

Dobre utra, menha zavut Carla Anauate Isvinitie Ya niet gavariu pa ruski

I want to thank the organizing committee for inviting me it is a pleasure and honor to be here in such a prestigious event sharing knowledge with this honorable table and colleagues.

Today I will talk about: Parent orientation promoting neurodevelopment in babies

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The neurodevelopment begins early, when important bonds are created between parents and baby. Relation is the key to significant child development.

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VYGOTSKY (1994) states that man constitutes himself within social relations.

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LURIA (1991, 1992, 2001) agrees and considers that the experiences lived by the child from 0 TO 3 years have potential force in brain development.

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Young babies already notice feelings of acception and rejection. These experiences stay registered in their minds as lived experiences between them and the world which surrounds.

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If the mother does not have conditions to take care of the baby it is important that another person takes over, because the baby cannot stay long without assistance.

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"The fragility of a baby does not admit delays, because the consequences of this distance, created between mother and baby, which can take long, can become irreversible"

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Experimental works indicate modifications on the neuroendocrine and behavioral systems of the babies who suffered stress and privation on the beginning of development.

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Early experiences influence the growth of the brain. Experiences of positive affection related to pleasure and safety cause an increase of sinaptical communications.

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Studies point out that: There is an increase on the level of basal salivar cortisol on babies of depressed mothers which cause a decrease on the sinapses and on the serotonin (Cunha, 2001). Motta (2002) explains that the heart frequency of these babies is considered higher.

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Jones (2000) affirms that these babies present in their EEG exam more activation of the right frontal region than of the left - indicating emotions which reflect affect deprivation.

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HERE IS A PICTURE OF THE NEGATIVE CONSEQUENCES OF SOCIAL NEGLECT ON THE DEVELOPMENT OF THE BRAIN – WE HAVE THE BRAIN OF TWO 3 YEAR OLD CHILDREN. ONE NORMAL CHILD AND ONE WHICH SUFFERED EXTREME NEGLECT. YOU CAN OBSERVE THAT NOT ONLY THE SIZE BUT ALSO INTERNAL STRUCTURES ARE DIFFERENT AND UNDERDEVELOPED.

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Cozolino (2013) emphasizes that the brain grows better within an environment of support and low levels of stress. Affirms that safe relations are the key to healthy growth of the brain as well as emotional regulation that stimulates learning.

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LURIA (1991, 1992, 2001) affirms that a child who lacked experiences and stimulus can have delay on his speech, reading, singing and dancing. He affirmed that it is essential to children to

have shared experiences with adults to enhance language and communication.

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Depressed mothers need family, therapeutic and social support so that they can perform their essential maternity which is fundamental to promote the pattern of neurological, neuroendocrinous and psychological development to their babies.

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Bowlby (1956) considers that a child experiencing a positive maternity will have an adequate brain structure, will develop a safe system of attachment and will have trust internalized. In this way the child will be able to have a relation with the world in a trustfull way, with courage to face the challenges and dangers that will arise while he is brought up...

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... BECOMING RESILIENT

Resilience suggests flexibility and elasticity to deal with adversities and overcoming them reaching good results.

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Fonseca (2013) mentions that a baby is a social human being and that attachment is the first step to development and to learning.

ACTUAL RESERCHES VASTLY EXPLORE THIS THEME AND CONSIDER IT THROUGH VARIOUS POINTS OF VIEWS. I RECENTLY FOUND MORE THAN 250 ARTICLES PUBLISHED ABOUT THIS THEME IN THE LAST FIVE YEARS.

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SOME EXAMPLES OF THE RESEARCHES I FOUND ARE:

2016 AUSTRALIA: Women with a better representation of the fetus during pregnancy show a more positive pattern of maternity establishing a more secure relational bond with their babies.

2016 FRANCE: Coparenting + consciousness of both parents is fundamental considering individual characteristics and family as a whole.

2015 USA and ITALY: Healthy bonds are build in dyadic relations. These relations depend upon the emotional qualities and availability of the mother and of the baby. One influences the other.

2015 – USA: Group intervention: with people who suffered trauma in their childhood. Principles of Intervention + individual psychotherapy: focusing empathic functioning, emotional attunement, affective regulation, naming emotions, intergenerational patterns and soothing.

THESE ARE ONLY SOME EXAMPLES.

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In this moment we will propose some basic orientations to caregivers of babies. Not that the caregiver, specifically the mother, does not instinctively know about these important orientations, but some are not conscient that these orientations promote brain development and are fundamental to generate significant bonds. Let us take a look at some of them.

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Pay attention to the initiatives of this baby and respond to them showing that you are present within this dynamic relation.

Give holding. Hold the baby firmly and safely to pass security.

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Look the baby in the eyes when changing diapers, when breastfeeding and in all occasions when together to create visual, tactile and auditive contact.

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Emphasize the emotions that appear. Let the emotions emerge and nominate them.

Be entire and complete in the relation.

