Beyond Poverty: 
Brain-Inspired Ways to Understand and Respond to Poverty

CABHP 20th Annual Summer Institute

Frank Kros, MSW, JD
President, Kros Learning Group
Director, National At-Risk Education Network

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What’s the TranZed Institute?

- A unique learning organization to “Help Adults Help Kids.”
- **Nonprofit.** Benefits go to kids at The Children’s Guild.
- **Applied Research.** We are operating schools, group homes, foster care, mental health and autism programs!
- **Word of Mouth Marketing.** Our participants “spread the word.” If you benefit today, please tell someone about us!

[www.upsidedownorganization.org](http://www.upsidedownorganization.org)
Today’s Itinerary: 3 Big Ideas

1. It’s Worse Than You Think
2. Poverty Can Be Toxic to the Brain
3. Neurogenesis and Friends: A Whole New Paradigm for Poverty and Children’s Services
I Have a Time Challenge!

- 6-hour workshop in about 74 minutes!
- We’ll hit the major highlights…
- For a copy of the full Power Point, email me at: frank@kroslearninggroup.com

“I will not get to everything, but everything is in the PPT!”
Identify a Learning Partner (or Two!)
Today’s Itinerary: 3 Big Ideas

1. It’s Worse Than You Think

62% of America’s teachers regularly see kids who come to school hungry because they aren’t getting enough to eat at home.
You Predict...

What percentage of children nationwide lived in poverty in 2017?

17.5%


You Predict...

Among the top 35 developed nations of the world, where does the US rank in relative child poverty rate?

(#1 is the lowest child poverty rate and #35 is highest child poverty rate)
34th
You Predict...

What percentage of Arizona’s children lived in poverty in 2017?
20.4%

That ranks 37 out of 50 states

Poverty: Deprivation of Basic Human Needs

- Food
- Clothing
- Shelter
- Cognitive Stimulation
- Emotional Support
Quick Poverty Facts: USA

• Children are more likely than adults to be poor and **suffer more from the deprivation of poverty.** (Children’s Defense Fund, 2013)

• Poverty is the **largest predictor** of child abuse and neglect. (Center for Law and Social Policy, 2009)

• Children in poverty are more likely to suffer from **mental health problems** than other children. (National Center for Children in Poverty, 2011)
“There is no general education crisis in the United States. There is a child poverty crisis impacting education.”

– Michael Rebell and Jessica Wolfe
Campaign for Educational Equity
Teacher’s College
Columbia University
## 2019 Poverty Guidelines for the 48 Contiguous States and District of Columbia

<table>
<thead>
<tr>
<th>Persons in Family</th>
<th>Poverty Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$12,490</td>
</tr>
<tr>
<td>2</td>
<td>16,910</td>
</tr>
<tr>
<td>3</td>
<td>21,330</td>
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<tr>
<td>4</td>
<td><strong>25,750</strong></td>
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<tr>
<td>5</td>
<td>30,170</td>
</tr>
<tr>
<td>6</td>
<td>34,590</td>
</tr>
<tr>
<td>7</td>
<td>39,010</td>
</tr>
<tr>
<td>8*</td>
<td>43,430</td>
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</tbody>
</table>

*For families with more than 8 persons, add $4,420 for each additional person.*

Published January 25, 2019 by the Office of the Assistant Secretary for Planning and Evaluation, US Department of Health and Human Services, at ASPE.hhs.gov/poverty/15poverty.cfm
Nudge a Neighbor Time!
What Could You Afford in Your County?

• You are a single parent with 3 dependent children earning $25,750 annually.

• After taxes, you take home $1,860 per month.

• What could you afford—and not afford—in Your County on that income?
What Could You Afford in Your County?

<table>
<thead>
<tr>
<th>$1,860 Available</th>
<th>Monthly Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housing</strong></td>
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<tr>
<td><strong>Utilities</strong></td>
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<tr>
<td><strong>Food</strong></td>
<td></td>
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<tr>
<td><strong>Clothing</strong></td>
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<tr>
<td><strong>Transportation</strong></td>
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<tr>
<td><strong>Phone</strong></td>
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<tr>
<td><strong>Child Care</strong></td>
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<tr>
<td><strong>Medical/Dental Care</strong></td>
<td></td>
</tr>
</tbody>
</table>
Basic Human Needs: What Don’t You Get at $1,860 per Month?

