Welcome to today’s session!

The feeling one has when forced to participate in workplace team building exercises.
“Friends don’t let friends do PowerPoint.”

For my presentation today, I'll be reading the PowerPoint slides word for word.
Adolescence

- Period of socialization through experimentation and risk-taking
- Transition between childhood and adulthood is oftentimes characterized as a period of risk taking identified by impulsive and sometime reckless behaviors
- Period of time that is full of uncertainty and stress as adolescents begin to develop more complex interpersonal relationships
- Adolescent children begin questioning authority, search for their own sexual identity, and begin developing skills that are necessary for successful integration into the adult world
- During this time, adolescents begin to engage in risk taking behaviors such as:
  - abuse of alcohol and drug
  - smoking
  - suicide
  - risky sexual behaviors
  - violent crimes
Brain Development and Adolescence
Adolescent Brain Development

Three major changes in the brain during the period of adolescence:

1. **Decrease in grey matter in the prefrontal regions of the brain through a process called “synaptic pruning” (unused connections between neurons are eliminated).** Occurs in pre and early adolescence. Major improvements in cognitive abilities and logical reasoning.

2. **Increase in neurotransmitter “dopamine” occurring around puberty.** This increase occurs in the pathways that connect the limbic system and the prefrontal cortex of the brain. The limbic system is where emotions are processed and rewards and punishments (sensation seeking) are experienced. This is also critical in managing self-control.

3. **Increase in white matter in the prefrontal cortex as a result of “myelination”.** This process improves the efficiency of the brain circuits and continues well into late adolescence and early adulthood. This increase in efficiencies are important for higher cognitive functions such as planning ahead, weighing risks and rewards, and making complicated decisions. – multiple prefrontal areas working in concert.
more on.... the Adolescent Brain

Rewards – heightened sensitivity to anticipated rewards motivates adolescents to engage in acts – sometimes risky acts such as unprotected sex, fast driving, or experimentation with drugs - susceptibility to peer pressure is especially high during this time of brain development.

Brain function involving multiple brain regions increases into early adulthood. Prior to this period of time cross walks in the brain are limited leading to more impulsivity and less weighing of the pros and cons in the decision making process.
Brain Science finds...

“Downshifted” Thinking

When children feel threatened by their environments they often “downshift” their thinking to fight or flight stress responses & cannot access higher order thinking & learning.

“Self-Efficacious” Thinking

When children experience environments that engage their sense of “self-efficacy” (i.e. innate resilience) they activate their higher-order thinking & learning & creativity.

~~Renate & Geoffrey Caine - Education on the Edge of Possibility (1997)~~
The strongest factors related to the potential for violent activities in adolescence are directly correlated to their relationship with peers through antisocial or delinquent behaviors and gang memberships. Accordingly, adolescents who have weak social ties are at a high risk of committing violent crimes. ~US Department of Health and Human Services~
Juvenile Arrest Rates for Violent Crime Offenses 1980-2011

Note: Rates are arrests of persons ages 10-17 per 100,000 persons ages 10-17 in the resident population. The Violent Crime Index includes the offenses of murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault.

• The juvenile Violent Crime Index arrest rate increased in the mid-2000s, and then declined through 2011 to its lowest level since at least 1980. The rate in 2011 was 31% below its 1980 level and 59% below the peak year of 1994.
• In 2011, there were 202 arrests for Violent Crime Index offenses for every 100,000 youth between 10 and 17 years of age.
• If each of these arrests involved a different juvenile (which is unlikely), then no more than 1 in every 491 persons ages 10-17 was arrested for a Violent Crime Index offense in 2011, or less than one-fifth of 1% of all juveniles ages 10 to 17 living in the U.S.
Youth Incarceration Rates under 21

Rate falling for young people locked up

The rate of youth confinement in the US dropped by 41 percent between 1995 and 2010.

Number of young people confined per 100,000 youths:
- 1975: 241
- 1979: 241
- 1983: 241
- 1987: 241
- 1991: 241
- 1995: 381
- 1997: 381
- 1999: 381
- 2001: 381
- 2003: 381
- 2006: 381
- 2007: 381
- 2010: 225

SOURCE: Annie E. Casey Foundation

RICH CLABAUGH/STAFF
Both Property and Violent Crimes in Schools are Lower When Compared with the 1990s

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Social Capital and Why it Matters?

