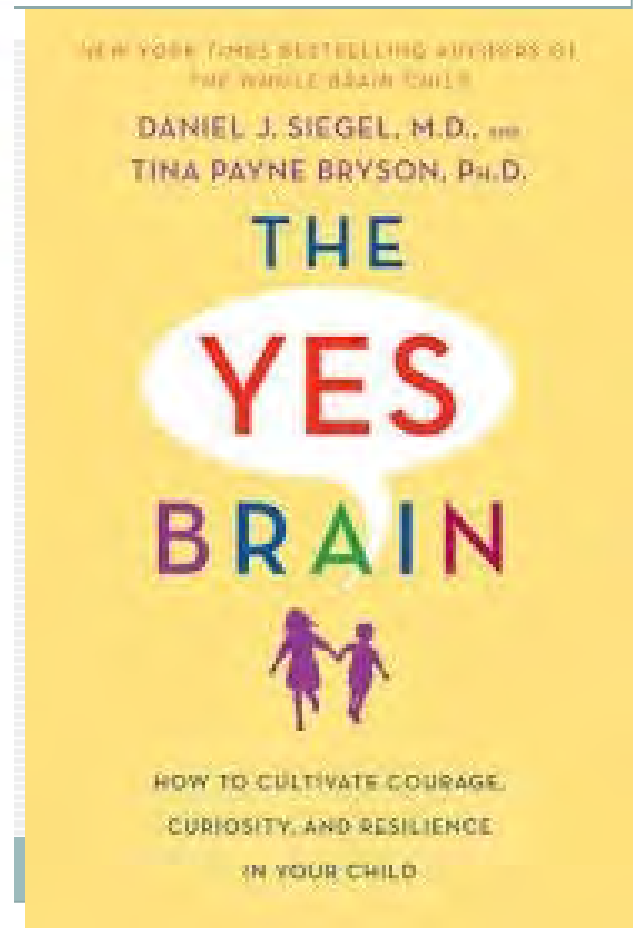
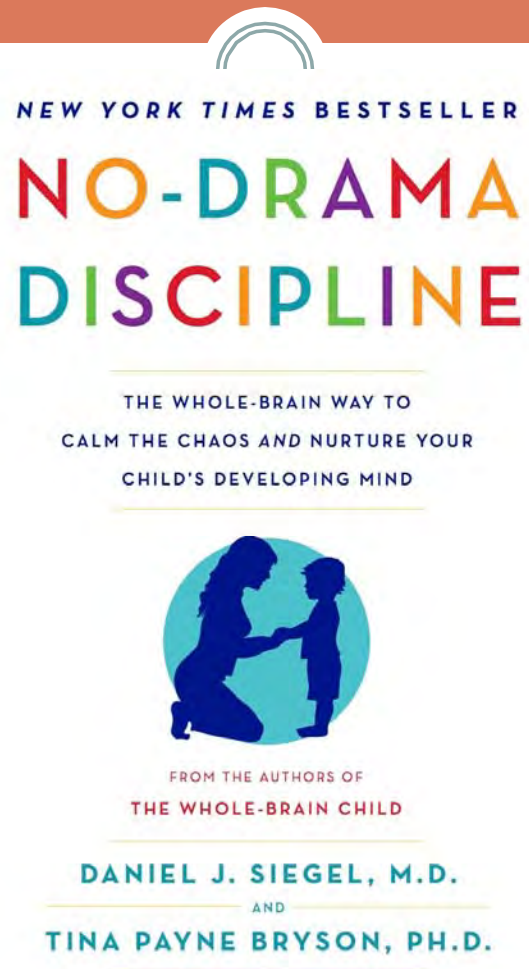
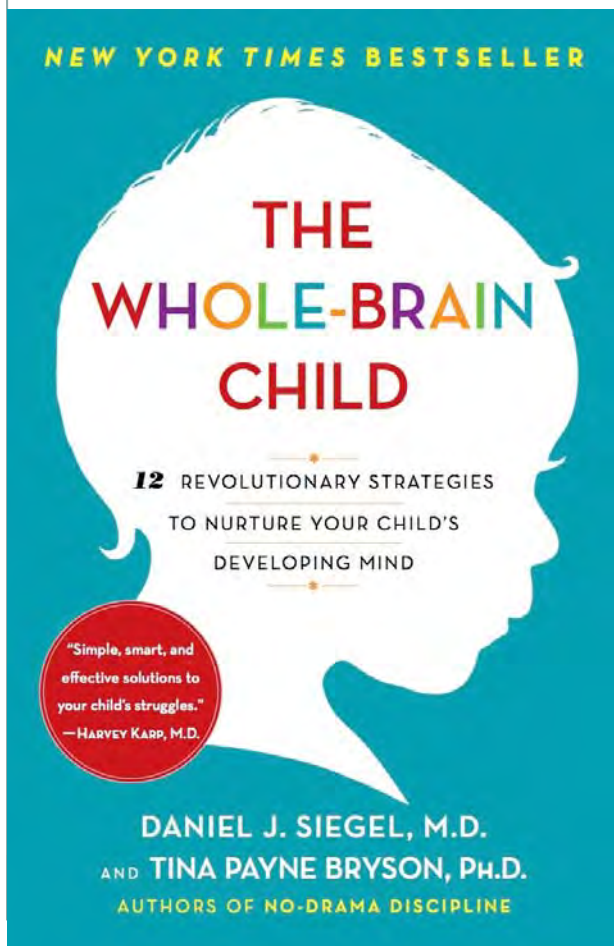


