Tuakana/Teina: Mentoring and the Brain





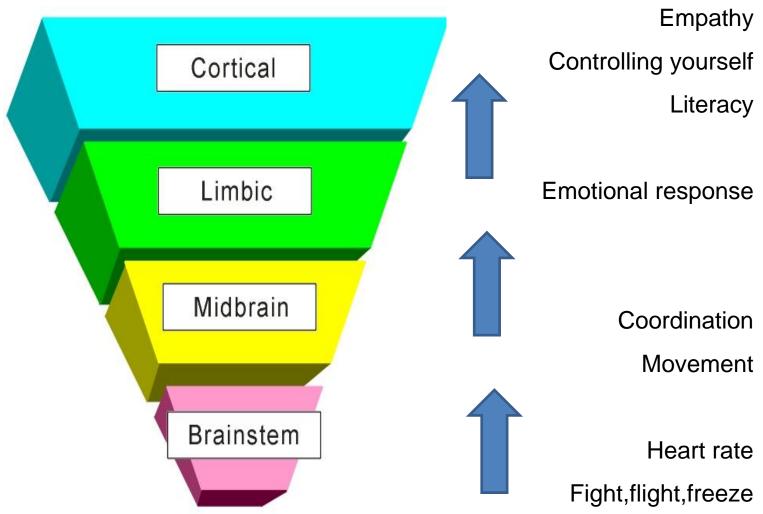
Nathan Mikaere Wallis X Factor Education Ltd. xfactoreducation@gmail.com





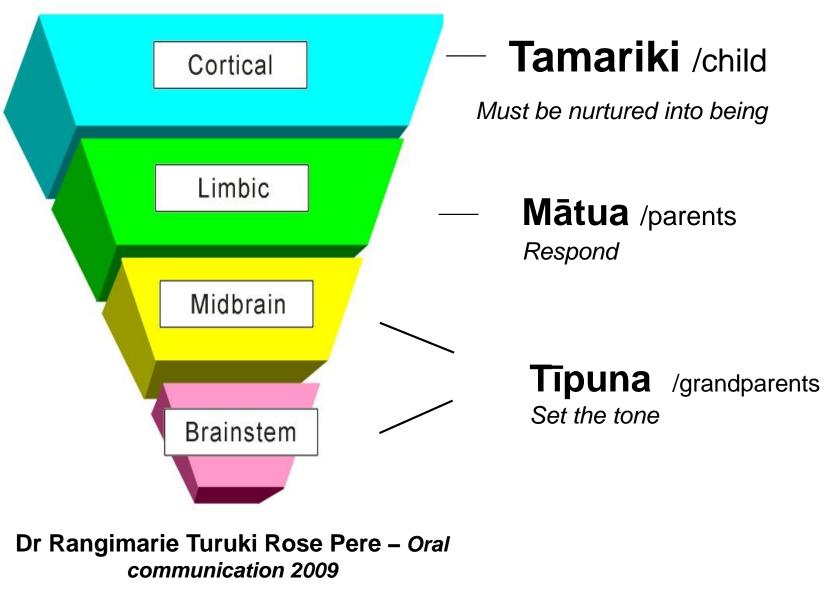


Perry's Neurosequential Model

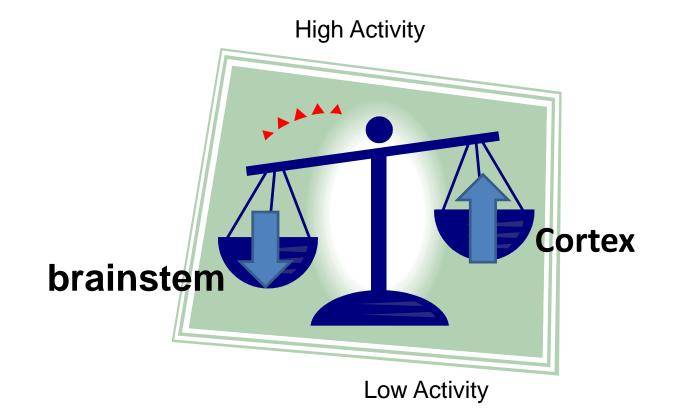


Adapted from: Perry,B.D. (2002). Childhood Experience and the Expression of Genetic Potential: What Childhood Neglect Tells Us About Nature and Nurture *Brain and Mind* **3**: 79–100,

