

age of opportunity lessons from the new science of adolescence

****Age of Opportunity: Lessons from the New Science of Adolescence****

age of opportunity lessons from the new science of adolescence have profoundly reshaped how we understand this critical phase of life. For decades, adolescence was often viewed through a narrow lens—marked by turmoil, rebellion, and confusion. However, recent breakthroughs in neuroscience, psychology, and social science have painted a richer, more hopeful picture. This new science reveals adolescence as a unique window of potential, where the brain's plasticity and social environment combine to create an unparalleled chance for growth, learning, and transformation. Today, these insights offer invaluable lessons for parents, educators, policymakers, and young people themselves.

The Brain's Development: Why Adolescence is a Critical Period

One of the most exciting revelations from the new science of adolescence is the understanding of the adolescent brain. Far from being a fully developed organ, the brain continues to mature well into the mid-20s. This extended period of development is not a flaw but an incredible opportunity.

Neuroplasticity and Learning

During adolescence, the brain exhibits heightened neuroplasticity—the ability to reorganize and form new neural connections. This makes teenagers especially receptive to learning new skills, adapting to challenges, and reshaping habits. It's why language acquisition, problem-solving, and emotional regulation can improve dramatically during this time.

However, this plasticity also means that the adolescent brain is highly sensitive to environmental influences, both positive and negative. Supportive relationships, stimulating education, and safe environments can promote healthy development. Conversely, exposure to chronic stress, trauma, or neglect can disrupt brain architecture and have long-lasting effects.

The Prefrontal Cortex: The Last to Mature

The prefrontal cortex, responsible for decision-making, impulse control, and planning, is among the last brain regions to mature. This explains why adolescents sometimes exhibit risk-taking behaviors—they are biologically wired to seek novelty and reward but have not yet fully developed the executive functions to

evaluate consequences thoroughly.

Understanding this helps adults approach adolescent behavior with empathy rather than frustration. Instead of labeling teenagers as reckless or irresponsible, we can see their actions as part of a natural developmental process and guide them with patience and structure.

Social Connection: The Heart of Adolescent Growth

Another key lesson from the new science of adolescence is the central role of social connection. Adolescents are wired to form strong peer relationships, which play a crucial role in identity formation and emotional well-being.

The Importance of Peer Influence

While peer pressure often gets a bad reputation, it's important to recognize that social influence during adolescence can be a powerful force for good. Positive peer relationships encourage cooperation, empathy, and prosocial behavior. Teens learn social norms, develop self-esteem, and find belonging through their friendships.

Encouraging healthy social groups and mentoring programs can harness this natural inclination toward peer connection and channel it into positive outcomes. It also highlights why exclusion or bullying can be so damaging during these years, as social rejection impacts the adolescent brain profoundly.

Family Support and Autonomy

While peers grow in importance, family remains a vital anchor. The new science teaches us that the best outcomes arise when adolescents experience both supportive family relationships and increasing autonomy. This balance helps young people feel secure while also fostering independence and self-efficacy.

Parents and caregivers can practice open communication, active listening, and collaborative problem-solving to support their teens. Respecting adolescents' growing need for independence while providing guidance creates a safe space for exploration and growth.

Harnessing the Age of Opportunity in Education

Schools and educational programs have a unique role in applying the lessons from adolescent science to

create environments that nurture potential rather than stifle it.

Personalized and Experiential Learning

Given the brain's adaptability during adolescence, personalized learning approaches that engage students' interests and strengths can significantly boost motivation and achievement. Experiential education—learning through doing, real-world problem solving, and collaboration—aligns perfectly with adolescents' developmental needs.

This approach contrasts with traditional rote memorization and standardized testing. When students feel empowered to explore their passions and tackle meaningful challenges, they build critical thinking skills and resilience.

Emotional and Social Learning (SEL)

Incorporating SEL into school curricula addresses the adolescent brain's heightened sensitivity to social and emotional cues. Teaching skills like emotional regulation, empathy, conflict resolution, and stress management equips students to navigate complex social landscapes and improve mental health.