“Interaction enables people to build communities, to commit themselves to each other, and to knit the social fabric”.

The simple act of joining and being regularly involved in organized groups has a very significant impact on individual health and well-being.

Educational achievement is likely to rise significantly, and the quality of day-to-day interaction is likely to be enhanced by a much greater emphasis on the cultivation of activities involving groups and teams with positive outcomes.

~~Robert Putnam~~
Social Capital is:
1. relations between persons and among persons
2. accumulation of a variety of interactions
3. facilitated through various social structures
4. inherent to actions of a person with in the structure

Social Capital is:
1. manifested through individual actions as it relates to specific social structures
2. includes home life, school, and community activities
3. provides young people the opportunity to test their ability to interact among other individuals thereby developing networks of relationships.

“Effective nurturing of these relationships develops social capital”
Physical Capital refers to (physical objects) and Human Capital refers to the properties of individuals (knowledge):

1. Social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness.

2. In that sense social capital is closely related to what some have called “civic virtue.”

3. The difference is that “social capital” calls attention to the fact that civic virtue is most powerful when embedded in a network of reciprocal social relations.

“A society of many virtuous but isolated individuals is not necessarily rich in social capital”
SOCIAL CAPITAL AND TRUST

Trust becomes the expectation that arises within the community of regular, honest, and cooperative behavior, based on commonly shared norms, on the part of the other members of the community.

Social Capital is the derivative of the mutual trust relations that are developed through social interactions within a society.

---F. Fukuyama, 1995---
PIERRE BOURDIEU ON SOCIAL CAPITAL

“Social capital is the ‘the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition’.

Three Forms of Social Capital

- **Economic** – acquisition of or potential to obtain resources
- **Social** – norms of reciprocity
- **Cultural** – decoding the environment
“Social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions... Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together.”

Three Forms of Social Capital

- Bonding
- Bridging
- Linking
BONDING SOCIAL CAPITAL – MICRO LEVEL

Bonding - individual

Networks → Trust
Closed ← Reciprocity
LIMITATIONS TO BONDING SOCIAL CAPITAL

Bonding Social Capital can be so strong that it inhibits the ability of a group to reach out of their plight = Intergenerational Closure

“Within societies or nations with unequal distribution of resources, adolescents and young adults in marginalized populations experience less bridging and linking social capital, greater likelihood of engagement in risk behaviors, and associated poorer health outcomes.”

Social capital and risk and protective behaviors: a global health perspective by Linda M Kaljee and Xinguang Chen
BRIDGING SOCIAL CAPITAL – MESO-LEVEL

Networks → Trust

Closed → Reciprocity

Bridging – community/group
Linking – national or institutionalized power or authority in society

Networks → Trust → Closed → Reciprocity
In societies or nations with unequal distribution of resources, adolescents and young adults in marginalized populations experience less bridging and linking social capital and a greater likelihood of engagement in at-risk behaviors and associated poorer health outcomes. ~Social capital and risk protective behaviors: a global health perspective. Linda M Kajee and Xinguang Chen~
SOCIAL CAPITAL & AT-RISK ADOLESCENCE

Social Capital

- School
- Community Interactions
- Social Relationships
- Family
MASLOW’S HIERARCHY OF NEEDS & SOCIAL CAPITAL

Privileged vs. Disadvantage

Self-actualization: achieving one’s full potential, including creative activities

Esteem needs: prestige and feeling of accomplishment

Belongingness and love needs: intimate relationships, friends

Safety needs: security, safety

Physiological needs: food, water, warmth, rest

Self-fulfillment needs

Psychological needs

Basic needs
Resiliency Research

Personal strengths most often associated with resilience--with healthy development and successful learning despite risks, include the following:

• Social competence: empathy, communication skills, cross-cultural competence, humor; problem-solving and metacognition: planning, goal-setting, critical thinking, Resourcefulness.

• Sense of autonomy and identity: self-efficacy, internal locus of control, mastery, self awareness, detaching from negative influences.

