

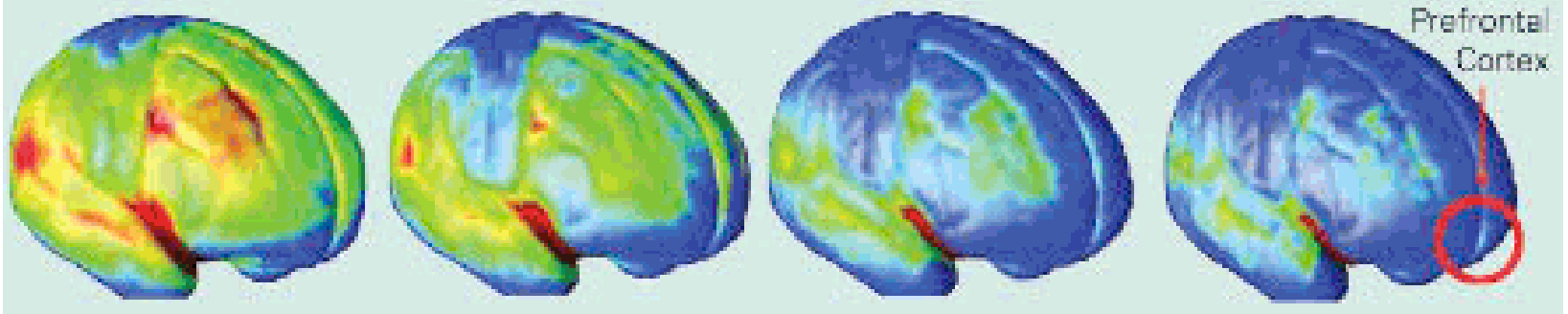
Brain-based *Parenting* Tools

Setting a Plan for Success

By Crystal Collier, PhD, LPC-S



5 ← AGES → 20



Blue represents maturing of brain areas.



Your Presenter: *Crystal*

GUÍA DE LA LOCALIZACIÓN DEL *Neuro* ADOLESCENTE

UNA GUIA DE AYUDA PARA PADRES Y FAMILIAS QUE DESEAN PREVENIR LA DE RIESGO DE LOS JOVENES DESDE EL CONOCIMIENTO DEL DESARROLLO



CRYSTAL COLLIER, PhD,
TERAPEUTA, INVESTIGADORA, PROFESORA
EN FORMATO INFOGRAFICO PARA FACILITAR SU LECTURA, CONSULTA Y APRENDIZAJE.

THE *Neuro* WHEREABOUTS GUIDE

A NEURODEVELOPMENTAL GUIDE FOR PARENTS AND FAMILIES WHO WANT TO PREVENT YOUTH HIGH-RISK BEHAVIOR

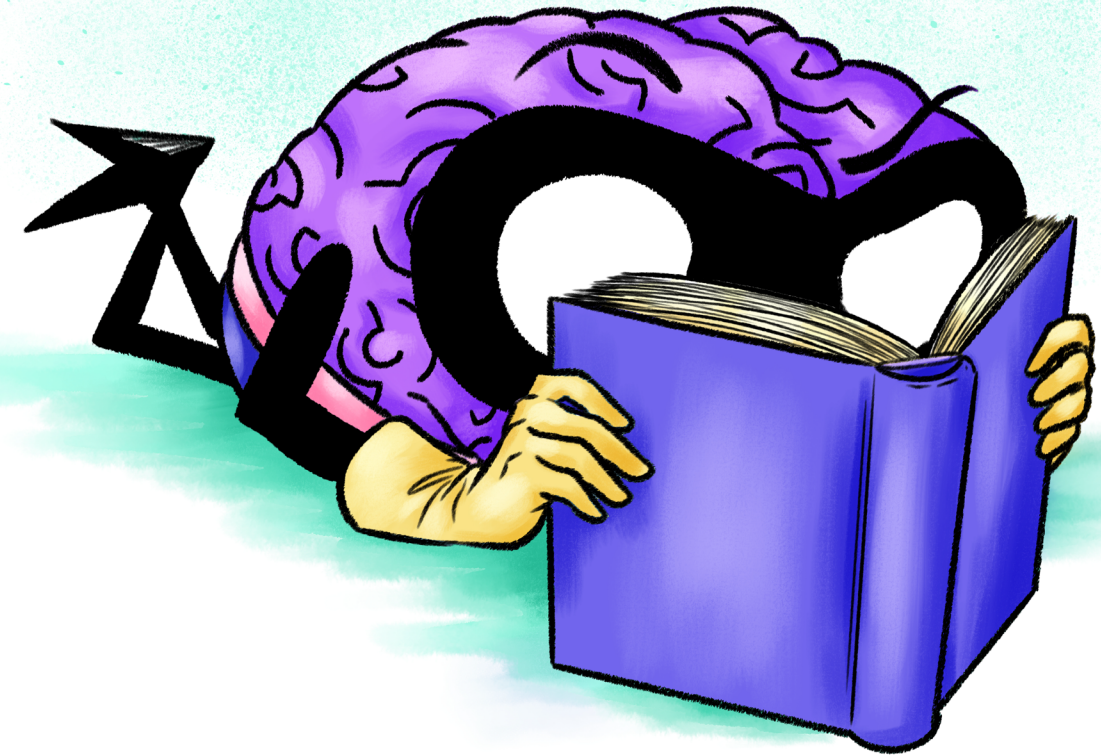
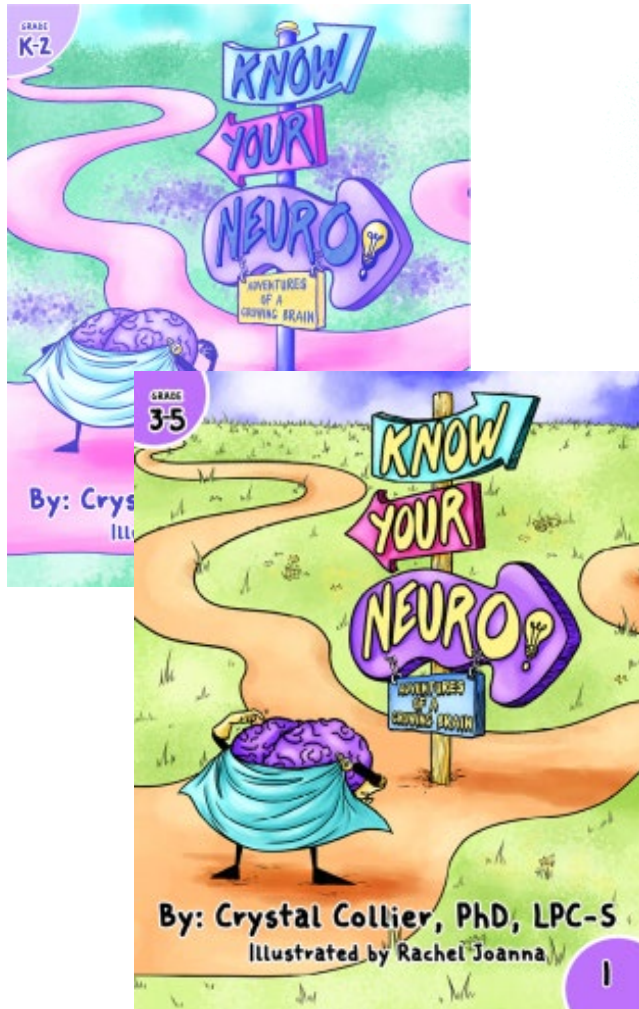


CRYSTAL COLLIER, PhD, LPC-S
THERAPIST, RESEARCHER, EDUCATOR

FORMATTED IN INFOGRAPHIC STYLE FOR QUICK REFERENCE AND ACCELERATED LEARNING

First *The Brain*

Know Your Neuro: Adventures of a Growing Brain



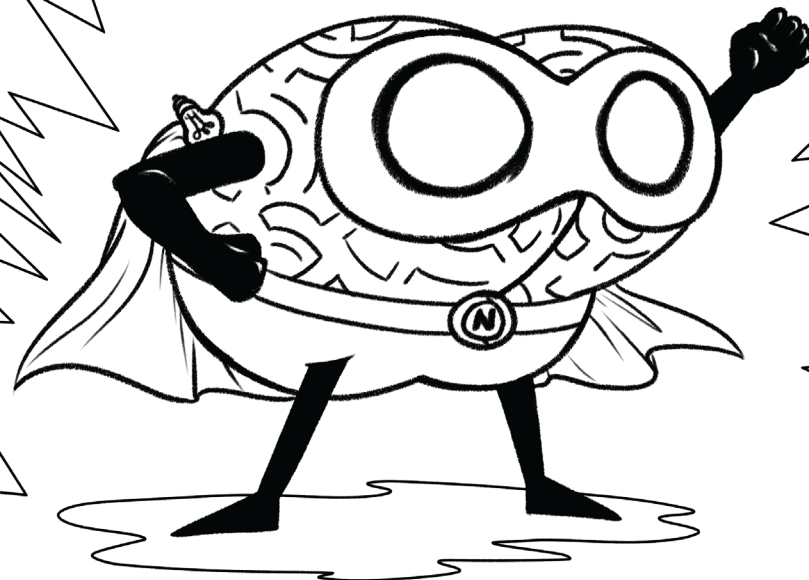
...A SUPERHERO
NAMED...

NEURO!



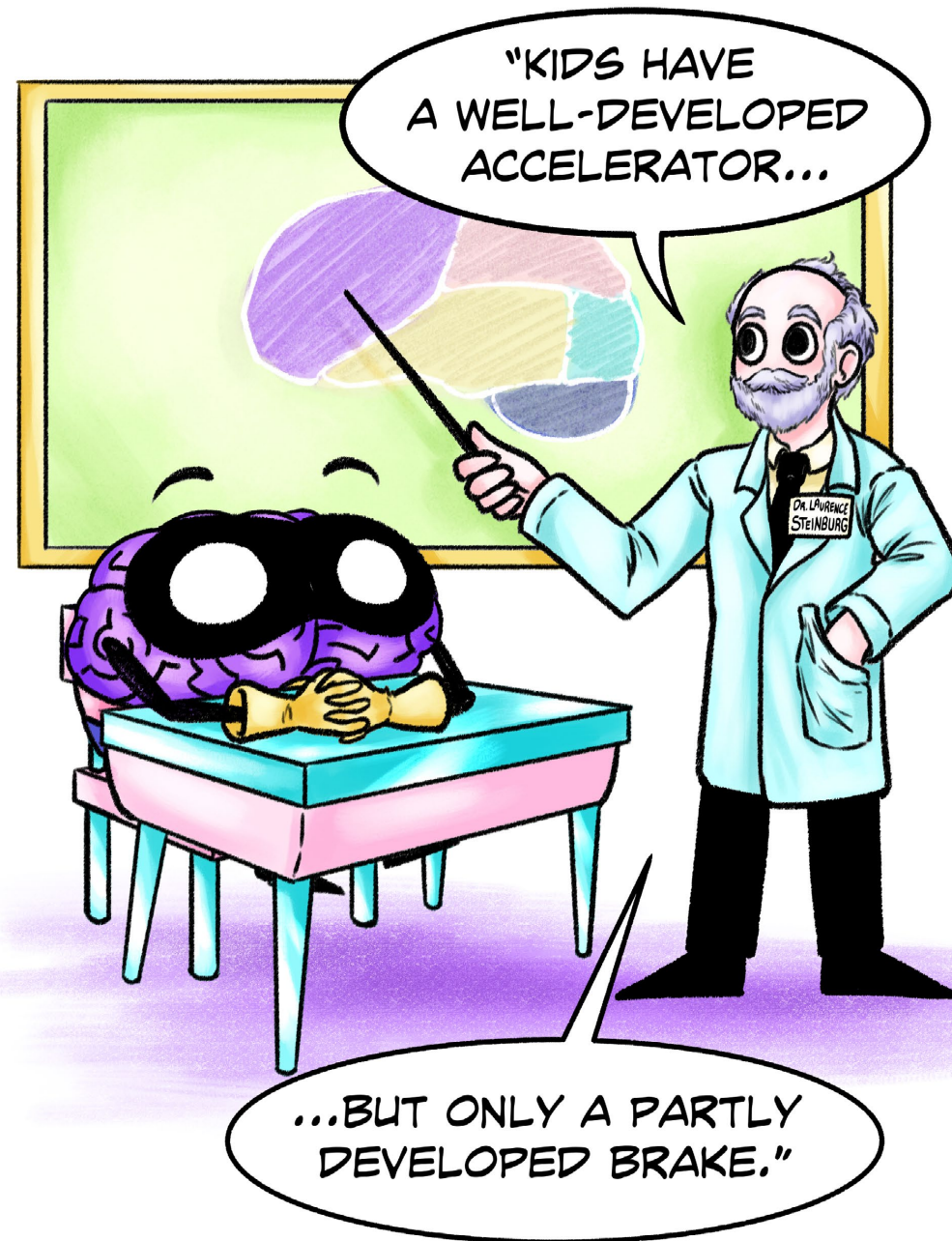
IF YOUR BRAIN WAS
A SUPERHERO, IT'S NAME
WOULD BE...