- **Food**
- **Clothing**
- **Shelter**
- **Cognitive Stimulation**
- **Emotional Support**
“Children living in poverty are those who experience deprivation of the material, spiritual, and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society.”

National Center for Children in Poverty
Today’s Itinerary: 3 Big Ideas

2. Poverty Can Be Toxic to the Brain (and Often Is...)
Get Ready...

For Fast, Fascinating AND Heartbreaking Brain Science
Severe, Chronic Poverty is Often Traumatic

http://www.scpr.org/blogs/education/2014/06/02/16743/poverty-has-been-found-to-affect-kids-brains
How Does the Brain Respond?

In two big ways:

1. The child’s stress response system develops an exaggerated and prolonged response to multiple stressors and — in severe cases — can suffer cell damage.
2. The child’s brain organs change size, impacting both learning and behavior.
How Does the Brain Respond?

1. The child’s stress response system develops an exaggerated and prolonged response to multiple stressors and — in severe cases — can suffer cell damage.
Traumatic Stress = “Distress”

“Distress” = Too Much Cortisol
Too Much Cortisol

Excess cortisol kills cells in the hippocampus, the brain’s memory maker. Excess cortisol also shrinks the corpus callosum and the frontal lobes.
Results of Too Much Cortisol

• Emotional Problems  
  (Burgess et al., 1995)

• Lowers IQ, Reading Scores  
  (Delaney-Black, et al. 2002)

• Memory Loss  
  (Lupien, et al. 2001)

• Shortens Dendrites  
  (Cook and Wellman, 2004), (Brown, et al. 2005)

• Neuron Death  
  (De Bellis, et al., 2001)

• Inappropriate Attachments  
  (Schore, A. 2002)
2. Brain Anatomy is Altered

- Smaller Corpus Callosum
- Smaller Hippocampus
- Larger, more active Amygdala
- Smaller, less active Frontal Lobes
# The Distress Response on the Brain

<table>
<thead>
<tr>
<th>Hippocampus</th>
<th>Amygdala</th>
<th>Frontal Cortex</th>
</tr>
</thead>
</table>
| - Memory Center  
- Most Cortisol Receptors | - “Palace Guard”  
- Emotional Regulation | - Executive System  
- Planning, Judgment, Problem Solving, Impulse Control |
| - Decreased Memory Formation  
- Less Recall Capacity  
- Lower Neurogenesis  
- **Dead Neurons** | - More Anxiety  
- “Faster” Fear  
- More Excitatory Neurons  
- **Depletion of Seratonin and Dopamine** | - Underdeveloped  
- “Fuzzy” Thinking  
- **Poor Decision Making** |
Childhood Poverty is Insidious

“The changes wrought by poverty to a child’s stress system, brain chemistry and organ sizes create formidable biological barriers to the one escape from poverty our society extols: Learning.”

Frank Kros
Traumatic stress (excess cortisol) is a key issue to address in children experiencing poverty, deprivation and neglect. Until cortisol is reduced to near normal ranges, damage to brain development is likely to continue. Trauma is common – if not dominant – among children living in chronic poverty.
VIDEO: Change the First Five Years and You Change Everything

http://viewpure.com/GbSp88PBe9E?start=0&end=0
http://viewpure.com/GbSp88PB

e9E?start=0&end=0
“Once we learn to see things differently, the things we see look different.”
Neurogenesis and Friends: A Whole New Paradigm for Children’s Services
Neurogenesis (The Birth of New Brain Cells)

• New cell staining techniques allowed researchers at The Salk Institute to confirm the birth of newly-generated neurons.

• Subsequent studies showed that many of these new neurons survived and became functional!
The Promise of Neurogenesis!

By exposing children to specific environments, adults can stimulate the growth of new neurons in a child’s brain to repair and eventually expand learning capacity. The Hippocampus can be healed!
Hippocampal Neurogenesis
Neurogenesis Has Limitations

• Neurogenesis is not “automatic.”
• Certain activities and behaviors appear to be required to stimulate and to stop the neurogenesis process.
• Neurogenesis is not pervasive across all brain regions.

These tools are foundational. Other efforts will fail if these essentials are not in place because the brain will remain in distress and/or will not repair.
BUT: Neurogenesis Can Be Cut-Off

Neurogenesis is STOPPED by:

- Distress
- Physical Inactivity
- Boredom
- Depression
- Poor Nutrition
Initial Checklist: Getting Beyond Poverty

1. Trauma Screen and provide intervention.
2. Baseline, increase and track physical activity level.
3. Fight boredom with high-engagement strategies by every educator.
4. Identify the symptoms of depression and refer, follow-up.
5. Examine nutrition and connect family with knowledge and resources. Eat in cafeteria?
Neurogenesis is Your Goal!