• Sense of purpose and belief in a bright future: a special interest, imagination, goal direction, achievement motivation, educational aspiration, persistence, optimism, spiritual connectedness, sense of meaning.

~~Benard, 1992; Higgins, 1994; Masten and Coatsworth, 1998; Werner and Smith, 1992)~~
Health Protective Behaviors vs Health Risk Behaviors

“Protective Factors” are the characteristics of environments that appear to alter or even reverse potential negative outcomes and enable individuals to transform adversity and develop resilience despite risk.

1. Caring relationships convey compassion, understanding, respect, and interest, are grounded in listening, and establish safety and basic trust.

2. High expectation messages communicate not only firm guidance, structure, and challenge but, and most importantly, convey a belief in the youth’s innate resilience and look for strengths and assets as opposed to problems and deficits.

3. Opportunities for meaningful participation and contribution include having opportunities for valued responsibilities, for making decisions, for giving voice and being heard, and for contributing one’s talents to the community.

~~Bonnie Benard, 1991~~
BENEFITS OF SOCIAL CAPITAL

Successful Life Engagement

- Social Wellbeing
- Economic Stability
- Educational Attainment
School Culture is a group's shared belief, customs, and behavior.

A school's culture includes the obvious elements of schedules, curriculum, demographics and policies as well as the social interactions and connections that occur within those structures and gives a school its look and feel as friendly and inclusive.

“It is the way we do things around here”

✓ School Culture is not a one time event......
Key Traits of a Healthy School Culture:

- The ethical culture of a school is defined by its operative values, ones reflected in actual school practices and the behavior of the school's members (do people respect each other? is attention paid to moral concerns?)
- Operative values are true norms -- what people expect of everybody else and are willing, to some meaningful degree, to enforce.
SCHOOL ETHICAL CULTURE

• It has a powerful effect on the ethical behavior of the members of the school community (a positive ethical culture pulls behavior up, a negative culture pulls it down).

• It affects the character development of the members of the school.

• If the school is a caring and honest environment, students more readily develop those character qualities.
A Schools Core Values

Creating a positive ethical culture in the school involves defining, communicating, modeling, teaching, celebrating, and enforcing or upholding the school's professed core values.
SIX ELEMENTS ARE IMPORTANT PARTS OF A POSITIVE SCHOOL CULTURE:

- Ethical leadership from the principal but also from other staff and students themselves
- School wide discipline that upholds the school's values in all parts of the school environment
- A school wide sense of community
- A feeling on the part of students that "this is our school, and we are responsible for making it the best school it can be"
- An ethical climate of mutual respect and cooperation that pervades all relationships, those among adults as well as those between adults and students
- Time spent on ethical concerns — reflecting on the quality of ethical life in the school.
SPECIFIC BENEFITS OF SOCIAL CAPITAL

- Mitigation of the effects of socioeconomic disadvantage
- Lower crime rates
- Better health and access to health care
- Regular volunteering, entertaining, or church attendance is the happiness equivalent of a college degree or more than doubling your income
- Civic connections rival marriage and affluence as predictions of life happiness
- More effective schools when communities take an “active role” in the educational wellbeing of their students
- Lower levels of at-risk behavior association by adolescents
- Lower levels of behavior problems in schools with high levels of social capital - (school culture/climate and high trust relationships)
SOCIAL CAPITAL AND HOW YOU CAN MAKE IT WORK FOR YOU AND YOUR STUDENTS

• Create a climate and culture of “trust relationships” with students
• Engage students in the process of building a healthy school culture/climate
• Create a common language which adults and students share
• Provide opportunities for students to be connected beyond the classroom walls
• Engage students in collaborative high thinking skills activities
• Challenge students to go beyond and above the normal stretches of their intellectual abilities.
• Engage in consistent communications with parents
• Make connections with your community resources and ensure that students know how to access those resources.
Social capital is the connectedness one constructs through social interaction and the development of trust relationships.

It is the catalyst to a successful life.

It enhances the quality of life for all citizens in a community.

It improves one's life chances to be successful.

IT IS IMPORTANT IN OUR FAMILIES, SCHOOLS, & COMMUNITY!