

Intersection Content Example

Areas: Psychology, Education, Development

Content: "Beautiful Brains" by David Dobbs (National Geographic, October 2011)

General: Intersection content examples provide samples of course content from a program or discipline with suggestions about how one or more insights from the Lutheran (and, more broadly, the entire Christian faith) perspective can inform that content.

Good instructional methods are always a part of effective teaching. But the examples do not provide a formula or recipe, and their use is not about some particular teaching method, a set of criteria, or a list of rubrics for "the right Lutheran or Christian" instructional solution. (Such an approach would put us, as Lutherans say, "under the Law rather than grace.") The examples do indicate opportunities where the instructor and student can explore and apply specific themes related to the Gospel and a biblical world view as these may relate to course content.

To use the example, simply scan or read it for content and the featured intersections. Doing so will help acquaint you with direct and indirect ways by which the instructor can carry over some of these ideas into her or his own course work. For further background on the Lutheran tradition, see the materials at <http://twokingdoms.cune.edu/> under the menu tabs for the Grad Programs, the Lutheran Tradition, and the About page. For additional content ideas see the tabs for Content Areas and for Resources.

This popularized yet well-written article can be read as a response to our two other readings, "Teen Brain Hard at Work" and "The Myth of the Teen Brain." The author has checked several valid sources and weighs in on the topic with some reasonable views. Inserted are some instructor notes along the way, adding some points of dispute and asking some additional "bigger picture" questions. Consider these and some of your own points of agreement and disagreement as you read.

Beautiful Brains by David Dobbs (National Geographic, October 2011)

Moody. Impulsive. Maddening. Why do teenagers act the way they do? Viewed through the eyes of evolution, their most exasperating traits may be the key to success as adults.

Although you know your teenager takes some chances, it can be a shock to hear about them.

One fine May morning not long ago my oldest son, 17 at the time, phoned to tell me that he had just spent a couple hours at the state police barracks. Apparently he had been driving "a little fast." What, I asked, was "a little fast"? Turns out this product of my genes and loving care, the boy-man I had swaddled, coddled, cooed at, and then pushed and pulled to the brink of manhood, had been flying down the highway at 113 miles an hour.

"That's more than a little fast," I said.

He agreed. In fact, he sounded somber and contrite. He did not object when I told him he'd have to pay the fines and probably for a lawyer. He did not argue when I pointed out that if anything happens at that speed—a dog in the road, a blown tire, a sneeze—he dies. He was in fact almost irritatingly reasonable. He even proffered that the cop did the right thing in stopping him, for, as he put it, "We can't all go around doing 113."

He did, however, object to one thing. He didn't like it that one of the several citations he received was for reckless driving.

"Well," I huffed, sensing an opportunity to finally yell at him, "what would you call it?"

"It's just not accurate," he said calmly. "'Reckless' sounds like you're not paying attention. But I was. I made a deliberate point of doing this on an empty stretch of dry interstate, in broad daylight, with good sight lines and no traffic. I mean, I wasn't just gunning the thing. I was driving.

"I guess that's what I want you to know. If it makes you feel any better, I was really focused."

Actually, it did make me feel better. That bothered me, for I didn't understand why. Now I do.

My son's high-speed adventure raised the question long asked by people who have pondered the class of humans we call teenagers: What on Earth was he doing? Parents often phrase this question more colorfully. Scientists put it more coolly. They ask, What can explain this behavior? But even that is just another way of wondering, What is wrong with these kids? Why do they act this way? The question passes judgment even as it inquires.

Through the ages, most answers have cited dark forces that uniquely affect the teen. Aristotle concluded more than 2,300 years ago that "the young are heated by Nature as drunken men by wine." A shepherd in William Shakespeare's *The Winter's Tale* wishes "there were no age between ten and three-and-twenty, or that youth would sleep out the rest; for there is nothing in the between but getting wenches with child, wronging the ancientry, stealing, fighting." His lament colors most modern scientific inquiries as well. G. Stanley Hall, who formalized adolescent studies with his 1904 *Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education*, believed this period of "storm and stress" replicated earlier, less civilized stages of human development. Freud saw adolescence as an expression of torturous psychosexual conflict; Erik Erikson, as the most tumultuous of life's several identity crises. Adolescence: always a problem.

