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Children are our diamonds

UB, July 28th, 2014





"Children are our diamonds"

Canadians say. They devote their attention to a high degree to the education of and the care for their children.

They are surely right because diamonds are the most precious gift our world has got. That's why children also in this country must be the focus of our interest.



To prevent psychic disorders and
to support psychic health
interventions in early childhood
are necessary !

Introduction in five lessons

The Dalai Lama

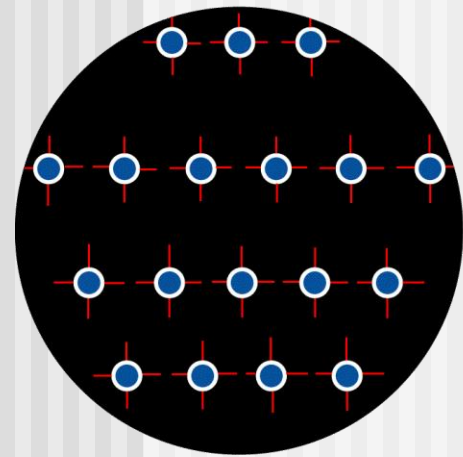
If parents love their baby,
The Baby will love the parents.

If the Baby shows positive
feelings towards the parents,
He/she will develop positive
Feelings to other human beings
and the world!

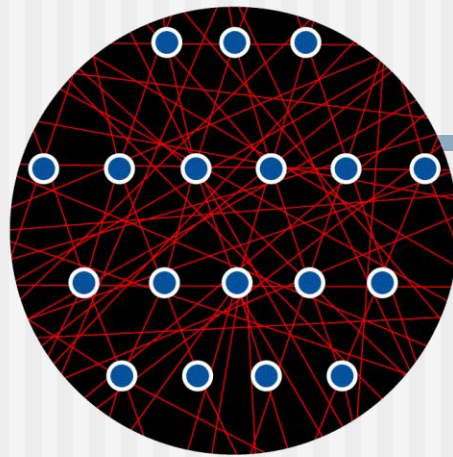


Lesson One

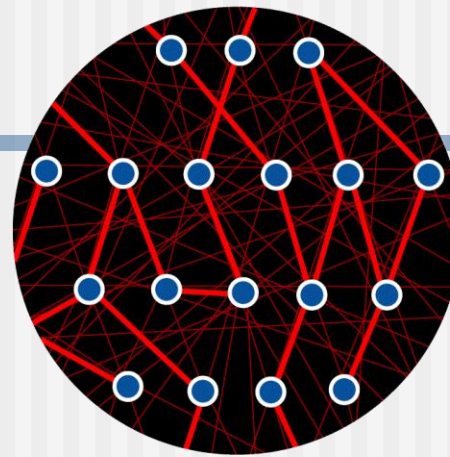
Human development
hinges on the interplay
between nature and nurture.



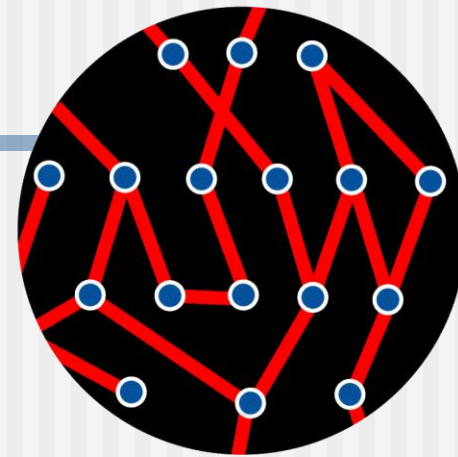
1. step



2. step



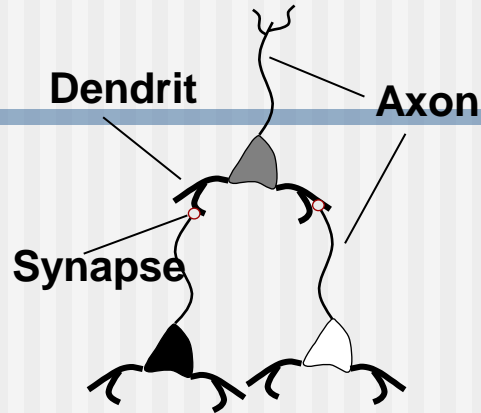
3. step



4. step

Early Learning and brain maturation

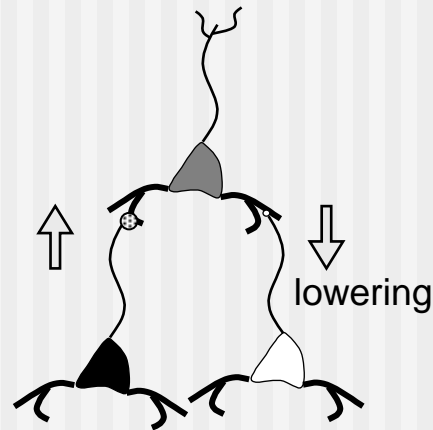
A



Low connectivity

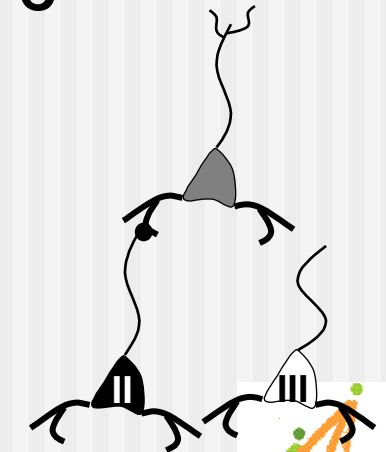
reinforcement

B



Experiences with environment

C



**„Formatizing“,
Filigrane connectiv**

First years critical to child brain development

By BETSY RUBINER
GANNETT NEWS SERVICE

Abusive or neglectful parenting may actually harm physical aspects of brain

Stimulation crucial to infant's brain development

Experiences provide necessary hookups

Although a baby's brain is physically formed before birth, many of the pieces that control functions such as language, motor skills and emotions are "hooked up" in the first three years of life.

Neuroscientist Carla Shatz of University of California-Berkeley likened it to the wiring of a telephone system when she spoke at a recent White House symposium on Early Childhood Development.

From News Services

WASHINGTON, D.C. — Parents should be talking and talking to even their infants. The brain forms trillions of connections that carry electrical signals through the nervous system and connect the brain to the rest of the body, said Shatz.

Talking, singing to baby is vital to brain development, experts say

During a White House symposium, doctors said the first three years of life are critical to shaping a child's abilities.