NEURO!

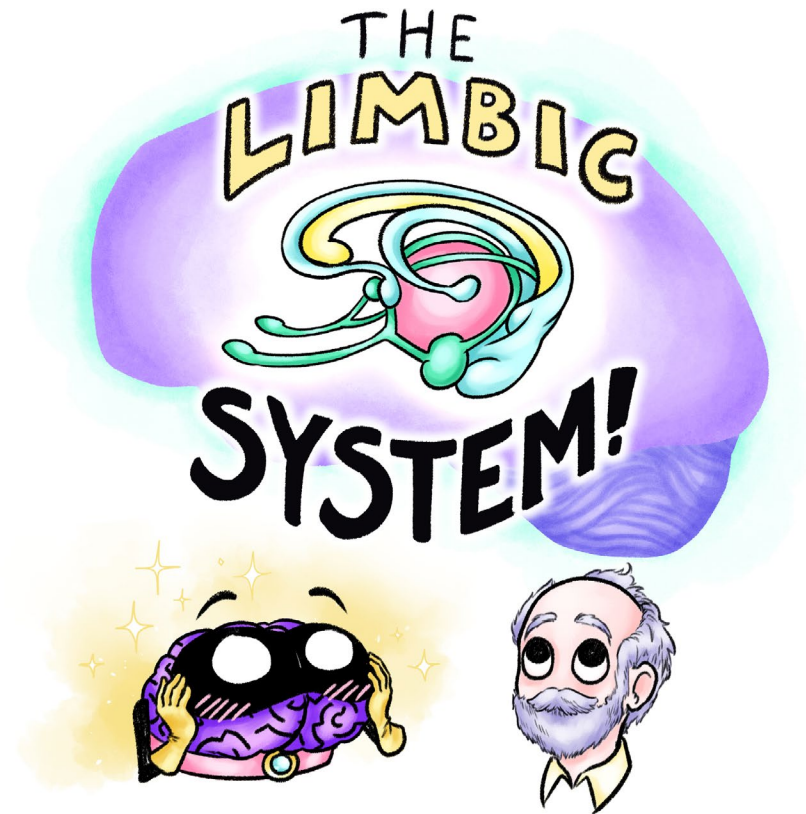


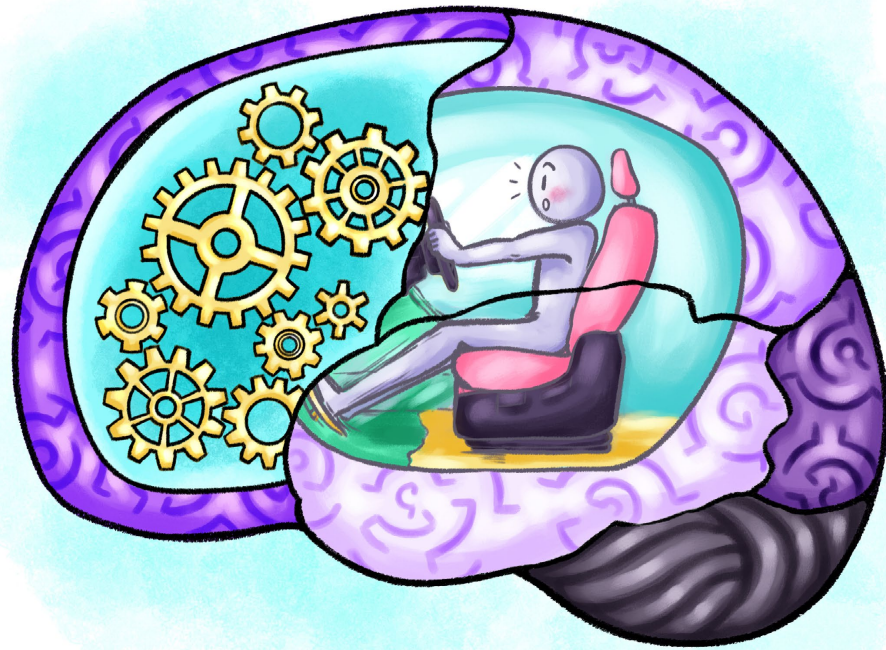
**NEURO IS A WORD USED TO DESCRIBE
THE BRAIN AND THE NERVES ATTACHED TO IT.*

An adolescent has a well-developed *accelerator* but only a partly development brake.
-Laurence Steinberg



What part of your brain is the *accelerator*?