1. Vigorous Physical Play (Regular Physical Activity)
2. Meaningful New Learning
3. Enriched Experiences
4. Managed Stress Levels
5. Positive Nutrition
6. Social Support
7. Sufficient Time

Neurogenesis is Your Goal!

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2. Meaningful New Learning
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5. Positive Nutrition
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7. Sufficient Time
Nudge a Neighbor Time!
How Much VPP Do Kids Need?
1. Vigorous Physical Play

- **60 minutes per day x 7 days per week.**
  - Outdoors whenever possible.
  - Engage in “physical activity exploration.”
  - Organized sports might work.
  - Key = Find movement they like!
- **Monitor, monitor, monitor.**
VPP is AWESOME for the Brain!

1. **Neurogenesis**: Exercise sparks the growth of new brain cells.
2. **Connectivity**: Stimulates older neurons to form dense interconnected webs that make the brain run faster and more efficiently.
3. **BDNF**: “Miracle Grow for the Brain” stimulated by exercise.
4. **Bigger Frontal Lobes**: Prediction, judgment, planning and organization are improved.
5. **Good Neurotransmitters**: Dopamine, serotonin and norepinephrine are elevated after exercise.
Exercise as effective as drugs for some ills

Study reinforces recommendations for regular physical activity

BY MARY MACVEAN
Tribune newspapers

Exercise might work just as well as or better than drugs for people with coronary heart disease or recovering from a stroke, according to a review of evidence published Wednesday.

The scientists looked at the outcomes of 305 previous trials with 339,274 participants to try to determine whether physical activity was as effective as drugs at preventing death among people with four conditions: coronary heart disease, rehabilitation from stroke, treatment for heart failure and prevention of diabetes.

There was no difference between exercise and drug interventions for the people with coronary heart disease and for the prevention of diabetes. Exercise was more effective than drugs for recovery from stroke. And drugs, specifically diuretics, were more effective for treatment of heart failure.

Exercise should be considered as a “viable alternative to, or alongside, drug therapy,” the researchers said.

The exercise in the research generally took place in structured rehabilitation programs to which patients had been referred by their doctors, said Huseyin Naci, an author of the study who is a fellow at the Harvard Medical School and a researcher at the London School of Economics.

“Of the results of our study by no means imply that people should stop taking their medications, especially without consulting their doctors,” Naci said in an interview.

Research is lacking on the potential for exercise to prevent death as compared with drugs, the researchers wrote.

Still, they said, their “analysis suggests that exercise potential had similar effectiveness to drug interventions with two exceptions. In the case of stroke rehabilitation, exercise seemed to be more effective than drug interventions. In heart failure, diuretics outperformed all comparators, including exercise.”

They called the lack of medical literature a “blind spot” that leaves doctors without evidence of when drugs or exercise or a combination is the best choice.

They called for further research and noted that their study is limited by the scarcity of studies on exercise interventions and by any limitations of the studies they used.

They were inspired by the well-documented benefits of exercise, including improved health and less likelihood of such things as needing hospitalization.

Also, only a third of adults in England meet the recommended levels of physical activity, but drug prescription rates are on the rise, with the typical person there having an average of 127 prescriptions in 2010.

A survey released Wednesday by Kaiser Permanente about walking in the United States found that almost everyone knows it’s good to do.

But nearly 80 percent said they should walk more.

The researchers were from the London School of Economics, Harvard Medical School and Harvard Pilgrim Health Care Institute, and Stanford University. Their work was published in the British Medical Journal.

The review adds to a large body of evidence showing that regular exercise is key to human health.

According to the Geneva-based World Health Organization, physical inactivity is the fourth leading risk factor for global mortality, causing an estimated 3.2 million deaths around the world each year.

The World Health Organization says regular physical activity of moderate intensity — such as walking, cycling or participating in sports — can reduce the risk of cardiovascular diseases, diabetes, colon and breast cancer, and depression.

