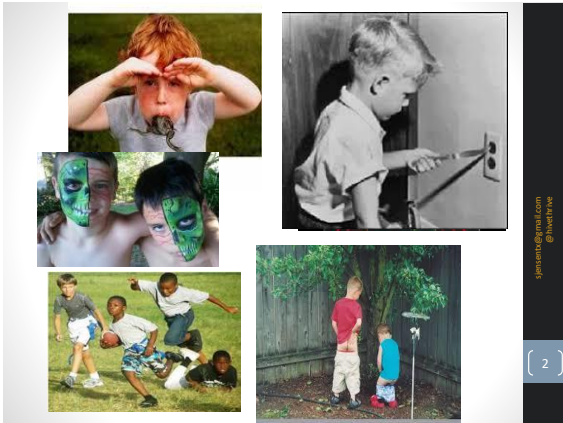


Lost Boys: Closing the Academic Gender Gap

Steph Jensen, LPC

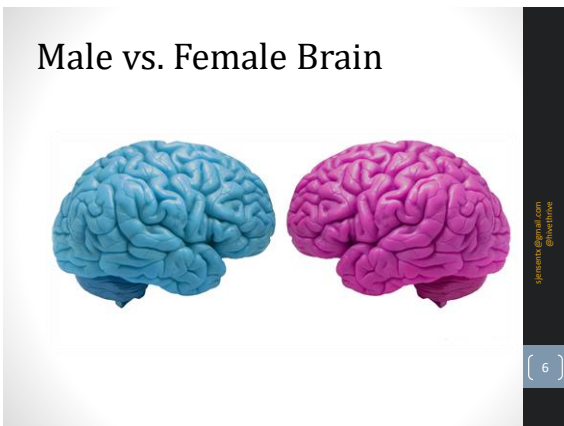
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Male vs. Female Brain



4 Primary Differences



Processing
Chemistry
Structure
Blood Flow



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Processing



Male brains utilize nearly seven times more gray matter for activity while female brains utilize nearly ten times more white matter.

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Gray Matter/White Matter



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Chemistry



Male and female brains process the same neurochemicals but to different degrees and through gender-specific body-brain connections.

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Chemistry



- Dopamine
- Testosterone
- Cortisol

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Chemistry: Testosterone



- Most men produce 6-8 mg of the male hormone testosterone per day, compared to most women who produce 0.5 mg daily, 12 to 16 times more!

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Chemistry: Cortisol



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Physiological changes in the brain from a stressful childhood

- Frequent traumatic events in childhood may cause chemical changes in the brain so the stress-regulation system does not function properly.
- Chemical markers affix themselves to genes that govern the production of stress-hormone receptors in the brain.

Cortisol



- Individuals are less able to distinguish between real and imagined threats.
- May overreact to confrontation or not recognize risky situations.
- This may be mitigated by consistent exposure to stability.

Cortisol



- Small increases in cortisol have a positive effect
- Higher levels have been shown to impact cognitive function. The brain is hijacked and higher order thinking and memory is impaired.

Jacob and Nadel (1985)

THE CONFLICT CYCLE



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Irrational Beliefs

- A unique set of beliefs that is developed based on individual experiences and relationships in childhood, which determine how he/she views him/herself and his/her world.

Automatic Negative Thoughts (ANTS)

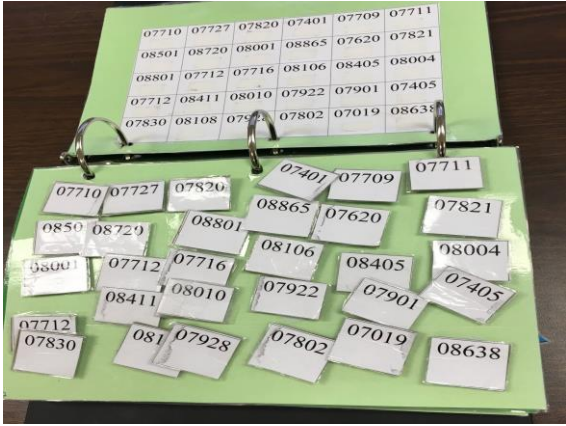
- I'm stupid.
- I'll never be good enough.
- Adults want to make me look stupid.
- I'm worthless.
- I always fail.