Such thinking carried into the late 20th century, when researchers developed brain-imaging technology that enabled them to see the teen brain in enough detail to track both its physical development and its patterns of activity. These imaging tools offered a new way to ask the same question—What's wrong with these kids?—and revealed an answer that surprised almost everyone. Our brains, it turned out, take much longer to develop than we had thought. This revelation suggested both a simplistic, unflattering explanation for teens' maddening behavior—and a more complex, affirmative explanation as well.

Note 1: Brain imaging is standard procedure now and tells us a lot about “what”: what structures and regions are active and correspond to which behaviors, when structures and networks develop, etc. But brain imaging does not tell us much about what these observations mean.

For example, in the 1990s much was written about certain differences between the male and female brain. The female corpus collosum (the structure that joins the two hemispheres) is more neurologically complex than is the male.

But we still don't know what, if anything, this may mean about male and female behavior differences, and the literature has decreased on this once popular topic. What can teen brain images tell us and not tell us about their behavior—and what is left to our interpretation?

And what sources or perspectives should guide an interpretation? For example, the Biblical narrative begins with “God created humankind in his own image, in the image of God he created them, male and female he created them.” (Gen. 1:27) Current social issues generate much attention but less consistency about male and female sameness and difference. Does the ancient Biblical text apply to these issues? Are other sources now available and normative? If so, why those sources?

Adolescents are constantly exposed to these issues, yet their brain development may impede or truncate

The first full series of scans of the developing adolescent brain—a National Institutes of Health (NIH) project that studied over a hundred young people as they grew up during the 1990s—showed that our brains undergo a massive reorganization between our 12th and 25th years. The brain doesn't actually grow very much during this period. It has already reached 90 percent of its full size by the time a person is six, and a thickening skull accounts for most head growth afterward. But as we move through adolescence, the brain undergoes extensive remodeling, resembling a network and wiring upgrade.

For starters, the brain's axons—the long nerve fibers that neurons use to send signals to other neurons—become gradually more insulated with a fatty substance called myelin (the brain's white matter), eventually boosting the axons' transmission speed up to a hundred times. Meanwhile, dendrites, the branchlike extensions that neurons use to receive signals from nearby axons, grow twiggy, and the most heavily used synapses—the little chemical junctures across which axons and dendrites pass notes—grow richer and stronger. At the same time, synapses that see little use begin to wither. This synaptic pruning, as it is called, causes the brain's cortex—the outer layer of gray matter where we do much of our conscious and complicated thinking—to become thinner but more efficient. Taken together, these changes make the entire brain a much faster and more sophisticated organ.

This process of maturation, once thought to be largely finished by elementary school, continues throughout adolescence. Imaging work done since the 1990s shows that these physical changes move in a slow wave from the brain's rear to its front, from areas close to the brain stem that look after older and more behaviorally basic functions, such as vision, movement, and fundamental processing, to the

evolutionarily newer and more complicated thinking areas up front. The corpus callosum, which connects the brain's left and right hemispheres and carries traffic essential to many advanced brain functions, steadily thickens. Stronger links also develop between the hippocampus, a sort of memory directory, and frontal areas that set goals and weigh different agendas; as a result, we get better at integrating memory and experience into our decisions. At the same time, the frontal areas develop greater speed and richer connections, allowing us to generate and weigh far more variables and agendas than before.

When this development proceeds normally, we get better at balancing impulse, desire, goals, self-interest, rules, ethics, and even altruism, generating behavior that is more complex and, sometimes at least, more sensible. But at times, and especially at first, the brain does this work clumsily. It's hard to get all those new cogs to mesh.

Beatriz Luna, a University of Pittsburgh professor of psychiatry who uses neuro-imaging to study the teen brain, used a simple test that illustrates this learning curve. Luna scanned the brains of children, teens, and twentysomethings while they performed an anti-saccade task, a sort of eyes-only video game where you have to stop yourself from looking at a suddenly appearing light. You view a screen on which the red crosshairs at the center occasionally disappear just as a light flickers elsewhere on the screen. Your instructions are to not look at the light and instead to look in the opposite direction. A sensor detects any eye movement. It's a tough assignment, since flickering lights naturally draw our attention. To succeed, you must override both a normal impulse to attend to new information and curiosity about something forbidden. Brain geeks call this response inhibition.