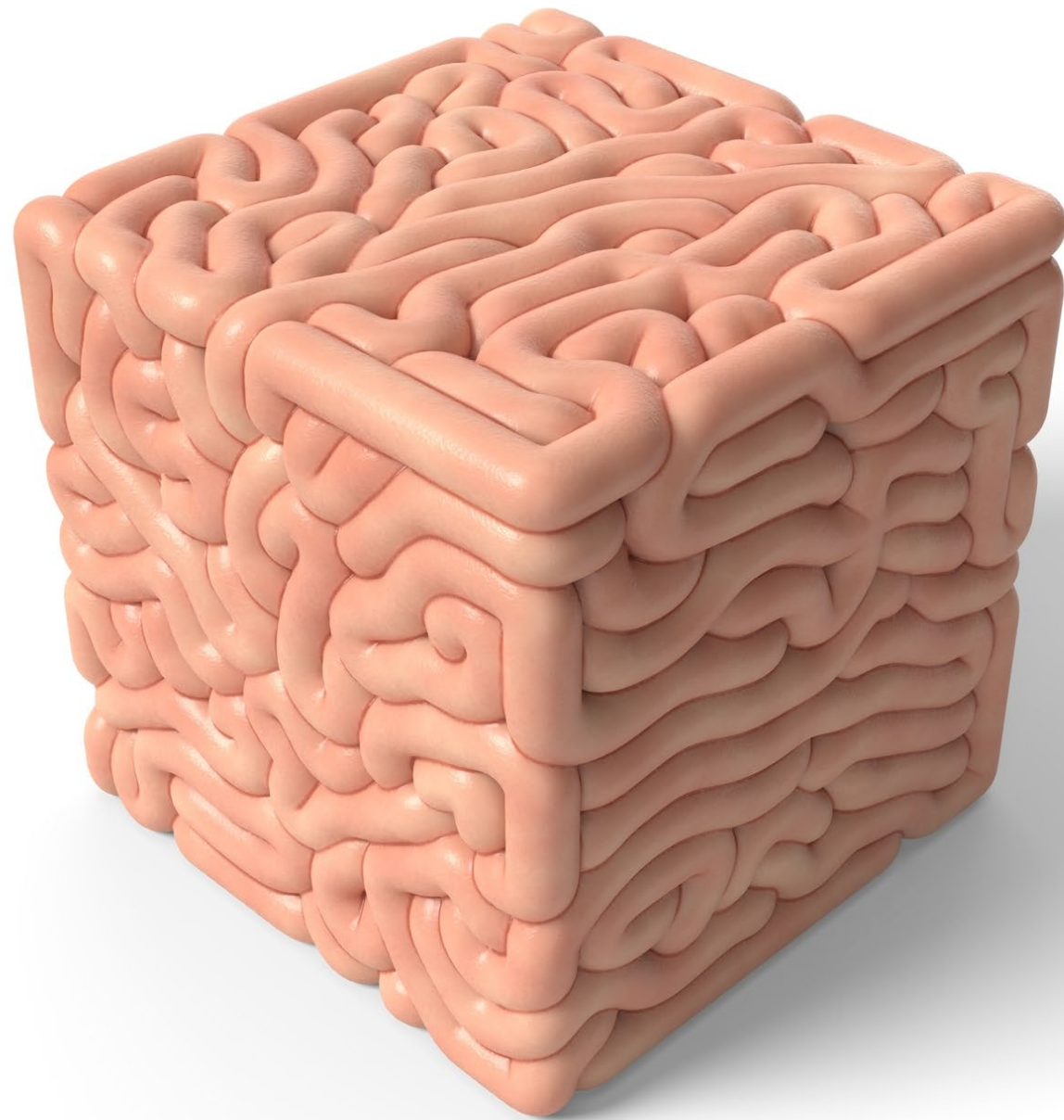




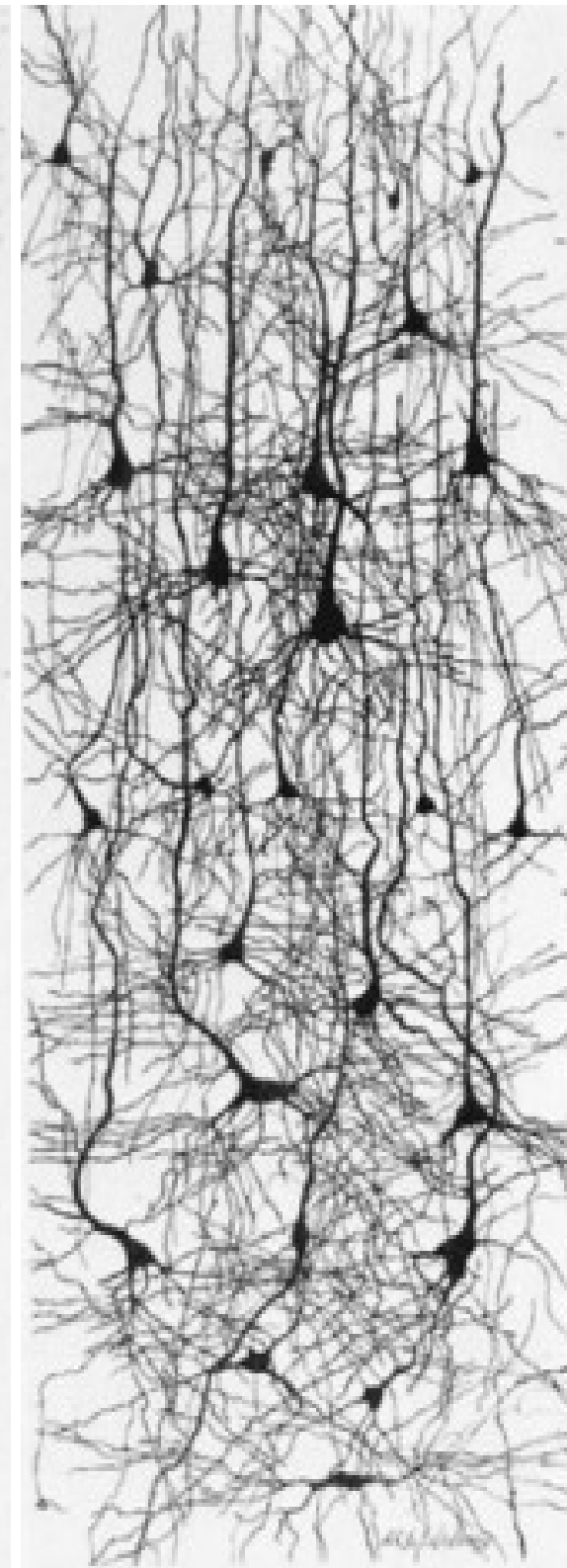
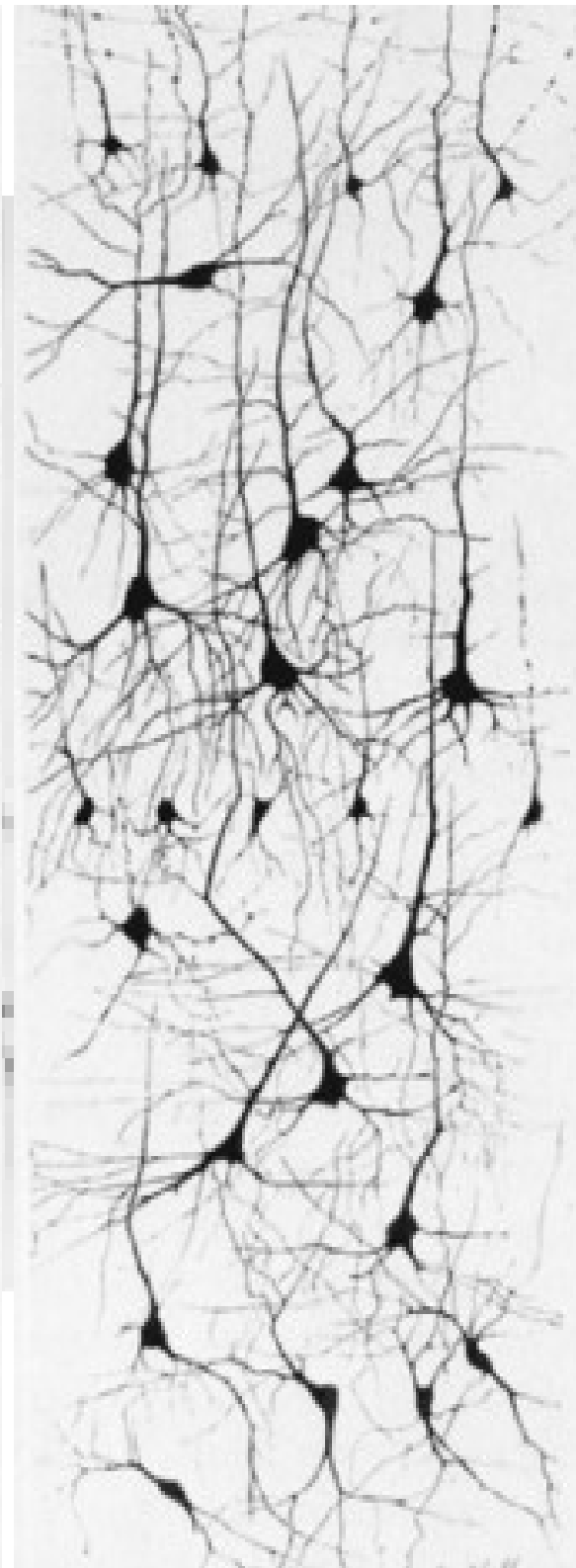
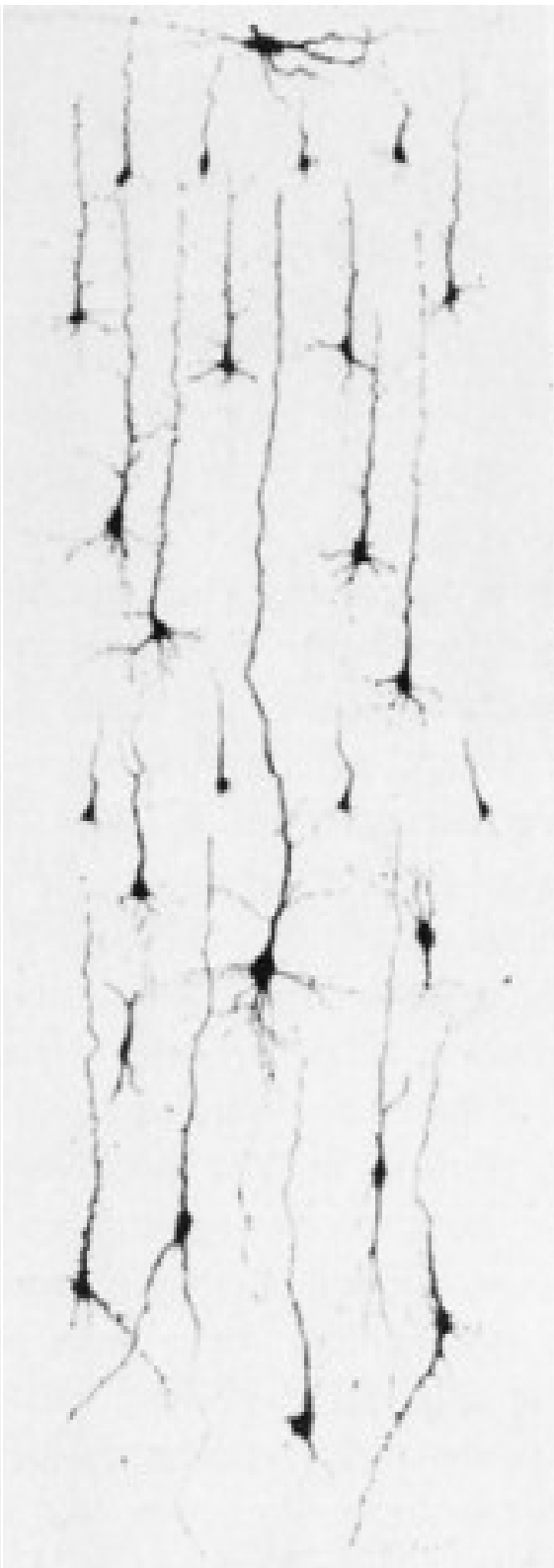
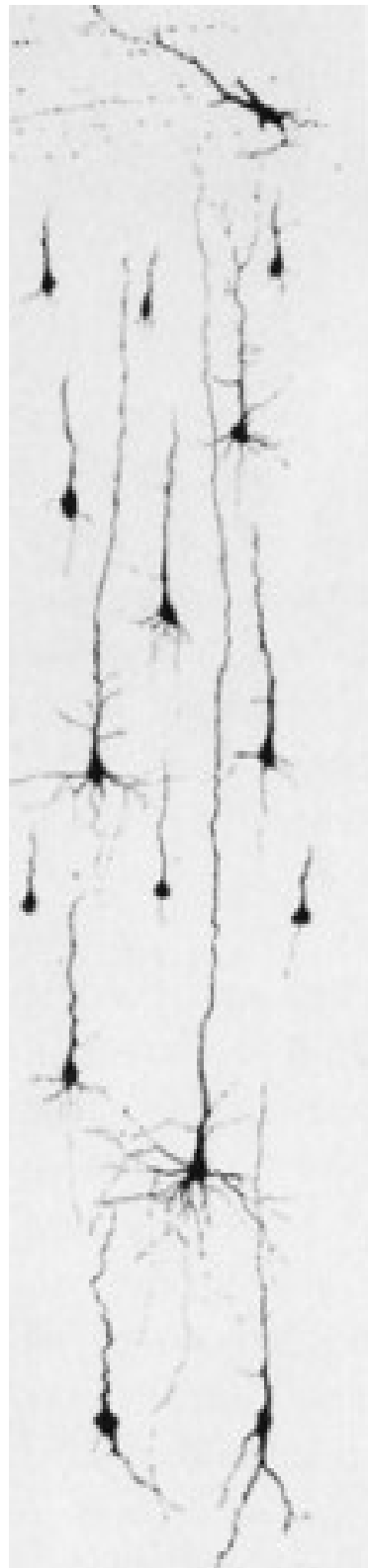
What part of your brain is the ***brake***?

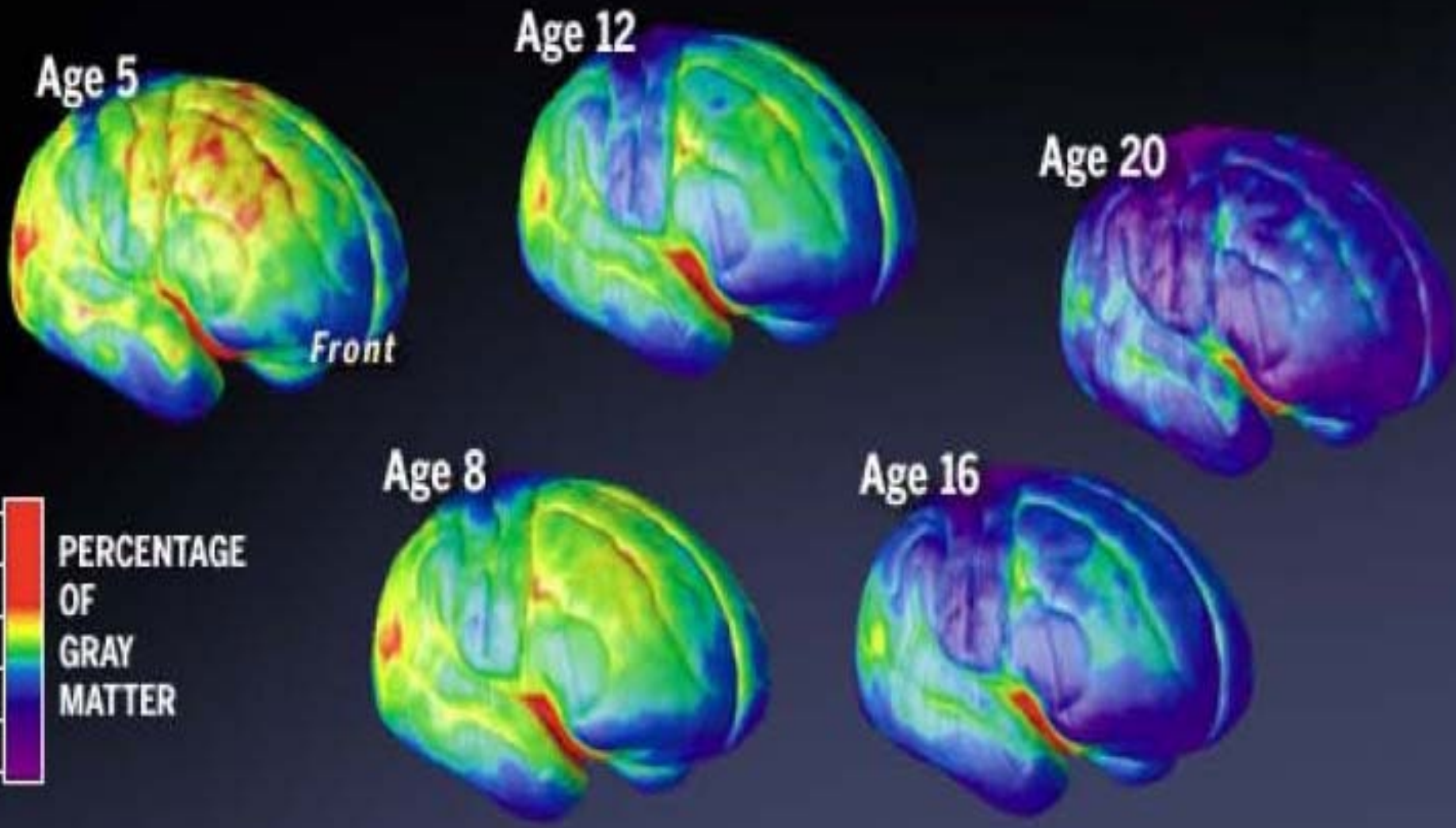
First *The Brain*











Second *The Brain's Rule*



Use it

OR LOSE IT

CEO: Chief Executive Officer



Executive Functioning



Birth/Elementary/Middle

- Task Initiation
- Flexible Thinking
- Planning and Prioritizing
- Organization
- Working Memory
- Self-Monitoring
- Selective Attention
- Coordination