Kids' needs greatest before age of 3

Washington Post

WASHINGTON — A panel of experts at a White House conference Thursday described compelling new

light a growing body of research that points to the rapid period of brain development in children from birth to age 3.

WHAT WE KNOW NOW

What scientists have learned about how the brain develops found impact on the children's first three years. It recently, it was not that the brains of n

White House event to focus on child development

■ The symposium meant to clarify research

The critical first years

The Des Moines Register

A CHILD'S BRAIN

SCIENCE IS BEARING OUT WHAT CHILDHOOD EXPERTS HAVE ALWAYS SAID: THE FIRST YEARS OF LIFE ARE CRITICAL TO PROPER DEVELOPMENT.

It's nature and nurture

Baby brain study

Studies confirm value of nurturing

By GAYLE VASSAR MELVIN
Knight-Ridder

Scientists are confirming what good moms and dads have known instinctively all along: Raising smart, happy children takes time and attention, especially during the first three years.

While researchers believed for decades that babies were born with their brains already "wired" intellectually and emotionally, new studies show that isn't so. The connections, or synapses, between a newborn's brain cells grow twentyfold in the first months after birth, stimulated by the sights and sounds around them.

"Who our children become in the future has everything to do with the

age and
costs

Child Care Council.

Lesson Two

Early care and nurturing have a decisive and long-lasting impact on how people develop, their ability to learn, and their capacity to regulate emotions.

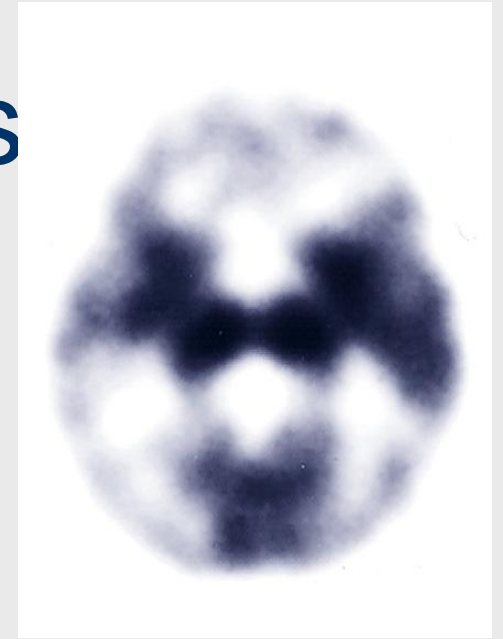
Lesson Three

The human brain
has a remarkable capacity
to change, but timing is
crucial.

