

The Upside Down Organization is proud to support the 30th Annual Texas Network of Texas Services (TNOYS) Conference!

August 15, 2013 | Crowne Plaza Riverwalk, San Antonio, TX

FEATURED PRESENTER:

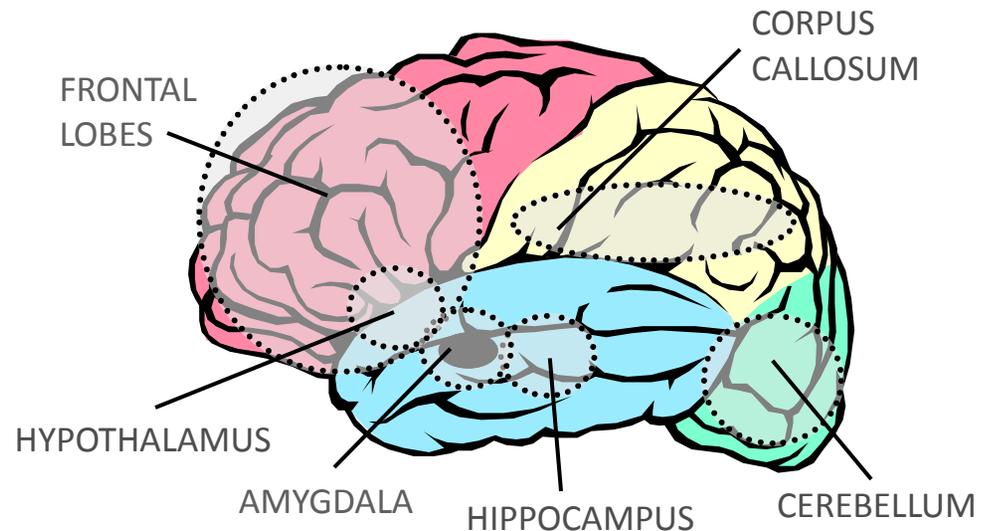
FRANK KROS, MSW, JD

“Jack’s Brain, Jill’s Brain: Gender Differences and Why They Matter”

The Three FAST W’s

1. **WHETHER** there are differences in male and female brains...
2. **WHERE** are the differences?
3. **WHY** the differences?

Basic Brain Anatomy



The Brain Made Ridiculously Simple!

HIPPOCAMPUS	AMYGDALA	HYPOTHALAMUS	CORPUS CALLOSUM	CEREBELLUM	FRONTAL LOBES
The Mail Carrier	The Palace Guard	WIIFM?	Brooklyn Bridge	Mover and Shaker	Learning to Drive
					

ABOUT YOUR PRESENTER



Frank Kros, MSW, JD, is a career child advocate, who has served as a childcare worker, child abuse investigator, children’s home administrator, consultant, college professor, attorney, writer and speaker. Certified in applied educational neuroscience, Frank currently serves as president of The Upside Down Organization and executive vice president of The Children’s Guild.

Frank presents training workshops nationwide to parents, educators, child-serving professionals and their leaders on various topics including brain-based learning, aggressive and violent behaviors, attention-deficit/hyperactivity disorder (AD/HD), neuroscience of the teenage brain and leadership and the brain. Frank has presented his workshops at national education, social work and human services conferences, and Frank was awarded a Maryland Governor’s Citation for his speaking efforts. In addition to lecturing nationwide, he co-authored two books *Creating the Upside Down Organization: Transforming Staff to Save Troubled Children* and *The Upside Down Organization: Reinventing Group Care*. Frank earned a bachelor’s degree in psychology from Creighton University, a master’s degree in social work from the University of Nebraska-Omaha and a law degree from Notre Dame Law School.

BRAIN CHEMISTRY

Cortisol – “UH-OH”
Adrenaline – “YIKES!”

VS.

Serotonin – “AHH ...”
Dopamine – “YAHOO!”



These pairs do not play well together ...

