



10th Annual National UDETC Leadership Conference “

“A Notable History: Forging the Future”

Empowering Millennials to Change the Social Culture

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Selected Millennial Students



Agenda

- ❑ Who Are They? *Why are they like they are?*
- ❑ Implications of Brain Development
- ❑ Changing the Environment
- ❑ Healthy Choices of Holistic Wellness
- ❑ Panel Discussion of Experts
- ❑ How Do We Become Change Agents?



Characteristics of Millennial Students & Parents

- Silent - 1925-1942-- Sitting quietly and respectful of others
- Boomers - 1943-1960--Move along & get on with presentation
- Gen X - 1961-1977-- Latch-key Kids – Highly Educated
- Gen Y - 1978-1989 – Personal Life Important – Close Contact to Supervisor
- Millennial- 1990-2002—High Tech – Close to Parents
- Generation “Me” 2002--Text Messages –Be READY!!!



Strengths of Today's Millennial

- ❑ Special
- ❑ Protected
- ❑ Confident
- ❑ Team Oriented-(Hang Out with Group)
- ❑ Achieving
- ❑ Pressured

By: George Brelsford, Associate Vice President for Student Affairs & Dean of Students, Rowan University



Pressured

- They feel pressured to do well across the board, sports, work, education and community involvement. (Parents have set the bar high by their own successes)
- This generation is the first to list sleep as a leisure activity.

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Parent Titles

Helicopter Parents: Close, but physically separated. Parents who continue to hover over their students at a distance.

Cell phone / Text Messaging Parents: At least three communications a day and always the first call after the student leaves your office.

We Parents: a partner in all things. “ *We have a problem with our room*” “*We have a problem with your grades*”

Pressured Parents: *Want to help student be successful*



Groups: The Key to Success with Millennial

- ❑ Group Projects: Millennial's prefer group affiliation and less as individuals.
- ❑ Create positive social group outlets where students can define themselves. If this is not done, they may pursue negative avenues.
- ❑ Give them a task to complete with others rather than independently. State explicitly what you want.
- ❑ Utilize their self-confidence skills to develop caring, respect of authority and self responsibility by helping others.

“Adolescence Brain Development”

What is adolescence?



Effects of Drugs of Abuse on the Developing Brain

Ken Winters, Ph.D.
Professor, Department of
Psychiatry, University of
Minnesota

Carlton Erickson, Ph.D.
Director, Addiction Science
Research and Education
Center
The University of Texas



- **Adolescence is a period of profound brain maturation.**
 - It was believed that brain development was complete during childhood
 - The maturation process is not complete until about age 24!!!

INSIDE THE ADOLESCENT BRAIN

The brain undergoes two major developmental spurts, one in the womb and the second from childhood through the teen years, when the organ matures by fits and starts in a sequence that moves from the back of the brain to the front.

Nerve Proliferation ...

By age 13 the parts and 12% in size, the neurons in the back of the brain have formed thousands of new connections. Over the next five years, most of these links will be pruned.

Corpus Callosum

Thought is an intricate and interlocking activity. It is by bundles of nerve fibers, connects the left and right hemispheres of the brain. Each hemisphere, the nerve fibers make and process, stimuli to react and react differently.

Prefrontal Cortex

The CEO of the brain, what you call the seat of your second thought. In the last part of the brain to mature—after the cerebellum and the amygdala, the prefrontal cortex grows during the period years and then, in the 4th or 5th year of adolescence.

Basal Ganglia

Larger in females than in males, this part of the brain acts like a secretary to the prefrontal cortex by holding it specific information. The basal ganglia and prefrontal cortex are closely connected. The basal ganglia, this part of the brain, and the prefrontal cortex are closely connected. The basal ganglia, this part of the brain, and the prefrontal cortex are closely connected. The basal ganglia, this part of the brain, and the prefrontal cortex are closely connected.

Amygdala

One of the emotional centers of the brain, it is a small almond-shaped structure. It is involved in processing information, especially from the amygdala. It is involved in processing information, especially from the amygdala. It is involved in processing information, especially from the amygdala.



