

Parenting with the Brain in Mind - morning program at the library

Neurons - molecules of emotion
What drives the wiring - twin drivers
Genetics and experiences

The neurons that fire together, stay together
There is a critical role of experience that affects the pillars of brain development
Whatever the brain does a lot of is what the brain gets good at

Brain's response to threat:
First priority is survival
Some brain circuits act as "
We react first before we even realize what we are reacting to

Children do not know how to calm themselves - they learn from their caregivers (outsourcing).
The attachment period

Stress response and attachment
We never lose the need for connection

Important moments of the day is when you take time to connect
Name, eye, hand and heart - 4 hands

Brain goes to school
Intelligence is what we use when we don't know what to do

Only need to think when something is changed
We like to be seekers

Too hard, brain shuts down
Too easy, brain shuts down
Keep to the sweet spot

Dopamine - happy
When get dopamine rush, it goes to cortex, then wires to prefrontal cortex for planning to repeat that feeling again

Memory - clean out the clutter - happens when you sleep
Long term memory
Working memory - shorter than short term (measured by minutes)
That is the memory that we used

Capacity of working memory - 7 chunks of information
(I.e. Phone numbers - 7)

Chunks is critical for learning

Three essentials for thinking
Information from the environment
Information of procedure from long term memory
Though space in working memory

This is how students learn - through
By using 7 chunks of information

Chunking very important

Achievement gap - related to poverty not race
Gets wider from fourth grade and continue
Then starts reading to learn (comprehension

When kids get frustrated, their brain shuts down

Intelligence - is it hard wired or soft wired
50% hard wired with 50% soft wired
Not just what we have been given through our genes but our experiences as well

What ever the brain does a lot of, it gets good at

Importance of mistakes
Always learn something - what didn't work
Then we have persevence - dont' give up
It is what we do with what we have

If you're never failed you never tried anything new

Marshmellow - the ability to say no to themselves (15 min)
Our job - to set limits
Our culture = more, fun easy

Self discipline is twice as strong a predictor of academic success as intelligence

Goal to teach kids to say no to themselves

Self esteem is not a new concept

Have to be an accurate mirror that reflects the truth
Praise the effort not the ability
Praise should be more specific
Praise should be sincere
Praise should be intermittent not constant

Encourage don't cuddle
Support don't rescue
Embrace mistakes
Get kids what they need, not what they want
Back up teachers in school

Have clear and high expectations
Expect to do chores

Exercise to think and feel better

Keep moving - not only for body but for brain as well

Brains - 2% of body weight

Glucose from carbs - brain fuel

Proteins

Fats - brain's insulation

Poly unsaturated good

Bad - stiffen the wired

Free play - Finland is the leader
Every 45 minutes, kids get recess
Brain need a break (free play)
Free play helps with executive function

Free play - imagination, creativity, socialization
Sleep -

Misuse and overuse of technology
Changes the way we all live

Technology very powerful
Hard wired to be seekers - most related to survival - I want
Reward circuits - I like

Hard to avoid the “ping”

Heavy technology users show a deficit in real world social skills - missing out on the non verbals, social skills

Vicious cycle - more texting, less social connections

Digital discipline - need balance

Our brains are not wired to multi task (for example: as long as one doesn't need my focused attention)

Training their brain to be distracted - if they can't have digital discipline