2017 Texas Symposium on DeafBlindness
Human beings come into the world already connected
Saturday, Closing Keynote
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Presented by
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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

Figure 1 Logo for Suzanne Zeedyk, The Science of Human Connection. This logo appears on each page of the powerpoint.

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

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.
Vasu Reddy et al, Plos One, 2013
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.


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

Figure 10 The cover of the children’s book Cat In The Hat, by Dr. Seuss. DeCasper & Spence, *Infant Behavior and Development*, 1986
Music in the womb

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

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.’

Slide 23

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

**Slide 24-28**

![Brain lobes diagram](image)

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

**Slide 26**
At birth: the most immature of the body’s organs

**Slide 27**
Age 1: has attained 70% of final mass

**Slide 28**
Age 3: has attained 90% of final mass

**Slide 29**

![Brain scans comparison](image)

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 now 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’.

Slide 36

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.

Slide 41

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

Figure 29 The Science of Human Connection logo

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 30 A father and his DeafBlind daughter, Clarissa Volmar, approximately 1 year

2. All communication draws on emotional connection

Figure 31 An image of a DeafBlind child and their careworker, standing in a kitchen cooking

3. People bring their developmental experiences to any interaction

Figure 32 Clarissa Volmar (DeafBlind baby) as a very young baby
3. People bring their developmental experiences to any interaction

Figure 33 A child with developmental disabilities standing with his family

3. People bring their developmental experiences to any interaction

4. Good communication requires trust

Figure 34 An adult DeafBlind man and his careworker, engaged in conversation

5. Trust takes time to build

Figure 35 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 36 The same slide of a DeafBlind woman repeated, with added tag: Relationship

5. Trust takes time to build

Figure 37 The same slide of a DeafBlind woman repeated, with added tags: Relationship, Connection

5. Trust takes time to build

Figure 38 The same slide of a DeafBlind woman repeated, with 3 tags added: Relationship, Connection, Communication

In Summary…..

Slide 55

- Human beings are born already connected

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- Changes to sensory modalities don’t change the capacity for connection
Slide 57

- Let’s be sure we put *connection* at the centre of all thinking in the D-B field

Thank you

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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…

2. We all carry within us the fear of disconnection
Texas School for the Blind & Visually Impaired
Outreach Programs

Figure 39 TSBVI logo.

IDEAs that Work

"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."

Figure 40 IDEAs that Work logo and OSEP disclaimer.