CITE 28th Annual Conference March 1, 2013

The Hand that Rocks the Cradle Rules the World:

Linking Infant Mental Health to Global Peace

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Where does peace begin?

How do we "create" peace?



- ❖ Can we "developmentalists" consider peace as our area of "expertise", and not only the domain of politicians, policy makers, government and religious leaders?
- * Do we not only have a Stake in this issue, but an OBLIGATION to find, begin and create peace?



Can science "study" the development of peace?

* Can our knowledge of human development and interpersonal neurobiology, inform us about the development of peace?



YES!!!

Idea

- To consider how *What* we are learning about the brain, the levels of emotional development, mindfulness and mindsight, can lead us to consider new tools about building interpersonal local and global communities rooted in interdependency and peace.
- To consider new programs of study and learning.
- To share ideas with kindred spirits.
- To wonder about becoming fully human.
- To "Rally the Troops."

James Garbarino, Ph.D.

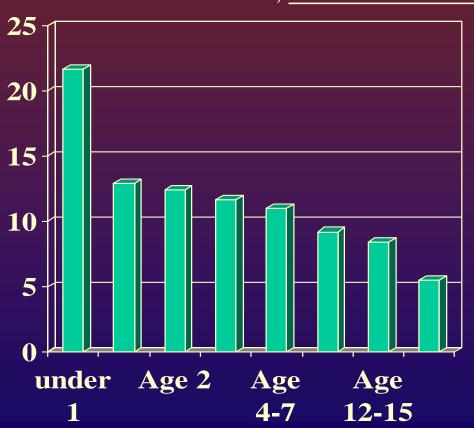
Lost Boys: Why Our Sons Turn Violent and How we Can Save Them(1999)

"We begin our journey to understand lost boys by studying the quality of their early relationships, the psychological condition of their inner life, the development of their spirit. At the heart of the matter is whether a young child is connected rather than abandoned, accepted rather than rejected, and nurtured rather than neglected and abused." p.34

Child Maltreatment

Victim Percentages by Age Groups source:

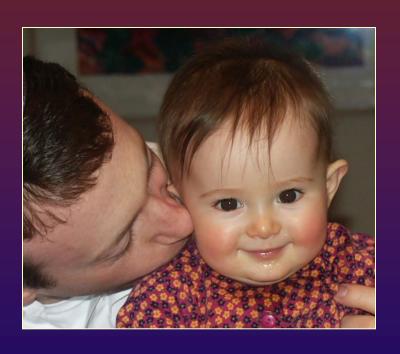
DHHS Publication, Child Maltreatment

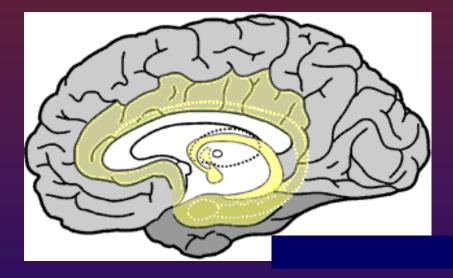


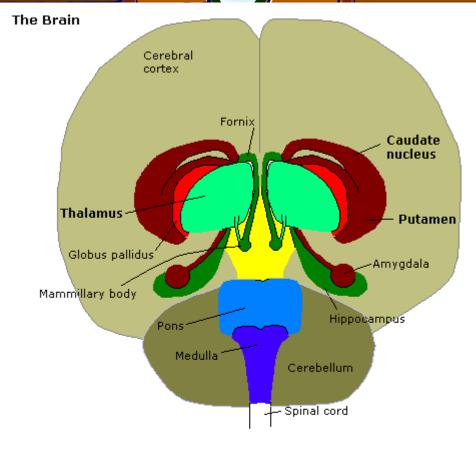
Rate per 1000

Limbic System

"Emotion"

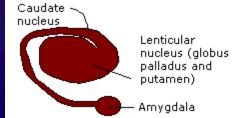






The brain as viewed from the underside and front. The thalamus and Corpus Striatum (Putamen, caudate and amygdala) have been splayed out to show detail.

Corpus Striatum



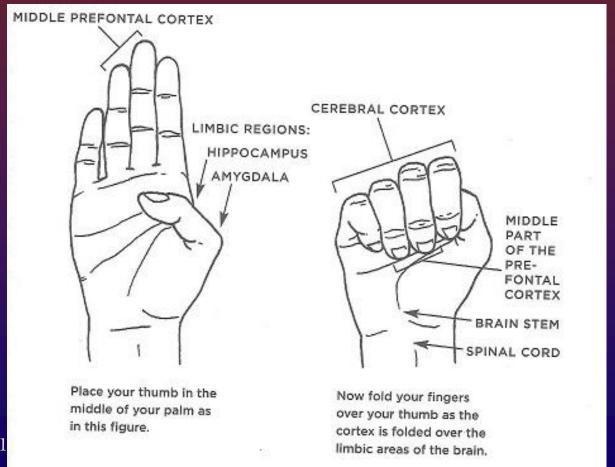
About the Limbic System

- "Serves as a source of social processing, stimulus appraisal and brain/body ("emotional") arousal." Daniel J Siegel (1999)
- * THIS MEANS that the structures in the core of the brain that make up the "limbic system" "process" the meaning of social situations, and connects present perceptions of a situation with the memories of past situations.