Ten-year-olds stink at it, failing about 45 percent of the time. Teens do much better. In fact, by age 15 they can score as well as adults if they're motivated, resisting temptation about 70 to 80 percent of the time. What Luna found most interesting, however, was not those scores. It was the brain scans she took while people took the test. Compared with adults, teens tended to make less use of brain regions that monitor performance, spot errors, plan, and stay focused—areas the adults seemed to bring online automatically. This let the adults use a variety of brain resources and better resist temptation, while the teens used those areas less often and more readily gave in to the impulse to look at the flickering light—just as they're more likely to look away from the road to read a text message.

Note 2: Media creators and advertisers now exploit this visual perception function of the brain constantly (and, for some of us, annoyingly). The rapid-fire series of images used on TV, videos, and the internet take advantage of our feature detector neurons wired and pre-set to respond and draw our attention to what is flickering and changing, like frogs noticing flies. Point of application: if you are a presenter for adolescents (a teacher, for ex.) what kind of attention span should you expect of a 13-year-old and how will this influence your practice?

If offered an extra reward, however, teens showed they could push those executive regions to work harder, improving their scores. And by age 20, their brains respond to this task much as the adults' do. Luna suspects the improvement comes as richer networks and faster connections make the executive region more effective.

These studies help explain why teens behave with such vexing inconsistency: beguiling at breakfast, disgusting at dinner; masterful on Monday, sleepwalking on Saturday. Along with lacking experience generally, they're still learning to use their brain's new networks. Stress, fatigue, or challenges can cause

a misfire. Abigail Baird, a Vassar psychologist who studies teens, calls this neural gawkiness—an equivalent to the physical awkwardness teens sometimes display while mastering their growing bodies.

The slow and uneven developmental arc revealed by these imaging studies offers an alluringly pithy explanation for why teens may do stupid things like drive at 113 miles an hour, aggrieve their ancestry, and get people (or get gotten) with child: They act that way because their brains aren't done! You can see it right there in the scans!

This view, as titles from the explosion of scientific papers and popular articles about the "teen brain" put it, presents adolescents as "works in progress" whose "immature brains" lead some to question whether they are in a state "akin to mental retardation."

The story you're reading right now, however, tells a different scientific tale about the teen brain. Over the past five years or so, even as the work-in-progress story spread into our culture, the discipline of adolescent brain studies learned to do some more-complex thinking of its own. A few researchers began to view recent brain and genetic findings in a brighter, more flattering light, one distinctly colored by evolutionary theory. The resulting account of the adolescent brain—call it the adaptive-adolescent story—casts the teen less as a rough draft than as an exquisitely sensitive, highly adaptable creature wired almost perfectly for the job of moving from the safety of home into the complicated world outside.

This view will likely sit better with teens. More important, it sits better with biology's most fundamental principle, that of natural selection. Selection is hell on dysfunctional traits. If adolescence is essentially a collection of them—angst, idiocy, and haste; impulsiveness, selfishness, and reckless bumbling—then how did those traits survive selection? They couldn't—not if they were the period's most fundamental or consequential features.

The answer is that those troublesome traits don't really characterize adolescence; they're just what we notice most because they annoy us or put our children in danger. As B. J. Casey, a neuroscientist at Weill Cornell Medical College who has spent nearly a decade applying brain and genetic studies to our understanding of adolescence, puts it, "We're so used to seeing adolescence as a problem. But the more we learn about what really makes this period unique, the more adolescence starts to seem like a highly functional, even adaptive period. It's exactly what you'd need to do the things you have to do then."

To see past the distracting, dopey teenager and glimpse the adaptive adolescent within, we should look not at specific, sometimes startling, behaviors, such as skateboarding down stairways or dating fast company, but at the broader traits that underlie those acts.

Let's start with the teen's love of the thrill. We all like new and exciting things, but we never value them more highly than we do during adolescence. Here we hit a high in what behavioral scientists call sensation seeking: the hunt for the neural buzz, the jolt of the unusual or unexpected.

Seeking sensation isn't necessarily impulsive. You might plan a sensation-seeking experience—a skydive or a fast drive—quite deliberately, as my son did. Impulsivity generally drops throughout life, starting at about age 10, but this love of the thrill peaks at around age 15. And although sensation seeking can lead to dangerous behaviors, it can also generate positive ones:

The urge to meet more people, for instance, can create a wider circle of friends, which generally makes us healthier, happier, safer, and more successful.

