



*New Perspective...New Growth*

## FACTS ABOUT BOYS, LANGUAGE, LEARNING and THE BRAIN

"Hear our Cry-Boys in Crisis" Paul D. Slocumb Ed.D "Understanding Learning" Ruby Payne Ph.D

1. Males are hardwired to be literal, objective, compulsive, more competitive, problem solvers, not to seek help. They need proof, proof and more proof.
2. The male brain is very specialized and compartmentalized, making it more difficult to access certain areas as quickly as females. Feelings are housed in a special room...one that is often locked. When a male has to stop and think how he feels about a situation, he has to find the key, go to that room and unlock the door.
3. Wouldn't freely choose small group learning settings.
4. Forms bonds more slowly. More suspicious, less intuitive.
5. First part of the brain to develop is the part that deals with spatial abilities. The last portion to develop is language. Opposite is true for females.
6. The Corpus Callosum - bridge located in the front of the brain. It is smaller in males...causing the cross over between left and right brained activities to take longer and be more difficult.
7. Because of the language development differences, males as a group never completely catch up with females.
8. Males take in far less information concurrently.
9. For boys to develop empathy, they must have adults around them who model empathy....it is not a natural development.
10. Males will do almost anything to keep from experiencing shame.
11. Perceptions of masculinity in society are driven by strong, macho images. Pressure begins early and for African-American and Hispanic boys, the message is even stronger and more intense. Crying, showing feelings, getting good grades isn't in the Macho paradigm.
12. Minority males who excel academically are often accused of 'acting white', and rejecting both their race and gender.
13. Males from poverty tend to perceive the teacher's oral demands as a challenge to their manhood. They will often hear the emotion and tone behind the message and respond negatively in order to 'save face'. Teacher using a 'parent voice' robs boys of their personal dignity and respect.
14. Boys have fewer external support systems because often the father is not present - and if he is, he is emotionally unavailable. Boys in poverty have fewer opportunities to be involved in activities that would provide Male Role Models. Boys often feel very alone and turn to other boys that are just as alone, angry and in pain.
15. When disciplining, boys need 'shame free' time to process their feelings. They need both time and space in order to come up with words to articulate their feelings about a situation.

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