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Touch your baby and nominate where you are touching and the tender feelings that emerge.

Talk to your baby. Establish a relation with him.

When the baby does a gesture, nominate and do the same gesture back to show that you are with him, following him.

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When the baby emits a sound, baby talk back to the baby, nominate your and his emotions. Communicate in a sensible way with your baby.

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Luria's studies of brain activity show the value of communication to the mental development of children in which language is one expression of reality (LURIA, 1991).

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These orientations were used to compose a flyer - Enchant yourselves! You will become parents! which was distributed freely in a city close to São Paulo to all pregnant parents.

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The orientations serve as a guide to promote a better and healthier neuropsychological development to the baby. This initiative could be done in different parts of the world to reach a bigger population.

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In a trip to Cuba I was able to observe a fantastic experience. An important guided relational experience among caregiver and baby which happens daily with no cost in a public square.

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More experiences like this could happen around the world.

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Now I will tell you about a research in progress which I am doing in the city of São Paulo on a kindergarten school.

GROUP A – INTERVENTION GROUP - 20 BABIES and GROUP B – CONTROL GROUP (IN ANOTHER KINDERGARTEN SCHOOL) - 14 BABIES:

Both groups will pass through the Evaluation of babies using Schedule of Growing Skills II and questionnaire to parents and educators in 03/2017 and on 12/2017.

GROUP A will receive a Weekly INTERVENTION (during 2017) + weekly parent and educator orientations.

GROUP B will only receive Parent and educator orientations in 12/2017.

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GROUP A and B are WELL DISTRIBUTED CONCERNING SEX.

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GROUP A IS WELL DISTRIBUTED CONCERNING AGE RANGE FROM 3 MONTHS TO 12 MONTHS. GROUP B WHICH IS A LITTLE OLDER HAS MOST OF THE BABIES RANGING FROM 10 TO 18 MONTHS.

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IN THE INTERVENTION GROUP WE USED THE FOLLOWING BASIC GUIDELINES:

- **Look the baby in the eyes during interaction.**
- **Use a tender voice and a smile on the face.**
- **Talk to the baby showing you heard him and that you two are in dialogue.**
- **Repete the gestures giving names to the actions and intentions.**

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THE INTERVENTION WAS DONE WITH MOTOR ACTIVITIES: Use of Bobath ball, rolls and slides

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AUDITIVE ACTIVITIES: Use of rattles, story telling, music with related motor exercises

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VISUAL ACTIVITIES: Use a variety of colorful toys. Use pens with colorful lights. Show books and flashcards giving names to the parts of the body, objects, characters, colors, fruits, etc.

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TACTILE ACTIVITIES: Use toys and rugs with different textures and rubber balls with texture.

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Several naming and interactive activities where used I will show just a few to illustrate: Naming activity of a song – the chick, which was pointed by the baby, which fits on the palm of her hand.

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Naming colors and pressing the keyboard keys.

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Singing Happy Birthday to you clapping hands

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Singing a song together with motor movements

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Naming open and close

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Simulating a phone call

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IN THE INTERVENTION DAY: Talk to the educator and parents about the activities which were done during that day emphasizing the importance of relations and the need to continue the activities at home.

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NOW I WILL SHOW YOU A VIDEO SHOWING A LITTLE OF MY EXPERIENCE EVALUATING AND STARTING THE INTERVENTION WITH THE BABIES.

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The translation of this significant music is:

On a piece of paper I draw a yellow sun

And with five or six direct lines it is easy to build a castle

With a pencil around my hand I give myself a glove

If I make it rain with two scrawls I do an umbrella

If a little drop of paint falls on the little blue piece of paper

In a moment I will imagine a beautiful seagull flying on the sky!

This music reflects the creativity and the potential of development of all children.

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Vygotsky (1994) affirms that such instruments, actions and social relations are presented to the child, in first hand, in an interpsychological and social level and, only afterwards, it will occur in an intrapsychological, internal and subjective level through the process of internalization.

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Parents and caregivers serve as mediators, they are responsible for presenting the world to the child. This responsibility involves the way the child will internalize the world because his subjectivity will be built within the relations he has and his experiences in life.

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We believe that orientation is a very important tool when we think about preparing a person to generate and promote a good and significant relation with a child. We have to take care of childhood!

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Therefore... to avoid stress, neglect and sadness promoting development, based in healthy bonds... we believe that the most important is not WHAT TO DO but HOW TO DO. Parents and caregivers should establish a good relation with the baby, considering each baby as an unique individual providing development to occur.

Bock (2002), based on the cultural historical theory, affirms that man transforms and is transformed in a constant process. Therefore relationships involve exchange, in both ways, one constitutes the other, transforms the other, in a process which focuses the best adaption to reality.

We recognize that: ATTENTION; NAMING THE WORLD INTERACTIVELY and AFFECTION;

are main tools in the relation between caregiver and baby providing development to occur.

ENTER – MY REFERENCES ENTER – THANK YOU, SPACIBA