This upside probably explains why an openness to the new, though it can sometimes kill the cat, remains a highlight of adolescent development. A love of novelty leads directly to useful experience. More broadly, the hunt for sensation provides the inspiration needed to "get you out of the house" and into new terrain, as Jay Giedd, a pioneering researcher in teen brain development at NIH, puts it.

Also peaking during adolescence (and perhaps aggrieving the ancients the most) is risk-taking. We court risk more avidly as teens than at any other time. This shows reliably in the lab, where teens take more chances in controlled experiments involving everything from card games to simulated driving. And it shows in real life, where the period from roughly 15 to 25 brings peaks in all sorts of risky ventures and ugly outcomes. This age group dies of accidents of almost every sort (other than work accidents) at high rates. Most long-term drug or alcohol abuse starts during adolescence, and even people who later drink responsibly often drink too much as teens. Especially in cultures where teenage driving is common, this takes a gory toll: In the U.S., one in three teen deaths is from car crashes, many involving alcohol.

Are these kids just being stupid? That's the conventional explanation: They're not thinking, or by the work-in-progress model, their puny developing brains fail them.

Yet these explanations don't hold up. As Laurence Steinberg, a developmental psychologist specializing in adolescence at Temple University, points out, even 14- to 17-year-olds—the biggest risk takers—use the same basic cognitive strategies that adults do, and they usually reason their way through problems just as well as adults. Contrary to popular belief, they also fully recognize they're mortal. And, like adults, says Steinberg, "teens actually overestimate risk."

So if teens think as well as adults do and recognize risk just as well, why do they take more chances? Here, as elsewhere, the problem lies less in what teens lack compared with adults than in what they have more of. Teens take more risks not because they don't understand the dangers but because they weigh risk versus reward differently: In situations where risk can get them something they want, they value the reward more heavily than adults do.

Note 3: This is the "kids think they are invulnerable" topic. The conventional response to the question of why many teens often take excessive risks is adolescent egocentrism: their thinking so revolves around themselves that they don't always anticipate and think through their choices and the consequences. They can't imagine or anticipate the consequences so they don't factor them in.

An alternate view is now gaining currency, as expressed in this article, that risk-taking is not so much about adolescent egocentrism and a deficiency in formal operations and abstract thinking. Rather, it is about over-thinking risks and rewards, being too analytical and too abstract (!), then misjudging the risk/reward outcomes. We might also compare this to the well-researched cognitive error of over-confidence. Read on...

A video game Steinberg uses draws this out nicely. In the game, you try to drive across town in as little time as possible. Along the way you encounter several traffic lights. As in real life, the

traffic lights sometimes turn from green to yellow as you approach them, forcing a quick go-or-stop decision. You save time—and score more points—if you drive through before the light turns red. But if you try to drive through the red and don't beat it, you lose even more time than you would have if you had stopped for it. Thus the game rewards you for taking a certain amount of risk but punishes you for taking too much.

When teens drive the course alone, in what Steinberg calls the emotionally "cool" situation of an empty room, they take risks at about the same rates that adults do. Add stakes that the teen cares about, however, and the situation changes. In this case Steinberg added friends: When he brought a teen's friends into the room to watch, the teen would take twice as many risks, trying to gun it through lights he'd stopped for before. The adults, meanwhile, drove no differently with a friend watching.

To Steinberg, this shows clearly that risk-taking rises not from puny thinking but from a higher regard for reward.

"They didn't take more chances because they suddenly downgraded the risk," says Steinberg. "They did so because they gave more weight to the payoff."

Note 4: Some questions. Does this research on the power of rewards for teenagers imply that operant conditioning and its behavioral techniques of positive reinforcement, negative reinforcement, and punishment are developmentally appropriate for adolescents? Such methods are generally effective with children in elementary school who are very concrete in cognition and need immediate feedback (and payoffs?) to know they are on the right track. Does this remain the case for adolescents? If adolescents are basically reward seekers, should we chiefly use a carrot-and-stick approach in working with them? The practice of behavioral psychology methods has long raised issues about human dignity. Is our identity and value ultimately justified by works and performance? Should we regard adolescents as essentially risk/reward creatures? In one form or another, all the Christian traditions affirm that our identity, value, and justification is a gift, not a reward for works or good behavior. (See, for example, Eph 2:8-9 and Gal. 2:15-21.) But putting our identity to work with and among others is also important. What are we to teach adolescents about their value and identity, and how should we do this work? [Possible intersection themes to examine further: Law and Gospel; Christian liberty.]

