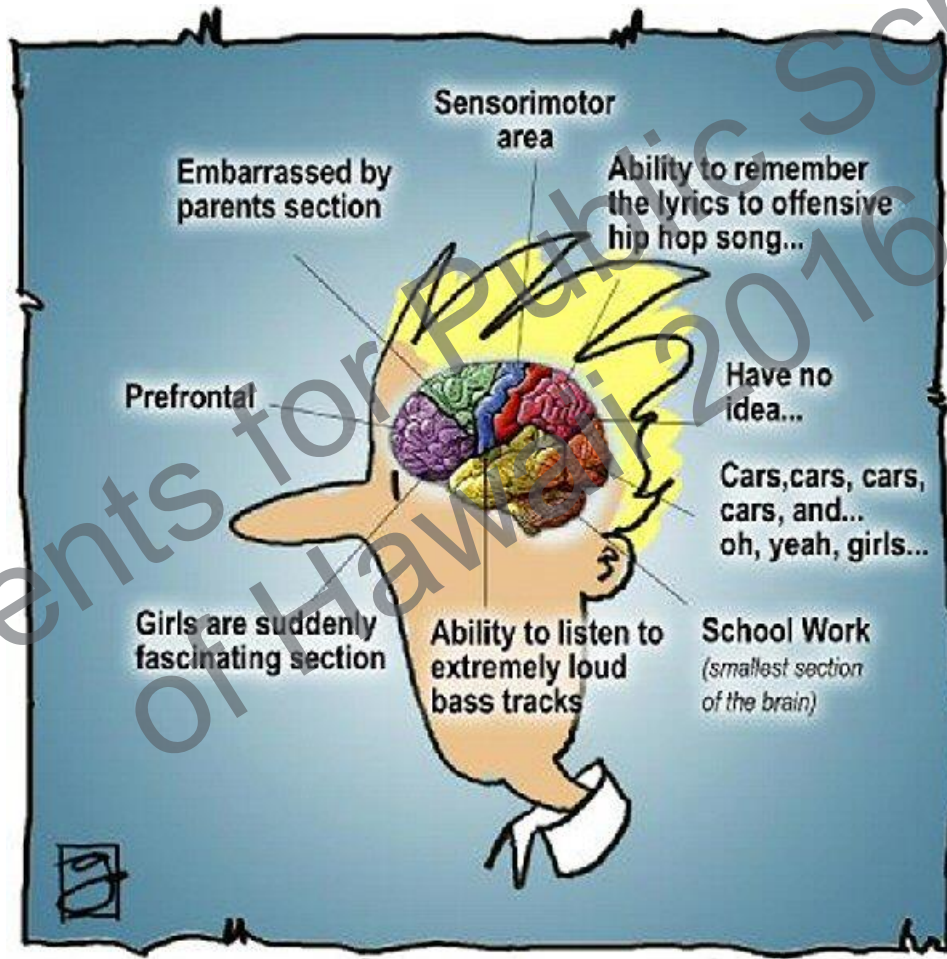


Brain Development

Emotional System



The Adolescent Brain



Consequences of having a faster “higher-level” learning brain

- Exposure to higher-level, complex content
- Ability to sustain mental effort increases



- Critical period for developing skills and mental abilities

Consequences of a delay in frontal-lobe development

- Knowledge will come before judgment
- Emotions flare up before ability to manage them and use them for considered decision making



Less developed frontal lobes → impulsivity & risk taking



Sleep Patterns Change

A delay in sleep phase

- Physically harder to maintain earlier bedtimes

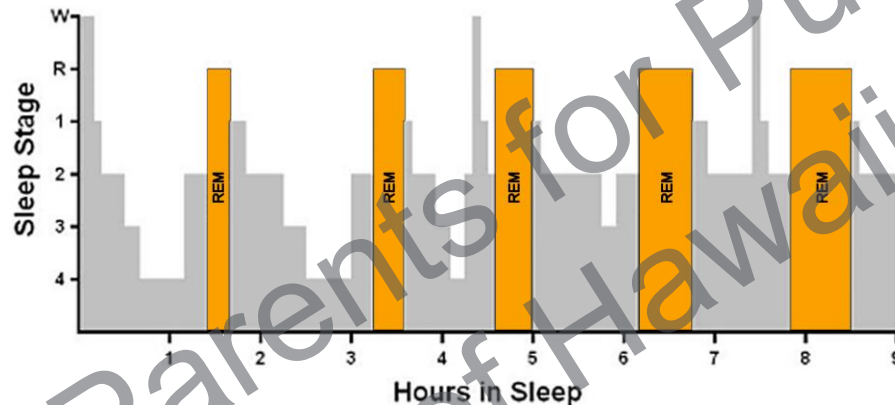


- Additionally challenged by ↑ homework, Facebook, twitter, tumblr, etc...