“In a global analysis of general intelligence, there is no consequential difference between men and women.”

— Arthur Jensen, *The g Factor* (1998)

HORMONAL DIFFERENCES Between Boys and Girls

GIRLS

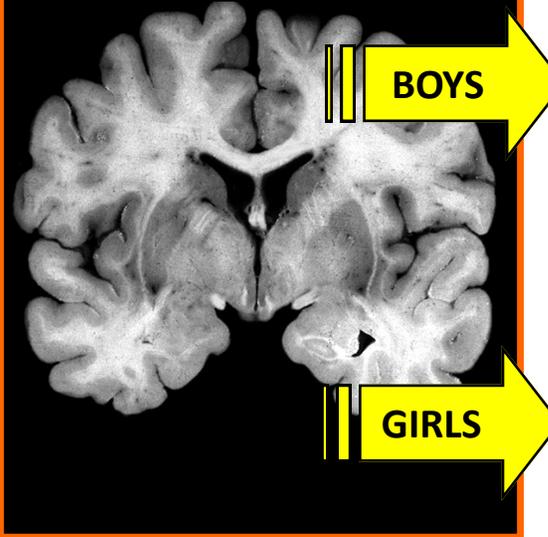
- Estrogen
- Progesterone
- Destabilizes the Amygdala
- Changes Neurotransmitter Levels
- Amplification of Emotions
- Increased Stress and Appetite
- Increased Sex Drive

BOYS

- Testosterone
- Over-stimulates the Amygdala
- Changes Neurotransmitter Levels
- Aggression
- Territoriality, Dominance, Poor Impulse Control
- Increased Sex Drive



BOYS and GIRLS Learn Differently



RECOMMENDED RESOURCES

- Eliot, L (2009), *Pink Brain. Blue Brain*. NY, NY. Houghton Mifflin. Harcourt.
- Gurian, M. and Henley, P. (2001), *Boys and Girls Learn Differently*. San Francisco, CA.: Jossey-Bass.
- Jensen, E. (2004), *Teaching With the Brain In Mind*. Alexandria, VA.: ASCD.
- Sax, L. (2005), *Why Gender Matters*. New York, NY.: Random House.
- Sylvester, R. (2000), *A Biological Brain in a Cultural Classroom*. Thousand Oaks, CA.: Corwin Press.
- Gurman, M. (2003) *Boys and Girls Learn Differently*. San Francisco, CA.: Jossey-Bass
- Brizendine, L. (2006) *The Female Brain*. New York, New York: Morgan Road Books
- www.WhyGenderMatters.com
- [Http://Teacher.Scholastic.com/products/instructor/Mar04_gendergap.htm](http://Teacher.Scholastic.com/products/instructor/Mar04_gendergap.htm)

- Use “shoulder-to-shoulder” approach when possible.
- Seat nearer to the front of the room.
- Competitions and games with time constraints are great.
- Use illustrations, graphs, pictures, symbols to highlight content.
- Encourage debate about abstract ideas, especially moral.
- Plan movement into learning (1 minute x age).
- Incorporate fiddle-diddles, “work” into complex lessons.
- Lists, codes and jargons are cool.
- Confrontation can be OK.

STRATEGIES for BOYS

- Smile and make eye contact.
- Sit in the back of the room; lower tone.
- Add more role plays.
- Get into “practical.”
- Use inductive reasoning, teach deductive reasoning.
- Group it. Try same sex grouping when the boys are around.
- Use manipulatives to teach math/spatial skills.
- Create group problem-solving activities.
- Integrate “hands-on” experiences and journaling.
- Avoid confrontational style.
- Increase “face time.”
- Use cooperative learning frequently.
- Focus girls on thinking about future options, big picture.
- When providing feedback, be discreet and specific.
- *Think, Write, Pair, Share* and *Empathy Card* are the kind of “safe rehearsal” strategies that work well with girls.

STRATEGIES for GIRLS