Researchers such as Steinberg and Casey believe this risk-friendly weighing of cost versus reward has been selected for because, over the course of human evolution, the willingness to take risks during this period of life has granted an adaptive edge. Succeeding often requires moving out of the home and into less secure situations. "The more you seek novelty and take risks," says Baird, "the better you do." This responsiveness to reward thus works like the desire for new sensation: It gets you out of the house and into new turf.

Note 5: The author employs an evolutionary psychology perspective here—nothing surprising about this since it is one of the current "grand narratives" about human nature. If you are not especially a fan of the evolution perspective, don't let it trouble you too much. We can employ the biological selection principle without subscribing to trans-species evolution. Just think dog breeding, friendly foxes, Nebraska beef, etc. However, this content serves as an example for considering which "grand narrative" of reality you will take for granted in your work and whether and how you will alert adolescents to such various sets of presuppositions about life and reality. [Possible intersection themes to examine further: the spiritual is not above the material and incarnational theology.]

As Steinberg's driving game suggests, teens respond strongly to social rewards. Physiology and evolutionary theory alike offer explanations for this tendency. Physiologically, adolescence brings a peak in the brain's sensitivity to dopamine, a neurotransmitter that appears to prime and fire reward circuits and aids in learning patterns and making decisions. This helps explain the teen's quickness of learning and extraordinary receptivity to reward—and his keen, sometimes melodramatic reaction to success as well as defeat.

The teen brain is similarly attuned to oxytocin, another neural hormone, which (among other things) makes social connections in particular more rewarding. The neural networks and dynamics associated with general reward and social interactions overlap heavily. Engage one, and you often engage the other. Engage them during adolescence, and you light a fire. This helps explain another trait that marks adolescence: Teens prefer the company of those their own age more than ever before or after. At one level, this passion for same-age peers merely expresses in the social realm the teen's general attraction to novelty: Teens offer teens far more novelty than

Note 6: a bit more on rewards. Let's grant that kids are pretty responsive to rewards. But are we talking about early adolescence, say, 10 – 14? Are we also talking about late adolescence, say, 16-18? Should we work with 12th graders the way we work with 7th graders? And how interpretive is "reward"? A lollipop? Money? Grades? A reward that works in another culture such as a getting a goat or dowry? How about getting a girl's or boy's attention? In other words, how broadly or narrowly should we understand rewards? How much does reward response vary among 17-year-olds? Do some value extrinsic rewards such as money or i-tune coupons while others value intrinsic affirmation such as being invited to participate in an important community project? [Possible intersection themes to consider: Law and Gospel; two kinds of righteousness: Christian libertv.]

familiar old family does.

Yet teens gravitate toward peers for another, more powerful reason: to invest in the future rather than the past. We enter a world made by our parents. But we will live most of our lives, and prosper (or not) in a world run and remade by our peers. Knowing, understanding, and building relationships with them bears critically on success. Socially savvy rats or monkeys, for instance, generally get the best nesting areas or territories, the most food and water, more allies, and more sex with better and fitter mates. And no species is more intricately and deeply social than humans are.

This supremely human characteristic makes peer relations not a sideshow but the main show. Some brain-scan studies, in fact, suggest that our brains react to peer exclusion much as they respond to threats to physical health or food supply. At a neural level, in other words, we perceive social rejection as a threat to existence. Knowing this might make it easier to abide the hysteria of a 13-year-old deceived by a friend or the gloom of a 15-year-old not invited to a party. These people! we lament. They react to social ups and downs as if their fates depended upon them! They're right. They do.

Excitement, novelty, risk, the company of peers. These traits may seem to add up to nothing more than doing foolish new stuff with friends. Look deeper, however, and you see that these traits that define adolescence make us more adaptive, both as individuals and as a species. That's

Note 7: Do these principles also suggest why young men make the best soldiers? Is it ethical to take advantage of these positive qualities for military purposes, especially if the brain is not yet fully developed for maximum judgment (as this article indicates)? How about other forms of service such as service learning, mission trips, local community service, evangelism events, etc? Is it important to distinguish whether the activity is related more to God's right-hand kingdom or left-hand kingdom or. no. not really since they are both

doubtless why these traits, broadly defined, seem to show themselves in virtually all human cultures, modern or tribal. They may concentrate and express themselves more starkly in modern Western cultures, in which teens spend so much time with each other. But anthropologists have found that virtually all the world's cultures recognize adolescence as a distinct period in which adolescents prefer novelty, excitement, and peers. This near-universal recognition sinks the notion that it's a cultural construct.