Amygdala

* This structure is part of the Limbic Systemand in the development of brains in babies, this structure (based on real experiences with caregivers and the world) begins to get "wired" to "process" (interpret the meaning of) new experiences. Because the amydala is connected to other brain regions, what happens in the amydala affects the entire brain!

Dan Siegel – "Hand Model of the Brain" (Mindsight, 2010)



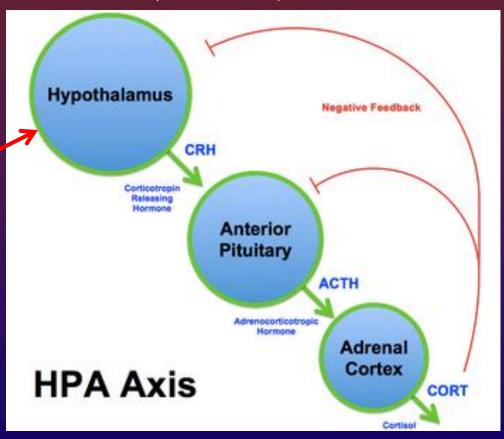
Daniel Siegel The "Hand Model of the Brain"

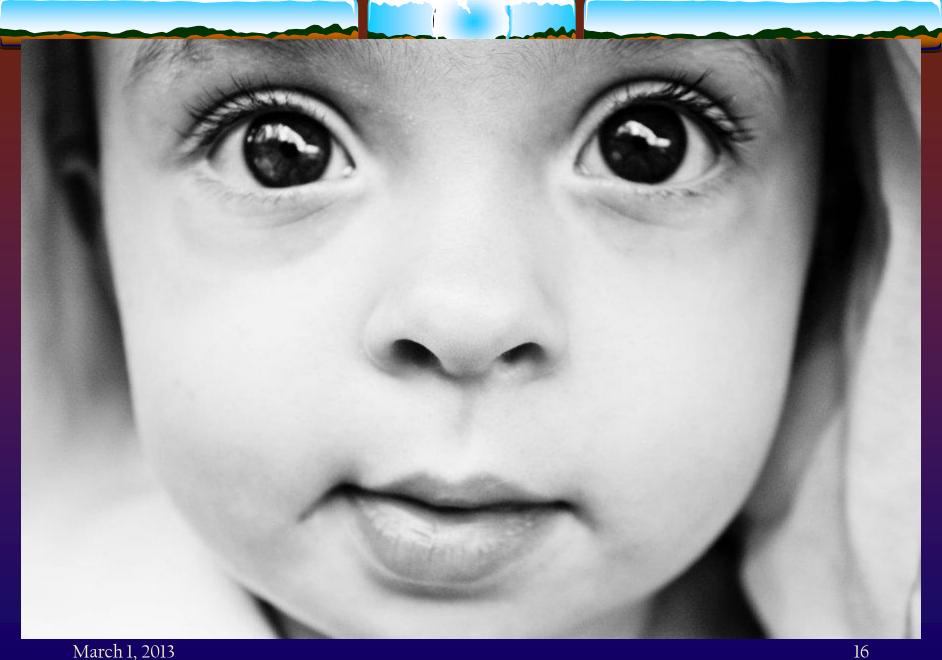
"....Lift up your fingers and you'll have an image of how we 'flip our lids' and head down the 'low road' in our interaction with others."

Mindsight (2010), p. 22

Hypothalamic-Pituitary Adrenal (HPA) Axis

Fear Trauma Danger





March 1, 2013 http://danceofinnocence.deviantart.com/art/This-





What happens in the amygdala! What happens in the amygdala!



German Proverb

"Don't let fear make the wolf bigger than it is."

How Children Succeed (2012) Paul Tough

The "firehouse" effect!

The result of a chronic activation of the HPA system, and the prefrontal cortex is most affected!

- What suffers? Executive Functioning!
- * What happens? The "air-traffic" control system of our brain is derailed. (Shonkoff)



*Open receptive state (lid intact)

Closed, reactive state (lid flipped)



The one you feed the most.