Relation to Brain Development

- • prefrontal cortex (PFC) **matures later** than other regions
- • involves **working memory** (WM)
- • the PFC -involves **executive functions**: abstract thought, organization, decision making and planning, and response inhibition **develop here during adolescence**



Major Effects on Brain When Using Alcohol

- Researchers (Smith, 2003) found **adolescents** performed poorly on test of **verbal** and **nonverbal memory** after using alcohol.

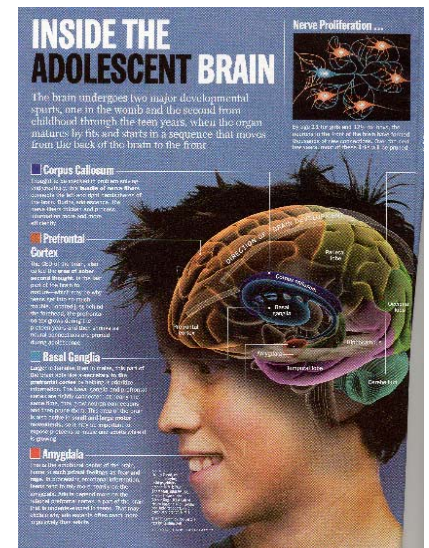
Major Effects:

- **Memory**
- **Attention Focusing**
- **Decision Making**
- **Spatial Skills**

Arrested Development



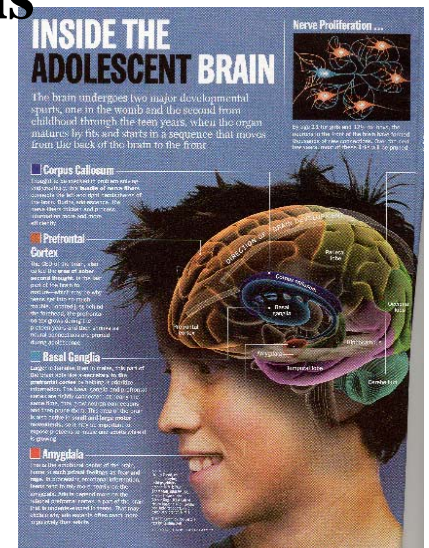
- **Back of brain matures before the front of the brain...**
 - **sensory and physical activities favored over complex, cognitive-demanding activities**
 - **propensity toward risky, impulsive behaviors**
 - **group setting may promote risk taking**
 - **poor planning and judgment**



Arrested Development



- **Back of brain matures before the front of the brain...**
 - activities with high excitement and low effort are preferred
 - poor modulation of emotions (hot emotions more common than cold emotions)
 - heightened interest in novel stimuli





How Can We Help?

Positive Factors in Brain Development

- • decent parents or effective parenting
- • connections to other caring adults
- • problem-solving skills
- • self-regulation skills
- • positive self-perceptions
- • belief that life has meaning and hope



How Can We Help?

Positive Factors in Brain Development

- • spirituality or religious affiliations
- • talents valued by self or society
- • socioeconomic advantages
- • community effectiveness and safety
- • connections to prosocial peers



Must Change Environment to Change Social Culture

- Change Normative Environment
- Enforce Policies and Laws
- Restrict Alcohol Availability
- Restrict Alcohol Promotion
- Offer Alcohol Free Options



