



LILIE, LLC Course Information

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Title of Course (45 hours): Adolescent Brain and Behavior

Course Description:

The adolescent brain has a profound effect on a child's learning. New research explores how the brain does not fully mature until the age of twenty five, and consequently has notable effects on adolescent behaviors such as difficulty controlling emotions, having a preference for high excitement and low effort activities, poor planning and judgment, a lack of consequential thinking, and engaging in more risky and impulsive behaviors. This course will focus on the brain development and impact on adolescents, their learning, the classroom environment and explore ways to use this information to better meet the needs of our developing students.

Overall Course Objective and Expectation(s):

- -Teachers will examine the development of the adolescent brain.
- -Teachers will examine the brain's influence on emotions.
- -Teachers will examine the correlation of the circadian rhythm and behavior.
- -Teachers will examine the correlation of the stress response and behavior in their students.
- -Teachers will explore the neurotransmitters and how they affect mood.
- -Teachers will explore the correlation between hormones and behavior.
- -Teachers will explore the anatomy and physiology of the adolescent brain.
- -Teachers will explore how the developing brain impacts student learning.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change):

Assessment and Treatment of Emotional or Behavioral Disorders
H. A. Chris Ninness; Sigrid S. Glenn; Janet Ellis. Praeger, 2013

Issues in Educational Placement: Students with Emotional and Behavioral Disorders
James M. Kauffman; John Wills Lloyd; Daniel P. Hallahan; Terry A. Astuto.
Lawrence Erlbaum Associates, 2005

Students in Discord: Adolescents with Emotional and Behavioral Disorders
C. Robin Boucher.
Greenwood Press, 2009

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics

and Objectives

Week 1

Topic(s):

- The anatomy of the brain
- The physiology of the brain
- Neurotransmitters and mood
- Emotions and motivation

Objectives:

- -Teachers will examine the development of the adolescent brain.
- -Teachers will examine the brain's influence on emotions.
- -Teachers will explore the neurotransmitters and how they affect mood.

Impact on Classroom Instruction:

Teachers will gain insight of how the development of the adolescent brain influences behavior and impacts learning.

Learner Outcomes:

As a result of our assignments this week teachers will be able to:

- Identify the anatomy of the brain
- Evaluate the physiology of the brain
- Analyze how the neurotransmitters affect mood
- Identify how the emotions impact motivation

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE,LLC*):

- **Week #1 Day #1** Introduce self and respond to classmates postings
- **Week #1 Day #2** Students will read the assigned articles on the anatomy of the brain. Students will compare and contrast the anatomy of the adolescent and adult brain in a narrative format. Students will select at least one peer post and comment
- **Week #1 Day #3** Students will read the assigned articles on the physiology of the brain. Students will compare and contrast the physiology of the adolescent and adult brain in a narrative format. Students will select at least one peer post and comment.
- **Week #1 Day #4** Students will read the assigned articles on neurotransmitters and mood. Students will write and explain how neurotransmitters affect mood impact adolescent behavior in a narrative format. Students will select at least one peer post and comment.

- **Week #1 Day #5** Students will read the assigned articles on the impact of emotions on motivation and learning. Students will write and explain how emotions impact adolescent motivation and student learning in a narrative format. Students will select at least one peer post and comment.

Week II



Topic(s):

- How stress affects behavior
- How hormones affect behavior
- The Human circadian rhythm and behavior

Objectives:

- -Teachers will examine the stress response and how it impacts learning.
- -Teachers will examine how stress affects adolescent behavior.
- -Teachers will examine the correlation between hormones and behavior.
- -Teachers will examine how the human circadian rhythm affects adolescent behavior.

Impact on Classroom Instruction:

- Teachers will gain insight of how stress impacts behavior and learning among adolescents.
- Teachers will also analyze how hormones and the circadian rhythm impacts behavior and learning among adolescents.

Learner Outcomes:

As a result of our assignments this week teachers will be able to:

- Identify how stress impacts the adolescent brain and behavior.
- Recognize the correlation between hormones and behavior.
- Evaluate the effects of the circadian rhythm on behavior among adolescents.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations
- **Week #2 Day #1** Students will read the assigned articles on the impact of the stress response and learning. Students will write and explain how the stress response impacts student learning in a narrative format. Students will select at least one peer post and comment.
- **Week #2 Day #2** Students will read the assigned articles on how stress impacts adolescent behavior. Students will write and explain how stress impacts adolescent behavior in a narrative format. Students will select at least one peer post and comment.
- **Week #2 Day #3** Students will read the assigned articles on the correlation between hormones and adolescent behavior. Students will write and explain how hormones affect adolescent behavior in a narrative format. Students will select at least one peer post and comment.

- **Week #2 Day #4** Students will read the assigned articles on how the human circadian rhythm affects adolescent behavior. Students will write and explain how the human circadian rhythm affects adolescent behavior in a narrative format. Students will select at least one peer post and comment.
- **Week #2 Day #5** Students will view the TED TALK on how the adolescent brain influences behavior. Students will write and explain their thoughts in a narrative format. Students will select at least one peer post and comment.



