



**KPAA, NANA'S HOUSE, AND WCMS PTSA PRESENT:**

# **KINDA SALTY?**

**Building a strong relationship with your teenager**

**PILINA `OHANA - FAMILY AND CAREGIVER LEARNING**



# SESSION OVERVIEW

## TONIGHT'S DISCUSSION

Welcoming Activity

Brief Introduction to SEL

The Science behind the Teenage brain

Teenagers IRL (in real life)

Parenting Activity

Everyday Strategies for building strong relationships



# ALOHA & WELCOME!

LET'S PLAY SIMON SAYS! (sort of...)

Please share you name and your thoughts about what we've done.





# SHARED AGREEMENTS

NORMS FOR HOW WE WILL INTERACT WITH EACH OTHER  
& MAKE SURE EVERYONE HAS A CHANCE TO PARTICIPATE.

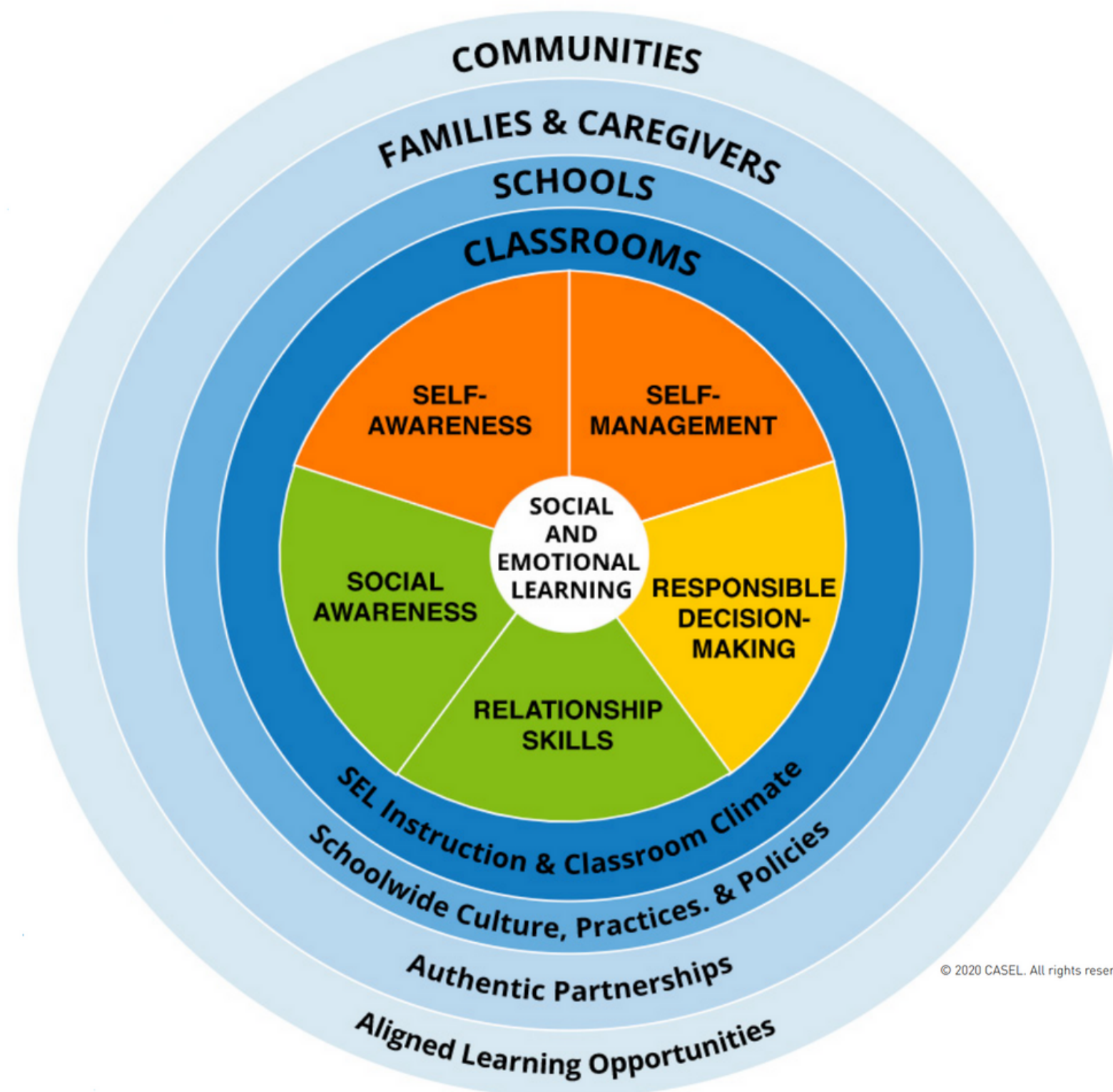
- Engage Fully
- Practice a Growth Mindset
- Be Open to Different Perspectives
- Collect Wisdom (learning leaves, but stories/names stay here)
- Presume Positive Intent
- Listen with the Same Passion with Which You Want to Be Heard
- You are always safe to share.... or to pass