Pere's Neurosequential Model



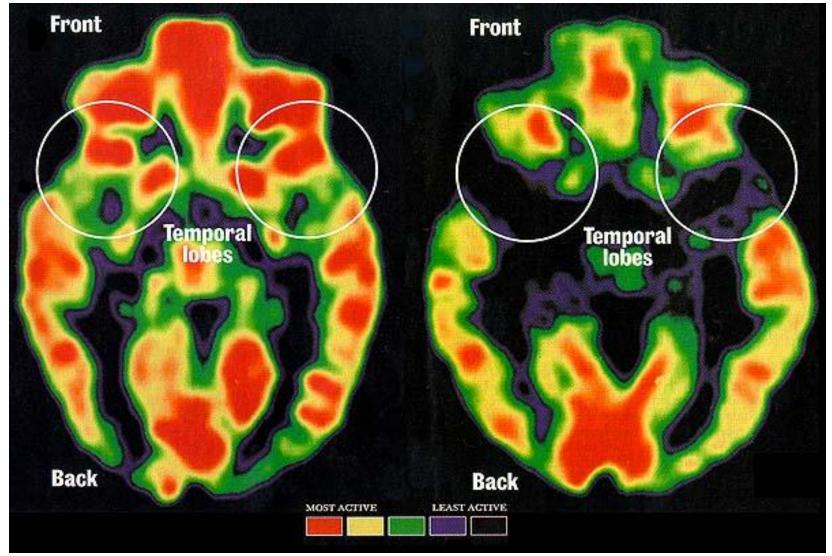
As one increases, the other declines - and vice versa