Greenspan and Shanker (2002)

"To produce (the) polarized personality (*), we simply need to create a nervous system that's somewhat compromised in it's ability to process information.....and/or provide the growing infant less than optimal levels of nurturing and emotional interactions..... Furthermore, we would educate that child more with facts than with concepts; favor memory more than thinking; and used concrete and all-or-nothing types of discipline rather than empathy, understanding and firm, but respectful, limit-setting and guidance." p.39

(*) impulsive, "us versus them", fragmented social behavior

Toward a Psychology of Global Interdependency: A Framework for International Collaboration (2002). By Stanley Greenspan and Stuart Shanker

"As we will discuss in the work, reflective individuals and institutions do not grow from political and economic programs alone. They require stable, nurturing, interactive families, safe communities and thinking-based educational programs....We...need to pursue two broad goals at the same time: decisive actions to minimize and prevent immediate dangers and long term policies to foster the development of reflective individuals and institutions and worldwide collaboration." p.5.

James Garbarino, Ph.D.

Lost Boys: Why Our Sons Turn Violent and How we Can Save Them (1999)

"Sometimes it seems that few people really care about hurt little boys who have grown up to be violent teenagers, except as potential threats to the community. It is as if we want to forget how they got to be kids who kill in the first place. We are willing to incarcerate them but not to understand them." p.20

The earliest moments of life- and later...

- Require relationships that are regulating, consistent, predictable, respectful, attuned and loving.
- * Require rich, textured, multi-modal, engagement that attends to body, mind, intellect, affect and the relationship "lived moments"
- ❖ Require constant, full affective "co-regulating" and movement towards symbol formation
- * Require reflectivity and "mindsight" as we move up the developmental latter.
- * Require interaction with diverse, expansive influences

The Pathway to Empathy, Reflectiveness, and Interdependency

- 1. Children must learn to engage emotionally with another.
- 2. They must learn to interact and to signal with emotions and broaden their emotional range.
- 3. They must learn to care for, protect, share with, and behave altruistically toward another.

Greenspan and Shanker (2004). The First Idea, p.446-449.

The Pathway to Empathy, Reflectiveness, and Interdependency

- 4. They must learn to broaden the range of "others" with whom one can relate, share and respect, and share emotions and ideas with others, enabling the child to see the world from another's perspective.
- 5. They must come to understand the needs and wishes of others, and this leads to the development of reflective empathy: experiencing how another person feels and comparing it to one's own feelings.
- 6. March 1, 2017 his emerges into interdependency.

Greenspan and Shanker (2002) Four Developmental Requirements for Groups

- 1. Physical safety and security
- 2. Cohesion and a shared sense of humanity or interrelatedness
- 3. Presymbolic gestural communication system that enables the rapid negotiation of basis needs and the formulation of shared rules to address emotional themes and dangers
- 4. Symbolic capacities at different levels with associated structures and institutions to express, interpret, negotiate, resolve conflicts

30

"High L-G Parenting" Tough (2012)

"High-Licking" (L), 'High-Grooming" (G) parent!

- * Baby rats, when stressed out, were licked and groomed by their parents which helped ensure that their HPA system functioning well
- * "The equivalent skill for human infants, I think, is being able to calm down after a tantrum or a bad scare...(The) human equivalent in high L-G Parenting.. involves a lot of comforting and hugging and talking and reassuring.

Based on work of Michael Meaney, McGill University



If we were to take a developmental/mindsight perspective about relationships, peace, personal and even global conflicts among nations?

Imagine, if...

- * Early childhood, and all education was rooted in self-awareness, mindfulness and mindsight.
- * Early childhood, secondary, university and graduate courses, entitled, "The Neurobiology of Peace", and that these are offered NOT just in biology departments, but in psychology, early childhood education and human development departments, and in business, finance, political science, international studies departments.
- * THIS CANNOT JUST BE "OUR" CAUSE, BECAUSE IT THEN BECOMES ONLY OUR JOB TO WONDER ABOUT THESE THINGS WHEN IT MUST BE EVERYONE'S JOB.

Imagine, things like

- Coursework and world history that does not only examine geopolitical conflicts but how different societies handle emotional themes.
- * Developmentally-based programs that integrate emotion, relationships and learning at all levels.
- A society where all belong, inclusive, respected, honored and supported in all their differences.

So consider

- ❖ A new kind of EDUCATION, one formed from the beginning, where the goals are not simply knowledge but a way of BEING with each other.
- *One that promotes those early and foundational circuits and capacities, that are cultivated by attuned, regulated, genuine carewhat we call love.