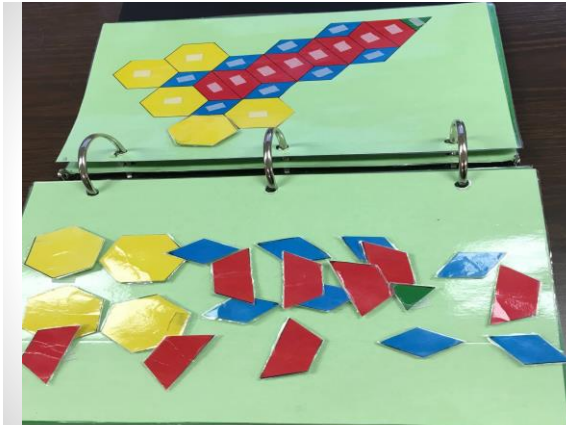
R-A-P

- Relax and Reflect

- Assess

- Plan







Structure



“Structural” differences refers to actual parts of the brain and the way they are built, including their size and/or mass.

28

Structure



The right and left hemispheres of the male and female brains are not set up exactly the same way.

29

Structure



Males often have a larger **amygdala**, the alarm system for threats, fear, danger and pleasure.

30

Structure



The Amygdala and Testosterone: Aggression Nurturance

31

Structure: The Limbic System



- The hippocampus consolidating learning and converts information from working memory to long term storage.
- The amygdala plays an important role in both emotion and long term memory.

32

Blood Flow



The female brain has far more natural blood flow throughout the brain at any given moment as compared to the male brain.

33

Physical Regulation



Patterned, Rhythmic
Repetitive:

- Qigong
- Stretching
- Change of physical position
- Body Scan

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The Male Brain: Hard or Hard-Wired?



- List 2 new insights you gained about the male brain.
- How will a better understanding of the male brain help you be more effective in your work with boys?

35

Boydism: Boys and the Classroom

The number one predictor of a child's success in school is the expectations of the adults.

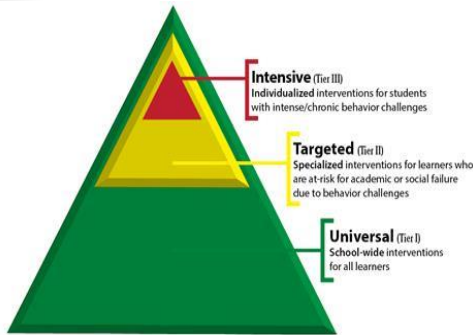
36

The Facts

- 73.4% of school children diagnosed with learning disabilities are boys.
- Boys are 2-3 times more likely to be placed in special education classes than girls.
- Boys make up 80% of school disciplinary referrals.
- Boys are four and a half times more likely to be expelled from preschool.
- 77% of kids expelled from public elementary and secondary schools are boys.
- 80% of children taking Ritalin are boys.
- Boys are 30% more likely to drop out of school than girls.

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Designing School-Wide Strategies



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Pre-Teach

- Procedures
- Explicit Instruction
 - Tell and Show
 - Natural Models

Social Skills-The Great Equalizer

- Validate
- Affirm
- Bridge
 - Edwin Lou Javius
 - javius@edequity.com

(40)

Teaching Social Skills

Students with stronger social emotional skills tend to do better in school. One study of eighth grade students found that a measure of self-discipline—one aspect of social emotional development—was a better predictor of grades, school attendance, and admission into a competitive high school program than even IQ. (Duckworth, Seligman, 2005)

(41)

Teaching Social Skills

Social emotional development can help students graduate from college and land a well-paying job. Children who demonstrate greater social emotional skills as young as kindergarten are more likely to have graduated from college and hold a full-time job 20 years later. Adolescents with these skills earn more as adults.

(Robert Wood Johnson Foundation, 2015)

(42)

Teaching Social Skills

Research shows that children with a stronger social emotional skill set were less likely to experience health problems, struggle with substance abuse, or engage in criminal activity as they got older.

(Moffitt, Arseneault, et al, 2010)

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So Many Skills...So Little Time

- Following Instructions
- Accepting "No"
- Accepting Feedback/Consequence
- Disagreeing
- Staying Calm

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Action Plan

- List three activities you will put into practice tomorrow.
- How will the information you learned today change or improve your approach to working with boys?

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