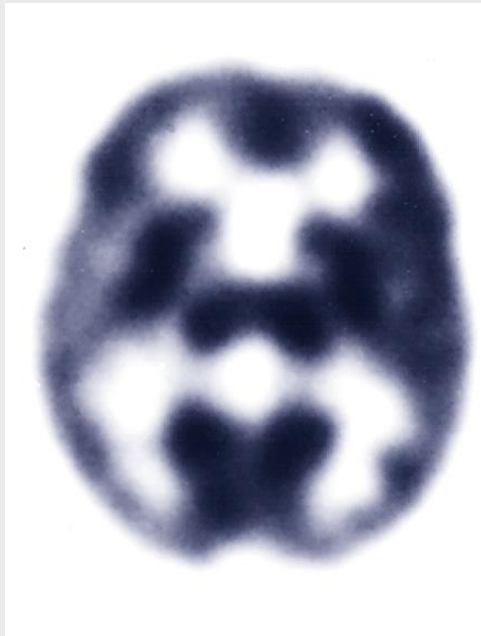
5 Days



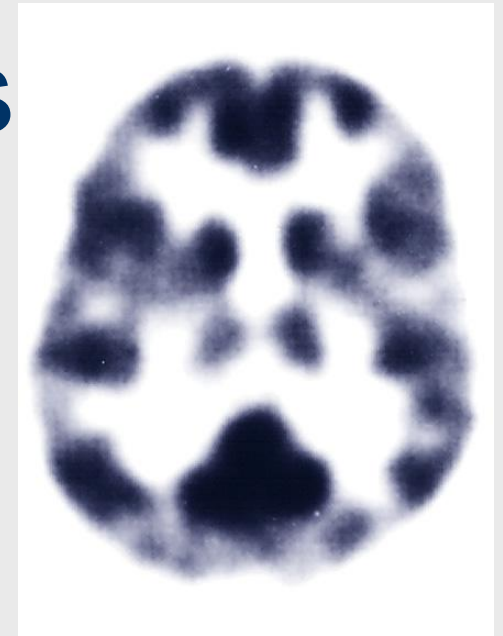
2 Months

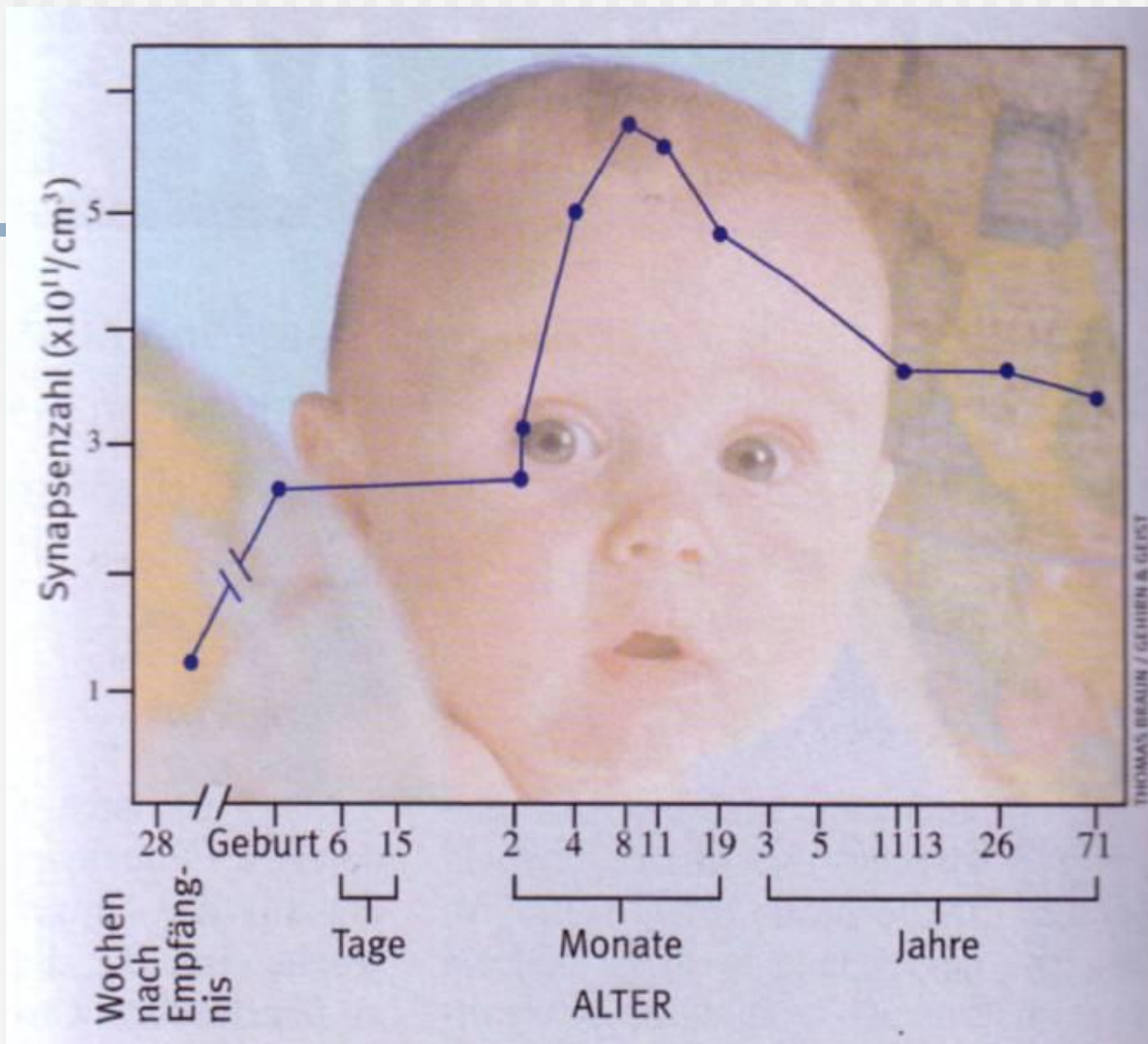


1 Year



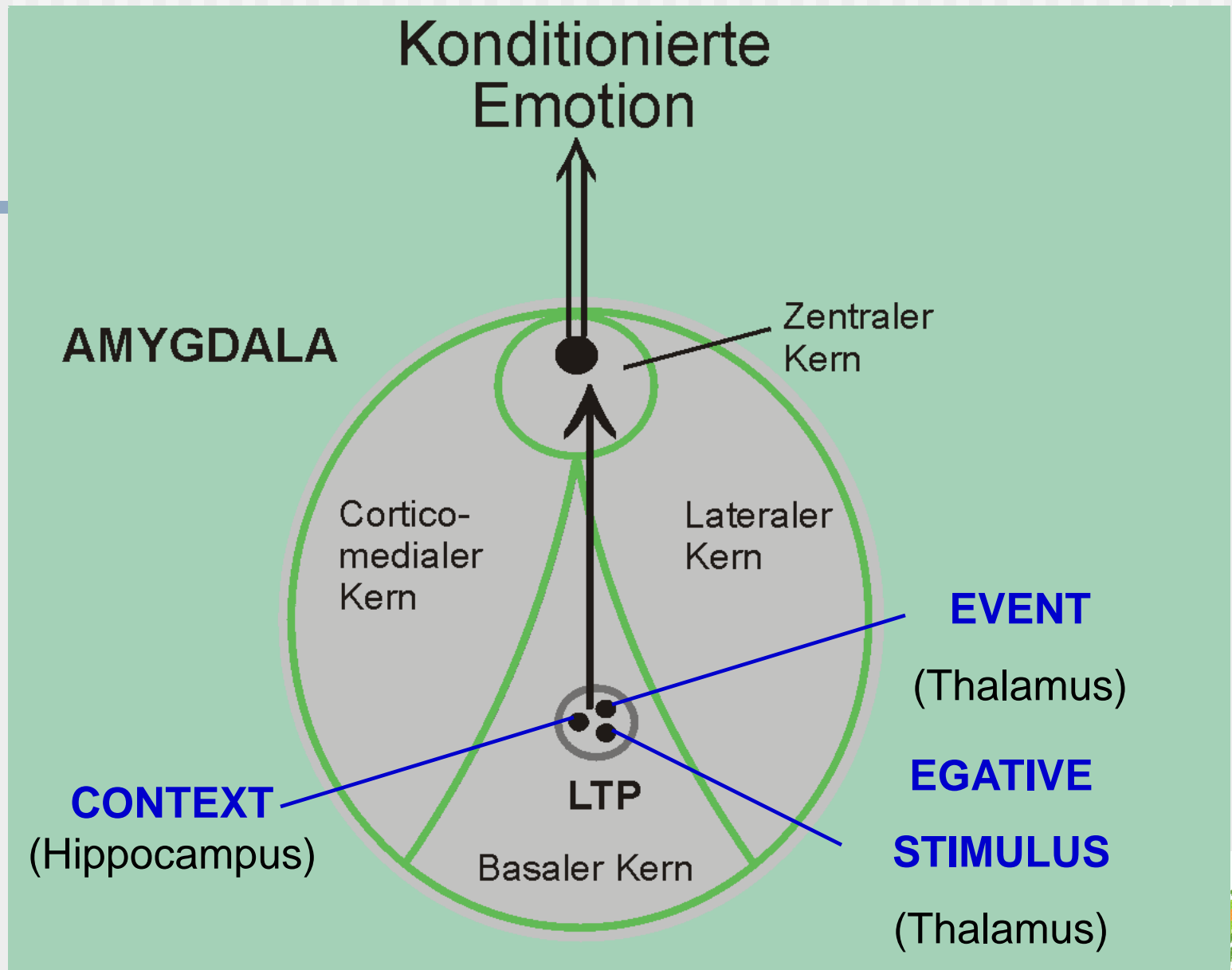
28 Years





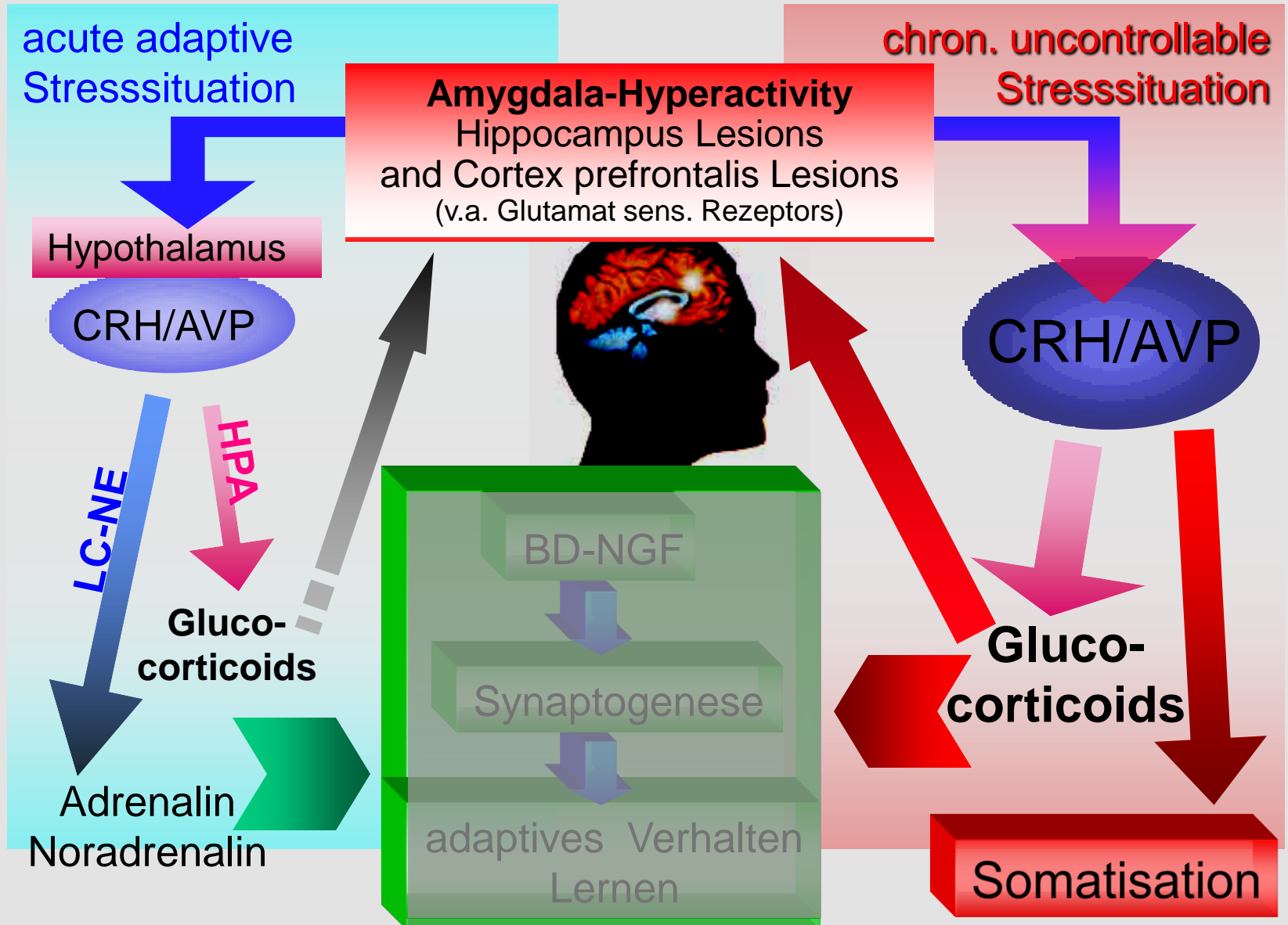
Lesson Four

The brain's plasticity
also means that there are times
when negative experiences
or the absence of appropriate
stimulation are more likely to
have serious and sustained
effects.



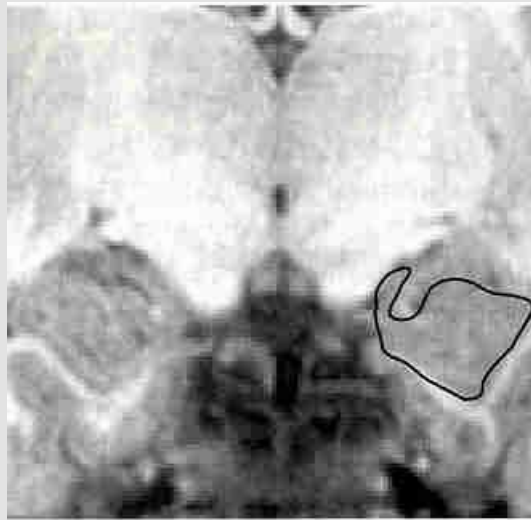
STRESS AND ALLOSTASIS)

(Sapolsky 1996; Heim et al 2001; McEwen 2003; nach Egle 2005)

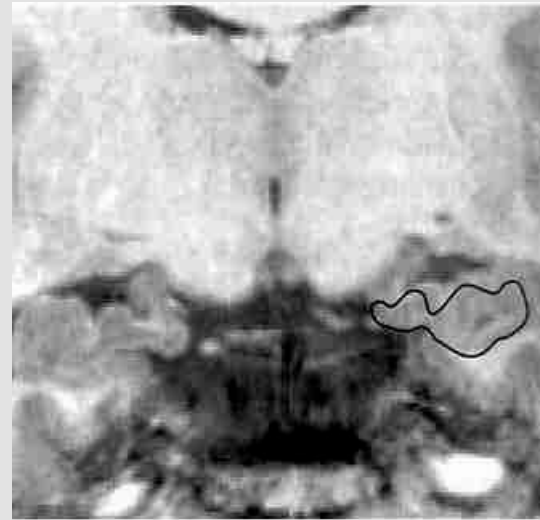


HIPPOCAMPUS-VOLUME CHANGES FOLLOWING STRESS

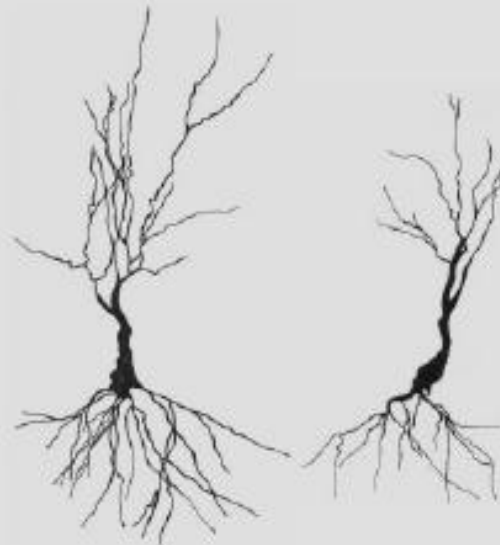
(Andreassen 2002, Vyas et al 2002)



pre



post



Shortened length of
dendrits and minor
branching
>>Hippocampus
dysfunctionality

Early adverse childhood experiences

Empirically proven long term consequences

- emotional neglect/unsecure attachment
 - job bound tension of parents
 - chronic familiar disharmony/violence
 - often abused and beaten
 - severe sexual abuse
 - bad/instable financial situation
 - parental divorce
- mother physically handicapped
 - mother psychologically ill/drug problems
 - father physically handicapped
 - father psychologically ill/drug problems
 - death of a parent





Children subjected to violence, exploitation, abuse and neglect are at risk of:

- Shortened lives
- Poor physical and mental health
- Educational problems (including dropping out of school)
- Poor parenting skills later in life
- Homelessness, vagrancy and displacement

Lesson Five

Research in neuroscience and child development points to the wisdom and efficacy of early intervention.