Middle/High School/Age 25

- Abstract; conceptual understanding
- Impulse Control
- Problem-Solving
- Decision-Making
- Judgment
- Emotion Regulation
- Frustration Tolerance
- Ability to Feel Empathy

Third *Risky Behavior*

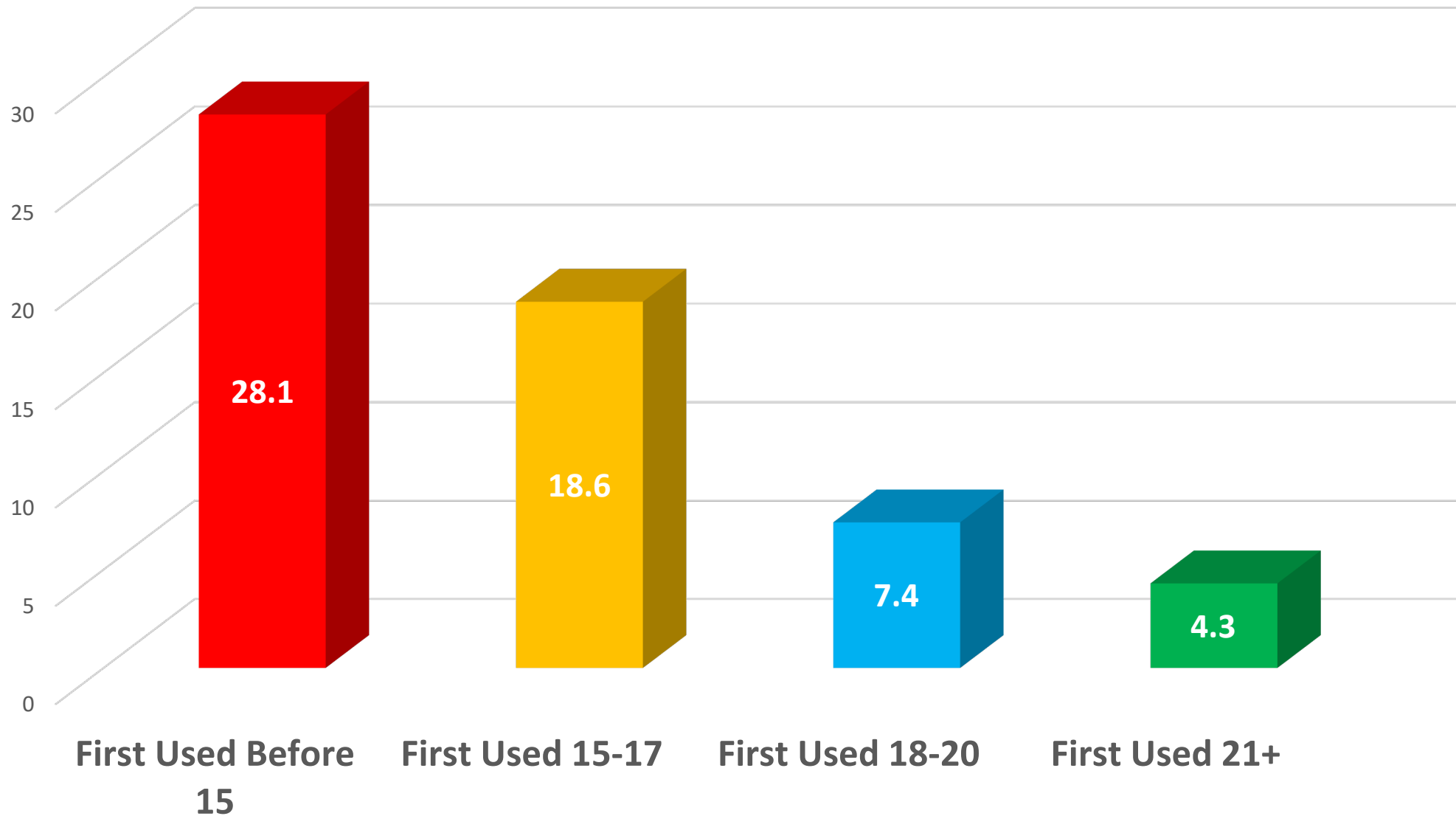




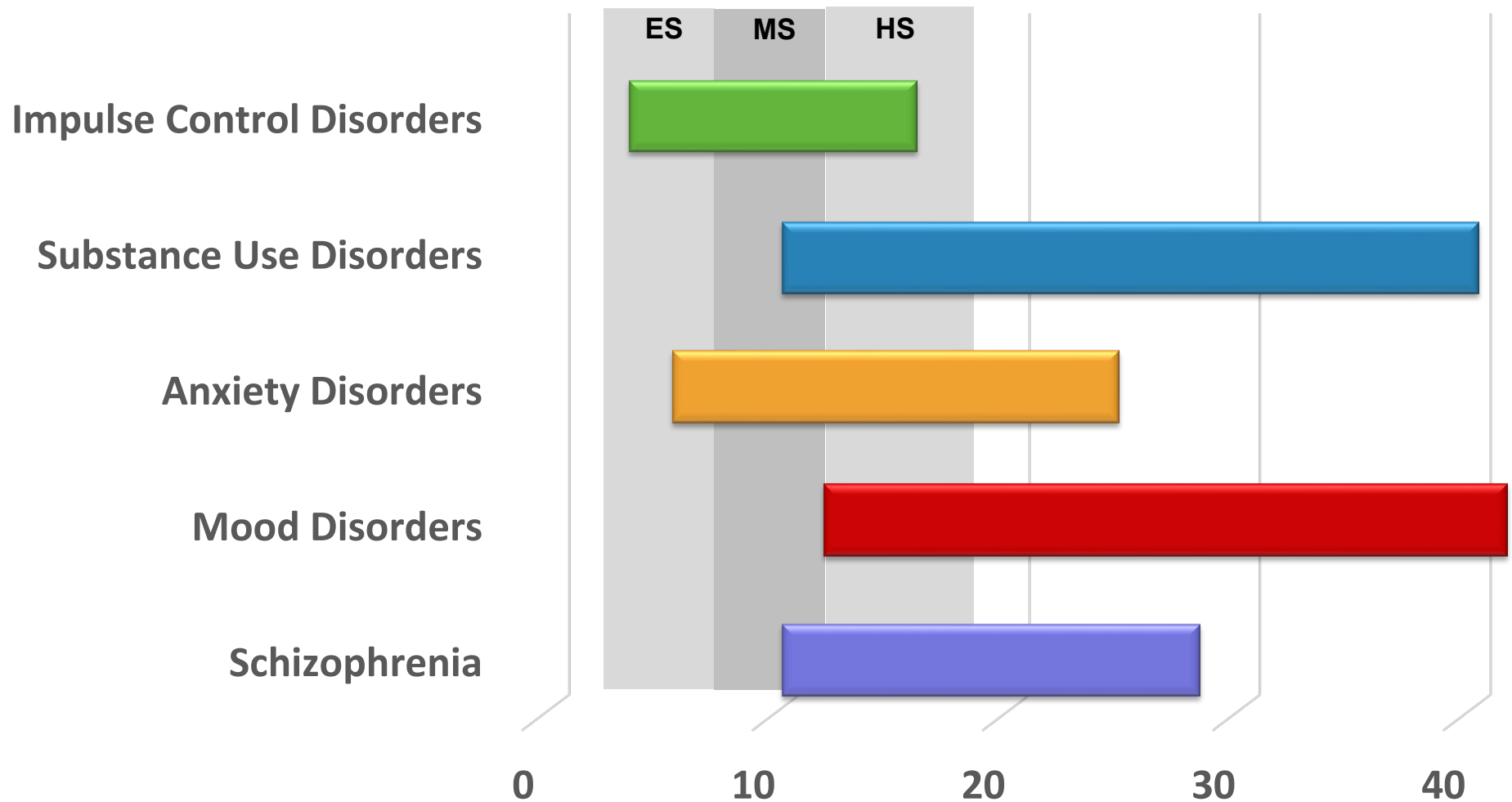




The Earlier Teens Use Any Substance the Greater Risk of Addiction

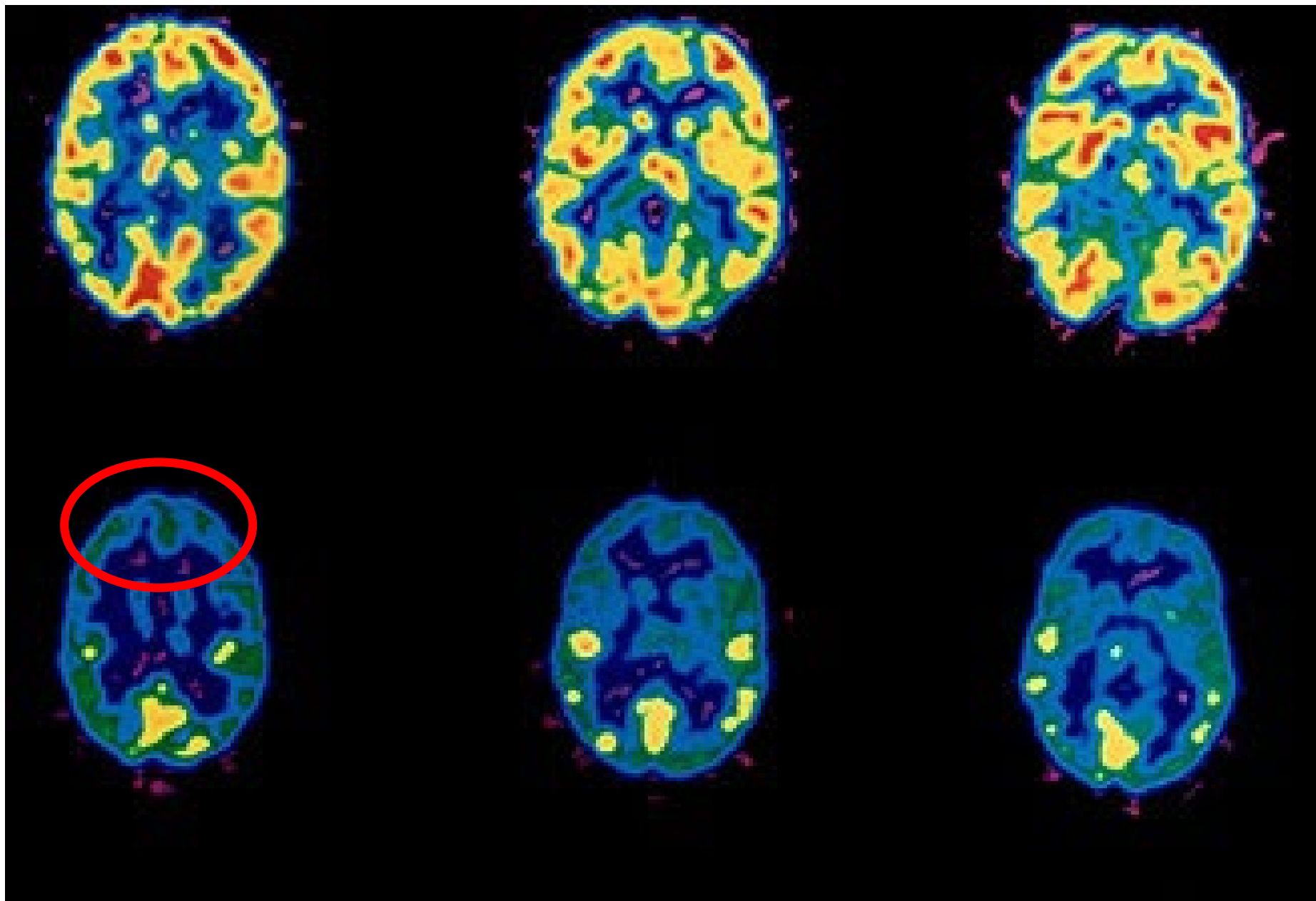


Onset Range for Mental Disorders Happens Early



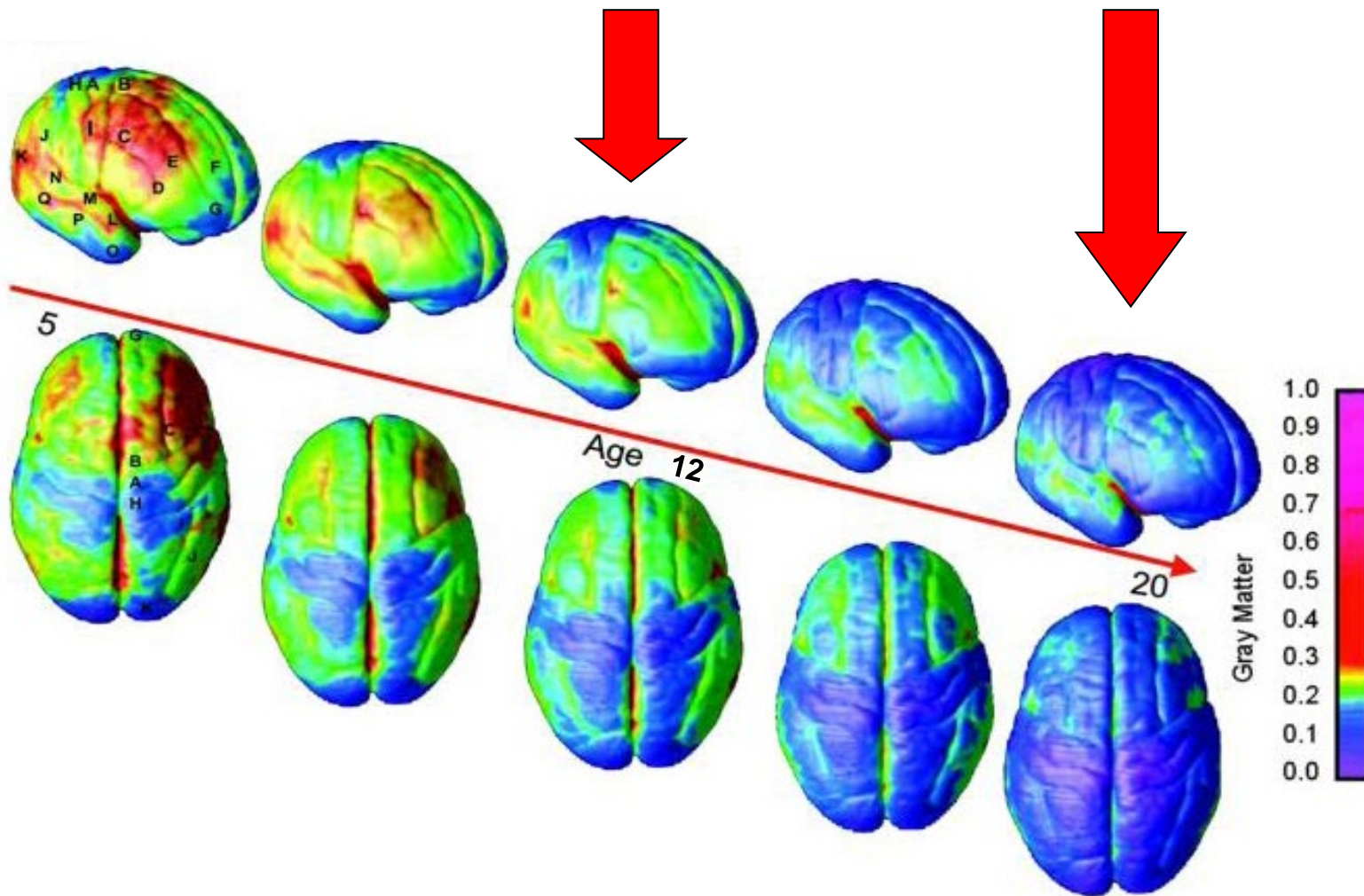
Kessler, et al (2005); Merikangas, et al (2010); Paus, et al (2008)

Fourth *Effects of Risky Behavior*



What if your brain is growing?

If you arrest here but stop using or suffering here



Copyright © 2004 The National Academy of Sciences, USA

