

DID YOU KNOW? ADOLESCENTS ARE...

Undergoing developmental changes in the brain that shift how they interact with peers and adults

Experiencing a changing and more complex social world



Developing the ability to reevaluate their emotional responses to social situations



Taking on more adult roles and responsibilities



Improving their capacity to understand and engage in complex social interactions



Forming new types of relationships (romantic, professional, deeper friendships)



Increasingly sensitive to evaluation from others



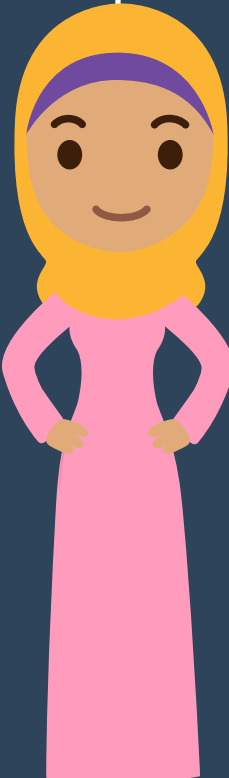
Understanding themselves and how they fit within larger social contexts



Shifting behavior based on peer influence and adult presence



Navigating cultural influences and societal expectations



Adolescents are at greater risk for certain issues related to mental health, making it increasingly critical that adults support students during this vulnerable stage of development.

These developmental changes and shifting social environments impact academic learning. Educators can help students navigate these changes by supporting the development of social and emotional skills.

Students with social and emotional skills are¹ ...

Self-aware:
Recognize their emotions and talk about their values

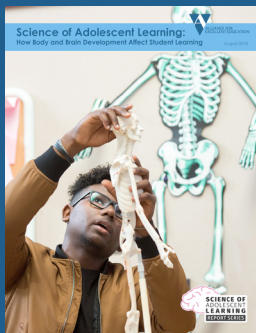
Regulating emotions:
Manage stress, control impulses

Socially aware:
Understand the perspective of others and empathize

Managing relationships:
Establish and maintain healthy relationships

Making responsible decisions:
Consider social norms, ethics, and consequences when making decisions

SCIENCE OF ADOLESCENT LEARNING (SAL) CONSENSUS STATEMENT REPORT SERIES



Report 1: How Body and Brain Development Affect Student Learning

Adolescence is a critical window for student learning and development. The first report of the series highlights SAL research and describes the key biological, cognitive, social, and emotional development processes that occur during the adolescent years and their implications for education practice and policy.



Report 2: Risk Taking, Rewards, and Relationships

Supporting adolescent risk taking and relationship building can increase adolescents' motivation to learn and even improve their ability to learn. Using neuroscience, and social and psychological research, the second report of the series highlights how educators and leaders can shift their thinking about adolescent behavior to capitalize on the unique learning opportunities of this developmental stage.



Report 3: Valuing Culture, Experiences, and Environments

Culture and learning environments, inside and outside of school and online, affect the learning opportunities adolescent students experience as well as their development and capacity to learn. The third report explains the growing research about how stress affects learning and how the intersection of school and societal cultures supports or hinders educational outcomes of diverse student populations.

Coming Soon Report 4: How Identity and Empowerment Influence Student Learning

Providing adolescent students with opportunities to shape their own learning experiences supports their identity development and their learning outcomes. The fourth report of the series discusses how in-school and out-of-school contexts nurture or obstruct student voice and agency. The report also highlights neuroscience research for educators and leaders to inform their decisionmaking when designing developmentally appropriate adolescent learning opportunities.

Visit all4ed.org/SAL to learn more about All4Ed's SAL initiative.



¹ Collaborative for Academic, Social, and Emotional Learning, "Core SEL Competencies," <https://casel.org/core-competencies> (accessed November 21, 2018).

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