Implications for Families, Communities, and the Nations

Improve health and protection
by providing preventive and
primary health care coverage
for expectant and new parents
and their young children.

Promote responsible parenthood
by expanding proven approaches.

Intuitive competences

child

Self-regulation skills

postnatal adaptation

Calming down

Sleep-wake-state organization

Parents

mother's baby talk

face presentation

excitation control

Understanding of body language

intuitive educational skills



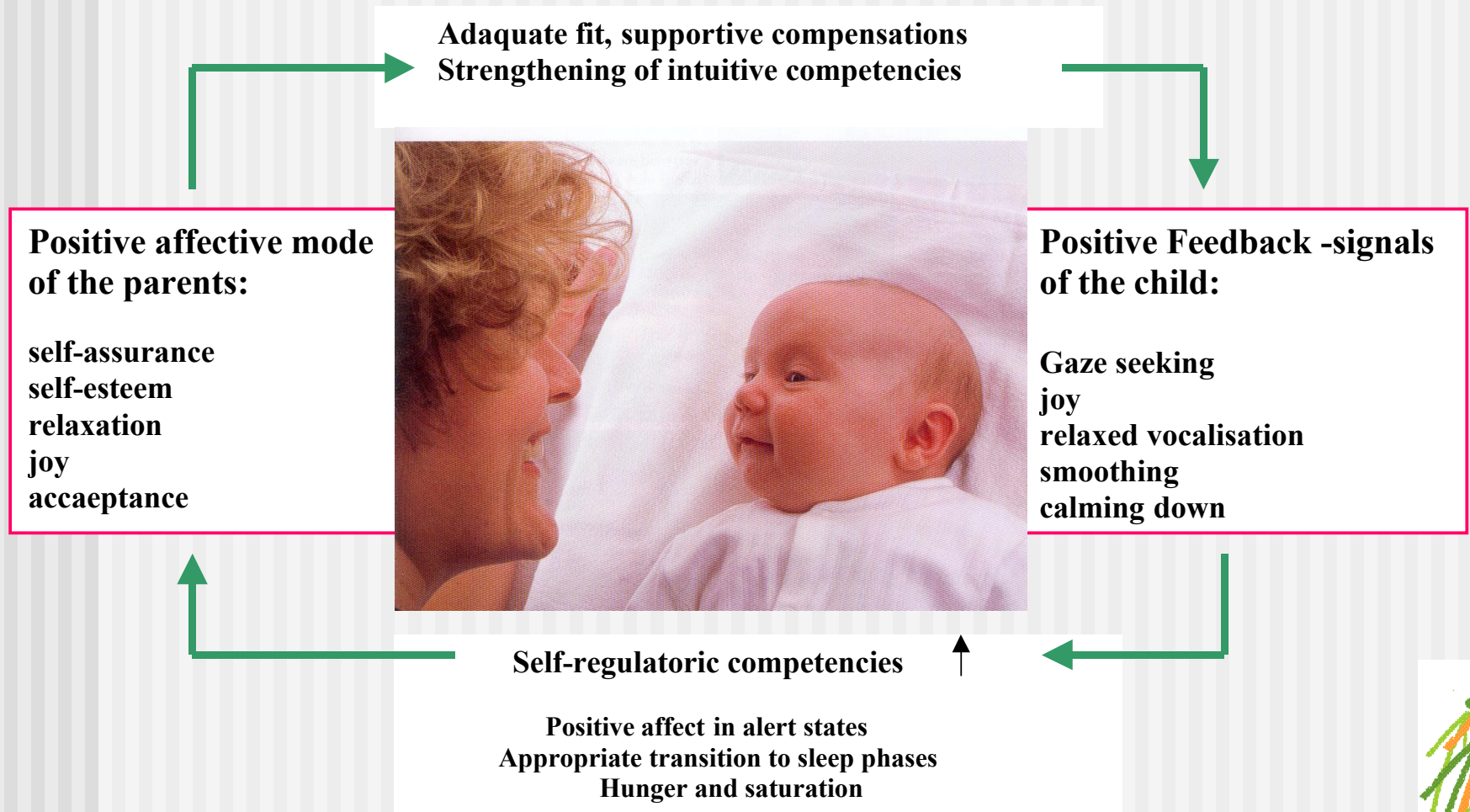


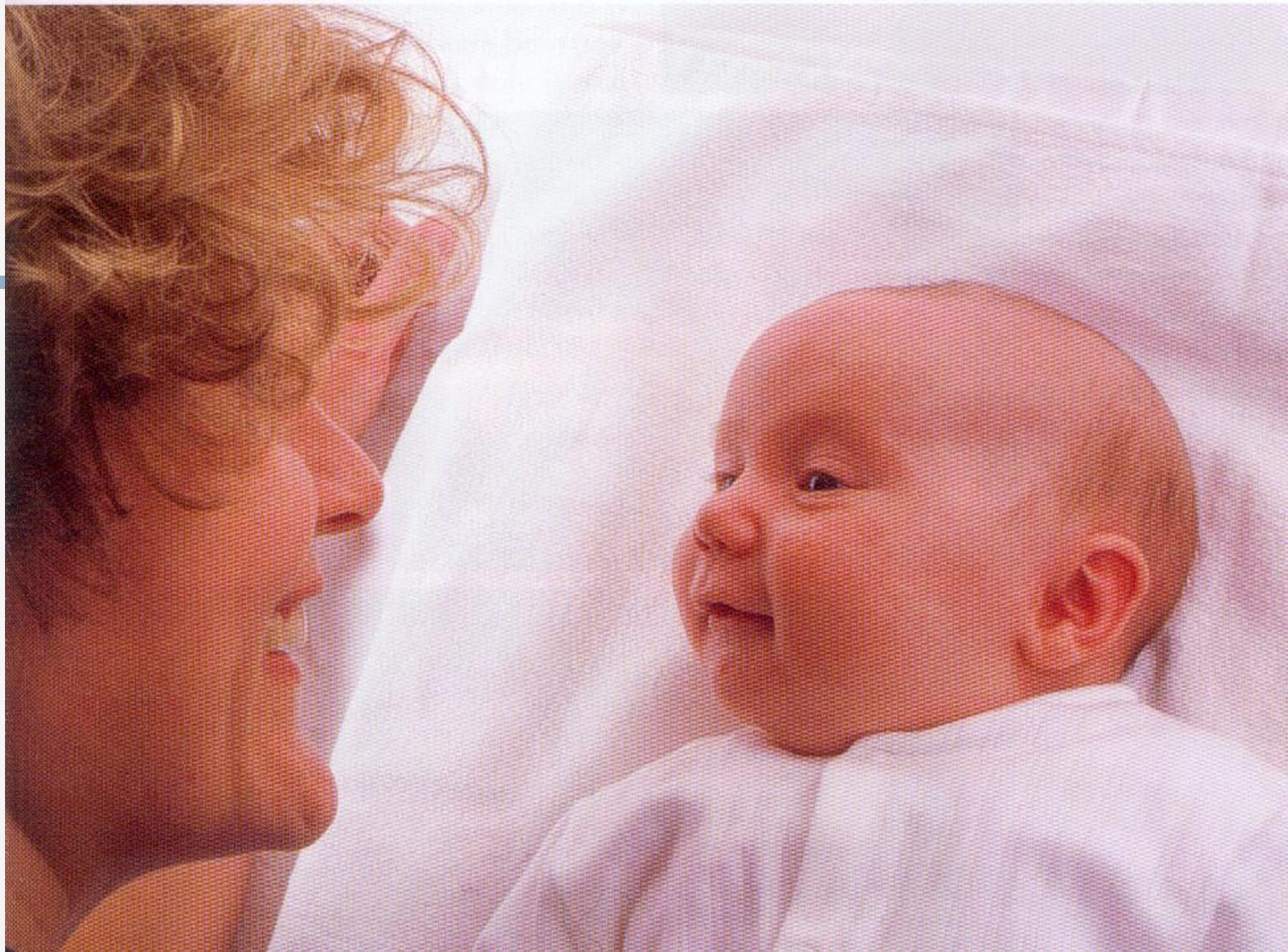




Positive Feedback between Parents and Child

nach M. Papousek





The dialogue, the dance





Birds prepare a nest to care for the baby bird

Principles for Education

- Adequate caring (time, rules, discipline)
- A good enough relationship (warmth, fairness)
- and a secure attachment in early childhood (sensitivity, promptness and appropriateness of the response)

Serve as a model for the kids!