 Reuters contributed to this article.
“Physical Activity Exploration”

- Hiking
- Roller Blading
- Bike Riding
- Walking
- Jump Rope
- Yoga
- Boxing

- Dancing
- Skate Boarding
- Martial Arts
- Swimming
- Playgrounds
Meaningful New Learning

Engagement

Extra Language Immersion

Explicit Instruction in Executive Function
2. Meaningful New Learning

Start with Language Immersion

• If age appropriate, read to them. *A lot!*
• *Use audio books during chores, downtime, bus or car rides.*
• *Teach to “Read with a Dictionary.”*
• Label objects whenever possible.
• Expose child to “storytelling opportunities.”
Effects of Mothers’ Speech on Infant Vocabulary

Effect of Extreme Deprivation on School Readiness

Center for Educational Enhancement and Development
Executive Function Skills

“Brain-based skills required for humans to execute, or perform, tasks.”

(Dawson and Guare 2009)
Executive Function Skills

“The set of abilities that allows you to select behavior that’s appropriate to the situation, inhibit inappropriate behavior, and focus on the task at hand despite distractions.”

(Aamodt and Wang 2008)
Frontal Lobe Functions
(Partial List)

• Impulse Control
• Organization (Thought and Action)
• Time Orientation
• Reading Social Cues
• Predicting Behavioral Consequences
• Goal-Directed Achievement
Do I Have Executive Functioning Disorder?

Explaining Myths & Symptoms for Kids

You might have Executive Functioning Disorder if:

- You have trouble maintaining a planner or agenda for recording assignments.
- You have trouble planning long term projects and often complete them at the last minute.
- You often forget papers, notebooks and other materials needed for school or homework.
- You have trouble keeping your bedroom and book bag organized.
- You have trouble keeping appointments.
- You have a hard time estimating how long a task or project will take.
- You have trouble starting your homework independently.
- You have trouble transitioning from one task to another.
- You are easily distracted.
- You have trouble listening to and following multi-step directions.
- You have a hard time keeping track of your possessions and often lose important materials.

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http://learningspecialistmaterials.blogspot.com/
www.learningspecialistmaterials.blogspot.com
What EF Problems Can Look Like:

- Laziness
- Lack of Motivation
- Incapable of Being Prompt
- Chronically Unprepared
- Disorganized
- Forgetful
- “You Have to Tell Them Everything”
Enhance Executive Function Skills

Late, Lost, and Unprepared
A Parents’ Guide to Helping Children with Executive Functioning
Joyce Cooper-Kara, Ph.D. & Laurie Dietzel, Ph.D.

SMART but SCATTERED
The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential
Peg Dawson, Ed.D., and Richard Guare, PhD.
Enhance Executive Function Skills and Promote Enrichment

SMART but SCATTERED TEENS
Boost Any Teen’s Ability to:
- Resolve conflict
- Assess risks
- Control emotions
- Work independently
- Pay attention
- Get organized
- Resist peer pressure
- Follow through
- Manage a schedule
- Plan ahead

Richard Guare, PhD, Peg Dawson, EdD, and Colin Guare

Executive Skills in Children and Adolescents
A Practical Guide to Assessment and Intervention
SECOND EDITION
PEG DAWSON and RICHARD GUARE
One of the most transformative EF tools I have used...
Executive Function Prompts*

“Self Regulation Executive Function Descriptions With Examples of Teacher Prompts,”
George McCloskey, PhD, Philadelphia College of Osteopathic Medicine.

Forsee/Plan (Short Term)

Cues the anticipation of conditions or events in the very near future, such as the consequences of one’s actions.
<table>
<thead>
<tr>
<th>Self-Regulation Executive Function</th>
<th>Examples of Teacher Prompts: (P=Perceiving F=Feeling T=Thinking A=Action)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perceive</strong></td>
<td><strong>Positive and specific:</strong></td>
</tr>
<tr>
<td>Cues the use of sensory and</td>
<td>P: “Everyone look at the board.”</td>
</tr>
<tr>
<td>perception processes to take</td>
<td>P: “What do you see when you look in the box?”</td>
</tr>
<tr>
<td>information in from the external</td>
<td>P: “Listen to this.”</td>
</tr>
<tr>
<td>environment or “inner awareness”</td>
<td>P: “You’ll need to listen carefully to this next part.”</td>
</tr>
<tr>
<td>to tune into perceptions,</td>
<td>P: “Feel how rough that edge is?”</td>
</tr>
<tr>
<td>emotions, thoughts, or actions</td>
<td>P: “Feel how heavy this is.”</td>
</tr>
<tr>
<td>as they are occurring</td>
<td>F: “How are you feeling right now?”</td>
</tr>
<tr>
<td></td>
<td>T: “What are you thinking about right now?”</td>
</tr>
<tr>
<td></td>
<td>A: “Try to notice how you bend your legs when you do that.”</td>
</tr>
<tr>
<td>**Negative, vague and/or poorly</td>
<td>P: “Why aren’t you looking up here now?”</td>
</tr>
<tr>
<td>timed:**</td>
<td>P: “Why do I always have to tell you to listen?”</td>
</tr>
<tr>
<td></td>
<td>P: “You have hands don’t you?” (i.e., use them and touch it)</td>
</tr>
<tr>
<td></td>
<td>P: “You’re not watching what you’re doing are you?”</td>
</tr>
<tr>
<td></td>
<td>F: “You don’t even know what you’re feeling, do you?”</td>
</tr>
<tr>
<td></td>
<td>T: “Do you have any idea what you are thinking about now?”</td>
</tr>
<tr>
<td></td>
<td>A: “Watch what you’re doing.”</td>
</tr>
</tbody>
</table>