Schools that prioritize SEL create safer, more inclusive communities and reduce behavioral problems. This holistic approach recognizes that academic success is deeply intertwined with emotional well-being.

Implications for Policy and Society

The new science of adolescence also carries important implications beyond individual families and schools, extending into policy and societal structures.

Rethinking Juvenile Justice

Understanding adolescent brain development has prompted calls to reform juvenile justice systems. Since teenagers' decision-making capacities are still evolving, punitive approaches that treat them as fully responsible adults are increasingly criticized. Instead, rehabilitative and restorative justice models that consider developmental science can better support positive trajectories.

Investing in Early Intervention and Support

Because adolescence is a sensitive period for shaping lifelong health, behavior, and achievement, investments in early intervention pay significant dividends. Programs addressing mental health, substance abuse prevention, and educational equity ensure that vulnerable youth receive the support they need to thrive.

Public health initiatives that promote healthy relationships, safe environments, and access to opportunities reflect the understanding that adolescence is truly an age of opportunity.

Practical Tips for Navigating Adolescence Today

Whether you're a parent, teacher, or mentor, embracing the lessons from the new science of adolescence can transform how you relate to young people.

- **Practice patience and empathy:** Recognize that adolescent behavior is often driven by brain development and social needs rather than defiance.
- **Encourage exploration:** Provide safe spaces for teens to try new things, make mistakes, and learn from experience.
- **Build strong relationships:** Foster trust and open communication, showing that you're a reliable supporter through ups and downs.
- **Promote autonomy:** Allow adolescents to make choices appropriate to their age, helping them develop confidence and responsibility.
- **Support social skills:** Encourage teamwork, empathy, and conflict resolution to navigate complex peer dynamics.
- **Be mindful of stress:** Help teens develop coping strategies and seek professional help if needed to manage anxiety or depression.

These strategies align with what the new science of adolescence teaches us: that this phase is not merely a passage to adulthood, but a unique opportunity to lay the foundation for a fulfilling, resilient life.

As we continue to unlock the mysteries of adolescent brain development and social dynamics, the hope is that society will increasingly embrace this age of opportunity—transforming how we support our youth.

and, ultimately, how they thrive.

Frequently Asked Questions

What is the central theme of 'Age of Opportunity: Lessons from the New Science of Adolescence'?

The central theme of 'Age of Opportunity' is that adolescence is a critical period of brain development and opportunity, where investment in young people can lead to significant positive outcomes in their lives and society.

Who is the author of 'Age of Opportunity' and what is their background?

The book 'Age of Opportunity' is written by Laurence Steinberg, a distinguished psychologist and researcher specializing in adolescent development and the neuroscience behind it.

How does the book describe the adolescent brain?

The book explains that the adolescent brain is highly plastic and adaptable, undergoing significant changes that affect decision-making, risk-taking, and social behaviors, making adolescence a unique window for growth and learning.

What lessons does 'Age of Opportunity' offer for parents and educators?

The book advises parents and educators to provide supportive environments, understand the developmental changes in adolescents, and create opportunities that harness their brain's malleability for positive development.

How does 'Age of Opportunity' suggest society should invest in adolescents?

The book advocates for policies and programs that extend adolescence as a period for skill-building, education, and emotional support, emphasizing the long-term benefits of such investments for individuals and communities.

What role does risk-taking play in adolescent development according to the book?

Risk-taking is portrayed as a natural and essential part of adolescent brain development that helps youths learn, explore their identities, and develop independence, though it requires guidance to avoid harmful

outcomes.

Does 'Age of Opportunity' discuss the impact of technology on adolescent development?

Yes, the book touches on how modern technology and social media influence adolescent brains and behaviors, highlighting both challenges and opportunities for fostering healthy development.

What implications does 'Age of Opportunity' have for juvenile justice reform?

The book suggests that understanding adolescent brain development supports more rehabilitative and developmentally appropriate approaches in the juvenile justice system, rather than punitive measures.

