

WHAT'S HAPPENING?

My students are so talkative in class. They pay too much attention to their friends and don't engage in the lesson.



Why? During adolescence young people are motivated by their peers.

As students reach adolescence, peer relationships become increasingly important. Adolescents are forming deeper friendships with those in their age group as well as the social, romantic, and professional relationships they will experience in adulthood.



Adolescents are



More sensitive to rewards related to social evaluation, which include feelings of belonging, acceptance, admiration, and respect, particularly from their peers



More motivated to take risks, either positive or negative, when they are aware of the presence of peers



More motivated to engage in activities or behaviors that reflect the shared values and interests of their peers



Social media enables students to feel connected to each other constantly. This continuous awareness of peers influences their emotions and behaviors.



What can you do? As an adult, you aren't powerless.

As adolescents become more independent, they need different types of support from adults. Adults should guide adolescents as they develop the knowledge and skills needed to function independently.

Educators can



Build trusting relationships with students

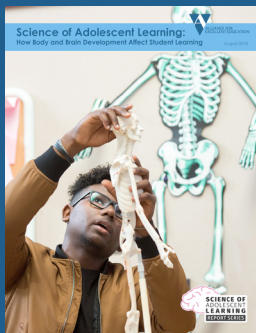


Structure learning to include peer interaction



Identify and build upon students' interests in their learning

SCIENCE OF ADOLESCENT LEARNING (SAL) CONSENSUS STATEMENT REPORT SERIES



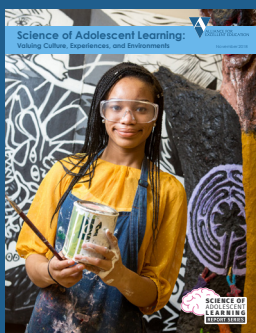
Report 1: How Body and Brain Development Affect Student Learning

Adolescence is a critical window for student learning and development. The first report of the series highlights SAL research and describes the key biological, cognitive, social, and emotional development processes that occur during the adolescent years and their implications for education practice and policy.



Report 2: Risk Taking, Rewards, and Relationships

Supporting adolescent risk taking and relationship building can increase adolescents' motivation to learn and even improve their ability to learn. Using neuroscience, and social and psychological research, the second report of the series highlights how educators and leaders can shift their thinking about adolescent behavior to capitalize on the unique learning opportunities of this developmental stage.



Report 3: Valuing Culture, Experiences, and Environments

Culture and learning environments, inside and outside of school and online, affect the learning opportunities adolescent students experience as well as their development and capacity to learn. The third report explains the growing research about how stress affects learning and how the intersection of school and societal cultures supports or hinders educational outcomes of diverse student populations.

Coming Soon Report 4: How Identity and Empowerment Influence Student Learning

Providing adolescent students with opportunities to shape their own learning experiences supports their identity development and their learning outcomes. The fourth report of the series discusses how in-school and out-of-school contexts nurture or obstruct student voice and agency. The report also highlights neuroscience research for educators and leaders to inform their decisionmaking when designing developmentally appropriate adolescent learning opportunities.

Visit all4ed.org/SAL to learn more about All4Ed's SAL initiative.



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