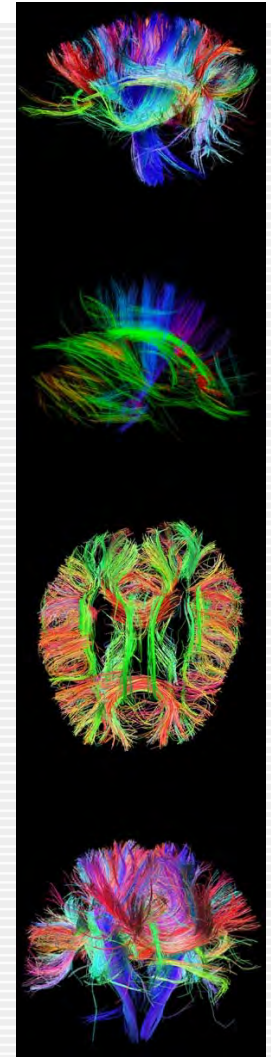
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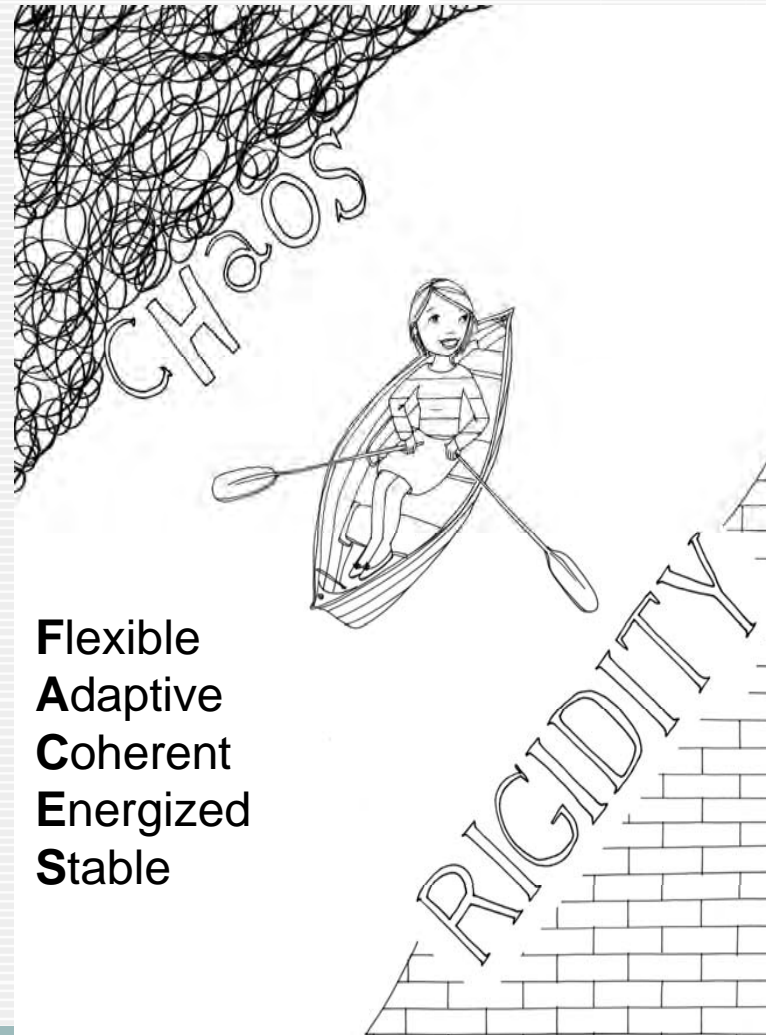
Integration

- Separate things → working together as a functional whole.
- DIFFERENTIATED
 - (Separate—distinct properties)
- LINKED
 - (Whole—working together as a coordinated team)



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Integration



Flexible
Adaptive
Coherent
Energized
Stable

*The Whole-
Brain Child*

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INTEGRATION: RIGHT/LEFT BRAIN



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2 sides of the brain



Left Hemisphere

- **Logic**
- **Linear**
- **Linguistic**
- **Literal**

Right Hemisphere

- **Senses Emotion**
- **Random**
- **Non-verbal**
- **Whole picture-context**
- **Senses body info.**

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Integrating the Left & Right



❖ **CONNECT & REDIRECT**

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Strategy: Connect & Redirect

Connect with emotions before redirecting behavior



CONNECT with the right:

- touch
- tone of voice
- facial expressions
- empathy
- pausing

SOOTHE

REDIRECT with the left:

- solutions
- words
- planning
- logical explanations
- boundaries

SOLVE

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Integrating the Left & Right