To really be using your cortex, your brainstem needs to be calm



Effects of Trauma, abuse and neglect on the developing brain



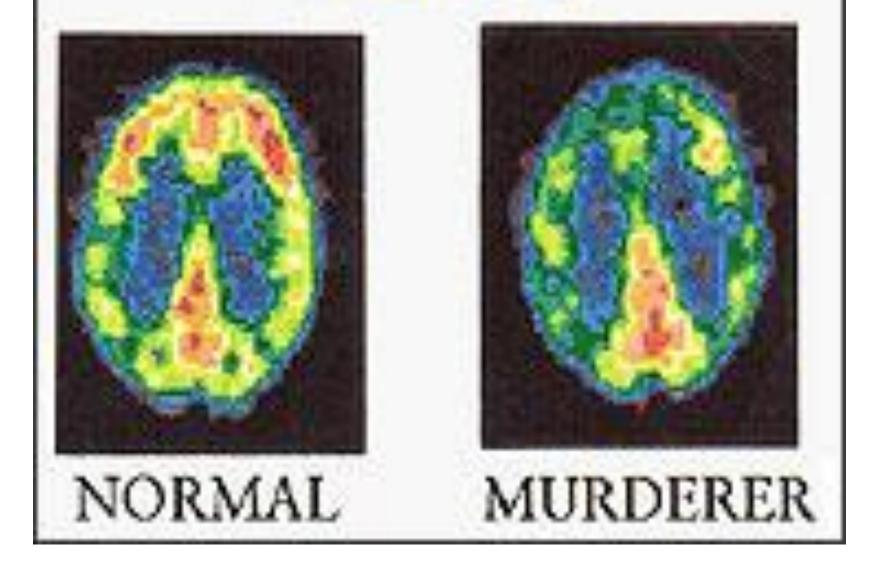
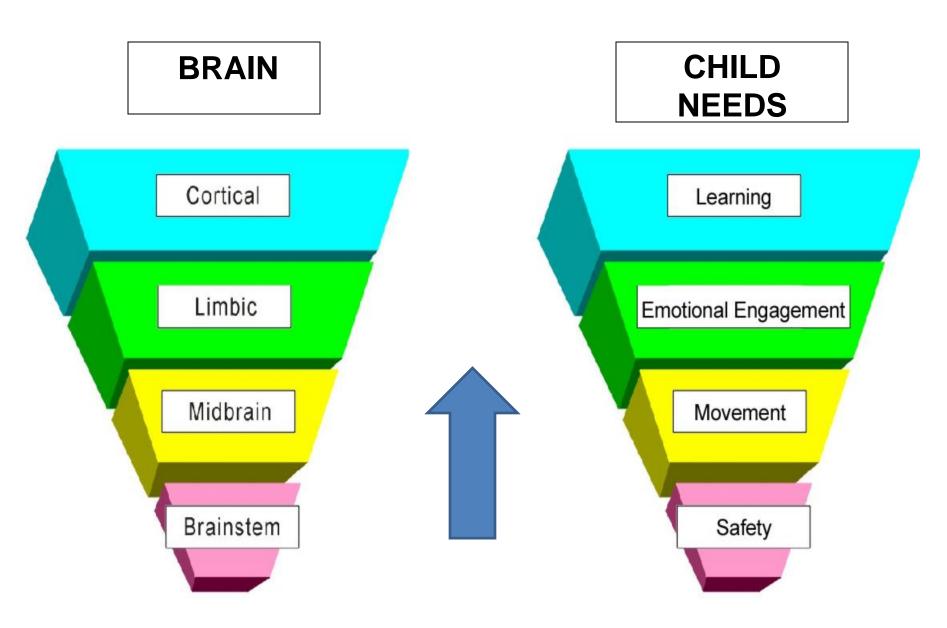
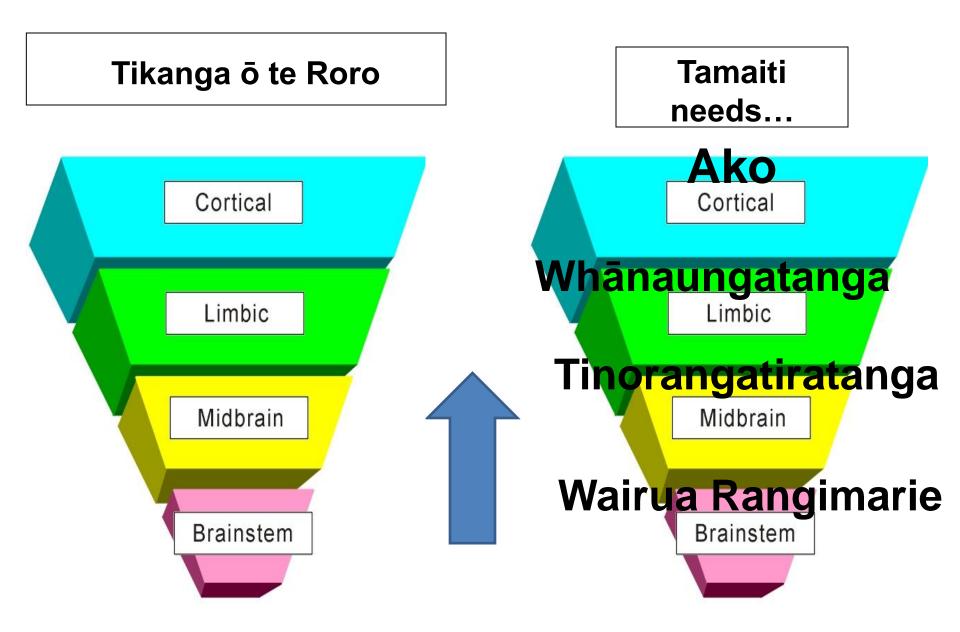


Image from Raine, A. (2009). *Murderous Minds: Can we see the mark of Cain? Accessed from http://www.dana.org/news/cerebrum/detail.aspx?id+3066 On 30/1/2011.*



McCaleb, M. & Mikaere-Wallis, N. Relationship-shaping: Teacher consistency and implications for brain development. *The First Years/Ngā Tau Tuatahi: New Zealand Infant and Toddler Education*, 7(2), 21-25