Which kind of prevention do we talk about?

- Primary prevention
- Secondary prevention
- Basic, broad and effective



Levels of preventive interventions

- child
- parents
- family
- Ecological system
- kindergarten
- school



Prerequisites for effective prevention

- The earlier, the better
- Repetition of input
- Reach as many children as possible
- Reach also the children at risk
- Several levels (parent- and children centered)
- Evaluation





das Baby
verstehen

Understanding the Baby

A program for couples becoming parents

- Preparation for transition to parenthood
- strengthening parental competences
- Developing secure attachment for the baby
- Helping to develop a positive and functional parent-child-interaction



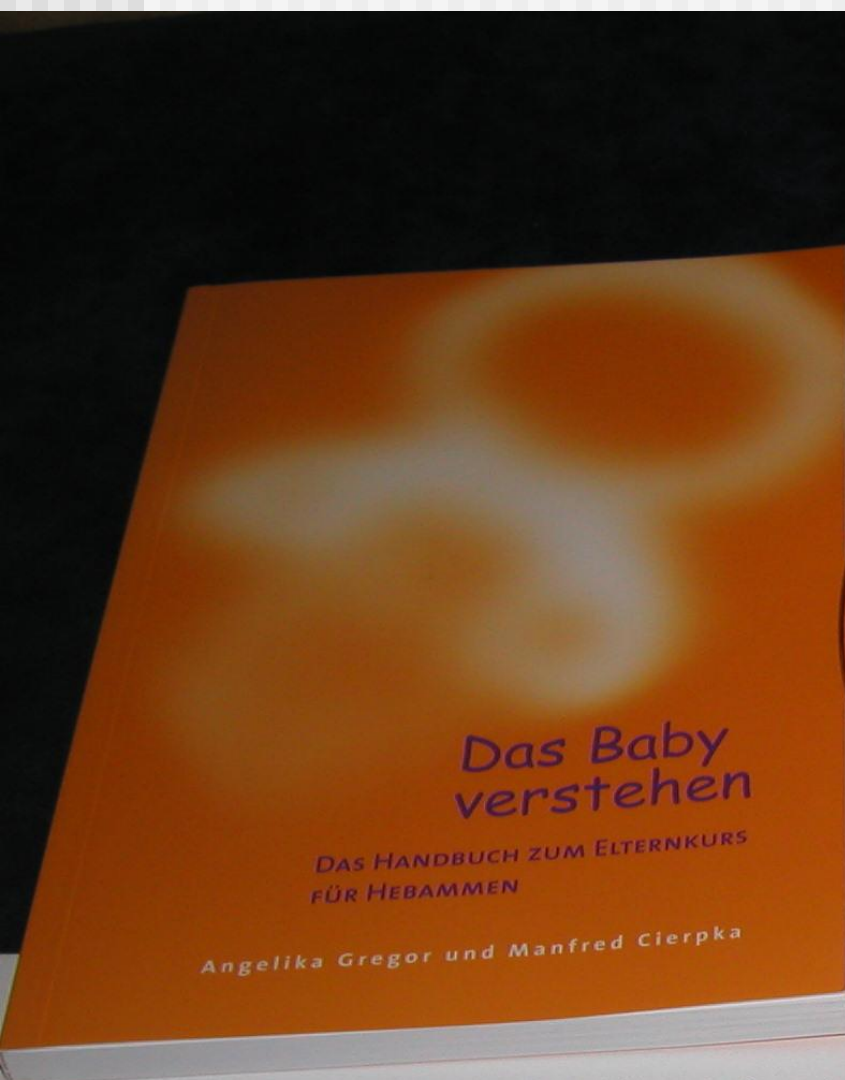
Contents of the Units



das Baby
verstehen

- I am able to care for myself, too
- How can partners work together?
- The Baby is communicating via signals
- Why does my Baby cry?
- Trust on your own parental competences!





