

**EARLY BRAIN AND  
CHILDHOOD DEVELOPMENT**

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I do not intend to discuss an unapproved/investigative use of a commercial product/device in my presentation

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**OBJECTIVES**

1. Understand the difference between positive and toxic stress in the fetal, premie/term brain
2. Identify some of the lifelong consequences of toxic fetal, premie/term adversity
3. Understand how these early environmental factors and developmental changes may affect epigenetics to result in lifelong consequences

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### INTRODUCTION

- Brains are built over time through a process that begins prenatally and continues into adulthood
- Its architecture is built in a cumulative, bottom-up manner.
- Simple circuits become more complex and integrated
- A gene-experience interplay (nature/nurture) shapes the architecture of the developing brain
- Based on this interplay, either a sturdy or fragile brain architecture will result

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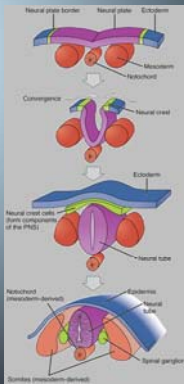
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### BRAIN: DEVELOPMENT

- Begins 18<sup>th</sup> to 24<sup>th</sup> day
- Myelination
- Synaptogenesis
  - At birth 50 trillion synapses
  - At 1 year 1000 trillion
- Pruning
  - "Use-it-or-lose-it"
  - At 20 years 500 trillion



The diagram illustrates the stages of brain development from the neural plate to the formation of the neural tube and neural crest cells. Labels include: Neural plate border, Neural plate, Epidermis, Mesoderm, Neuroectoderm, Convergence, Neural crest, Epidermis, Neural crest cells (form components of the PNS), Neural tube, Notochord, Somites, and Neural ganglia.

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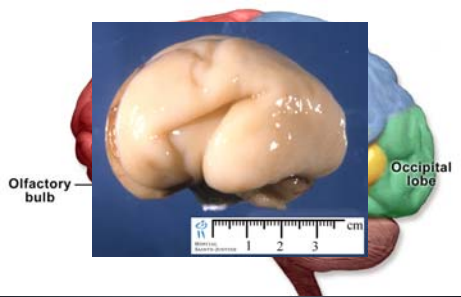
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### BRAIN: MATURATION



A photograph of a brain specimen with a ruler for scale. Labels point to the Olfactory bulb and Occipital lobe. The ruler shows centimeters from 0 to 3.

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### BRAIN: PLASTICITY

- The ability of the brain to reorganize and adapt
- The brain is constantly changing, and plasticity varies across all brain areas
- It is greatest during the 1<sup>st</sup> years of life and declines with age
- Affords an opportunity to overcome early adversity
- Types include: Synaptic and cellular plasticity

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### STRESS: OVERVIEW

- Stress is a healthy part of normal development
- The body undergoes physiological changes into high alert to respond to challenges
- When stress is relieved, the stress response ramps down and the body returns to normal or basal state

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### CHILDHOOD EXPERIENCES & ADULT OUTCOMES



The diagram consists of three circles in a row. The first circle is green and contains the text 'Childhood Adversity'. To its right is a white plus sign. The second circle is purple and contains the text 'Positive Stress'. To its right is a white equals sign. The third circle is blue and contains the text 'Good Adult Outcomes'.

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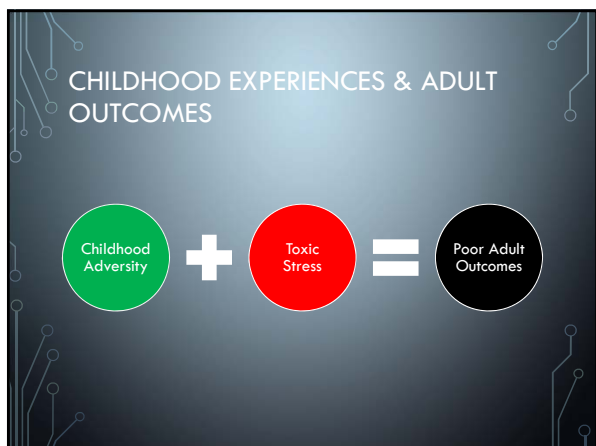
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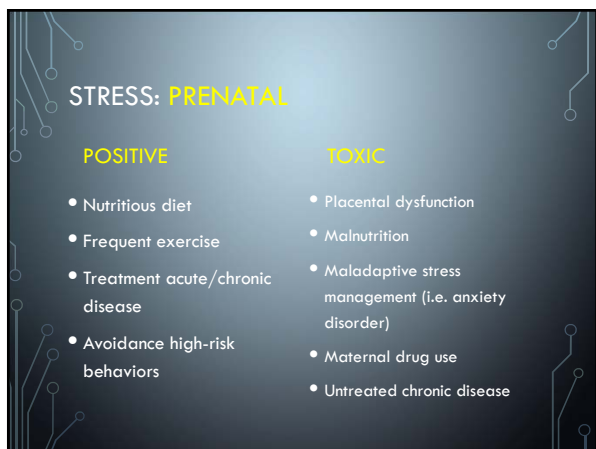
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Reproductive Toxicology 32 (2011) 205–212

Contents lists available at ScienceDirect

**Reproductive Toxicology**

journal homepage: [www.elsevier.com/locate/rtprotox](http://www.elsevier.com/locate/rtprotox)

