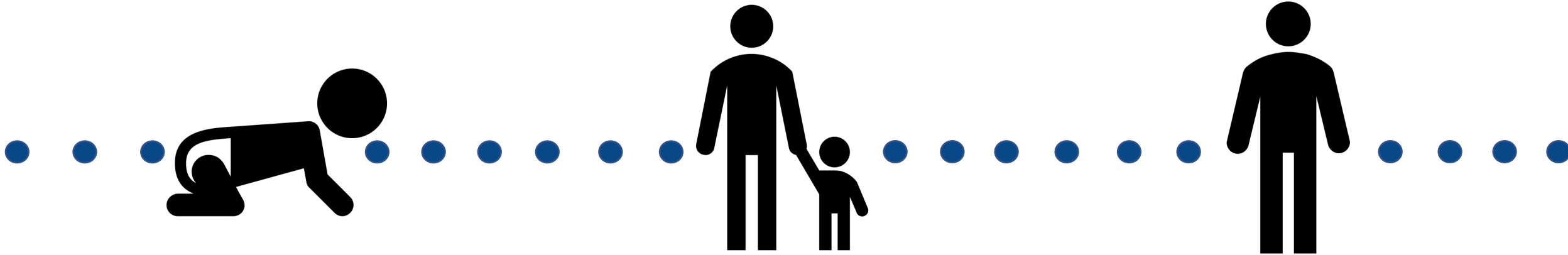


Increasing Agency Throughout Development



People seek and gain agency throughout development. As they become more able to access and interpret the different facets of their environment, they will also attempt to exercise agency within each of those channels. Individuals benefit from support from others in establishing and maintaining agency during all stages of their lives.

Personal Agency – I can do something for myself.

Proxy Agency – I can solicit a representative to do something on my behalf.

Collective Agency – I can work with others to reach a goal.

ALL Learning is Social and Emotional

Adolescents are...

Improving their capacity to understand and engage in complex social interactions

Increasingly sensitive to evaluation from others

Developing the ability to reevaluate their emotional responses to social situations

Shifting behavior based on peer influence and adult presence



Taking on more adult roles and responsibilities

Navigating cultural influences and societal expectations

Understanding themselves and how they fit within larger social contexts

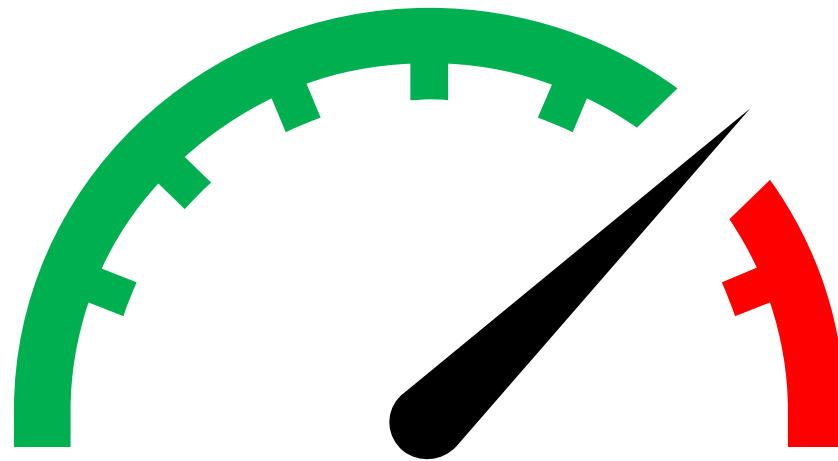
Forming new types of relationships (e.g. romantic, professional, deeper friendships)

Elevated levels of stress can affect the brain negatively and may impede self-regulation and learning.

Stress can alter an individual's capacity to pay attention to stimuli beyond what is causing them stress, remember concepts, and respond appropriately to other social stressors.

While certain stressful or traumatic experiences may affect adolescents uniquely, adolescence also is a period when an individual's resilience in the face of stress strengthens.

Evidence suggests that the adolescent brain may be more vulnerable to the effects of stress due to the development of brain areas and structures involved with learning.



STRESS LEVELS

What is Trauma?

Any disturbing experience that results in significant fear, helplessness, dissociation, confusion, or other disruptive feelings intense enough to have a long-lasting negative effect on a person's attitudes, behavior, and other aspects of functioning.

**Adolescents are learning about who they are in the context of the society they live in.
This includes understanding bias and inequity in relation to their own identities.**



As adolescents develop their own identity, their learning experiences may intentionally or unintentionally “teach” them about the expectations they should have for themselves and how to navigate the world.

Stress from experiencing or witnessing bias, discrimination, or inequity (in addition to the other stress they are experiencing) can lead to hormonal and structural changes that affect students’ abilities to learn.

Social Emotional Learning (SEL)

is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Responsible Decision-Making:

Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

Self-Awareness:

Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset”.

Self-Management:

Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

Social Awareness:

Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

Relationship Skills:

Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