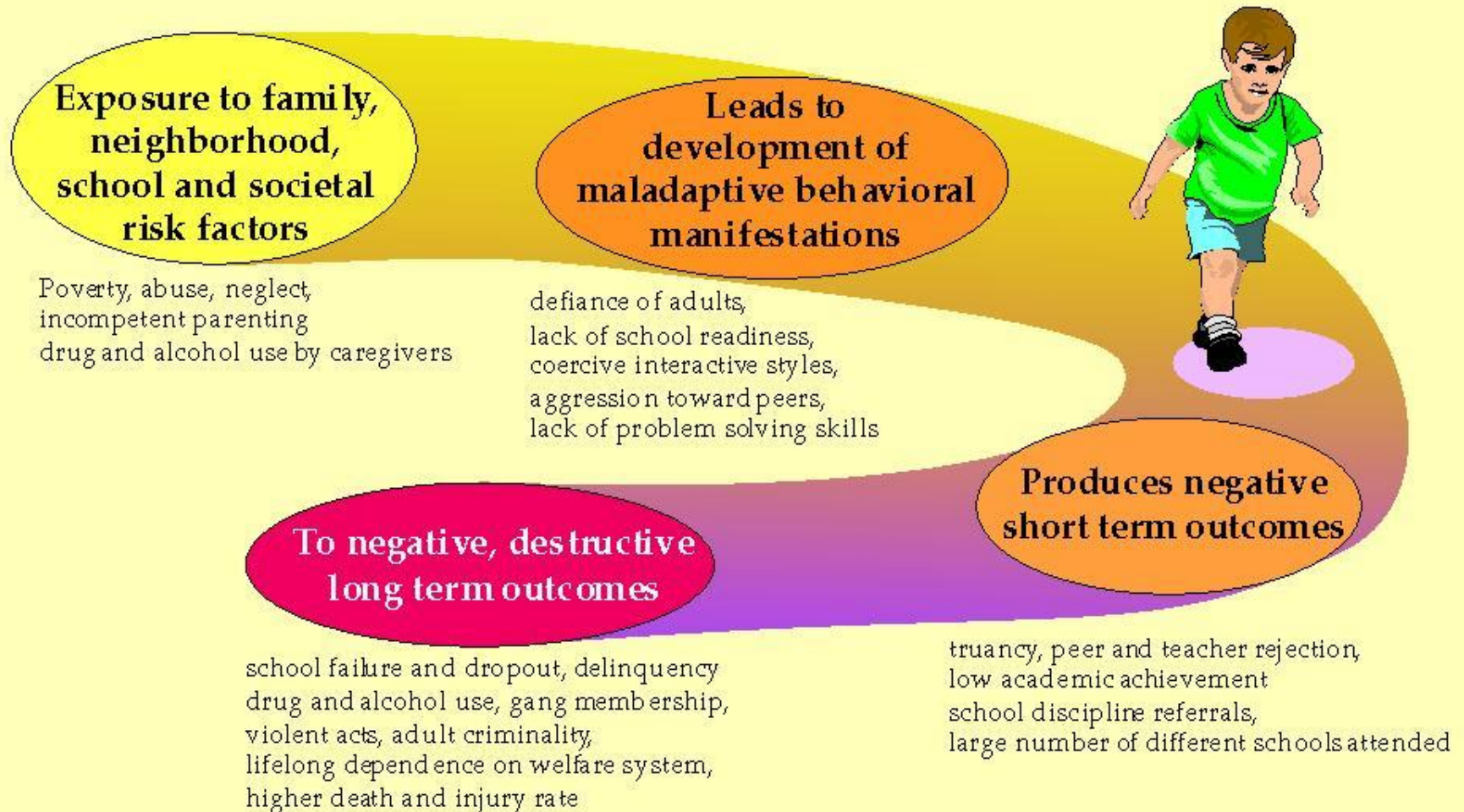
Durch die Gefühle von Ohnmacht und Hilflosigkeit kann es zu Aggressionen kommen. Wir erleben in so einer Situation etwas, was die Natur in uns so angelegt hat, daher sind Gefühle der Anspannung und vielleicht Wut ganz normal. Sie sind jedoch eine Belastung, da man sie nicht abreagieren kann und auch nicht darf. Welche Möglichkeiten haben Sie in Ihrem Alltag, mit Ihrer Wut umzugehen? (.....)



Ich habe folgenden Vorschlag: Die folgenden Anleitungen können Ihnen helfen, die Kontrolle in sehr schwierigen Augenblicken zu bewahren.

1. Versuchen Sie wahrzunehmen, wie sich Ihr Körper anfühlt.
2. Atmen Sie mindestens 3mal tief durch
3. Zählen Sie langsam rückwärts: 27, 26, 25.....
4. Denken Sie beruhigende Gedanken.