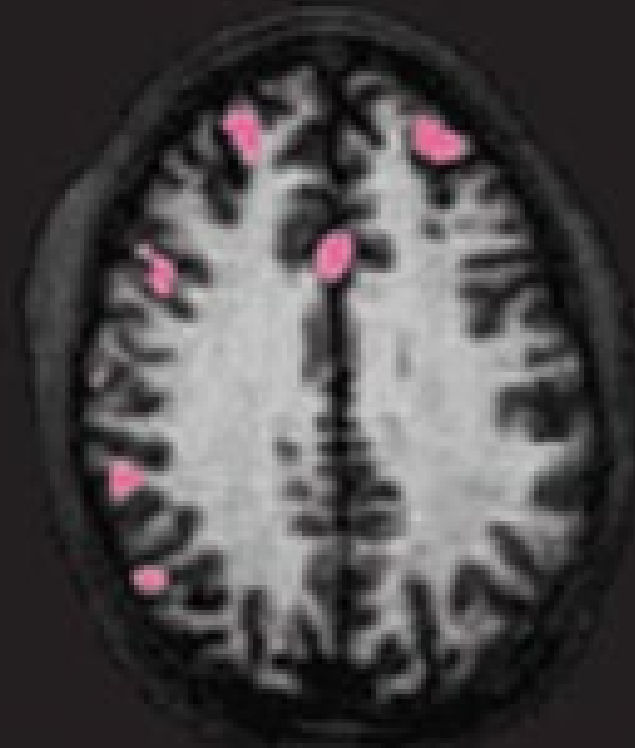
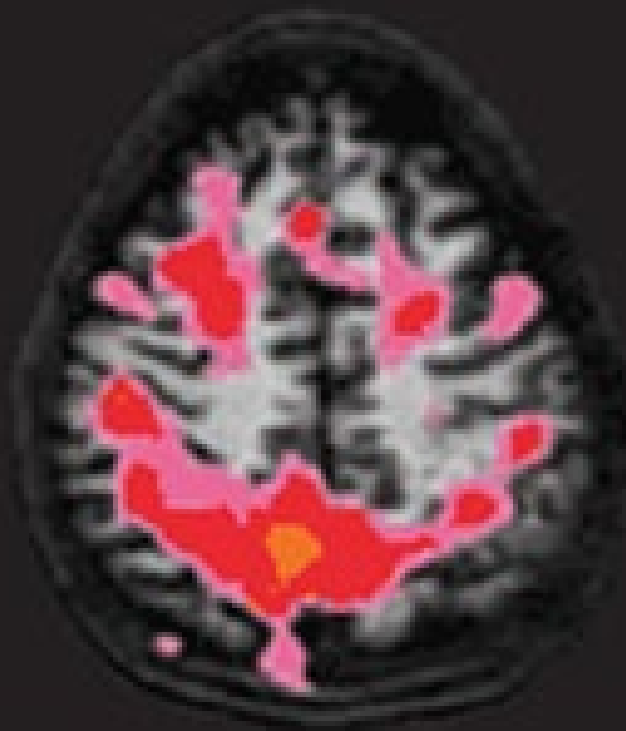
Gogtay, N., Giedd, J.N., et al. (2004)

Dynamic mapping of human cortical development during childhood through early adulthood
Proceedings of the National Academy of Sciences, 101 (21), 8174 – 8179

Alcohol Use

**15-year-old male
non-drinker**

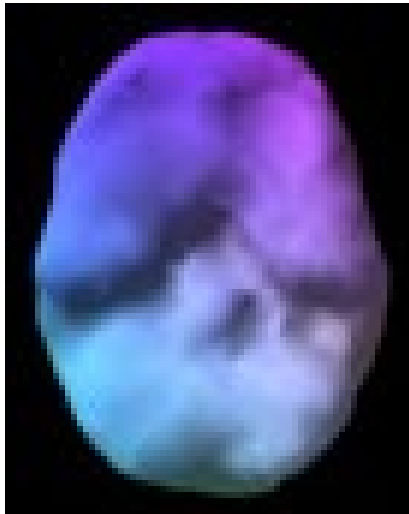
**15-year-old male
heavy-drinker**



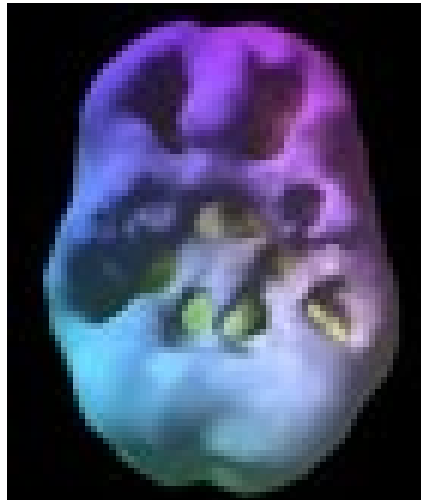
**Brain activity while performing a memory task.
Heavy drinker is sober during this test.**

Image from Susan Tapert, PhD, University of California, San Diego

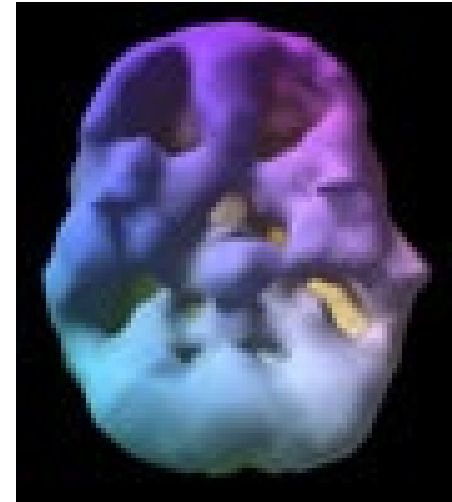
Marijuana Use



Normal



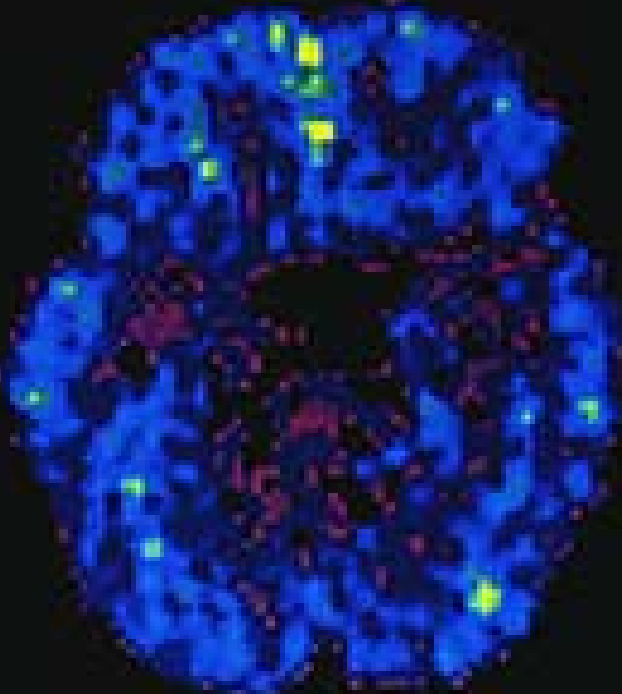
16 y/o — 2 year
history of daily
abuse.