| **Initiate**                     | **Positive and specific:**                                             |
| Cues the initial engagement of   | P: “Everyone should be looking at the board now.”                     |
| perceiving, feeling, thinking,   | F: “Now would be a good time to express any feelings you have          |
| or acting                        | about it.”                                                             |
|                                  | T: “Start thinking about it now.”                                      |
|                                  | A: “Start walking now.”                                                |
|                                  | A: "Read the first question now."                                     |
|                                  | **Negative, vague and/or poorly timed:**                             |
|                                  | P: “Why aren’t you listening yet?”                                    |
|                                  | F: “Don’t you feel anything when you see something like that?”        |
|                                  | T: “Don’t wait to get started thinking about it.”                     |
|                                  | A: “Why haven’t you started yet?”                                     |
|                                  | A: “What will it take to get you moving?”                             |
You Want the Scooby Doo Response...
Brain Language

A complete electronic copy of the Executive Functioning Prompts can be downloaded at:

www.upsidedownorganization.org
Get the Entire Power Point!

Follow Me on Twitter!

For ppt email me at: frank@kroslearninggroup.com

Twitter: @FKros

Article references about the brain for “Adults Helping Kids”
3. Expose Children and Youth to Enriching Experiences and Environments
An Enriched Environment...

- High Contrast
- Integration
- Coherence
- Challenge
- Novelty
- Complexity
- Active (not passive)
Enriched Experiences

- Museums
- Fairs/Festivals
- Zoos, Aquariums (especially Petting Zoos!)
- Pet Stores
- Farms
- Skyscrapers
- Visual and Performing Arts
- Summer Camps
- Open Houses
- Parks/Recreation Areas
- Concerts, Opera, Theatre
- College Campuses
Enriched Environments
Change Brains for the Better!
Enriched Environments
Change Brains for the Better!
Should All Schools Look Like This?
Should all Schools Look Like This?
Should All Schools Look Like This?
Should all Schools Look Like This?
Conventional Group Home Dining Room

TranZed Group Home Dining Room
We Really Believe This Brain Stuff!

Do it Different. Do it Better. Do it for Less. Do TranZed.
4. Manage Stress Levels
4. Manage Stress Levels

- Vigorous Physical Play reduces stress (cortisol).
- The proper amount of Sleep is essential.
- Increase **Predictability** whenever possible.
- Remove **Threat**.
- Teach Stress Management **Skills**.
How Much Sleep Do Students Need?

- **Pre-Puberty** (up until about 5th grade) = ____ hours per night
- **Post-Puberty** (6th-12th grade) = ____ hours per night
How Much Sleep Do Students Need?

- **Pre-Puberty** (up until about 5th grade) = 10 hours per night
- **Post-Puberty** (6th-12th grade) = 9.25 hours per night
The Atkinson-Shiffrin Model of Learning

- Sensory Input
- Amygdala Assessment and Memory (Gut)
- Maintenance/Rehearsal
- Attention
- Working or Short-term Memory
- Retrieval
- Encoding
- Long-term Memory (Semantic)
How Much Learning (Encoding) Happens During Sleep?
Sleep Matters!

80%
Kids who are short on sleep are short on learning.
and they’ll be more stressed.
The Power of Sleep

- Children who are short on sleep do not encode well, retrieve effectively, and have heightened anxiety.
- Children who sleep less also weigh more – if a young person sleeps 9 hours or less per night, 3x more likely to be obese.
- Also, less sleep correlates with higher emotional volatility.