Culture clearly shapes adolescence. It influences its expression and possibly its length. It can magnify its manifestations. Yet culture does not create adolescence. The period's uniqueness rises from genes and developmental processes that have been selected for over thousands of generations because they play an amplified role during this key transitional period: producing a creature optimally primed to leave a safe home and move into unfamiliar territory.

The move outward from home is the most difficult thing that humans do, as well as the most critical—not just for individuals but for a species that has shown an unmatched ability to master challenging new environments. In scientific terms, teenagers can be a pain in the ass. But they are quite possibly the most fully, crucially adaptive human beings around. Without them, humanity might not have so readily spread across the globe.

This adaptive-adolescence view, however accurate, can be tricky to come to terms with—the more so for parents dealing with teens in their most trying, contrary, or flat-out scary moments. It's reassuring to recast worrisome aspects as signs of an organism learning how to negotiate its surroundings. But natural selection swings a sharp edge, and the teen's sloppier moments can bring unbearable consequences. We may not run the risk of being killed in ritualistic battles or being eaten by leopards, but drugs, drinking, driving, and crime take a mighty toll. My son lives, and thrives, sans car, at college. Some of his high school friends, however, died during their driving experiments. Our children wield their adaptive plasticity amid small but horrific risks.

We parents, of course, often stumble too, as we try to walk the blurry line between helping and hindering our kids as they adapt to adulthood. The United States spends about a billion dollars a year on programs to counsel adolescents on violence, gangs, suicide, sex, substance abuse, and other potential pitfalls. Few of them work.

Yet we can and do help. We can ward off some of the world's worst hazards and nudge adolescents toward appropriate responses to the rest. Studies show that when parents engage and guide their teens with a light but steady hand, staying connected but allowing independence, their kids generally do much better in life. Adolescents want to learn primarily, but not entirely, from their friends. At some level and at some times (and it's the parent's job to spot when), the teen recognizes that the parent can offer certain kernels of wisdom—knowledge valued not because it comes from parental authority but because it comes from the parent's own struggles to learn how the world turns. The teen rightly perceives that she must understand not just her parents' world but also the one she is entering. Yet if allowed to, she can appreciate that her parents once faced the same problems and may remember a few things worth knowing.

Meanwhile, in times of doubt, take inspiration in one last distinction of the teen brain—a final key to both its clumsiness and its remarkable adaptability. This is the prolonged plasticity of

those late-developing frontal areas as they slowly mature. As noted earlier, these areas are the last to lay down the fatty myelin insulation—the brain's white matter—that speeds transmission. And at first glance this seems like bad news: If we need these areas for the complex task of entering the world, why aren't they running at full speed when the challenges are most daunting?

The answer is that speed comes at the price of flexibility. While a myelin coating greatly accelerates an axon's bandwidth, it also inhibits the growth of new branches from the axon. According to Douglas Fields, an NIH neuroscientist who has spent years studying myelin, "This makes the period when a brain area lays down myelin a sort of crucial period of learning—the wiring is getting upgraded, but once that's done, it's harder to change."

The window in which experience can best rewire those connections is highly specific to each brain area. Thus the brain's language centers acquire their insulation most heavily in the first 13 years, when a child is learning language. The completed insulation consolidates those gains—but makes further gains, such as second languages, far harder to come by.

So it is with the forebrain's myelination during the late teens and early 20s. This delayed completion—a withholding of readiness—heightens flexibility just as we confront and enter the world that we will face as adults.

This long, slow, back-to-front developmental wave, completed only in the mid-20s, appears to be a uniquely human adaptation. It may be one of our most consequential. It can seem a bit crazy that we humans don't wise up a bit earlier in life. But if we smartened up sooner, we'd end up dumber.

Closing note: So what do you think? Where are you now on the "Teen Brain Hard at Work" vs. the "Myth of the Teen Brain" issue? How will your position inform your practice and work with kids? [Possible intersection themes: