

**EARLY BRAIN AND
CHILDHOOD DEVELOPMENT**

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OBJECTIVES

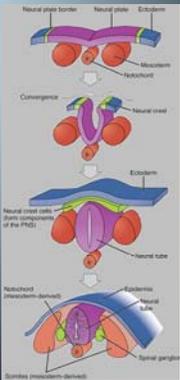
1. Understand the difference between positive and toxic stress in the fetal, premie/term brain
2. Identify some of the lifelong consequences of toxic fetal, premie/term adversity
3. Understand how these early environmental factors and developmental changes may affect epigenetics to result in lifelong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

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

BRAIN: DEVELOPMENT

- Begins 18th to 24th 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 subsequent structures like the neural crest and neural ganglia.

BRAIN: MATURATION



The photograph shows a lateral view of a human brain. Labels include the **Olfactory bulb** and the **Occipital lobe**. A ruler at the bottom indicates a scale in centimeters, with markings at 1, 2, and 3 cm.

BRAIN: PLASTICITY

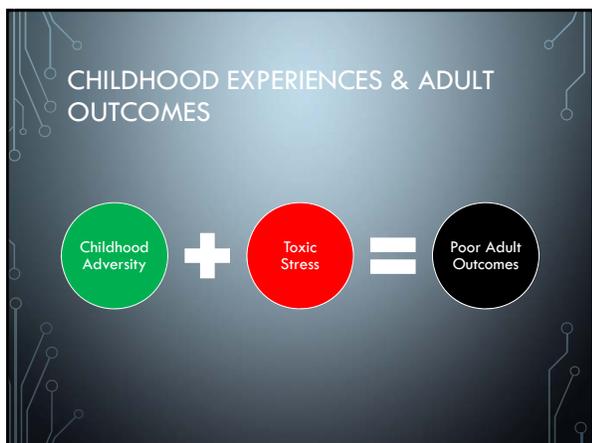
- The ability of the brain to reorganize and adapt
- The brain is constantly changing, and plasticity varies across all brain areas
- It is greatest during the 1st years of life and declines with age
- Affords an opportunity to overcome early adversity
- Types include: Synaptic and cellular plasticity

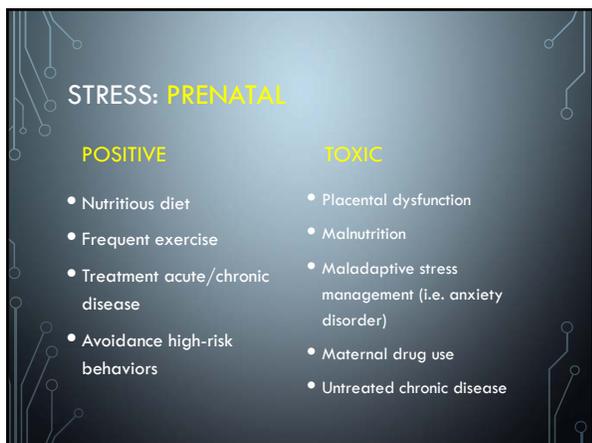
STRESS: OVERVIEW

- 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

CHILDHOOD EXPERIENCES & ADULT OUTCOMES

Childhood Adversity + Positive Stress = Good Adult Outcomes







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

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



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

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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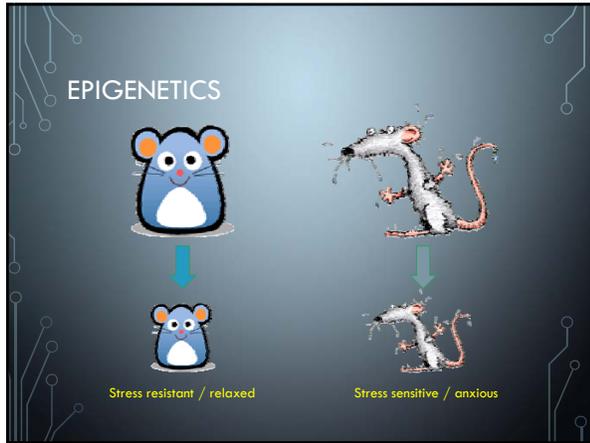
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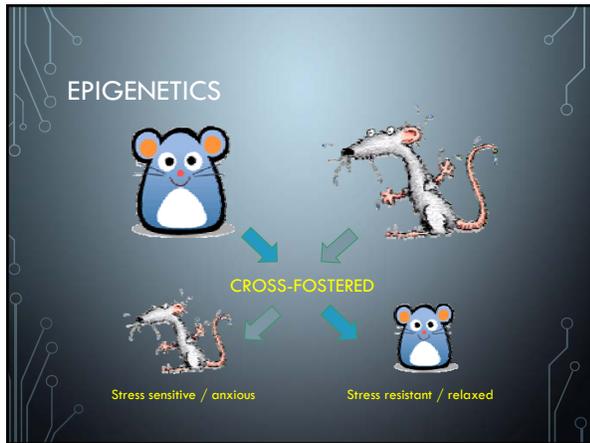


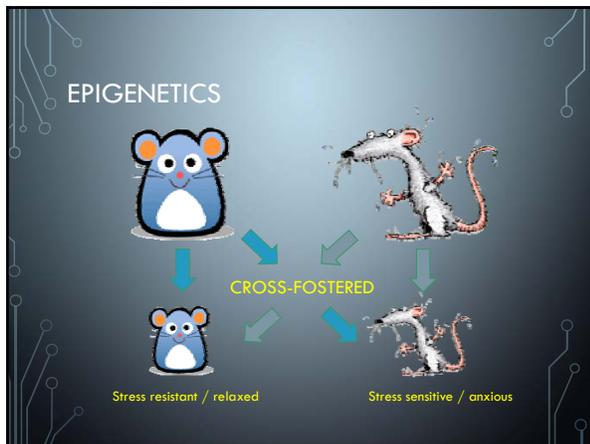
Gestational overgrowth and undergrowth affect neurodevelopment: similarities and differences from behavior to epigenetics

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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

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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