2017 Texas Symposium on DeafBlindness

Human beings come into the world already connected

Saturday, Closing Keynote
March 3-4, 2017

Presented by
Dr. Suzanne Zydeek, Developmental Psychologist and Founder of the Organization connected baby
Dundee, Scotland
suzanne@suzannezeedyk.com

Developed for
Texas School for the Blind and Visually Impaired Outreach Programs
PowerPoint Content

Human beings are born already connected

Dr. Suzanne Zeedyk
connected baby & University of Dundee

Changes to sensory modalities don’t change the capacity for connection

Communication is always about connection

What happens when we place connection at the centre of all thinking in the D-B field?

These words appear on the screen:

- Health
- Baby
- Theatre
- Mental Health
- Retailers
- Musicians
- Family Support
- Voluntary sector
- Book gifting
- Childminders
- Social Services
- Politicians
- Police
- Education
- Nurseries
My message
1. Babies arrive already connected.
2. Connection shapes brain development.
3. Society suffers when babies (and adults) don’t feel connected.

Today
1. Innate connection
2. Brain development
3. Implications for D-B field

Today
1. Innate connection
2. Brain development
3. Implications for D-B field

Figure 2 Mother and 3-month-old baby engaged in connection, via face-to-face gaze.

Figure 3 Newborn infant in grandmother’s arms. Baby is looking up at grandmother’s face, fingers in her mouth

Heart rate

Figure 4 Mother and 3-month-old baby engaged in face to face gaze. Hearts have been imposed on the bodies of each of them.

Being picked up

Figure 5 Mother leaning over to pick up a 2-month-old infant, lying on her back.

**Facial Expressions**

Figure 6 Image from 1977 study of Professor Andy Meltzoff demonstrating facial expressions, and 3-day-old babies imitating. This is a well-known image from a classic study.

*Meltzoff & Moore, Science, 1977*
Hand Gestures

Figure 7 Image 1 of a set of 3: of Dr. Emese Nagy engaged in an imitation study with a newborn baby. Dr. Nagy extends her index finger.


Hand Gestures

Figure 8 Image 2 of a set of 3: of Dr. Emese Nagy engaged in an imitation study with a newborn baby. The baby imitates Dr. Nagy by extending her own index finger.

Hand Gestures

Figure 9 Image 3 of a set of 3: of Dr. Emese Nagy engaged in an imitation study with a newborn baby. The baby imitates Dr. Nagy by extending BOTH index fingers.
**Voices in the womb**

![The Cat in the Hat](image1)

Figure 10 The cover of the children’s book Cat In The Hat, by Dr. Seuss.

**Music in the womb**

![Coronation Street](image2)

Figure 11 Image of the introductory image to the popular British soap opera ‘Coronation Street’. It shows an image of houses and cars, along a street. The street depicted is ‘Coronation Street’.


All fetal experience

![Origins](image3)

Figure 12 Image of the cover of the book Origins, by Annie Murphy Paul, published 2010 and a picture of the author.
Figure 13 A repeat of the Slide 10, showing a mother and 3-month-old baby engaged in face-to-face gaze. The banner across the photo reads: ‘Human beings are already connected.’

Figure 14 A repeat of the Slide 10, showing a mother and 3-month-old baby engaged in face-to-face gaze. The banner across the photo reads: ‘Human beings are born already RELATING.’

Today
1. Innate connection
2. **Brain development**
3. Implications for D-B field

Figure 15 A depiction of the human brain showing areas from top going clockwise: Parietal Lobe, Occipital Lobe, Temporal Lobe, and Frontal Lobe.

At birth: the most immature of the body’s organs
Age 1: has attained 70% of final mass
Age 3: has attained 90% of final mass
Figure 16 A depiction of an image created by the neuroscientist Dr. Bruce Perry, of the Child Trauma Academy, showing a comparison of two brain scans of 3-year-old children. One is labelled ‘normal experience’ and the other ‘extreme neglect’. The ‘normal experience’ skull is much bigger than that labelled ‘extreme neglect’.