# WHAT IS SOCIAL EMOTIONAL LEARNING?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

# THE 5 SOCIAL EMOTIONAL LEARNING COMPETENCIES



## **SELF-AWARENESS**

Who am I? What am I feeling?

## **SELF-MANAGEMENT**

How do I respond to my feelings?

## **SOCIAL AWARENESS**

Who are we?

## **RELATIONSHIP SKILLS**

How do we connect? How do our feelings relate to each other?

## **RESPONSIBLE DECISION-MAKING**

How do our choices impact each other?

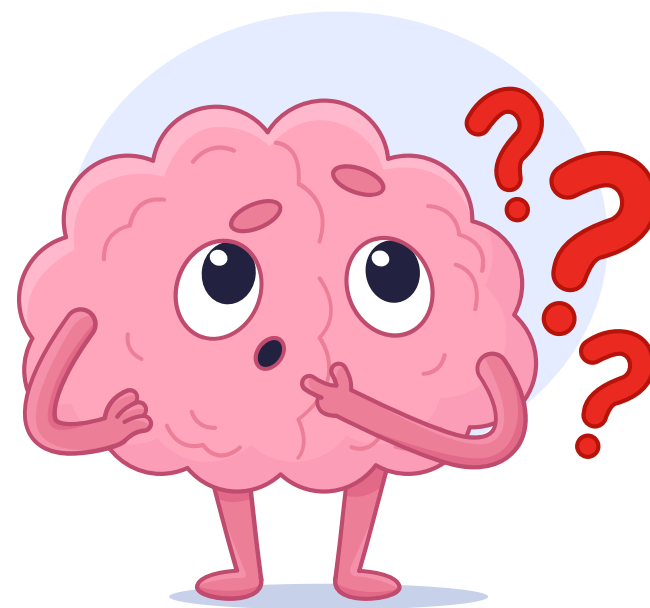
# THE TEENAGE BRAIN

3 MAIN AREAS OF FOCUS

**Brain  
Development**



**Identity**



**Hormones**



# BRAIN DEVELOPMENT

## What the Science Says

- Second-greatest time of brain development
- Executive functioning is developing
- Impulsivity & Risk-taking

## IRL: In Real Life

- Sleeping - a lot!
- Self-control, planning, and self-awareness is hard
- Experience things more powerfully than adults do



# IDENTITY

## What the Science Says

- Teenagers respond differently to the sounds of parents (especially mother's) voices
- Shift from maternal support and more to our group affiliations with peers

## IRL: In Real Life

- Feel like you are asking "Are you ignoring me?"
- Need for constant contact with friends; Finding 'my people'
- Social Media (positive and negative)

# HORMONES

## What the Science Says

- Changes in the secretion of, and baseline levels of neurohormones
- Contains lower levels of serotonin & higher levels of testosterone
- Baseline for dopamine is lower

(Dopamine: feel-good/motivation neurotransmitter)