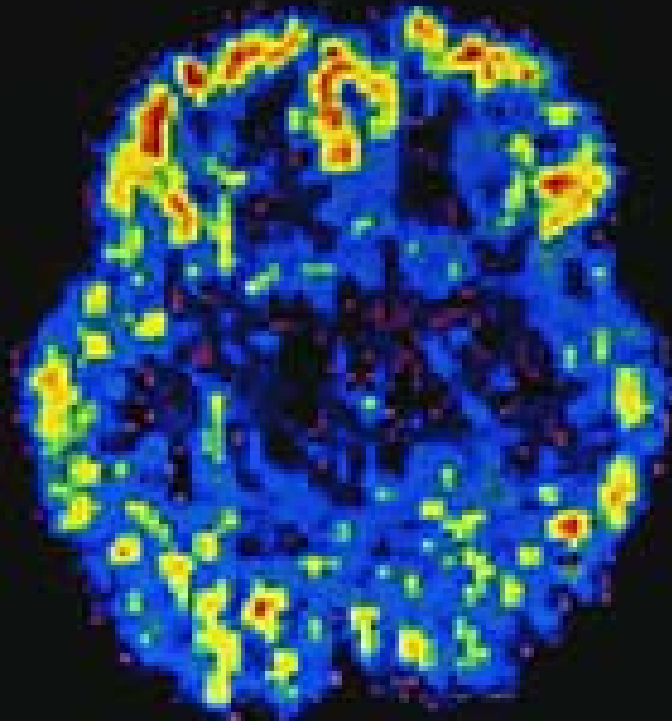
18 y/o – 3 year
history of 4 x week
use.

Depression

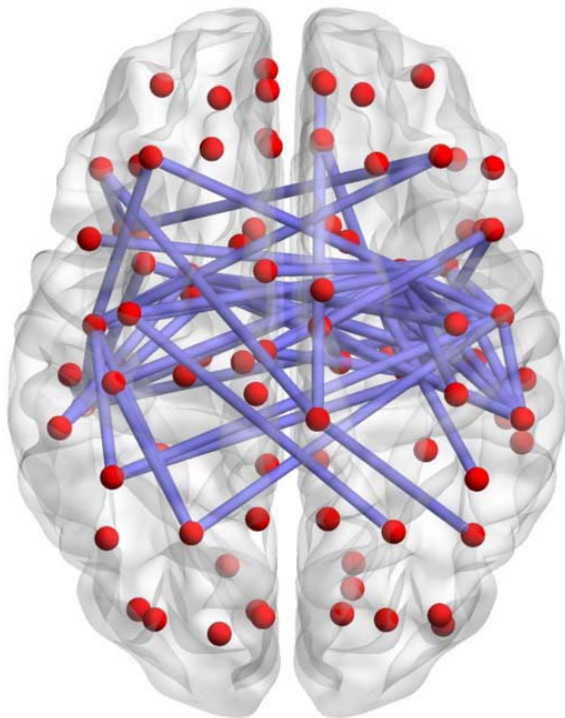
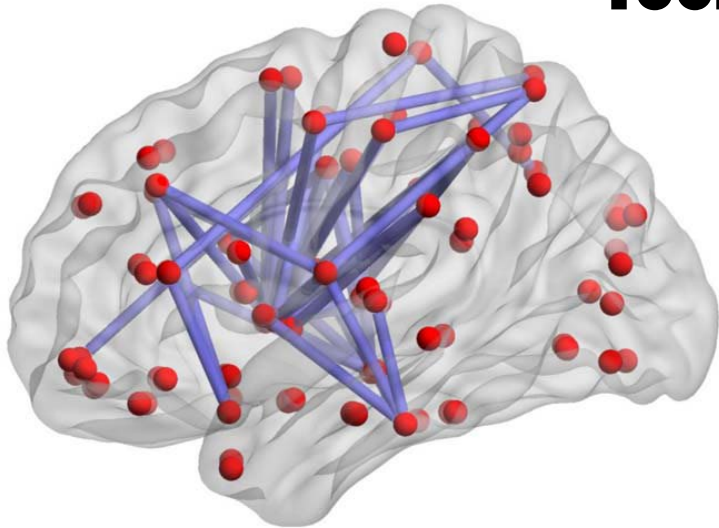
Depressed



Recovered



Technology Overuse



Adolescents with internet addiction display **altered brain functional connectivity** and decreased connections within all three major cerebral lobes involved.

Fifth *Prevention Science*

- 1) Consistent Education in Schools & Home
- 2) Prosocial Activity
- 3) Regular Family Dinners
- 4) Pro-active Community Action
- 5) Brain-based Praise
- 6) Create Family Code of Ethics
- 7) Give Consistent Consequences: B-Mod
- 8) Treat Problems Immediately



Prevention

Sixth *Brain based Praise*

Executive Functioning



Birth/Elementary/Middle

- Task Initiation
- Flexible Thinking
- Planning and Prioritizing
- Organization
- Working Memory
- Self-Monitoring
- Selective Attention
- Coordination

Middle/High School/Age 25

- Abstract; conceptual understanding
- Impulse Control
- Problem-Solving
- Decision-Making
- Judgment
- Emotion Regulation
- Frustration Tolerance
- Ability to Feel Empathy

Performance-Based Praise

Nice job!

Good work!

Intelligence-Based Praise

You're so smart!

That will be no problem for you because of your IQ!

Brain-Based *Praise*

Thank you for calming down so quickly!

I appreciate that you did that without having to be asked.

I really liked the empathy you showed your sister today!

The way you solved that problem was amazing!

Tell me how you did it!

Executive Function Building Scripts

Scripts for Building Abstract Thought

What could the short-term and long-term consequences of alcohol and drug use be?

Why do you think people use drugs or alcohol to change how they feel? Do you think it is because they cannot cope naturally?

What if something bad happened?

We understand your perspective regarding the positive uses of marijuana. What do you think our perspective is? How would we be affected if you used it?

What are some possible solutions? What are the pros and cons to your solution?

What do you think someone might be thinking who feels suicidal? How might suicide affect that person's loved ones?

Tell me more. I may not agree with you, but I want to understand your perspective.

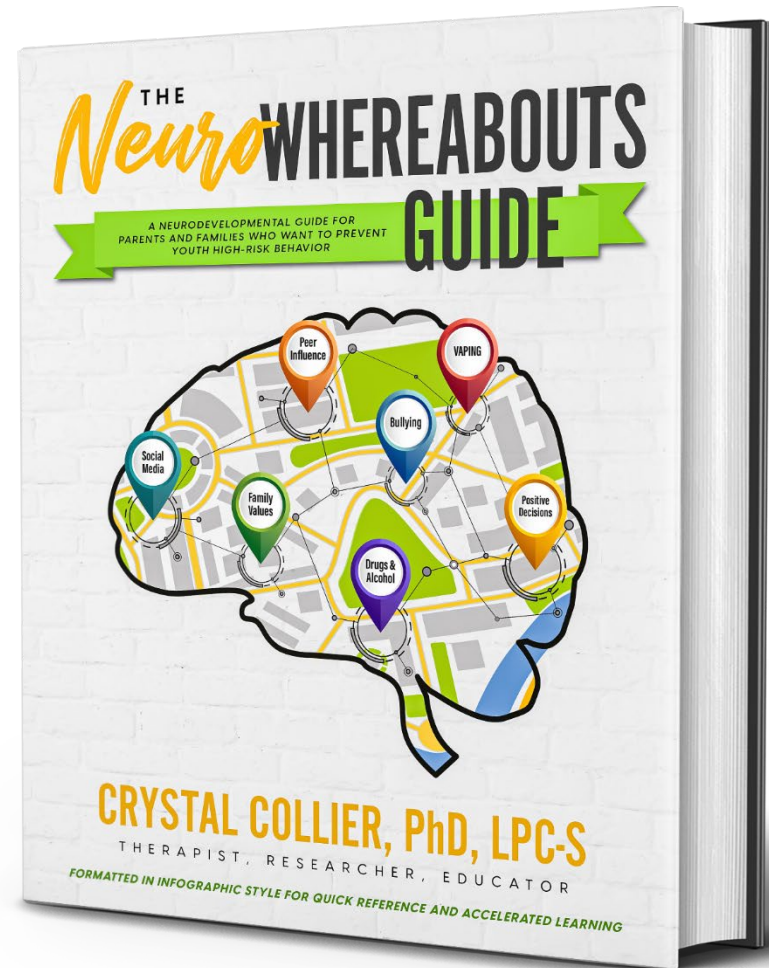
Could violent videos affect a player's behavior in real life? How so? Not you? Tell me more.

The values in our Family Code bring us together in unity. Why do you think unity prevents high-risk behavior? How does unity affect you?

What could restricting food, as seen in anorexia, or cutting, as seen in self-injury symbolize? Low self-worth? Self-hatred?

Seventh *Create a Family Code*

These steps and the **Family Code** are based on the research and activities found in the *NeuroWhereAbouts Guide: A Neurodevelopmental Guide for Parents and Families Who Want to Prevent Youth High-Risk Behavior* By Dr. Crystal Collier





Our Family Code

In our family, we treat others with kindness, compassion, and respect on- and offline. We take care of our brain development and do not engage in risky behaviors. We never use drugs, and only use alcohol when we are 21 or over.



1. Brainstorm family values

Values: Something important to you and your family

Compassion

Honesty

Empathy

Responsibility

Respect

Kindness

Generosity



Our Family Code

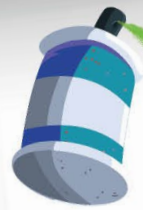
In our family, we treat others with kindness, compassion, and respect on- and offline. We take care of our brain development and do not engage in risky behaviors. We never use drugs, and only use alcohol when we are 21 or over.



2. Decide on the “no’s”

**What risky behavior do we say 'no'
to in our family?**

**Why do you say 'no' to these risky
behaviors?**



Our Family Code

In our family, we treat others with kindness, compassion, and respect on- and offline. We take care of our brain development and do not engage in risky behaviors. We never use drugs, and only use alcohol when we are 21 or over.



3. Combine into 3-4 sentences

In our family, we _____.

We say 'no' to

because we _____

Eighth *How to Use the Code*

High-Risk Behavior Checklist

Record date discussed below.

<input type="checkbox"/>	_____	Alcohol Use
<input type="checkbox"/>	_____	Binge Drinking
<input type="checkbox"/>	_____	Pornography Use
<input type="checkbox"/>	_____	Suicidal Behaviors
<input type="checkbox"/>	_____	Self-Injury
<input type="checkbox"/>	_____	Dating Violence
<input type="checkbox"/>	_____	Marijuana Use
<input type="checkbox"/>	_____	Nicotine and Tobacco Use
<input type="checkbox"/>	_____	Gambling
<input type="checkbox"/>	_____	Illegal 'Street Drug' Use
<input type="checkbox"/>	_____	Driving Under the Influence
<input type="checkbox"/>	_____	Risky Sexual Behavior
<input type="checkbox"/>	_____	E-Cigarette Use and Vaping
<input type="checkbox"/>	_____	Bullying and Cyberbullying
<input type="checkbox"/>	_____	Eating Disorder Behavior
<input type="checkbox"/>	_____	Sexting or Sending Nudes
<input type="checkbox"/>	_____	Video Game Addiction
<input type="checkbox"/>	_____	Technology Overuse

Conversation Starters

CONVERSATION STARTERS CALENDAR

Conversations about risky behavior can be awkward. Use the 'Conversation Starters Calendar' on these two pages to help normalize discussions about these subjects and increase family unity.²⁵ Prevention month, week and day themes can be used to bring up topics in order to (a) teach prevention science information specific to each topic from this guide, (b) discuss family expectations outlined in the Family Code, and (c) help youth feel more comfortable sharing honestly about potentially difficult issues regularly.