National Sleep Foundation (2013)
What to Do?

- Nap
- Sleep in (a little)
- Establish a Routine
- Kill the Screens
- Use a Mask

http://www.med.umich.edu/yourchild/topics/sleep.htm
5. Assure Positive Nutrition
New Neurons are Made from What You Eat!
Nutrition

- Eat what the students eat in your program/school cafeteria.
- Become a nutritional advocate.
- Teach nutrition to the kids you serve.
Nutrition
Nutrition

Finland

USA
Nutrition

GREECE

USA
Nutrition

ITALY

USA
Nutrition

SOUTH KOREA

USA
Nutrition

SPAIN

USA
Nutrition
Nutrition

FRANCE

USA
Great Brain Foods

Blueberries  Olive Oil
Swiss Chard  Orange Juice
Collard Greens  w/ Zinc
Salmon  Turkey
Spinach  Milk
Concord Grape Juice  Bananas
Brown Rice  Fruits
Hot Cocoa  Vegetables
Almonds & Walnuts  Whole Grains

TranZed Institute
Let’s Be Real...
Why Don’t We Care?

APATHY STOPS CHANGE
6. Constantly Build Social Supports for Students
Build Social Supports (Micro)

A MIND SHAPED BY POVERTY

10 things educators should know

Regenia Rawlinson

TranZed Institute
Measuring Hope

Serotonin and Dopamine levels increase significantly over baseline. Cortisol levels drop significantly under baseline.
Measuring Hope

Serotonin and Dopamine levels increase significantly over baseline.
Cortisol levels drop significantly under baseline.
The Technical Side of Hope

1) Affirmation
2) Prediction of positive outcomes
3) Vision of personalized, compelling possibilities by a believable, respected authority figure

Enhanced brain chemistry supports mood, attention, cognition, memory and even neurogenesis. (Jensen, E. Enriching the Brain (Jossey-Bass, 2006)
The Technical Side of Hope

1) **Affirmation.** Unconditional positive regard unrelated to behavior or program compliance.

> “Frank, great to see you today. I’m glad you could make our appointment today.”
The Technical Side of Hope

2) Prediction of positive outcomes.

“You keep working hard, Frank, and your love of storytelling will get you paid for telling stories. I heard about a volunteer opportunity at the Heritage Museum that would give you some practice…”
The Technical Side of Hope

3) Vision of personalized, compelling possibilities by a believable authority figure.

“Good storytellers like you are in great demand. I could see you working for a newspaper or a television station. You’ll have to keep-up your hard work, but I believe you could tell stories for a career.”
Think of a Specific Client...

1) Affirmation
2) Prediction of positive outcomes
3) Vision of personalized, compelling possibilities by a believable, respected authority figure (i.e., You!)
Think of a Specific Kid...

1) Affirmation
2) Prediction of positive outcomes
3) Vision of personalized, compelling possibilities by a believable, respected authority figure (i.e., You!)
Behaviors and Feelings

- Anger
- Shame
- Disconnected
- Suspicious
- Disorganized
- Chaotic Transitions
- Avoids Challenge
  - Trapped
  - Oppressed
7. Sufficient Time

• **Work to establish consistency** in areas we have discussed today. **With enough consistency over time, the brain WILL change for the better.** It is how the brain is engineered!

• **Defend against trauma.** Trauma is devastating to young brains and a lot of intervention is needed for recovery. Many kids never recover.
Want to keep learning?

3 great websites:

• http://www.nccp.org/
  (National Center for Children in Poverty)

• http://www.childrensdefense.org/
  (Children’s Defense Fund)

• http://nctsn.org
  (National Child Traumatic Stress Network)
frank@kroslearninggroup.com
E-Newsletter

- “Brain Waves”
- Monthly
- FREE!
- ABetter Brain Tip
- Workshops, Seminars, Downloads!
- Cool Tools!
- www.upsidedownorganization.org
Follow Me on Twitter!

@FKros

Article references about the brain for “Adults Helping Kids”
“Every child needs at least one adult who is irrationally crazy about him.”

— U. Bronfenbrenner
Thank You!

*It was a pleasure to be with you today!*  
To learn more about the Transformation Education Institute or to see a complete list of our products and services, you can also check out our website at:  

www.upsidedownorganization.org
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