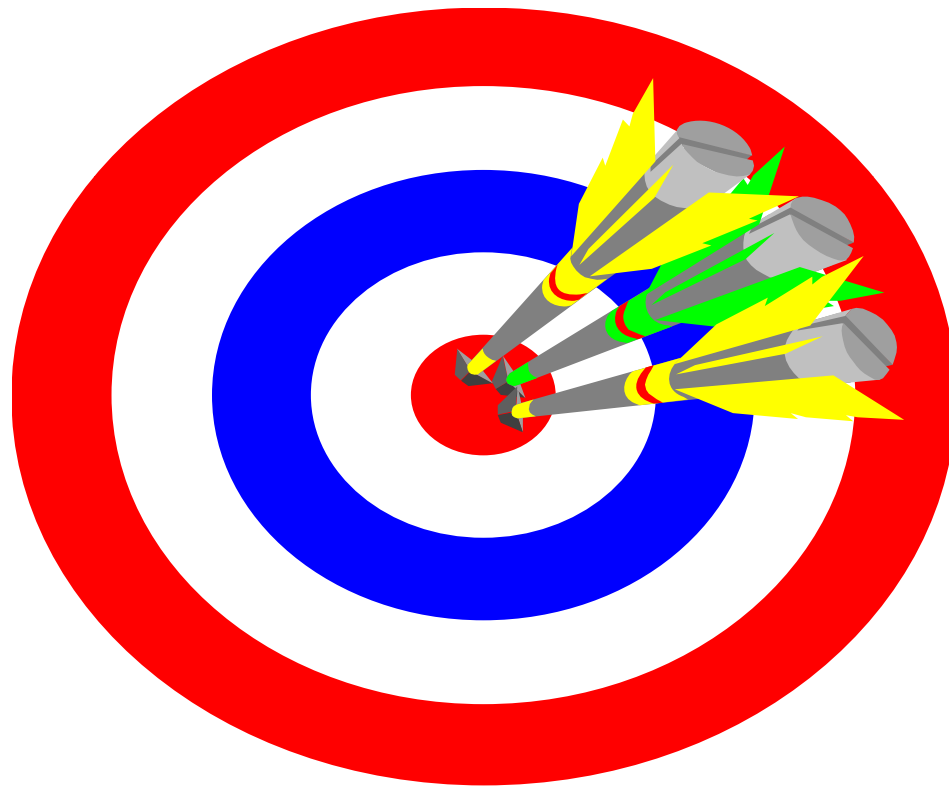
Environmental & Evidenced-Based Strategies

- ❑ Involve Students and Parents
- ❑ Involve Community Coalitions
- ❑ Social Norming to Correct Misperceptions
- ❑ Educate, Enforce & Adjudicate Policies
- ❑ Provide Alcohol Free Options
- ❑ Alcohol Screening and Brief Motivational Enhancement of Policy Violators

Holistic Wellness Concept

“Maximizing Your Potential”

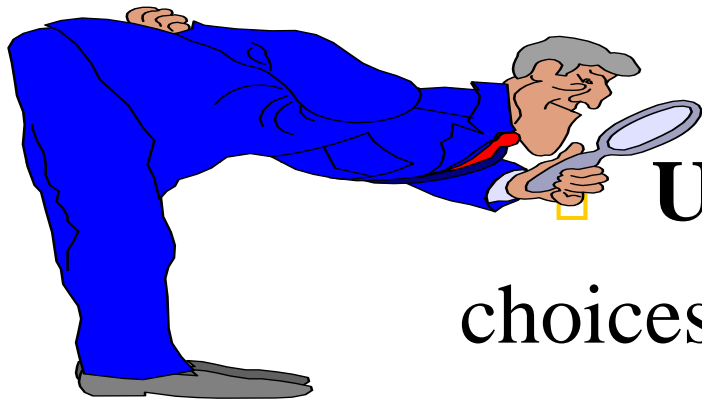
Mental
Physical
Emotional
Social
Spiritual



Personal Development

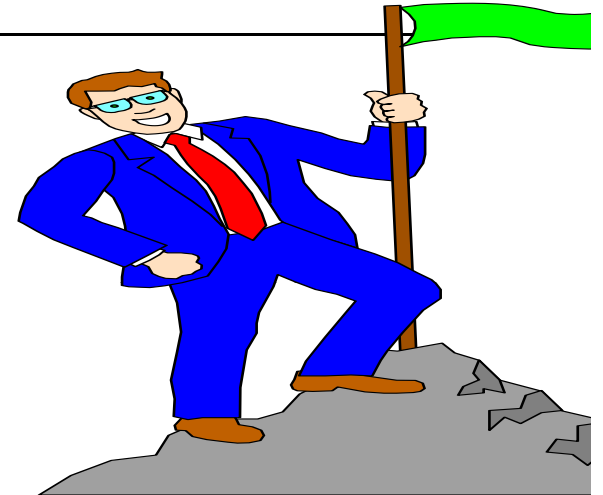
“Creates a Productive Citizen”