January	February	March
<ul style="list-style-type: none"> 9 - National Law Enforcement Appreciation Day 11 - National Human Trafficking Awareness Day 12 - National Youth Day 21 - National Hugging Day 22 - Celebration of Life Day 27 - International Holocaust Remembrance Day 28 - Data Privacy Day - National Healthy Weight Week (begins 3rd Sunday) - National Mentoring Month 	<ul style="list-style-type: none"> - National Ice Cream for Breakfast Day (1st Saturday) - Safer Internet Day (Tuesday in 2nd week) - Children of Alcoholics Week (begins the week of Valentine's Day) - National Condom Week (begins Valentine's Day, 14th) - Random Acts of Kindness Week (begins week of 17th) - National Eating Disorders Awareness Week (begins on Last Monday) - Teen Dating Violence Awareness Month 	<ul style="list-style-type: none"> 1 - Self-Injury Awareness Day 2 - World Teen Mental Wellness Day 4 - World Obesity Day 18 - Awkward Moments Day - Brain Awareness Week (begins 3rd week) - National Day of Unplugging (first Friday) - National Inhalants and Poisons Awareness Week (begins 3rd week) - Problem Gambling Awareness Month
April	May	June
<ul style="list-style-type: none"> 7 - World Health Day 10 - National Siblings Day 25 - National Drug Take Back Day - National Alcohol Screening Day (Thursday of 1st full week) - Sexual Assault Awareness Month - National Alcohol Awareness Month - Distracted Driving Awareness Month - Stress Awareness Month 	<ul style="list-style-type: none"> 6 - International No Diet Day 15 - International Day of Families 25 - National Missing Children's Day 31 - World No Tobacco Day - World Laughter Day (1st Sunday) - National Teacher Appreciation Day (Tuesday of 1st full week) - Mental Health Awareness Month - Women's Health Month 	<ul style="list-style-type: none"> 1 - National Say Something Nice Day - Global Day of Parents 12 - National Loving Day 14 - World Blood Donor Day 27 - National PTSD Awareness Day 29 - Hug Holiday 30 - World Social Media Day - Men's Health Month - Pride Month



Know Your
Neuro.org

Family Dinners



0 to 2 Family Dinners/Week

5 to 7 Family Dinners/Week

92%

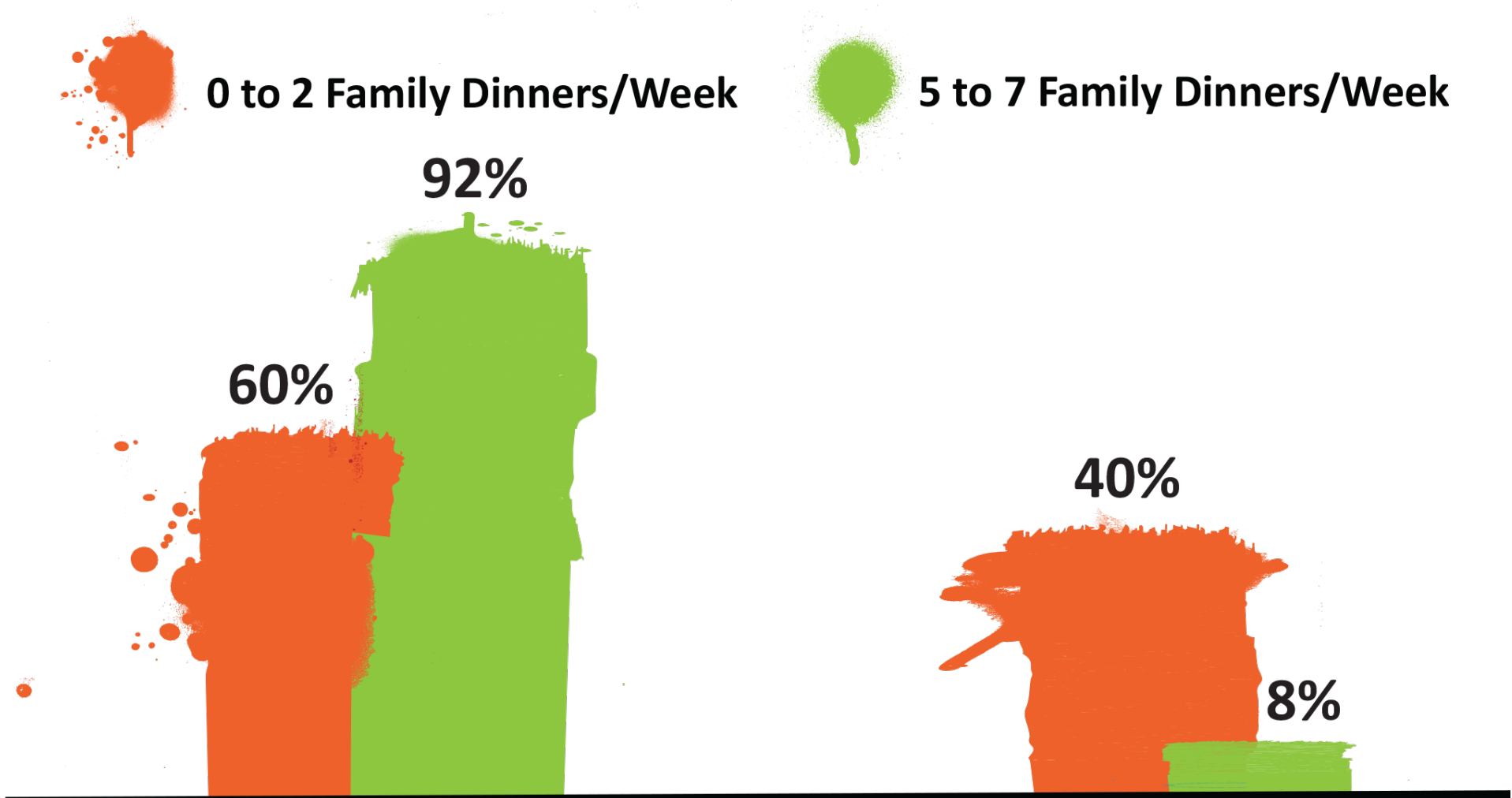
60%

40%

8%

**Great Deal to Fair Amount
of info known**

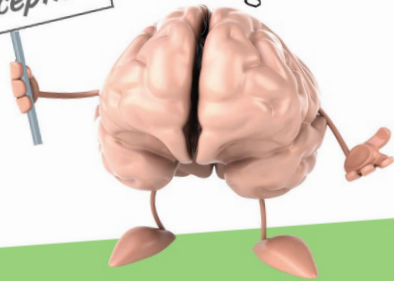
**Little to No
info known**



THE GAMBLING TALK

Research indicates that many problem gamblers begin gambling as young as ages 8 to 11.¹⁴¹⁻¹⁴³ Around that age, begin discussing this issue by asking the questions in the box at the right, creating family rules about gambling games, and praising them for demonstrating good Executive Function skills, such as accurately perceiving the risks of gambling and predatory monetization schemes.¹⁴⁴ Definitions can be found in Ch. 4 and 'Playing the Odds' game is below.

Accurate
Risk
Perception



Play the Odds Game

What do you think the odds are of...

1. Winning the lottery?
2. Being hit by lightning?
3. Winning an online poker tournament?
4. Being bitten by a shark?
5. Getting a royal flush?
6. Picking the winning horse at a track?
7. Hitting the jackpot on a slot machine?
8. (Add your own odds questions)

Gambling Prevention Questions

- What is gambling? What should our family rules about gambling be?
- How old do you have to be to gamble in our state?
- How do video games gamblify game play? What is a predatory monetization scheme?
- What would you do if, when you are playing a free game, it prompts you to buy something?
- If someone loses money at gambling is it due to bad luck or the odds against winning?
- What are odds? What does it mean when they say 'the house always wins'?
- What are the emotional outcomes of losing money to gambling?
- What type of betting or wagering is allowed in our family? Do you need parental permission to buy tickets?
- How much money would you be comfortable losing at gambling?
- Is it okay to bet on a friend's game of basketball? Or, on your friend's football game?
- What would the consequences be if you used your parents' money to make an online bet?
- What would you do if you felt pressured to make a bet?

THE PORNOGRAPHY TALK (S)

PORN PREVENTION BY AGE

ELEMENTARY (6 to 9 years, depending upon maturity level)

- Discuss the difference between good pictures and bad pictures;¹⁴⁰ give examples of good pictures like school photos or puppy videos
- Define the word pornography: Printed or visual material showing sexual images or activities; sexual images show private parts of the body that we keep covered with clothes
- Define pornography as 'bad picture' because it may make kids feel yucky or uncomfortable to see someone's private parts
- Explain what you expect them to do if they see a bad picture: Show good self control and look away, then tell a parent or adult
- Tell them they will not get in trouble if they see pornography, but that in order to protect their brain, they should look away
- Let them know that you will stay calm and be proud of them when they tell you if they see pornography

MIDDLE SCHOOL (10 to 13 years)

- When young people see sexually explicit scenes on TV, media or video games, take the opportunity to review the topic of pornography
- Validate that being curious about pornography is normal, but that viewing it could change their brain in negative ways
- Ask them to refuse to look if someone tries to show it to them, and to never show it to others in case they see it by accident
- Set limits regarding taking photos: Do not allow others to take pictures of your private parts. No 'selfies' of your own private parts.
- Let children know:
 - 1) Perpetrators use pornography to manipulate children because they know how curious kids can be
 - 2) Viewing pornography is linked to child sexual abuse because kids may want to try the things they see, and don't know the dangers
 - 3) Pornography changes the brain and can cause addiction

HIGH SCHOOL (14 to 18 years)

- Monitor their technology for pornography use, and let them know they will incur a consequence if they watch pornography
- Discuss the potential social and emotional consequences of pornography use and addiction



THE MEDIA TALK

DANGERS OF DOING 'RESEARCH' ON THE INTERNET — The Internet contains hundreds of drug and pro-risky behavior websites that cherry-pick research to bolster their stance, result in reduced perceived harms and increased use or engagement. Teach children how to critically evaluate media for buzzwords and conflicts of interest, and how to spot reliable and objective sources.

Marketers and advertisers use buzzwords to entice buying behavior and divert attention from adverse public health effects. Some may rely on research based on limited evidence, or on research conducted by investigators that have **conflicts of interest**.

In the era of 'fake news', it may be confusing to know where to locate accurate information, at least the most accurate and **unbiased** as it can be. The list below describes information sources in order of most to least reliable.



Beware of Buzzword

Natural · Pure
Clean · Organic
Cures or Treats Illr
Cure-All · Miracle
Growing Body of Ev
Holds Promi:
Generally Recogniz
Healthier Ch

THE MEDICINE TALK



MEDICINE — A substance or formulation of ingredients used to treat a disease or condition.

FOOD AND DRUG ADMINISTRATION (FDA) — A government agency responsible for ensuring that medications are safe and effective. This organization conducts scientific testing to determine if the benefits of a drug are greater than any potential harmful effects. If a drug fails to meet FDA standards and approval, it cannot be sold as a medicine in the United States.

What it is

Medicine is a tool to be used cautiously. It should be obtained from healthcare professionals who have been trained to know the benefits and potential risks of drugs.

Many medicines can have harmful side effects, and some have the potential to cause addiction when overused, such as certain pain medications. They should be taken only when necessary, and only in amounts directed by the prescribing professional.

For a medicine to be considered reliable, it should meet certain standards, such as containing well-defined, measurable effective ingredients that are identical in each dose.



What it is Not

Medicine is not a 'street drug' that is being depicted as medicinal, such as marijuana, pain medications and amphetamines taken without a prescription. Some 'street drugs' have medicinal properties **and** potentially harmful effects.⁷⁰

The FDA has approved two medications that contain ingredients derived from marijuana, but has not approved marijuana itself as a medicine. Scientific research has been conducted on these medications for treatment of the symptoms caused by cancer, multiple sclerosis and HIV/AIDS.

These medications do not cure illness but only treat their symptoms. If you have any of these illnesses, consult a doctor regarding the safest, most appropriate medicine.

SYSTEMATIC REVIEW — An article or book that summarizes research conducted in a specific area or research topics, including carefully designed studies, clinical trials, or meta-analyses that includes reliable sources of evidence to guide practice.

PEER-REVIEWED JOURNAL ARTICLES OR BOOKS — Research articles or books that have been reviewed by other scientists and experts, then reviewed by many other experts in the field to ensure accuracy and scientific validity before publication.

PROFESSIONAL ARTICLES OR BOOKS — Research, knowledge or practice articles or books written by professionals or experts in the field.

OFFICIAL GOVERNMENT OR UNIVERSITY WEBSITES — Information provided by official government institutions and organizations.

NEWSPAPER OR MAGAZINE ARTICLES — Information gathered by reporters or magazine writers who fact-check information from reliable sources, but may not be as rigorous as peer-reviewed journals.