Week III

Topic(s):

- Drugs, addiction and the brain
- Effects of video games on the brain and behavior
- Body messages, technological feedback, and adolescent brain interpretation
- How the brain and body communicate

Objectives:

- -Teachers will examine the correlation of drugs, addiction, and the brain.
- -Teachers will examine the effects of video games on the brain and behavior.
- -Teachers will examine body messages, technological feedback and adolescent brain interpretation.
- -Teachers will examine how the brain and body communicate.

Impact on Classroom Instruction:

- Teachers will gain insight of how the correlation of drugs, addiction, and video games impact the brain and behavior in adolescence.
- Teachers will also analyze how body messages, technological feedback, and adolescent brain interpretation impacts student learning.

Learner Outcomes:

As a result of our assignments this week teachers will be able to:

- Identify how drugs, addiction, and video games impact the adolescent brain and behavior.
- Analyze body messages, technological feedback, and adolescent brain interpretation in adolescence
- Evaluate how the brain and body communicate.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations
 - **Week #3 Day #1** Students will read the assigned articles on drugs, addiction and the brain. Students will write and explain how addiction influences the brain in a narrative format. Students will select at least one peer post and comment.
 - **Week #3 Day #2** Students will read the assigned articles on the effects of video games on brain and behavior. Students will write and explain the effects of video games on brain and behavior in a narrative format. Students will select at least one peer post and comment.
 - **Week #3 Day #3** Students will read the assigned articles on body messages, technological feedback and adolescent brain interpretation. Students will write and explain body

messages, technological feedback and adolescent brain interpretation in a narrative format. Students will select at least one peer post and comment.

- **Week #3 Day #4** Students will take the adolescent brain and behavior quiz. Students will report their knowledge of the adolescent brain and behavior in a narrative format. Students will select at least one peer post and comment.
- **Week #3 Day #5** Students will read the assigned articles on how the brain and body communicate. Students will write and explain how the brain and body communicate in a narrative format. Students will select at least one peer post and comment.



Topic(s):

- PBS “Inside the Teenage Brain” Film Discussion
- Adolescent brain and Learning
- Adolescent psychiatric disorders
- Role of the Teacher

Objectives:

- -Teachers will examine and discuss the PBS “Inside the Teenage Brain” Film.
- -Teachers will examine the correlation of the adolescent brain and learning.
- -Teachers will examine the various adolescent psychiatric disorders that affect behavior.
- -Teachers will examine the role of the teacher and adolescent behavior

Impact on Classroom Instruction: Teachers will gain insight on “Inside the Teenage Brain.” Teachers will also examine the role of the teacher on adolescent behavior.

Learner Outcomes:

As a result of our assignments this week teachers will be able to:

- Analyze “Inside the Teenage Brain.”
- Analyze how the adolescent brain impacts learning.
- Evaluate various psychiatric disorders in adolescence that impact learning.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE,LLC):

- Post to the discussion board as outlined in the course expectations
 - **Week #4 Day #1** Students will view the film PBS “Inside the Teenage Brain” Film. Students will post a 2 page reaction paper regarding the film as it applies to the content of this course.
 - **Week #4 Day #2** Students will read the assigned articles on the adolescent brain and learning. Students will write and explain the adolescent brain with regard to learning in a narrative format. Students will select at least one peer post and comment.
 - **Week #4 Day #3** Students will read the assigned articles on adolescent psychiatric disorders. Students will write and explain adolescent psychiatric disorders in a narrative format. Students will select at least one peer post and comment.

- **Week #4 Day #4** Students will read the assigned articles on the role of the teacher and the adolescent brain. Students will write and explain the role of the teacher regarding how the adolescent brain impacts learning in a narrative format. Students will select at least one peer post and comment.
- **Week #4 Day #5** Students will write a personal reflection narrative. Students will comment on how their perception of the adolescent brain and behavior has been influenced by what they have learned in this course. Participants will select one peer response and post their comments.

Graduate Requirements:

For participants enrolled in this course to earn graduate credit, you will need to complete a 7-10 research paper on four issues that relate to the adolescent brain and behavior. The paper should be written in MLA format and be completed in 4 segments over the 4 weeks of this course.

Week One

Please select issue #1 that relates to the adolescent brain and behavior in our society. In your research, describe the issue that is being selected, discuss the causes of the issue, preventative strategies, if it is a physical, mental, emotional or social issue, the risk factors for the issue, and include any other relevant information regarding that issue.

Week Two

Please select issue #2 that relates to the adolescent brain and behavior in our society. In your research, describe the issue that is being selected, discuss the causes of the issue, preventative strategies, if it is a physical, mental, emotional or social issue, the risk factors for the issue, and include any other relevant information regarding that issue.

Week Three

Please select issue #3 that relates to the adolescent brain and behavior in our society. In your research, describe the issue that is being selected, discuss the causes of the issue, preventative strategies, if it is a physical, mental, emotional or social issue, the risk factors for the issue, and include any other relevant information regarding that issue.

Week Four

Please select issue #4 that relates to the adolescent brain and behavior in our society. In your research, describe the issue that is being selected, discuss the causes of the issue, preventative strategies, if it is a physical, mental, emotional or social issue, the risk factors for the issue, and include any other relevant information regarding that issue.