**Prenatal origin of obesity and their complications: Gestational diabetes, maternal overweight and the paradoxical effects of fetal growth restriction and macrosomia**

Asher Ornoy\*

Laboratory of Teratology, Department of Medical Neurobiology, Sackler Faculty of Medicine, Bar Ilan University Ramat Gan Medical School, Ramat Gan, Israel

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### STRESS: MATERNAL DIABETES

- Pre-gestational and Gestational
- Associated
  - Fetal/newborn death
  - Congenital anomalies
  - Neurodevelopmental problems
  - Fetal growth disturbances (SGA vs LGA)
- Controlled maternal serum glucose reduces these changes

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### STRESS: MATERNAL DIABETES

- Long lasting effects include
  - Overweight and obesity during childhood
  - "Metabolic syndrome" or "Metabolic imprinting"
    - Hypertension
    - Cardiovascular complications
    - Type II diabetes
- Mechanisms are not fully known but...
  - Insulin resistance, Fetal hyperleptinemia, hypothalamic changes, and epigenetic changes
- Preventive measures include dietary control and physical activity

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## EPIGENETICS



- Ecology influences how the genetic blueprint is read and utilized
- Which genes, when, and where
- Ecology effects “Molecul-ology” at the genetic level
- Stress-induced changes in gene expression

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## EPIGENETICS

- “Above the genome”
- Represent the way in which the environment causes long-lasting changes in a cell or organism and its progeny without altering the DNA sequence
- The major processes: histone modification, DNA methylation and microRNAs in the development of the nervous system and the formation of behavior

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Int. J. Dev. Neurosci. 33 (2015) 406–414

Contents lists available at ScienceDirect



**International Journal of Developmental Neuroscience**

journal homepage: [www.elsevier.com/locate/ijdevneu](http://www.elsevier.com/locate/ijdevneu)



**Gestational overgrowth and undergrowth affect neurodevelopment: similarities and differences from behavior to epigenetics**

Nicola M. Grissom, Teresa M. Reyes\*

Institute of Translational Medicine and Therapeutics, Perelman School of Medicine, University of Pennsylvania, 3400 Civic Center Boulevard, Philadelphia, PA 19104, United States

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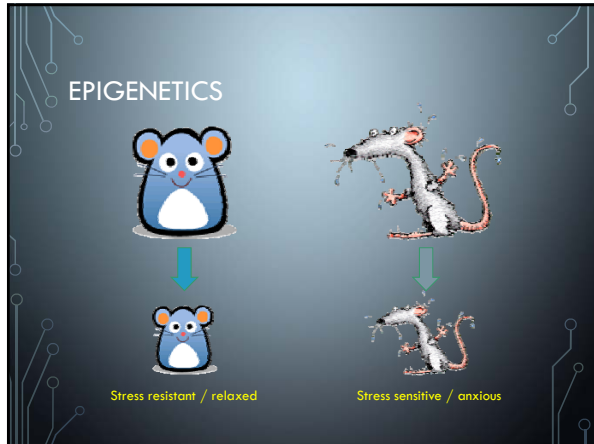
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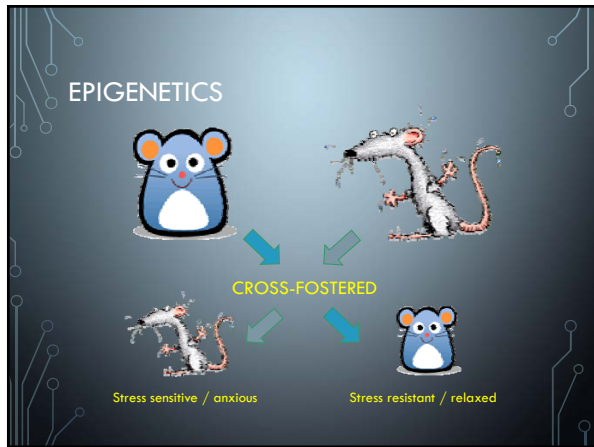
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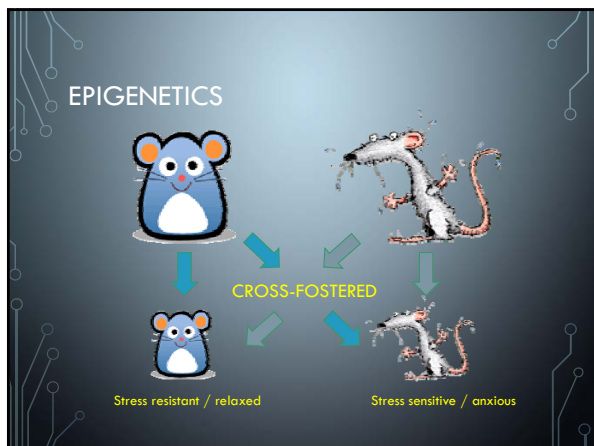
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### CHALLENGES

- The critical challenge now is to translate advances in developmental science into effective policies and practices for families with children

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### QUESTIONS

- Is child abuse a positive or toxic stress?
- On a cellular level, how does toxic stress affect your baby?
- Does toxic stress in fetal/newborn period increase your risk for diabetes as an adult?

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