WEBSITES OR BLOGS — Information or editorial opinions written by bloggers or website business owners who may or may not have a biased agenda or financial stake in the information.

Smartphone Contract

In order to earn a smartphone connected to the Internet, I will:

- Demonstrate and represent our Family Code when using it.
- Understand that having it is a privilege, not my right.
- Never take or send inappropriate pictures of myself or others with it.
- Never cyberbully with it, and report cyberbullying if I see it happening to others.
- Understand my parents own it, and turn it off or on when they say so.
- Never add or download anything on it without parental permission.
- Know the signs of technology addiction, and change my usage if I show any.
- Value people more than technology by refraining from using it when talking or eating with others.
- Turn in my phone at night, and refrain from using it behind closed doors.
- Commit to doing chores and homework before smartphone time.
- Pay, or help to pay, the cost of replacing it if I break it.
- Follow my school's smartphone rules and refrain from using it in class.
- Never use the phone to view or purchase inappropriate content or items.
- Be safe online, and never enter my information on unknown sites or interact with unknown people.
- Allow my parents to set up security and know my passwords.
- Tell my parents if I see something inappropriate that goes against our Family Code.
- Ask for permission before posting pictures of myself, friends, or family.
- Always answer a call or text from parents, and call or text immediately back if missed.

Signature _____ Date _____

Driving Contract

In order to earn the privilege of driving a motor vehicle, I will:

- Understand that driving is an earned privilege, and not my right.
- Understand that these privileges can be taken away by my parents.
- Obey all driving laws to protect myself and others, and wear seatbelts at all times.
- Observe and follow all posted speed limits, especially when driving with others.
- Drive carefully. I will not text, eat, play loud music, put on makeup, or be distracted by others while driving. I will not drive when emotionally upset or angry. I will not drive in a rush or hurry, and may be required to find an alternative ride if running late. I will not engage in thrill-seeking or stunts while driving.
- Understand that the motor vehicle belongs to my parents, even if it was a gift. Know that driving irresponsibly will result in loss of driving privileges.
- Not use mind-altering substances, such as alcohol or drugs, especially while driving. I will not ride in a vehicle with someone who has used alcohol or drugs.
- Stay on the scene in case of a motor vehicle accident, and notify authorities and parents immediately.
- Stay within the location bounds set by my parents, and agree to allow my location to be tracked.
- Use the vehicle only during hours set by my parents, and return the vehicle by curfew.
- Drive with passengers only when given permission, and never with more passengers than the law allows.
- Return the keys if I lose my driving privileges, with no argument or debate.
- Understand that failure to surrender the keys will mean indefinite loss of the vehicle.
- Understand that if I drive the vehicle without parental permission, the police may be notified.
- Do not allow anyone else to drive the motor vehicle without my parental permission for anyone else to drive the motor vehicle.
- Understand that I am responsible for any costs incurred by tickets or accidents.
- Understand that I am responsible for the maintenance of the motor vehicle by keeping it clean and maintained.

Signature _____ Date _____

THE WHEREABOUTS LOG

The WhereAbouts Log helps keep track of your children's peer contacts, peer parent information, and peer parent communications. Feel free to make copies for every peer household.

Peer Name _____
 Peer Address _____
 Peer Parents' Names _____
 Peer Parents' Phone Numbers _____
 Notes _____

Peer Name _____
 Peer Address _____
 Peer Parents' Names _____
 Peer Parents' Phone Numbers _____
 Notes _____

Peer Name _____
 Peer Address _____
 Peer Parents' Names _____
 Peer Parents' Phone Numbers _____
 Notes _____

Peer Name _____
 Peer Address _____
 Peer Parents' Names _____
 Peer Parents' Phone Numbers _____
 Notes _____

Peer Name _____
 Peer Address _____
 Peer Parents' Names _____
 Peer Parents' Phone Numbers _____
 Notes _____

Peer Parent Discussion Topics

- Bedtimes and behavior expectations
- In-person monitoring policy
- Video game ratings policy
- Use of technology monitoring software
- Technology time limits
- Firearm or weapons access
- Drug and alcohol policy
- Alcohol access
- Prescription medication access

Since our children will be spending time together, I wanted to discuss some of your policies to make sure we are on the same page. May I ask you a few questions about the rules at your house?

- What are your bedtime behavioral rules? _____ and _____
- We do not allow kids to hang out 2 hours without monitoring and check them every couple of hours. How do you check?
- We only allow video games that are age-appropriate for our son/daughter. What are your rules about ratings?

- Do you have technology monitoring software on your screens to alert you if the kid pornography or engage in other inappropriate Internet activities?
- We only allow 2-3 consecutive hours of video game or social media time per day weekends. Could you back us up on this rule when our child is at your home?
- If you have firearms or guns, do you keep them in a locked cabinet to restrict access?
- We have a 'No drugs or alcohol policy' and wanted to find out how you feel about this topic?
- Do you have a mini-bar or keep alcohol where kids could access it?
- Are your prescription medications in a medicine cabinet that could be in reach of my child?

Ninth *Behavior Modification*

What if?

We hope you follow our family's code but, in case you make a different decision...tell me. You will have a consequence but, that consequence will be really small if you tell. It will double or triple if I found out that you broke our family code from someone else. Honesty is the best policy but, I know your brain is developing and you may make some bad decisions. I have to be your frontal lobe until you grow one of your own!

BEHAVIOR MODIFICATION

B-Mod Guidelines

- 1** **KEEP IT SIMPLE.** One page. Simple language results in less nagging, reminding, or manipulating. Use one row, if that is all that is needed, and no more than 3-4 behaviors.
- 2** **KEEP IT POSITIVE.** Write behavioral expectations in positive terms and enlist youth to help fill in rewards.
- 3** **KEEP IT CONSISTENT.** Deliver the consequences set out in the contract consistently. Giving rewards back too soon, or failing to institute consequences, results in longer extinction bursts.

BEHAVIOR MODIFICATION (B-MOD)

— A technique that uses rewards and consequences to shape or modify behavior based on B. F. Skinner's Operant Conditioning Theory.^{33,34}

SHAPING — A technique that involves patiently rewarding behaviors that are close to the target behavior until the target behavior is achieved.^{33,34}

EXTINCTION BURST — A temporary increase in a behavior that a B-Mod contract is meant to decrease — this is a normal and expected reaction when a consequence is earned, or a reward is lost.

B-Mod Contract Sample

Behavior	Rewards (Earnings)	Consequences (Losses)
1. Be sober	<ul style="list-style-type: none"> • Cell phone use • Peer privileges • Privacy (such as having a door) 	<ul style="list-style-type: none"> • Cell phone use • Peer privileges • Privacy (no door on room) • Emergency family session (earned this one)
2. Follow rules (includes doing chores)	<ul style="list-style-type: none"> • Allowance • Cell phone use • Technology privileges 	<ul style="list-style-type: none"> • Allowance • Cell phone use • Technology privileges
3. Get good grades	<ul style="list-style-type: none"> • Cell phone use • Technology privileges • New games or clothing 	<ul style="list-style-type: none"> • Cell phone use • Technology privileges • New games or clothing

Behavior	Rewards	Consequences
1.	• •	• •
2.	• •	• •
3.	• •	• •

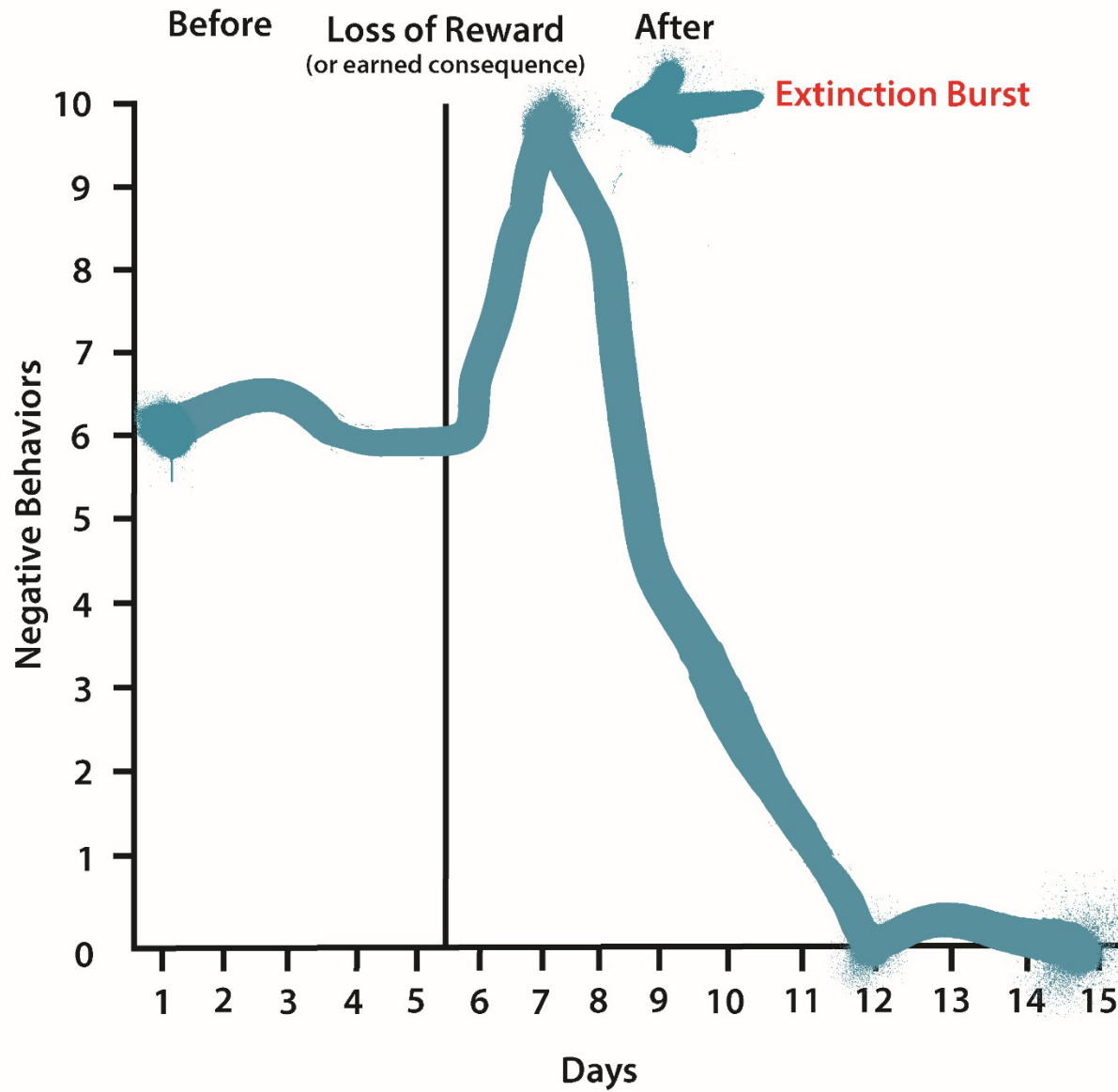
Developing Person's Signature

Parents or Guardian Signature

Date

Date

Be Prepared...



Tenth *Tools to Use Consistently*



Drug Testing

- #1 Refusal Skill
 - Start at 11/12
 - Frequency 1-2/yr.
- Increase if suspicious or using

strong brain

Prevention works if done consistently! Know Your Neuro puts brain-based, social-emotional, and prevention skills training right in the hands of schools and caregivers. Designed to be integrated into a school's health or homeroom curriculum, Know Your Neuro videos and class activities can be easily integrated and tailored to fit the developmental needs of K-12 youth.

[Learn How](#)

families

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students

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[Learn More](#)

schools

Utilize brain-based skills training videos and classroom activities for every age group.

[Learn More](#)



Know Your *Neuro*.org

Crystal Collier, PhD, LPC-S

(713) 254-9719

www.drcrystalcollier.com

www.knowyourneuro.org

www.neurowhereaboutsguide.com

crystal@drcrystalcollier.com

