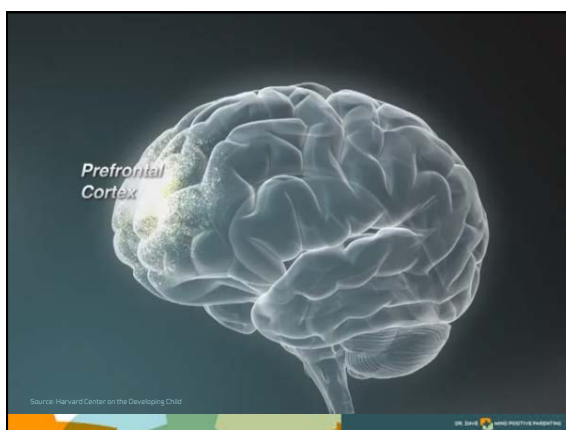



What skills and habits do young people need to practice to reduce road risk?



EF "Houses"

- ✦ Working memory
- ✦ Inhibitory control
- ✦ Cognitive Flexibility

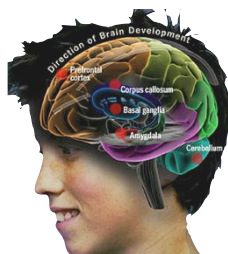
The Prefrontal Cortex




BRAIN UNDER CONSTRUCTION

When the PFC is under construction

- Impulse control
- Risk taking / thrill seeking
- Disorganization / Distracted
- Highly responsive to positive feedback
- Hunger for new experiences
- Primed for experiential learning



Acceleration Centers



Emotional accelerators:

CC12CCC3C(C1CC2=O)CC(O)C3

Testosterone

NCc1c[nH]c2ccc(O)cc12

Serotonin

Dopamine and the Reward Drive:
Thrill Seeking

NCc1ccc(O)c(O)c1

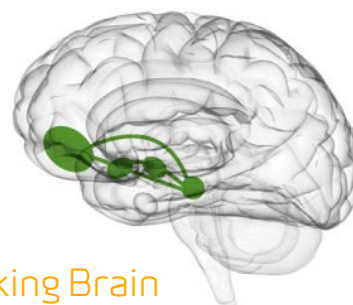

Sources of Dopamine

- ✦ Thrills and adventures
- ✦ Drugs, alcohol, food, etc...
- ✦ Peers
- ✦ Technology
- ✦ Leadership
- ✦ Purpose/meaning

✦ Oversensitive to damage



✦ Undersensitive to warning signs



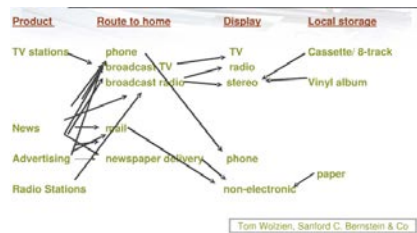
The Seeking Brain



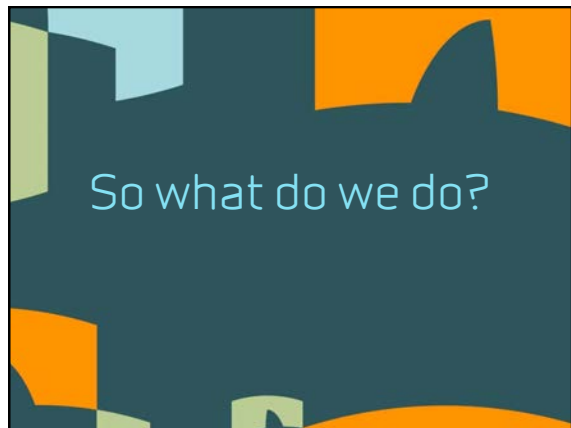
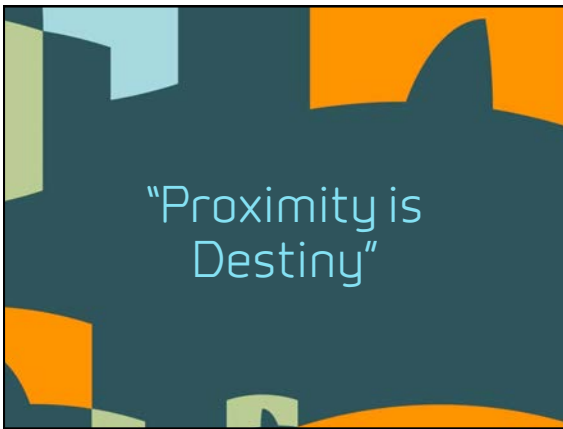
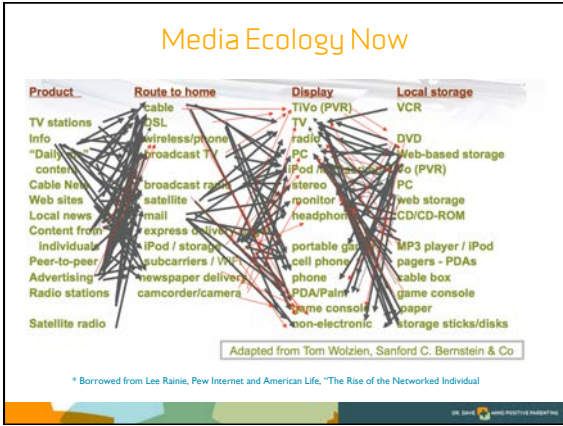
"It keeps me from looking at my phone every two seconds."