- An education that cultivates and supports what Dan Siegel calls the "me", "you" and "we" maps, once that cultivates the prefrontal cortical functions and the emotional development, one that is *embedded* in relationships and cultivates a sense of "moral interdependency"
- One that emphasizes early on, and continually what Paul Tough refers to as the "non-cognitive" areas but which in fact are deeply cognitive in their formation.
- One that begins before birth, and never ends.

March 1, 2013

36

Books like

- <u>Building Healthy Minds</u> (1999) by Stanley I. Greenspan
- Parenting from the Inside Out (2003) by Siegel and Hartzell
- Great Kids (2007) by Stanley I. Greenspan
- The Whole-Brain Child (2011) by Siegel and Bryson
- Calm, Alert, and Learning: Classroom Strategies for Self-Regulation (2012) by Stuart Shanker
- How Children Succeed (2012) by Paul Tough

March 1, 2013

Consider a new field of inquiry

"The Interpersonal Neurobiology of Politics and Peace"

A Science of Emotion

Imagine the study of developmental, interpersonal brain processes, resonating affects, emotional development, eye gaze, gestures, facial musculature, intonation, personal space and how these dimensions become intertwined with the interpersonal relationships between heads of government, influencing beliefs, policies and decisions.

Perhaps we can develop....

- A program for new parents on how to promote mindfulness, regulation and peace.
- A summer institute for educators about how to promote peace in children, based on the knowledge we have about what is needed in brains and relationships to make collaborative interdependency and peace a reality, using our brain sciences, mindfulness, and mindsight.

March 1, 2013





STARTING YOUNGSM

SUPPORTING PARENTS FOR PEACEFUL LIFESTYLES

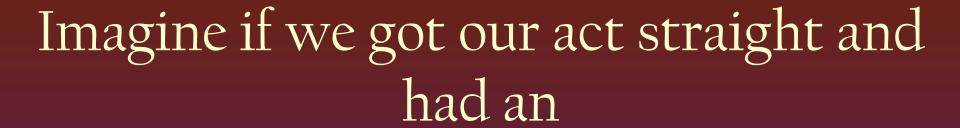
ACTIVITIES TO PROMOTE SOCIAL AND EMOTIONAL DEVELOPMENT IN CHILDREN FROM BIRTH TO THREE YEARS



Peace Links



Peace Links,
Family Foundations
Early Head Start at the
Office of Child
Development,
University of Pittsburgh
Emie Tittnich, M.S.,
Project Director



Office of Homeland Security

OF ATTACHMENT!

A reflection on love from the Nigerian poet-in-exile, Ben Okri

"At the bottom of freedom itself is love. Our challenge is to learn to love in this world. Most of us are pretty astonished when we feel love. I think we are astonished because we discover to our amazement that it's not like what we thought it was, nor how the films tell us it is. It is different; it is richer. It's very troubling and very chaotic. It turns our world upside down. It destroys many of our belief systems and our prejudices. But love also inspires the confidence to take risks with one another. You just don't know what trust in another person can lead to ... love is about courage."

⋄ M

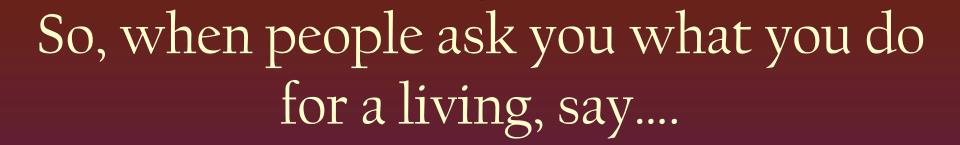
Thomas Jefferson

"Laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths disclosed, and manners and opinions change with the change of circumstances, institutions must advance also, and keep pace with the times."



"We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. For some strange reason I can never be what I ought to be until you are what you ought to be....And you can never be what you ought to be until I am what I ought to be."

Letter from a Birmingham Jail



"I am working for Global Peace."



- Mahatma Gandhi

THE HAND THAT ROCKS THE CRADLE IS THE HAND THAT RULES THE WORLD.

William Ross Wallace (1819-1881) (Excerpt)

BLESSINGS on the hand of women! Angels guard its strength and grace. In the palace, cottage, hovel, Oh, no matter where the place; Would that never storms assailed it, Rainbows ever gently curled, For the hand that rocks the cradle Is the hand that rules the world.

Pierre Teilhard de Chardin

"Someday, after mastering the winds, the waves, the tides and gravity, we shall harness for God the energies of love, and then, for a second time in the history of the world, man will have discovered fire."

Costa 2012 48

It is only others that can begin the "spark" in the child's eye that starts that fire!

Costa 2012

This is when we become fully human.

Costa 2012 50

Save the Date

Preventing all forms of violence:

Peaceful Beginnings March 8, 2013, 6:15 PM

> Church Center 777 UN Plaza NYC, New York





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