Figure 17 Image depicting neural growth in the brain, at the ages of birth, 15 mos, and 24 mos. This is a classic image, created by J. Conel in 1959. It is still widely used to show how neural pathways change rapidly over the first years of life.

J Conel, *Harvard University Press*, 1959

**Motorways in the brain...**

Figure 18 A depiction of a highway interchange. This image captures the metaphorical language used by Dr. Suzanne Zeedyk to explain neural synapses in the brain.
…built for a particular weather system.

Figure 19 A repetition of the earlier slide of highways, but with drawings of weather overlaid: a storm cloud and a bright sun.

…built for a particular weather system.

Figure 20 A repetition of the earlier slide of highways and weather, but with a Sabre Tooth Tiger now replacing the storm cloud.

…built for a particular weather system.

Figure 21 A repetition of the earlier slide of highways and Sabre Tooth Tiger, but with a bear replacing the bright sun.

…built for a particular weather system.

Figure 22 A repetition of the earlier slide of highways and Sabre Tooth Tiger & Teddy, with a banner that reads ‘Neuroscience = Compassion’.
Figure 23 An image of the cover of Suzanne Zeedyk's book on Attachment.

*The Language of the Hands by Barbara Miles*

Figure 24 An image of Barbara Miles' work on 'The Language of the Hands', in which the black and white drawing shows hands cuddling a teddy bear.

**Construct system: Birth – 3 yrs**

Figure 25 The earlier image of highways is show, alongside a baby, depicting the construction of neural pathways, age birth – 3.

Set up the basic transportation System

**Embed system: Primary Years**

Figure 26 The earlier image of highways is show, alongside a child, depicting the construction of neural pathways, during childhood (Elementary School Years).

Put in the cats eyes, barricades, & signature.
Rewire system: Adolescence

Figure 27: The earlier image of highways is shown, alongside a teenager, depicting the construction of neural pathways during adolescence.

Figure 28: The first image of a mother and 3-month-old baby interacting is repeated, this time with a brain imposed on the baby’s forehead, and a banner that reads: “Human brains are wired for connection.”

Today

1. Innate connection
2. Brain development
3. Implications for D-B field

What happens when we place connection at the centre of all thinking in the D-B field?

1. Human brains are built for connection

Figure 29: A father and his DeafBlind daughter, Clarissa Volmar, approximately 1 year.
2. All communication draws on emotional connection

Figure 30 An image of a DeafBlind child and their careworker, standing in a kitchen cooking

3. People bring their developmental experiences to any interaction

Figure 31 Clarissa Volmar (DeafBlind baby) as a very young baby

3. People bring their developmental experiences to any interaction

Figure 32 A child with developmental disabilities standing with his family

3. People bring their developmental experiences to any interaction
4. Good communication requires trust

Figure 33 An adult DeafBlind man and his careworker, engaged in conversation

5. Trust takes time to build

Figure 34 A DeafBlind woman, clearly middle aged, smiling amongst other adults, and engaged in conversation with one of them.

5. Trust takes time to build

Figure 35 The same slide of a DeafBlind woman repeated, with 3 words successively added: Relationship, Connection, Communication
In Summary…..

- Human beings are born already connected
- Changes to sensory modalities don’t change the capacity for connection
- Let’s be sure we put connection at the centre of all thinking in the D-B field

Thank you

- www.suzannezeedyk.com
- @suzannezeedyk
- suzanne@suzannezeedyk.com

Resources

You may want to download several articles written by Suzanne Zydeek prior to attending the Symposium:

1. Babies come into the world already connected to other people…

Texas School for the Blind & Visually Impaired
Outreach Programs

Figure 36 TSBVI logo.

Figure 37 IDEAs that Work logo and OSEP disclaimer.

"This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."