## IRL: In Real Life

- Increased aggression, angry outbursts, and impulsive behavior
- Intense experiences (Drama, anyone?)
- Mood swings

# REFLECTION ACTIVITY

IDENTIFYING TOOLS IN OUR PARENTING TOOL BOX

## KEEP IT

Identify what our  
parents/caregivers did that  
**helped** us

**THIS IS WORTH PASSING ON**

## TRASH IT

Identify what our  
parents/caregivers did  
that did **NOT** help us

**NEVER WANT TO SEE AGAIN**

# EVERYDAY STRATEGIES

3 strategies that help support building a strong relationship with your teenager



## MODELING

Show how you work through struggle



## "GET INTO THE BOX"

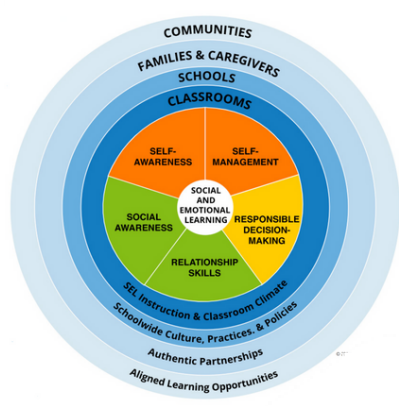
Communicate & Acknowledge



## POSITIVE NORMING

Avoid norming to the negative

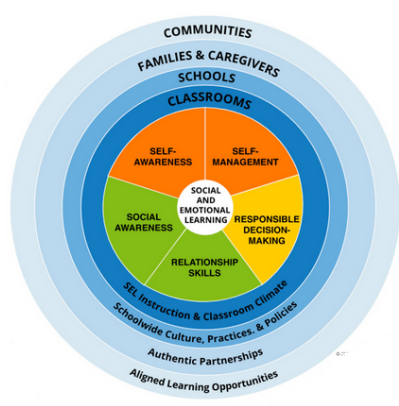




# MODELING

Model regulation and management strategies consistently across your day yourself, especially when you are feeling emotionally dysregulated; this will demonstrate to your teenager that not only is it OK to have challenging feelings, but also there are tangible ways to help manage them.

- **Take Deep Breaths (self-regulate)**
- **"When I get upset I ... to help me feel better."**
- **Co-regulate: Help them get/stay calm by sharing your own calm**

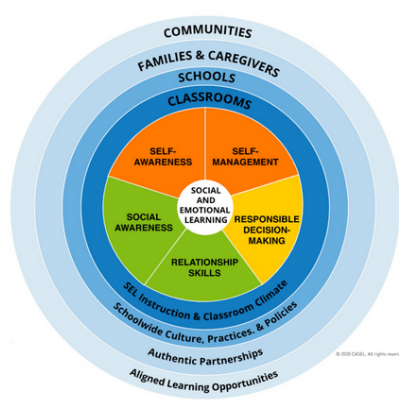


# "GET INTO THE BOX"

Emotional regulation can be a particularly challenging skill for tweens and teens. At this point in their development, they can demonstrate social and emotional changes that may impact their ability to emotionally regulate which can affect grades, executive functioning, and overall health. When physical, academic, social, and peer pressures and fluctuations pile on, many tweens and teens struggle, to the point where they can feel like their lives are out of control.

- Ask: "How does that make you feel?"
- Acknowledge their feelings (without judgement)
- BE in the space with them; Avoid dismissing their experience





# POSITIVE NORMING

We are creatures of habit. Our thoughts produce biochemical reactions in the brain, sending signals to the body, and our bodies begin to feel in similar ways to how we were thinking. We can unconsciously think thoughts that produce feelings, and we can feel our way into similar thoughts that create a continuous cycle of habits of thoughts and feelings. Without intention, our feelings, thoughts, and routines automatically recycle, producing the same behaviors and choices.