Additional Resources

****Age of Opportunity: Lessons from the New Science of Adolescence****

Age of opportunity lessons from the new science of adolescence have transformed the way researchers, educators, and policymakers view the teenage years. Contrary to the outdated stereotype of adolescence as a turbulent period marked solely by risk and rebellion, contemporary science reveals a nuanced portrait of this developmental phase as one rich with potential, plasticity, and profound growth opportunities. Understanding these lessons offers critical insights into how society can better support young people through this dynamic stage, ultimately nurturing healthier, more resilient adults.

The Evolving Scientific Perspective on Adolescence

For decades, adolescence was primarily understood through a deficit lens, emphasizing behavioral problems and emotional instability. However, advances in neuroscience, psychology, and social science have enabled a more comprehensive understanding. The term "age of opportunity" reflects this paradigm shift, acknowledging adolescence as a critical window for brain development and social learning.

The adolescent brain undergoes significant remodeling, especially in regions related to decision-making, emotional regulation, and social cognition. Neuroimaging studies demonstrate that the prefrontal cortex, responsible for executive functions like planning and impulse control, continues developing well into the mid-20s. Meanwhile, the limbic system, which processes emotions and rewards, is highly active during adolescence. This asynchronous development explains much of the risk-taking behavior but also highlights the brain's heightened adaptability during this period.

Neuroplasticity and Potential for Change

One of the most compelling age of opportunity lessons from the new science of adolescence is the concept of neuroplasticity—the brain’s ability to reorganize itself by forming new neural connections. Adolescents have a unique capacity to learn and adapt, making this an optimal time for acquiring new skills, habits, and behaviors.

This plasticity is a double-edged sword. While it allows for rapid learning and emotional growth, it also means that negative experiences—such as trauma, social exclusion, or chronic stress—can have enduring impacts if not addressed properly. This insight calls for environments that provide supportive, stable relationships and opportunities for positive engagement.

Implications for Education and Social Policy

Recognizing adolescence as an age of opportunity has significant implications for educational systems and social policies. Traditional schooling models often emphasize rote learning and standardized testing, neglecting the broader developmental needs of teenagers.

Rethinking Educational Approaches

Age of opportunity lessons from the new science of adolescence suggest that education should leverage adolescents’ heightened sensitivity to social and emotional stimuli. Curriculums that incorporate social-emotional learning (SEL), project-based learning, and real-world problem-solving can better engage students and foster critical thinking.

Moreover, flexibility in schooling—such as later start times to accommodate adolescents’ natural sleep patterns—aligns with scientific findings on circadian rhythm shifts during puberty. Studies have shown that schools adopting later start times report improvements in attendance, academic performance, and mental health.

Supporting Mental Health and Well-being

Adolescence is also a period of increased vulnerability to mental health disorders, including depression and anxiety. The new science underscores the importance of early intervention and prevention strategies tailored to this developmental stage.

Integrating mental health services within schools and communities can provide critical support. Programs

that promote resilience, coping skills, and peer support networks help mitigate risks and empower adolescents to navigate challenges effectively.

Social and Environmental Influences

Beyond biology, age of opportunity lessons from the new science of adolescence highlight the pivotal role of social and environmental factors in shaping outcomes. Family dynamics, peer relationships, community resources, and cultural contexts all interact with neurodevelopmental processes.

The Power of Positive Relationships

Strong, supportive relationships with parents, mentors, and peers are consistently linked with better academic achievement, emotional regulation, and reduced substance use. Adolescents thrive when they experience trust and validation from key adults, enabling them to explore their identities safely.

Community and Opportunity Structures

Access to extracurricular activities, safe recreational spaces, and vocational training expands adolescents' horizons and builds competencies. Conversely, socio-economic disadvantage and exposure to violence can exacerbate stress responses in the developing brain, underscoring the need for equitable resource distribution.

Balancing Risk and Reward

Adolescents' propensity for risk-taking has often been viewed negatively, yet the new science reframes this behavior as an essential mechanism for learning and independence-building. Risk-taking allows exploration and innovation, vital for personal growth.

Understanding this balance helps in designing interventions that do not simply restrict risk but channel it into constructive experiences, such as sports, arts, or entrepreneurship. Encouraging calculated risks within supportive frameworks nurtures autonomy and resilience.

