



*School Counseling & Support Staff Team*

# Prefrontal Lobes



Motor  
Premotor  
Prefrontal  
Limbic



- The prefrontal lobes are responsible for:
- Reasoning ability.
- Adults can provide “learning moments” to strengthen this skill in adolescence
- Remember, it is a ***learned*** skill

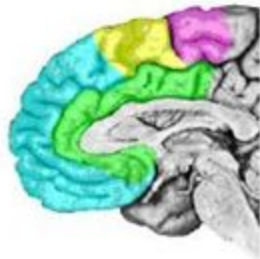
The **development** and **maturati**on of the **prefrontal cortex** occurs primarily during **adolescence** and is fully accomplished at the **age of 25 years**. The development of the prefrontal cortex is very important for complex behavioral performance, as this region of the brain helps accomplish executive brain functions.

# Prefrontal Lobes



The last area of the brain to develop is the prefrontal lobes

Motor  
Premotor  
Prefrontal  
Limbic



# Prefrontal Lobes



Motor  
Premotor  
Prefrontal  
Limbic



The prefrontal lobes are responsible for:

Goal and priority setting.

Adolescents have a great deal of difficulty prioritizing.

# Prefrontal Lobes



- Motor
- Premotor
- Prefrontal
- Limbic

- The prefrontal lobes are responsible for:
- Planning and organization of multiple tasks.
- Adolescents do not seem to be able to do this.
- Adolescents are terrible at multitasking.

# Time Management

**Students have so much they are expected to manage:**

**(Plus, the older they get the more we expect them to manage, sometimes without teaching them how to)**

1. Assignment Deadlines for multiple classes
2. Time Frames - school, work, responsibilities,
3. Extra-Curricular Activities - clubs, sports, jobs
4. Sleep (*most teenagers do not get enough*)
5. Household responsibilities/expectations
6. Down time (*yes, this is important for everyone to have*)

# Optional Tool

## Daily Work Planning Log

Today's Date: \_\_\_\_\_

I have \_\_\_\_\_ hours to get everything done today.

I have from \_\_\_\_\_ PM to \_\_\_\_\_ PM and then I need to go to bed.

### School Work I Have To Do

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

It should take me this long

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Completed? Yes/No

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

It actually took me this long

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Chores/Home Responsibilities I Have To Do

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

It should take me this long

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Completed? Yes/No

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

It actually took me this long

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Things I Want To Do

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

For this long

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Got To Do It? Yes/No

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How long I actually did this?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Reflection Questions

1. Did I get all of my "Have To Do's" done today?      Yes    No      Explain why not: \_\_\_\_\_
2. Did I estimate correctly on my "Have To Do's" today?      Yes    No      Explain where I did not: \_\_\_\_\_
3. Was I able to do any of my "Want To Do's" today?      Yes    No      Explain why not: \_\_\_\_\_
4. Did I use a clock/alarm to help me stay on task?      Yes    No      Explain how it helped: \_\_\_\_\_
5. What can I do differently for tomorrow? \_\_\_\_\_



# How to use [Google Classroom](#) to manage schoolwork

## Benefits-

- One place for students to see what is coming up/missing/handed in;
- Syncs with google calendar to reflect when items are due;
- Has a meet link on the top for class meetings;
- Teachers often post notes and videos of lessons for students to review if they did not understand a topic or missed a class period;
- Can be accessed on phones or tablets via an app;
- Is a better reflection of what students have completed/not completed than Power School.

If you have any questions or want to get more information about how to use **Google Classroom** or any application in the **Google Suite**:

<https://sites.google.com/apps.southwindsorschools.org/edtech-resources-for-students/>

*Communicate* your needs with your teacher, classmates, counselor and parents/guardians

*Ask* for help:

- Before/after class
- GoGuardian
- E-mail your teacher
- Attend office hours



# HOW TO EMAIL A TEACHER

## 1 SUBJECT LINE


2-5 word summary of the email

- Missing Grade
- Homework Question
- Late Work

## 2 BEGIN WITH A GREETING

- Good Morning
- Hello
- Good Afternoon

This is in the body  
of the email



## 3 BODY OF THE EMAIL

- I am writing because.....
- I need help help.....
- I am confused by.....