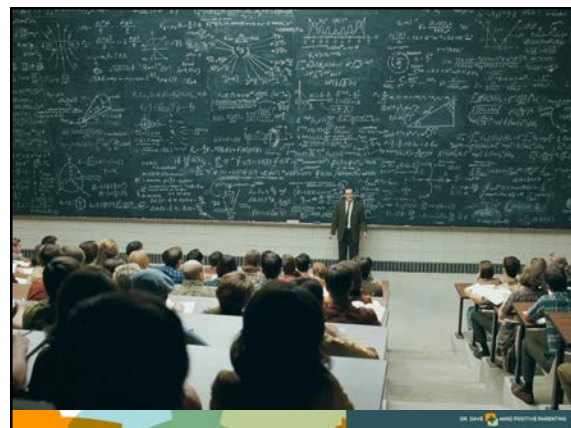
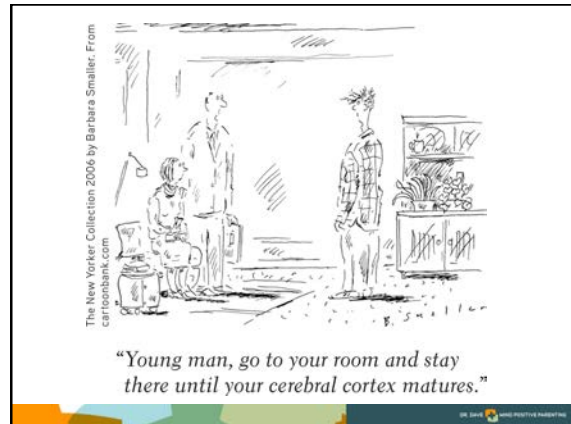
Walsh

Media Ecology Then



* Borrowed from Lee Rainie, Pew Internet and American Life. "The Rise of the Networked Individual"





"Whatever the brain does a lot of is what the brain gets good at."

It has little to do with "smarts."

"Adolescents are not problems to be solved, but resources to be developed."
- Karen Pittman

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"Executive Coaching"

- **POLICIES AND LAWS**
 - Policies and laws do help (example: GDL programs work)
 - Emphasize REWARDS as well as consequences (competitions?)
- **YOUTH ENGAGEMENT**
 - Peer norms are incredibly powerful forces in the lives of adolescents.
 - Involve young people in campaigns, actions, and norm setting.

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Parents can help address GOALS AND CONTEXT:

- Drinking and driving
- Night driving
- Limit passengers
- Monitor sleep
- Write down rules of the road

-Harvard Medical School

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Youth Engagement

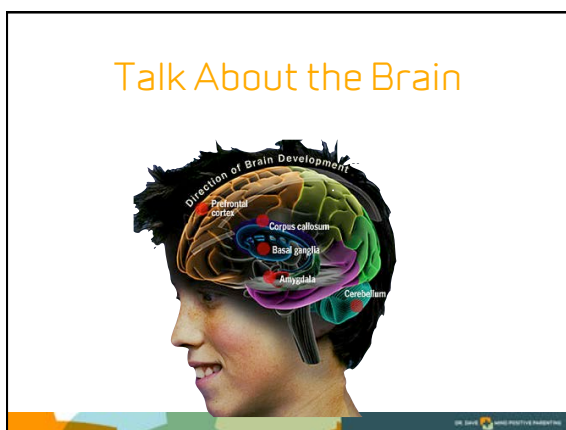
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Components of Intervention:

- ✦ Give choices and autonomy within structure.
- ✦ Talk about coping strategies. Talk about **WHAT TO DO** not just what not to do.
- ✦ Talk about consequences NOW then future context.
- ✦ **Rewards** are especially powerful for adolescents.



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To stay in touch

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