Technology and Adolescence

In the digital age, adolescents' social environments extend into virtual spaces. The new science of adolescence must consider how technology shapes brain development and socialization. While digital platforms offer opportunities for connection and learning, they also pose risks related to cyberbullying, misinformation, and screen overuse.

Strategies to promote digital literacy and healthy online habits are essential components of harnessing the age of opportunity in modern contexts.

Future Directions in Research and Practice

The scientific community continues to uncover the complex interplay of genetics, environment, and experience in adolescent development. Longitudinal studies and interdisciplinary approaches are critical for refining our understanding and informing policy.

Emerging research into adolescent sleep patterns, hormonal influences, and cultural variability offers promising avenues for tailored interventions. The integration of adolescent voices in research design and policy-making also enhances relevance and effectiveness.

Ultimately, embracing the age of opportunity lessons from the new science of adolescence enables a shift from managing problems to fostering potential. This perspective advocates for investments in early support systems, inclusive education, and community engagement that recognize adolescence not as a period to merely endure but as a pivotal stage to embrace and empower.

[Age Of Opportunity Lessons From The New Science Of Adolescence](#)

age of opportunity lessons from the new science of adolescence: *Age of Opportunity* Laurence D. Steinberg, 2014 The world's leading authority on adolescence presents original new research that explains, as no one has before, how this stage of life has changed and how to steer teenagers through its risks and toward its rewards.

age of opportunity lessons from the new science of adolescence: The Make-or-Break Year Emily Krone Phillips, 2019-01-08 A Washington Post Bestseller An entirely fresh approach to ending the high school dropout crisis is revealed in this groundbreaking chronicle of unprecedented transformation in a city notorious for its failing schools In eighth grade, Eric thought he was going places. But by his second semester of freshman year at Hancock High, his D's in Environmental Science and French, plus an F in Mr. Castillo's Honors Algebra class, might have suggested otherwise. Research shows that students with more than one semester F during their freshman year are very unlikely to graduate. If Eric had attended Hancock—or any number of Chicago's public high schools—just a decade earlier, chances are good he would have dropped out. Instead, Hancock's new way of responding to failing grades, missed homework, and other red flags made it possible for Eric to get back on track. The Make-or-Break Year is the largely untold story of how a simple idea—that

reorganizing schools to get students through the treacherous transitions of freshman year greatly increases the odds of those students graduating—changed the course of two Chicago high schools, an entire school system, and thousands of lives. Marshaling groundbreaking research on the teenage brain, peer relationships, and academic performance, journalist turned communications expert Emily Krone Phillips details the emergence of Freshman OnTrack, a program-cum-movement that is translating knowledge into action—and revolutionizing how teachers grade, mete out discipline, and provide social, emotional, and academic support to their students. This vivid description of real change in a faulty system will captivate anyone who cares about improving our nation's schools; it will inspire educators and families to reimagine their relationships with students like Eric, and others whose stories affirm the pivotal nature of ninth grade for all young people. In a moment of relentless focus on what doesn't work in education and the public sphere, Phillips's dramatic account examines what does.

age of opportunity lessons from the new science of adolescence: Learning Under the Lens Annemaree Carroll, Ross Cunningham, Annita Nugent, 2020-12-01 Learning Under the Lens: Applying Findings from the Science of Learning to the Classroom highlights the innovative approach being undertaken by researchers from the disparate fields of neuroscience, education and psychology working together to gain a better understanding of how we learn, and its potential to impact student learning outcomes. The book is structured in four parts: 'Science of learning: a policy perspective' sets the scene for this emerging field of research; 'Self regulation of learning' and 'Technology and learning' feature findings by eminent international and national researchers in the field and provides an insight into some of the innovative research illustrating the depth, breadth and multi-disciplinarity of the research; and 'Research translation' focuses on the scaled-up implementation of research findings in authentic learning settings, and showcases research findings which are having impact in learning environments. This fascinating book is intended as a reference tool to create awareness among researchers, policy makers, and education practitioners of the research being undertaken in the science of learning field and its potential to impact student learning outcomes.

