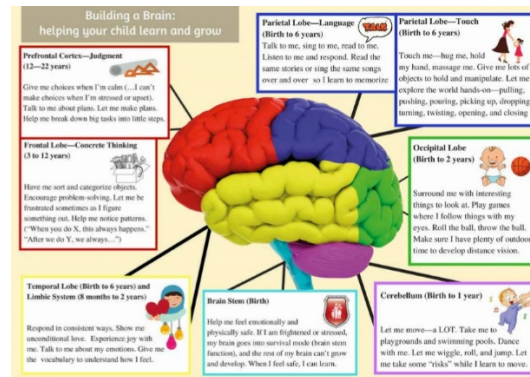# Causeway Galveston Presents:

Brain Development

For many teachers and parents, it's been a known fact that we need to be teaching our children, not only academic skills, but social and emotional skills too. We need to understand that our children are not born with these soft skills and that we are here to teach them. Here is a breakdown of four specific components found during learning and development research: (Keep in mind that the human brain is not fully developed until the age of 25)

• **Malleability:** Genes are not destiny. Our developing brains are largely shaped by our environments and relationships—a process that continues into adulthood.

• **Context:** Family, relationships, and lived experiences shape the physiological structure of our brains over time. Healthy amounts of challenge and adversity promote growth, but toxic stress takes a toll on the connections between the hemispheres of our brain.

• **Continuum:** While we've become familiar with the exponential development of the brain for young children, it continues throughout life. The explosion of brain growth into adolescence and early adulthood, in particular, requires putting serious work into much more intentional approaches to supporting that development than is common today.

• **Integration:** Over time, different parts of the brain should develop more complex interconnections supporting the development of the whole person—and positive and negative emotional experiences can greatly influence that process. Yet, adverse effects of negative experiences and stress can be buffered and reversed by trusting human relationships. Children who have faced adversity, and whose brains lag in development, can recover—if schools recognize these challenges and take timely action.

https://www.edweek.org/ew/articles/2018/04/24/the-brain-science-is-in-students-emotional.html

https://bellevuetoddlers.files.wordpress.com/2014/09/brain-map.jpg

https://gracecom.church/publications/because_magazine/2018/05/images/building_a_brain.jpg