The Maturing Brain...Developing Competence

5-year-old brain  Preteen brain  Teen brain  20-year-old brain

*Dorsal lateral prefrontal cortex* ("executive functions")

Front

Top view

Back

Red/yellow: Parts of brain less fully mature

Blue/purple: Parts of brain more fully mature

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Mirror Neurons-Mirror Behaviors
Increasing competence and empowerment by developing the skill WITH the youth! Being “with” the youth is critical for socio-cultural competence to emerge. Movement from assisted to self-regulation.
• **Provide** support to the dysregulated young person as a “Surrogate Brain” to “jump start” healing and assist with transformation.

• **“Jump-start”** the child’s thinking so that a better decision can be made together. This type of interaction is done to facilitate an otherwise “static” or “over-aroused” scenario.

• **Say “goodbye”** and let the person begin the independent journey.
“Good Enough” Match

The Unconscious
The brain doesn’t require perfection, just a “good enough” match to establish a connection.

After rehearsal, it is a memory and is old news that can be retrieved as needed.

The Conscious
Kicks in when more details are needed or when we meet new situations that are important to us.
Cognitive Combat
EMOTIONS

• Derived from the Latin, movere “to move”
• Communicates our internal states and needs
• Typically have a “set point”
• Cannot be separated from other brain systems
The Hippocampus

The Emotional Memory Facilitator...
Sounding the Alarm!
AMYGDALA WAR

“F__ you!”  “That’s It!!”
STRESS

“to pull apart”
The Stress Formula

$STRESS = PRESSURES > RESOURCES$

$S=P>R$
Cortisol (affects memory)
Adrenaline (epinephrine)

↓

Fight, Flight or Freeze
Specific
DISTRESS vs. EUSTRESS

The Critical Balance
Eustress... *Positive Stress*

- Short-term provides immediate strength
- Arises to motivate and inspire
TWO TYPES OF RELATIONAL TRAUMA

• SIMPLE TRAUMA
  • Short Duration
  • Single Event, Severe
  • May Be Accompanied By Injuries And/Or Loss

• COMPLEX TRAUMA
  • Long Duration
  • Repeated Abuse
  • Exposure to Violence
  • Multiple Transitions/Losses/Injuries
  • Extended Poverty
HISTORIC/GENERATIONAL TRAUMA
Social Implications of RELATIONAL TRAUMA

- Neglect and abuse may result in reduced ability to seek rewarding relationships
- Reduced commitment to societal/cultural values
- Artificial and “quick” rewards become attractive
- Unmet bonding needs increase allure to gangs, sects, cults with Violent and AUTHORITARIAN VALUES (SAFETY)
RESPONDING TO THE EXPERIENCES
NeuroDynamic Supports™

- Based on person to person, relational opportunities, these fulfill developmental brain and body needs
- Designed to specifically target relational or experiential NEEDS, not diagnosis (es)
- Create the stage for learning and transformation
- Enhance “resiliency”
**A.C.T. Q.U.I.C.K.™**

- **Assess** the brain state of the child
- **Calm** the child and environment for safety
- **Talk** with the child using compassion and natural support
- **Question** for depth and urgency to determine level of support
- **Unwrap** meaning of the emotional behavior and logic
- **Investigate** historical experience, is this new or not?
- **Create** a realistic plan, supported with strengths
- **Keep in touch**, follow-up with the youth to show support
Relational Reimbursement™
Experiential Reimbursement
Eco-Cultural Reimbursement™
Regulatory Reimbursement™
Biological Reimbursement™
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