age of opportunity lessons from the new science of adolescence: Sleep Science Hawley Montgomery-Downs, 2020-05-07 Sleep Science is a broad, advanced introduction to the subject of sleep and sleep disorders. Each chapter follows a consistent layout and is authored by a subject matter expert who also teaches undergraduate students in the classroom and/or mentors these students in their sleep laboratory.

age of opportunity lessons from the new science of adolescence: The Teen Library Internship Handbook Diane P. Tuccillo, 2021-10-17 Teen library internships are becoming increasingly common in both school and public libraries. Librarians seeking guidance on how to launch or grow their teen internships will find help in this practical handbook. They will discover: Rationales and helpful advice for providing support and funding for meaningful internship opportunities. Shining examples that can be emulated and adapted in other library settings that comprise the book's central focus. Testimonials by interns, librarians and library staff, and other adults who have worked with employed teens that will enhance points, give insights, and generate enthusiasm. Step-by-step plans for creating tailor-made teen library internship handbooks that can be used by teen interns, library staff, and others who are taking part in training, evaluating, and teamwork during internships in each unique setting. Advice on how to gain feedback and assess outcomes to make internships more relevant and valuable. Ways and means to adapt internship experiences during times of pandemics or other emergencies. A path to promoting innovative youth participation that will help teens to meaningfully develop knowledge and skills for their futures while encouraging them to become dedicated library users and supporters into adulthood. By providing this new way of encouraging youth participation, libraries can help teens to meaningfully develop knowledge and skills for their futures while encouraging them to become dedicated library users and supporters into adulthood.

age of opportunity lessons from the new science of adolescence: How to Improve

Neuroscience Education for the Public and for a Multi-Professional Audience in Different Parts of the Globe Analía Arévalo, Guilherme Lepski, Valeria Abusamra, 2022-08-18

age of opportunity lessons from the new science of adolescence: The Age of Culpability Gideon Yaffe, 2018-03-15 Why be lenient towards children who commit crimes? Reflection on the grounds for such leniency is the entry point into the development, in this book, of a theory of the nature of criminal responsibility and desert of punishment for crime. Gideon Yaffe argues that child criminals are owed lesser punishments than adults thanks not to their psychological, behavioural, or neural immaturity but, instead, because they are denied the vote. This conclusion is reached through accounts of the nature of criminal culpability, desert for wrongdoing, strength of legal reasons, and what it is to have a say over the law. The centrepiece of this discussion is the theory of criminal culpability. To be criminally culpable is for one's criminal act to manifest a failure to grant sufficient weight to the legal reasons to refrain. The stronger the legal reasons, then, the greater the criminal culpability. Those who lack a say over the law, it is argued, have weaker legal reasons to refrain from crime than those who have a say. They are therefore reduced in criminal culpability and deserve lesser punishment for their crimes. Children are owed leniency, then, because of the political meaning of age rather than because of its psychological meaning. This position has implications for criminal justice policy, with respect to, among other things, the interrogation of children suspected of crimes and the enfranchisement of adult felons.

age of opportunity lessons from the new science of adolescence: The Development of Community Engagement from Infancy to Adulthood Susan Henney, Justin Hackett, 2019-05-07 The Development of Community Engagement from Infancy to Adulthood uses a developmental perspective to trace how individuals develop the cognitive, behavioral, emotional, and moral capacity to be actively engaged in their communities. It also provides an analysis of the role of volunteerism and civic engagement in an era of social division, shrinking budgets, and shrinking services. In order to support childhood and adolescent volunteerism, we must understand how children become adults who volunteer a lot, sometimes, or not at all. This book describes the development of volunteerism from theoretical, empirical, and practical viewpoints, starting from the earliest development of empathy, through the social institutions that help shape us, to adolescence and young adulthood. It concludes with an analysis of modern ways to engage young citizens in social action. In doing so it addresses the key question – how can we encourage and support the development of the behaviors, belief systems, and ecologies that will lead to volunteerism and community involvement in our citizens? With fresh and thought-provoking arguments and insights, this book will be of interest to all academics and students working within the fields of social work, social services, volunteer management, applied social psychology, community psychology, service learning, and sociology, as well as non-profit personnel and activists.