Discover: choices that help

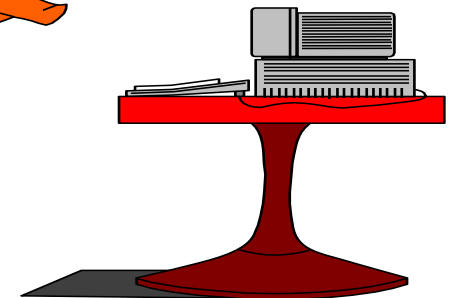
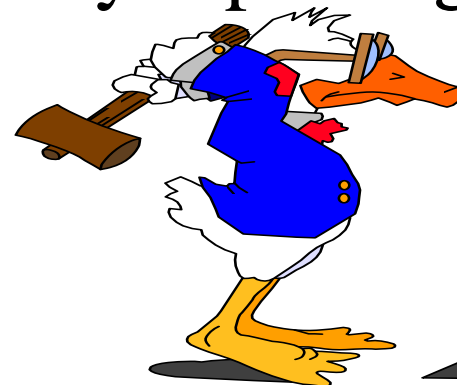


Uncover:

choices that harm



Discard: harmful choices by replacing with healthy choices



Successful Students Should:

Manage their lives—all areas

Make positive lifestyle choices

Keep lives in balance

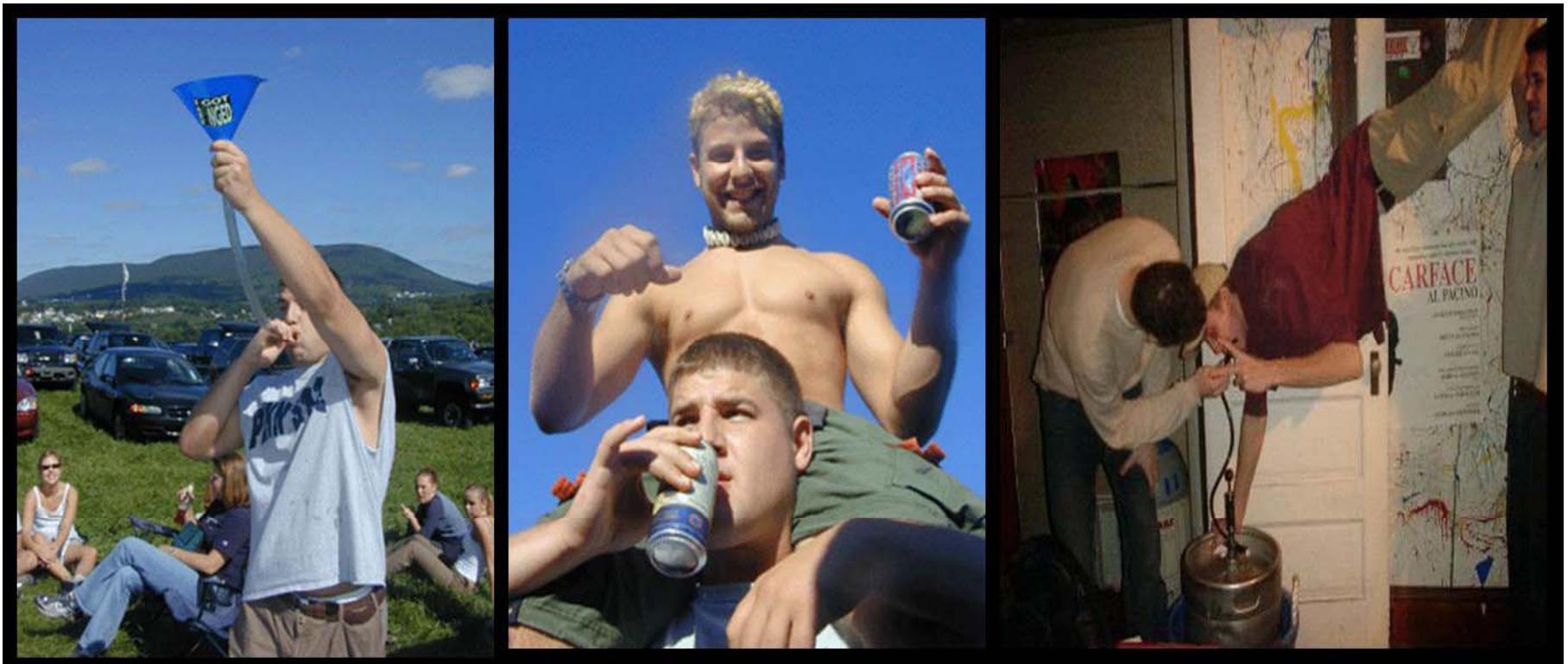
Reach out to others when in your power to do so