## 4 CLOSING

- Thank you
- Have a nice day!



## 5 SIGN YOUR NAME!

### General Tips:

- Be sure to use proper capitalization & punctuation.
- Always use proper grammar.
- Plz spell out ur words.
  - Please spell out your words.

## Example email to teacher:

Dear (insert teacher name),

I would like to request extra help. I am free on Wednesday at 2:00. I am having trouble understanding the information and need your help. Please let me know if you are available on Wednesday.

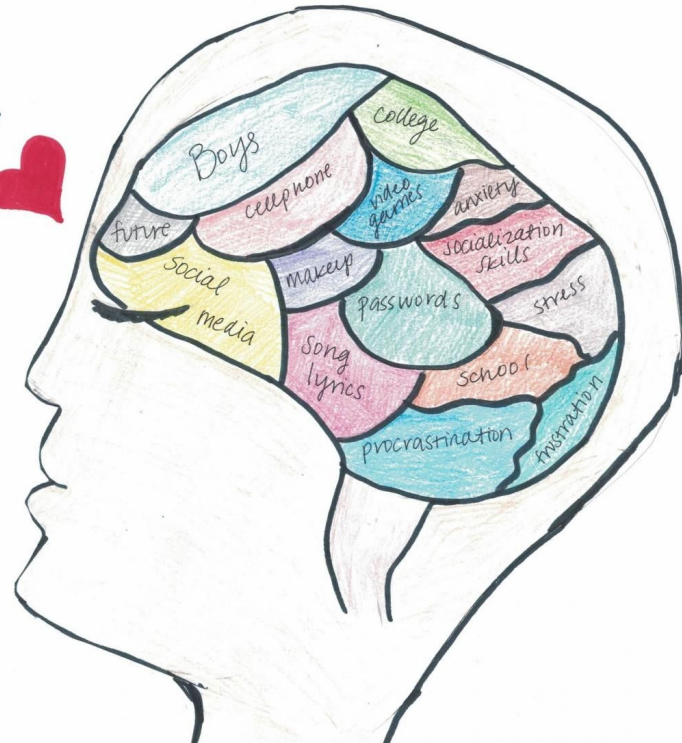
Thank you, (insert your name)



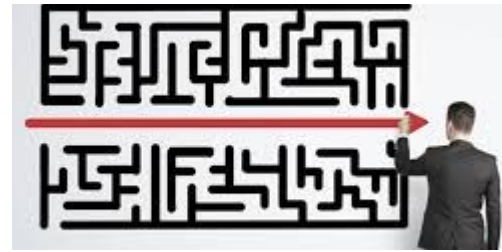
# “But I Don’t Know How To Study...No One Has Ever Taught Me How To Study”