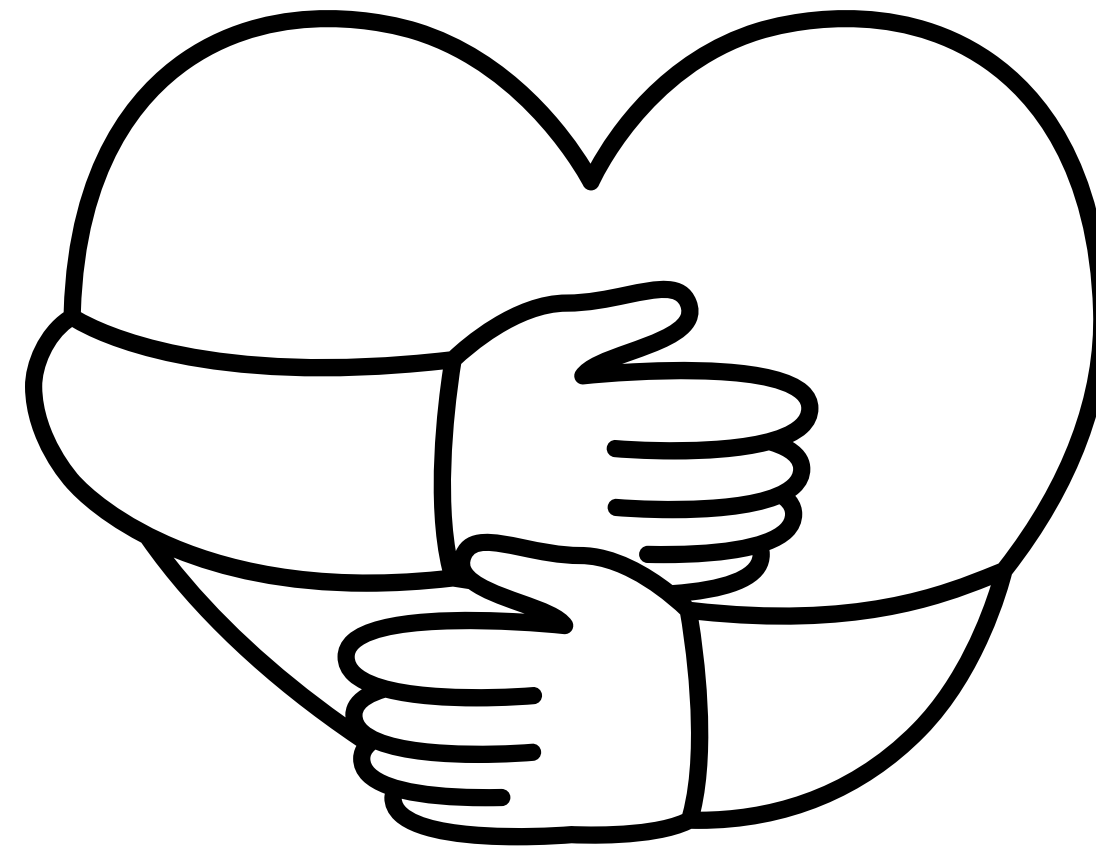
- Reinforce the positive
- Help to re-frame exaggerated or over-identification with peers/social events
- Explicitly name what you want to see/hear (responsible decision-making process)
- Avoid saying "I don't care if.... "



# PUTTING IT ALL TOGETHER

OUR **TEENAGERS** BRAIN WORKS DIFFERENTLY NOW THEN AT ANY OTHER TIME IN THIER LIVES...

We, as parents and caregivers, can help them navigate this challenging time by actively engaging in loving communication & skill-building.





# OPTIMISTIC CLOSURE



- Take a moment and **think** about what you've learned about the teenage brain.
- **Write** 3 things you love about your teenager on the card you've been given.
- When you get home (or in the next 24 hours) **share** your thoughts with them.

*Mahalo!*



# THANK YOU!

**Kelly Dolan Sapp**

This session was sponsored by: KPAA, Nana's House, WCMS PTSA & SSC.

Food provided by: Da Booze Shop, Waimea