“Students have the power to make a difference”

We Must Create Positive Social Outlets for Millennials

Or *This may happen*





Understanding Our Students by Understanding Their Culture

*“Forging the Future” with a Panel of
Millennial Students, Parent and Grandparent*

- **Selected Students from Leadership Conference**
- **Diana Gonzales, Parent of Millennial**
- **Bill Hill, Grandparent of Millennial**

*Moderated by: Sherry Cook, Assistant
Administrator for Texas Alcoholic Beverage
Commission*



Social Culture Needs to Change

❑ Today, student leaders are not viewed as positive role models due to underage alcohol use, violence and lack of civility among other students

❑ *Help Change the Social Environment*

“Instead of being the problem, be a part of the solution



Be a Change Agent on Campus (*Create Ownership*)

- **How can students change social culture?**
- **What are benefits to students & campus?**
- **Develop plan & sell using the 3 P's**
--Be Prepared-Be Professional -Be Positive

“Empower Students to Walk the Talk”

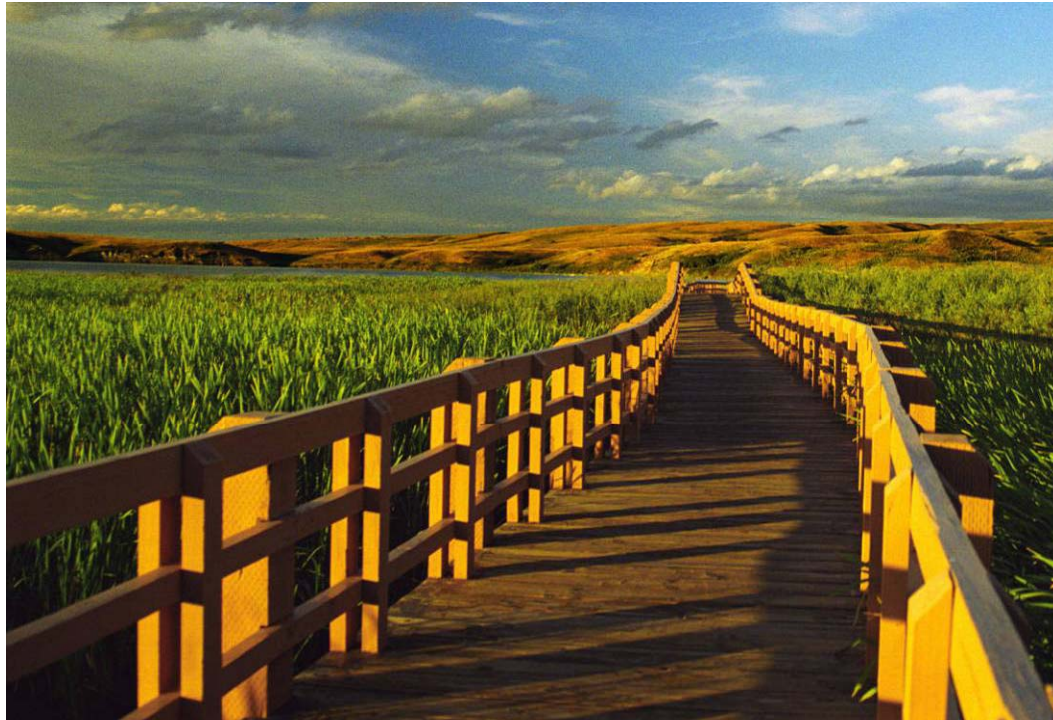


Audience Ideas to Solve Problem

- Demonstrate Active Response by Utilizing Clickers
- Brainstorming - New Prevention Strategies
- Other Methods

Closing Challenge

Where do we go from here?



“When you are anchored in the past, focused on the future and willing to blaze a new trail; you will make a difference in the lives of our youth ”