- Simple
- Repetitive
- Accountable

The  
Teenage  
Brain



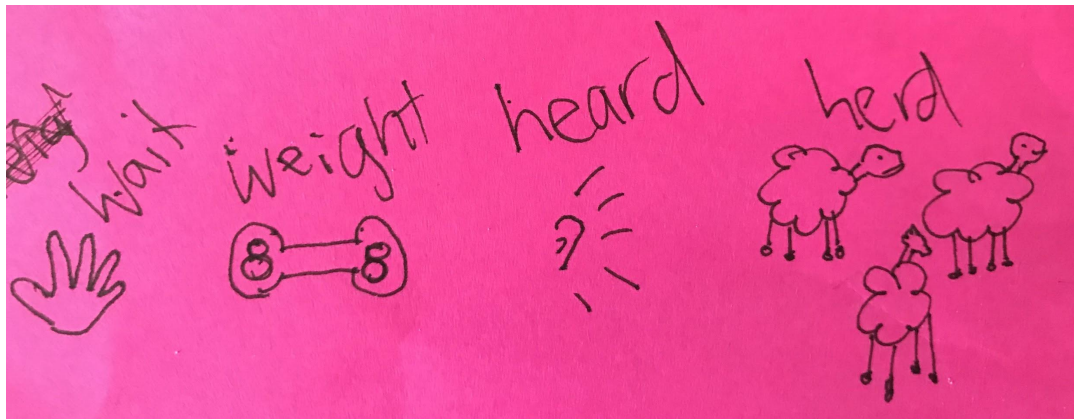
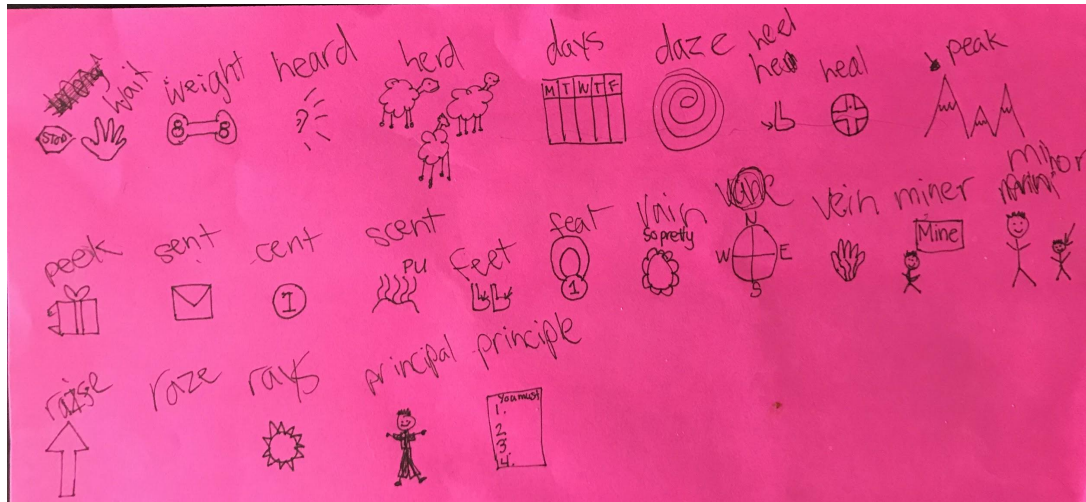
# Simple



A good plan is uncomplicated!

Master the Simple.....Start now, start small, build confidence

1. Copying Notes, speaking into a phone, & listening to them
2. Making flashcards, charts, visuals, acronyms (ADD COLORS)
3. Tie the new knowledge to previously mastered knowledge
4. Teach/talk to someone else
5. Seeking extra help from teacher JUST prior to test





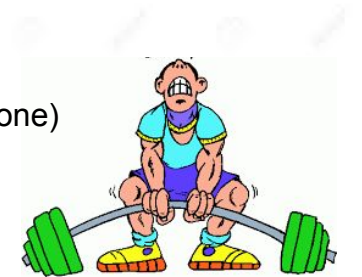
# Repetitive

A good plan is one that you're going to do!

If it hurts too much, tweak the plan

## Practice, Practice, Practice

- a. Copy notes (or flashcards, chart, etc.) 4 times on Monday
- b. Read notes 7 times on Tuesday
- c. Speak notes into a phone on Wednesday
- d. Listen to notes 10 times on Thursday (**insert** Extra Help Session, Teach Someone)
- e. Review all on Friday morning @ breakfast with a TREAT
  - i. Take TEST



# Accountable

1. Make a check off chart and place in a HIGHLY VISIBLE location

The image shows a hand-drawn check-off chart for a child named Amelia. The chart is organized into a grid with days of the week as columns and tasks as rows. Each cell in the grid contains a coin, which is either placed in the cell to indicate completion or left out to indicate a task was not done.

Amelia	S	M	T	W	T	F	S
Brush Teeth	✓	✓	✓	✓	✓	✓	✓
Make Bed	✓		✓	✓		✓	✓
Feed Dog	✓	✓	✓	✓	✓	✓	✓
Homework		✓	✓	✓	✓	✓	✓
Set Table	✓		✓		✓	✓	✓
Clean Room	✓	✓		✓		✓	✓

2. Consider tying it to a motivating nugget
  - a. Special dinner, dessert, privilege, etc.