Sleep Patterns Change

Consequences

- Sleep needed for memory (learning)
- Sleep needed for growth



Fatigue

- ↓ focus/attention during school
- ↓ emotional control
- ↑ sleeping weekend, Monday fatigue

Cognitive Development

- Brain changes
 - changes in thinking
- An adolescent mind is not just a larger version of a child's mind.
- Concrete
 - abstract thinking
 - critical thinking

Cognitive Development

Consequence:

Abstractions are part of mental life

Adolescents can:

- Judge good from evil
- Discern truth and justice
- Think about God in deeper terms

They can imagine the kind of person they could be.



Cognitive Development

Consequence: Critical Thinking

A new level of self-awareness
& social awareness.

They may think about...

- Their own thinking
- What others are thinking
- What others are thinking about them
- How ideals can be reached or are not met
- They criticize society, parents,
and even themselves!



Moral Development

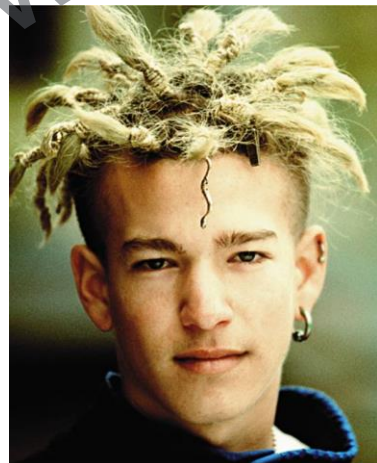
Ability to reason abstractly helps develop from simplistic to more complex moral reasoning

1. Childhood (< 9 years) → self-interest
2. Early adolescence → laws & rules
3. Later adolescence/adulthood → self-determined



Social Development

- Challenge during intermediate school = sense of self, identity, who are they?
- Look increasingly outside of parents and siblings & neighborhood friends, to peers with whom they identify.



↑ Bullying

- Can be the consequence of status hierarchies...
whose = cool not cool
who = different, marginalized
- More cyber-bullying



How do we best support our kids?

- Be aware of the changes & challenges
- Be eyes and ears for problems
- Listen with empathy
- See intermediate school as a process for learning, not a test of worthiness
- Encourage exploration
- Let them sleep!

* Not a complete list!



How do we best support our kids?

Work with your school partners to help meet your child's needs.



How do we best support our kids?

Ask other parents
what's happening with their kids?
what tools they use?



Caution interpreting kid's behavior
...it could be their brains!



ADOLESCENT MYTHS

Poor self-management ≠ They don't care

Poor grades ≠ Your kid is not smart

Emotional blow-up ≠ Situation as bad as feels

Increased concern with appearance ≠ Vanity

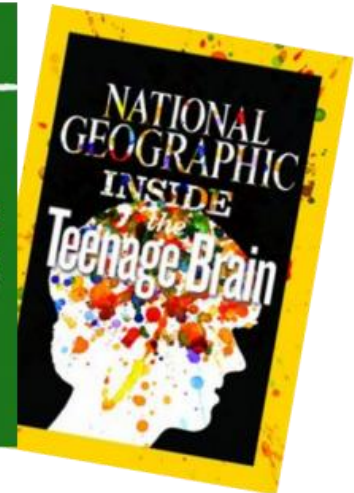
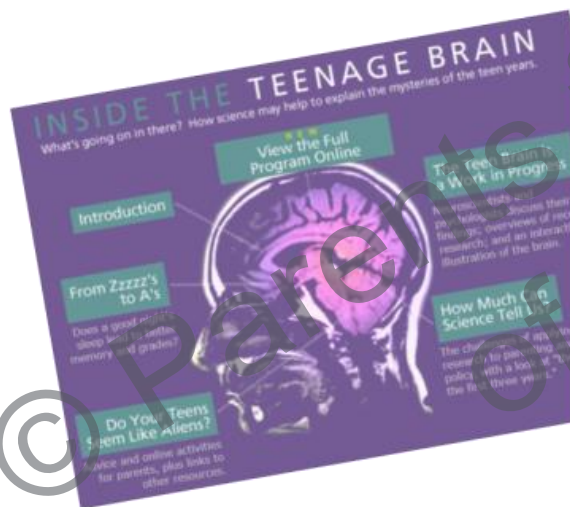
Increased sleeping ≠ Lazy

Dropping them off at the corner

≠ They don't love or want you



Visit our website:
www.ppshi.org
Middle School Resources





Good Luck!