The Path From Risk Factor(s) Exposure to Long Term Negative Outcomes





Early Intervention Project „Nobody Slips Through the Cracks“



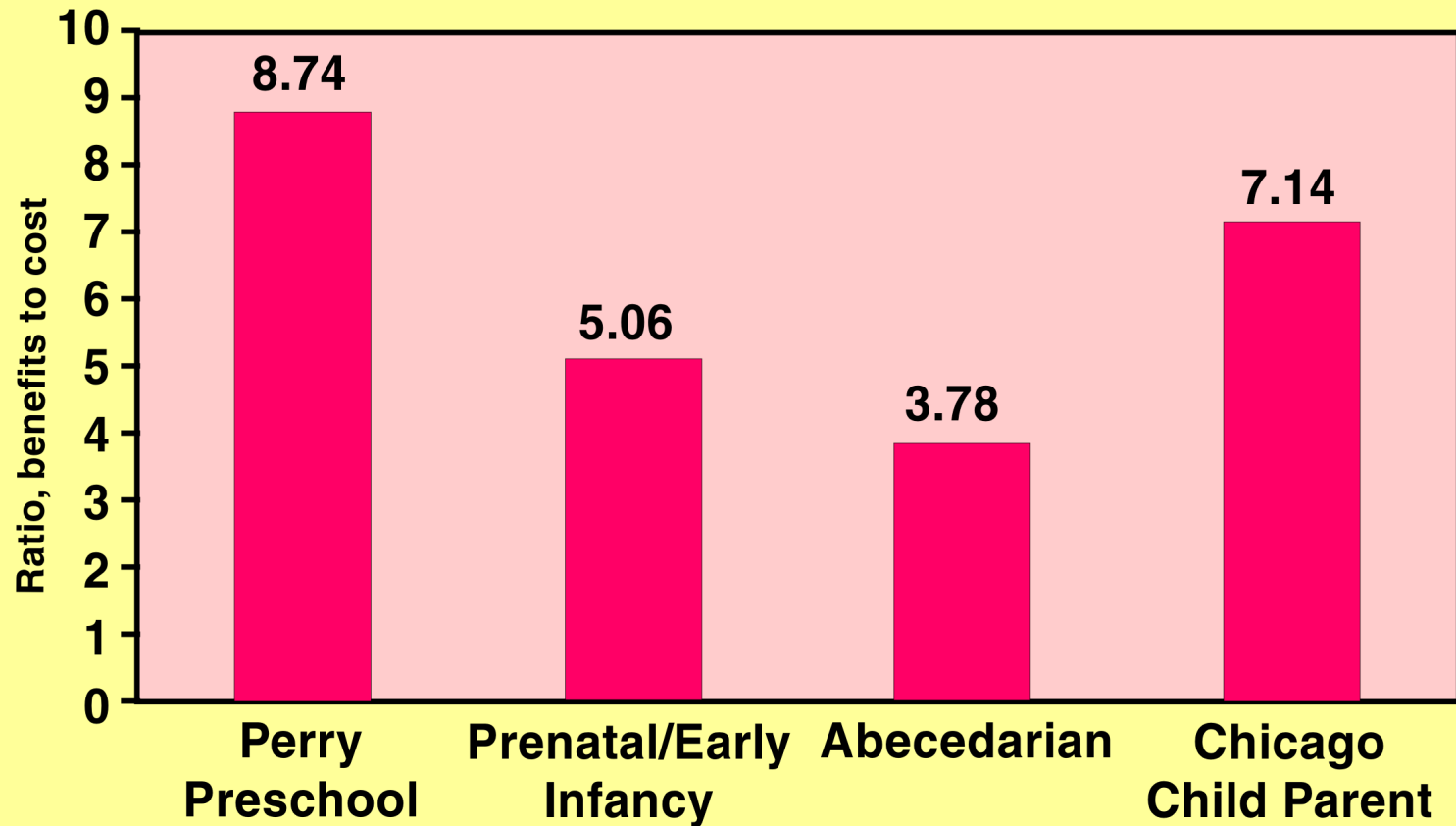


Aims

Our project wants to:

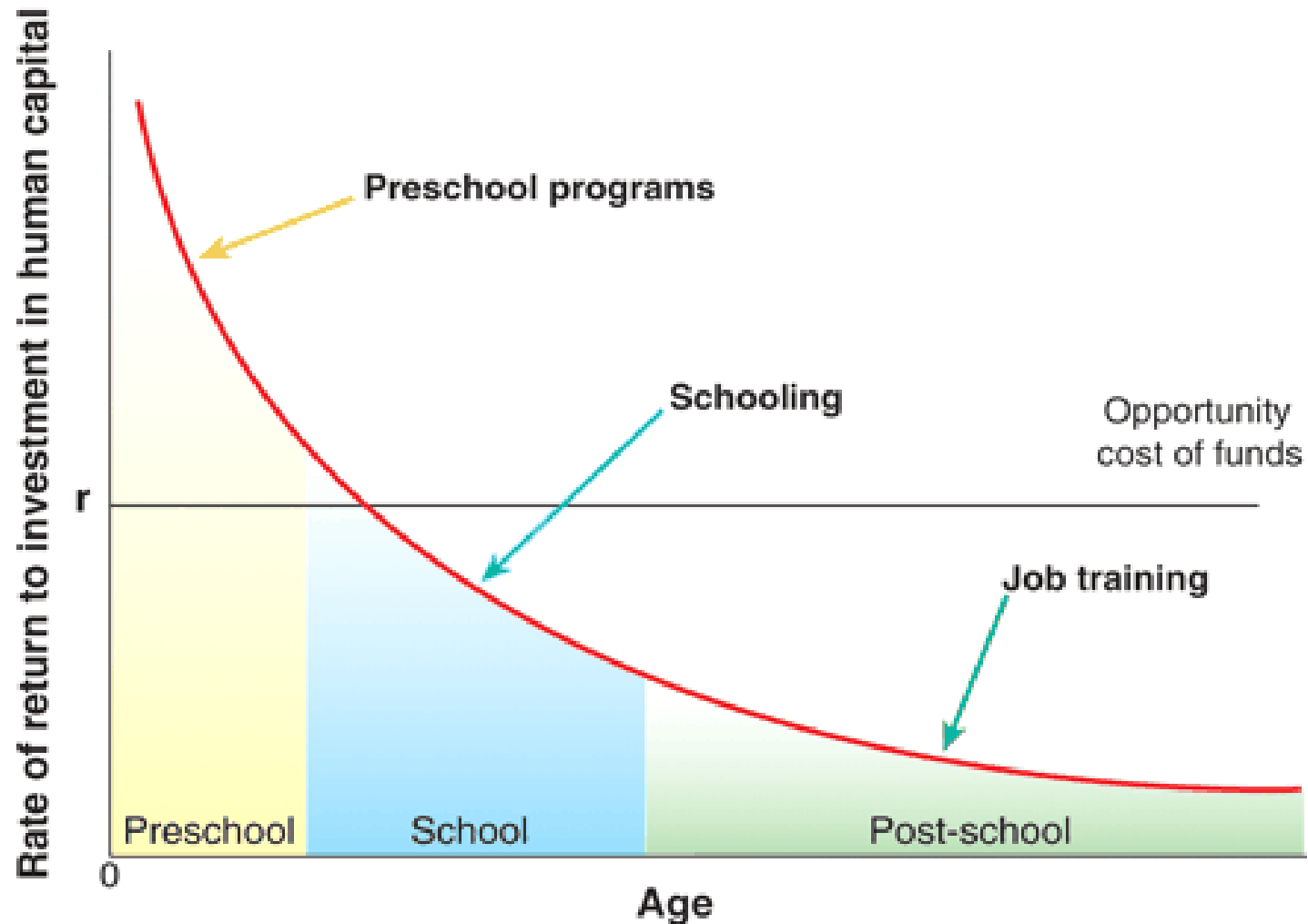
- support all families during the period of getting parents
 - reach those families that are highly burdened and at high risk
- ↔ Those families who are at high risk mostly don't participate in parenting courses or groups.

Figure A: Benefit-cost Ratio for ECD Programs



Source: Barnett (1993), Karoly et al. (1998), Masse and Barnett (2002), Reynolds et al. (2002).

Rates of return to human capital investment



Heckman, J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science* 312(5782), pp.1900-1902.



Thank you for your attention!

www.cierpka.de