age of opportunity lessons from the new science of adolescence: The Teen Interpreter Terri Apter, 2022-03-29 The Teen Interpreter is a generous roadmap for enjoying the most challenging, and rewarding, parenting years. Once children hit adolescence, it seems as if overnight “I love you” becomes “leave me alone,” and any question from a parent can be dismissed with one word: “fine.” But while they may not show it, teenagers rely on their parents’ curiosity, delight, and connection to guide them through this period of exuberant growth as they navigate complex changes to their bodies, their thought processes, their social world, and their self-image. In The Teen Interpreter, psychologist Terri Apter looks into teens’ minds—minds that are experiencing powerful new emotions and awareness of the world around them—to show how parents can revitalize their relationship with their children. She illuminates the rapid neurological developments of a teen’s brain, along with their new, complex emotions, and offers strategies for disciplining unsafe actions constructively and empathetically. Apter includes up-to-the moment case studies that shed light on the anxieties and vulnerabilities that today’s teens face, and she thoughtfully explores the positives and pitfalls of social media. With perceptive conversation exercises that synthesize research from more than thirty years in the field, Apter illustrates how teens signal their changing needs and identities—and how parents can interpret these signals and see the world through their teens’ eyes.

The Teen Interpreter is a generous roadmap for enjoying the most challenging, and rewarding, parenting years.

age of opportunity lessons from the new science of adolescence: The Breakthrough Years Ellen Galinsky, 2024-03-26 Blending cutting-edge research with engaging storytelling, *The Breakthrough Years* offers readers a paradigm-shifting comprehensive understanding of adolescence. "Just wait until they're a teenager!" Many parents of newborns have heard this warning about the stressful phase that's to come. But what if it doesn't have to be that way? Child development expert Ellen Galinsky challenges widely held assumptions about adolescents and offers new ways for parents and others to better understand and interact with them in a way that helps them thrive. By combining the latest research on cognitive neuroscience with an unprecedented and extensive set of studies of young people nine through nineteen and their families, Galinsky reveals, among other things, that adolescents don't want to separate completely from their parents but seek a different type of relationship; that they want to be helpers rather than be helped; and that social media can become a positive influence for teens. Galinsky's Shared Solutions framework and Possibilities Mindset show you how to turn daily conflicts into opportunities for problem-solving where both teens and parents feel listened to and respected; how to encourage positive risk-taking in your child like standing up for themselves, making new friends, and helping their communities; and how to promote five essential executive function-based skills that can help them succeed now and in the future. *The Breakthrough Years* recasts adolescence as a time of possibility for teens and adults, offering breakthrough opportunities for connection.

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concerning crime, its causes, and its control. Contents include Robert D. Crutchfield on the complex interactions among race, social class, and crime; Cassia Spohn on race, crime, and punishment in America; Marianne van Ooijen and Edward Kleemans on the “Dutch model” of drug policy; Beau Kilmer, Peter Reuter, and Luca Giommoni on cross-national and comparative knowledge about drug use and control drugs; Michael Tonry on federal sentencing policy since 1984; Kathryn Monahan, Laurence Steinberg, and Alex R. Piquero on the growing influence of bioscience and developmental psychology on juvenile justice policy and practice; Cheryl Lero Jonson and Francis T. Cullen on prisoner reentry programs; James P. Lynch and Lynn A. Addington on cultural changes in tolerance of violence and their effects on crime statistics; Brandon C. Welsh, David P. Farrington, and B. Raffan Gowan on benefit-cost analysis of crime prevention; Torbjorn Skardhamar, Jukka Savolainen, Kjersti N. Aase, and Torkild H. Lyngstad on the effects of marriage on criminality; and John MacDonald on the effects on crime rates and patterns of urban design and development.