NAME IT TO TAME IT

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Help them Tell Their Story

for little “t” trauma and big “T” trauma



- **L: explain, put things in order, and assign words +**
- **R: whole context & emotional info**

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Telling the story



- **It should have at least three things:**
 - Facts
 - Feelings/child's actual internal experience
 - Empowerment/strategy/resilience

Building the Staircase of the Mind: Integrating the Upstairs and Downstairs Brain



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Middle Prefrontal Cortex



- **Regulates body (autonomic nervous system)**
- **Regulates emotions**
- **Sound decision making**
- **Impulse control**
- **Empathy**
- **Flexibility**
- **Personal Insight**
- **Overcoming fear**
- **Intuition**
- **Morality**



So what does this have to do with behavior?



Where
attention
goes,
neurons
fire.

Where
neurons
fire, they
wire.

What can we do to develop the upstairs brain—to integrate it?

- **USE IT**
 - Mindsight Tools
 - Discipline!
 - Relationships

Building the upstairs brain








MINDSIGHT TOOLS

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WHOLE BRAIN KIDS: Teach Your Kids about their Downstairs and Upstairs brain.


YOUR DOWNSTAIRS BRAIN AND YOUR UPSTAIRS BRAIN

		
<p>MAKE A FIST WITH YOUR HAND. THIS IS WHAT WE CALL A HAND MODEL OF YOUR BRAIN. REMEMBER HOW YOU HAVE A LEFT SIDE AND A RIGHT SIDE OF YOUR BRAIN? WELL YOU ALSO HAVE AN UPSTAIRS AND A DOWNSTAIRS PART OF YOUR BRAIN.</p>	<p>THE UPSTAIRS BRAIN IS WHERE YOU MAKE GOOD DECISIONS AND DO THE RIGHT THING, EVEN WHEN YOU ARE FEELING REALLY UPSET.</p>	<p>NOW LIFT YOUR FINGERS A LITTLE BIT. SEE WHERE YOUR THUMB IS? THAT'S PART OF YOUR DOWNSTAIRS BRAIN, AND IT'S WHERE YOUR REALLY BIG FEELINGS COME FROM. IT LETS YOU CARE ABOUT OTHER PEOPLE AND FEEL LOVE. IT ALSO LETS YOU FEEL UPSET, LIKE WHEN YOU'RE MAD OR FRUSTRATED.</p>

	
<p>THERE'S NOTHING WRONG WITH FEELING UPSET. THAT'S NORMAL, ESPECIALLY WHEN YOUR UPSTAIRS BRAIN HELPS YOU CALM DOWN. FOR EXAMPLE, CLOSE YOUR FINGERS AGAIN. SEE HOW THE UPSTAIRS, THINKING PART OF YOUR BRAIN IS TOUCHING YOUR THUMB, SO IT CAN HELP YOUR DOWNSTAIRS BRAIN EXPRESS YOUR FEELINGS CALMLY?</p>	<p>SOMETIMES WHEN WE GET REALLY UPSET, WE CAN FLIP OUR LID. RAISE YOUR FINGERS, LIKE THIS. SEE HOW YOUR UPSTAIRS BRAIN IS NO LONGER TOUCHING YOUR DOWNSTAIRS BRAIN? THAT MEANS IT CAN'T HELP IT STAY CALM.</p>

FOR EXAMPLE:

	
<p>THIS IS WHAT HAPPENED TO JEFFREY WHEN HIS SISTER DESTROYED HIS LEGO TOWER. HE FLIPPED HIS LID AND WANTED TO SCREAM AT HER.</p>	<p>BUT JEFFREY'S PARENTS HAD TAUGHT HIM ABOUT FLIPPING HIS LID, AND HOW HIS UPSTAIRS BRAIN COULD HELP HIM CALM DOWN. HE WAS STILL ANGRY, BUT INSTEAD OF SHOUTING AT HIS SISTER, HE WAS ABLE TO TELL HER HE WAS ANGRY AND ASK HIS PARENTS TO CARRY HER OUT OF HIS ROOM.</p>


<p>SO THE NEXT TIME YOU FEEL YOURSELF STARTING TO FLIP YOUR LID, MAKE A BRAIN MODEL WITH YOUR HAND. (REMEMBER IT'S A BRAIN MODEL, NOT AN ANGRY FISTI) PUT YOUR FINGERS STRAIGHT UP, THEN SLOWLY LOWER THEM SO THAT THEY'RE HUGGING YOUR THUMB. THIS WILL BE YOUR REMINDER TO USE YOUR UPSTAIRS BRAIN TO HELP YOU CALM THOSE BIG FEELINGS IN THE DOWNSTAIRS BRAIN.</p>

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The Marshmallow “Sentence”



Marshmallow Video

- 1972—preschoolers asked to wait 15 minutes
- 1988—(teenagers) the delayers=greater academic, emotional, & social competence, higher SAT scores
- 2011—four decades later—still differences in resisting temptation, mental health, competence, success
- 2011—significant brain differences found (mPFC)

A GUIDE . . .



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