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age of opportunity lessons from the new science of adolescence: *Developing Positive Classroom Environments* Beth Sagers, 2020-07-16 The middle years of learning are increasingly recognised as one of the most challenging yet opportune periods for growth and development. Based on the Positive Behaviour Support (PBS) framework, this book will equip educators with the

appropriate knowledge, skills and strategies to support learners in maximising their educational success, managing emotional issues and making a successful transition to adulthood. Part A outlines the principles of the PBS framework, defines key characteristics of middle-years learners and provides insight from neuroscience into the nature of the adolescent brain. This section also looks at the importance of listening to the student voice, highlights issues that can arise during the transition into the middle years of schooling, and discusses the use of evidence-based PBS practices to encourage engagement and establish clear behavioural expectations with learners. Part B focuses on the practical aspects of implementing universal PBS strategies in the classroom, including developing strong and effective relationships with students, promoting school connectedness and supporting self-regulation. Part C examines more focused and intensive interventions, and provides strategies for working with students experiencing stress, anxiety and bullying. Finally, Part D discusses ways to support a range of perspectives and experiences in the middle-years, including trauma-affected students, ethnic and cultural diversity and students on the autism spectrum, as well as ways to use ICT to re-engage vulnerable students. This is an essential reference for both primary and secondary educators, revealing how PBS strategies can play a profound role in positively transforming classroom behaviour.

age of opportunity lessons from the new science of adolescence: *Self-Reg* Dr. Stuart Shanker, 2016-06-21 There's no such thing as a bad kid. That's what a lifetime of experience has taught Dr. Stuart Shanker. No matter how difficult, out of control, distracted, or exhausted a child might seem, there's a way forward: self-regulation. Overturning decades of conventional wisdom, this radical new technique allows children and the adults who care for them to regain their composure and peace of mind. *Self-Reg* is a groundbreaking book that presents an entirely new understanding of your child's emotions and behavior and a practical guide for parents to help their kids engage calmly and successfully in learning and life. Grounded in decades of research and working with children and parents by Dr. Shanker, *Self-Reg* realigns the power of the parent-child relationship for positive change. Self-regulation is the nervous system's way of responding to stress. We are seeing a generation of children and teens with excessively high levels of stress, and, as a result, an explosion of emotional, social, learning, behavior, and physical health problems. But few parents recognize the "hidden stressors" that their children are struggling with: physiological as well as social and emotional. An entrenched view of child rearing sees our children as lacking self-control or willpower, but the real basis for these problems lies in excessive stress. Self-regulation can dramatically improve a child's mood, attention, and concentration. It can help children to feel empathy, and to cultivate the sorts of virtues that most parents know are vital for their child's long-term wellbeing. Self-regulation brings about profound and lasting transformation that continues throughout life. Dr. Shanker translates decades of his findings from working with children into practical, prescriptive advice for parents, giving them concrete ways to develop their self-regulation skills and teach their children to do the same and engage successfully with life for optimal learning, social, and emotional growth.

age of opportunity lessons from the new science of adolescence: *Why Children Follow Rules* Tom R. Tyler, Rick Trinkner, 2017 Legal socialization is the process by which children and adolescents acquire their law related values, attitudes, and reasoning capacities. Such values and attitudes, in particular legitimacy, underlie the ability and willingness to consent to laws and defer to legal authorities that make legitimacy based legal systems possible. By age eighteen a person's orientation toward law is largely established, yet legal scholarship has largely ignored this process in favor of studying adults and their relationship to the law. *Why Children Follow Rules* focuses upon legal socialization outlining what is known about the process across three related, but distinct, contexts: the family, the school, and the juvenile justice system. Throughout, Tom Tyler and Rick Trinkner emphasize the degree to which individuals develop their orientations toward law and legal authority upon values connected to responsibility and obligation as opposed to fear of punishment. They argue that authorities can act in ways that internalize legal values and promote supportive attitudes. In particular, consensual legal authority is linked to three issues: how authorities make

decisions, how they treat people, and whether they recognize the boundaries of their authority. When individuals experience authority that is fair, respectful, and aware of the limits of power, they are more likely to consent and follow directives. Despite clear evidence showing the benefits of consensual authority, strong pressures and popular support for the exercise of authority based on dominance and force persist in America's families, schools, and within the juvenile justice system. As the currently low levels of public trust and confidence in the police, the courts, and the law undermine the effectiveness of our legal system, Tom Tyler and Rick Trinkner point to alternative way to foster the popular legitimacy of the law in an era of mistrust.

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