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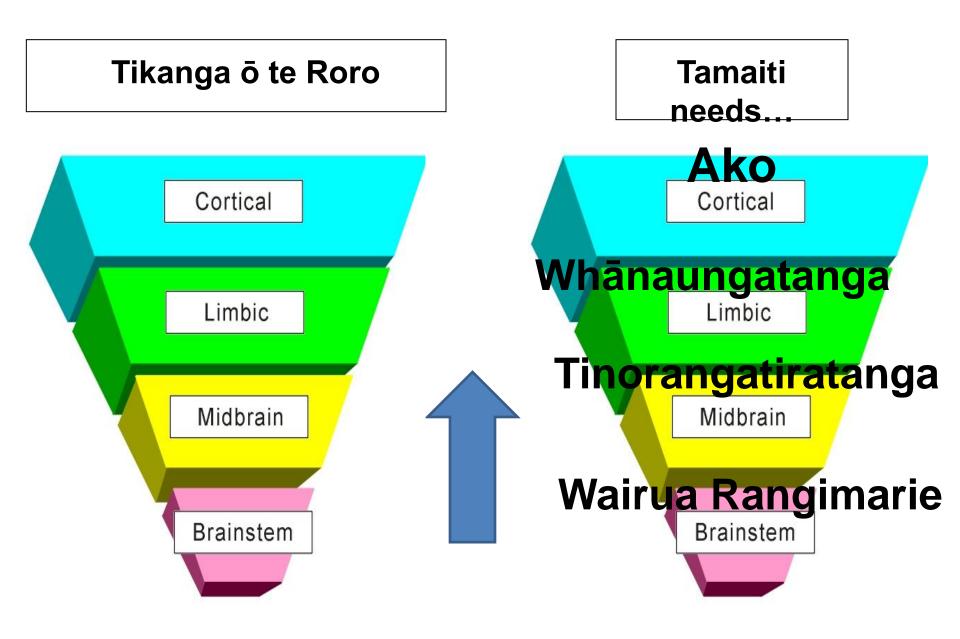


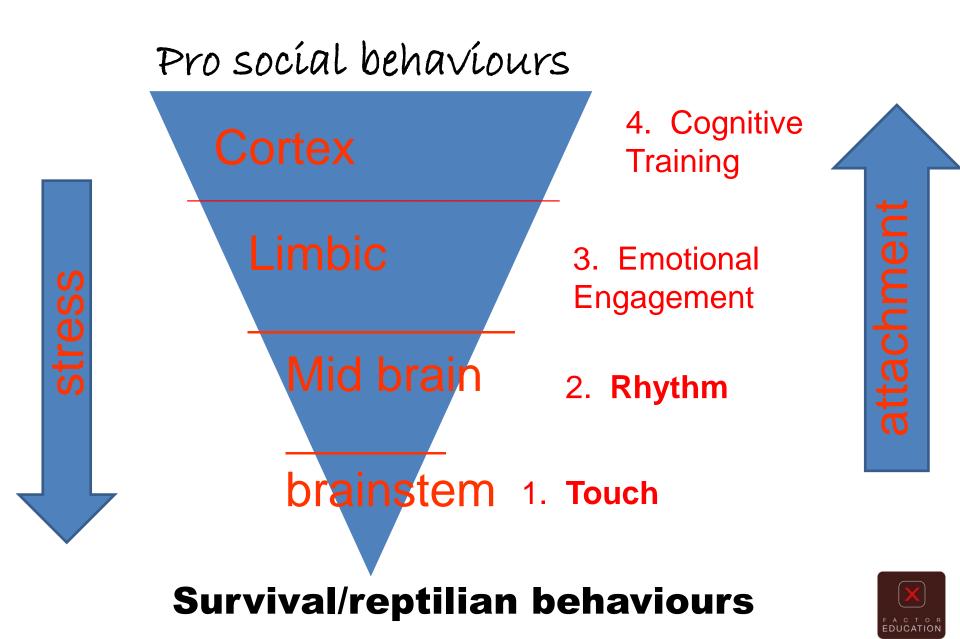
1990's The Decade of the Brain

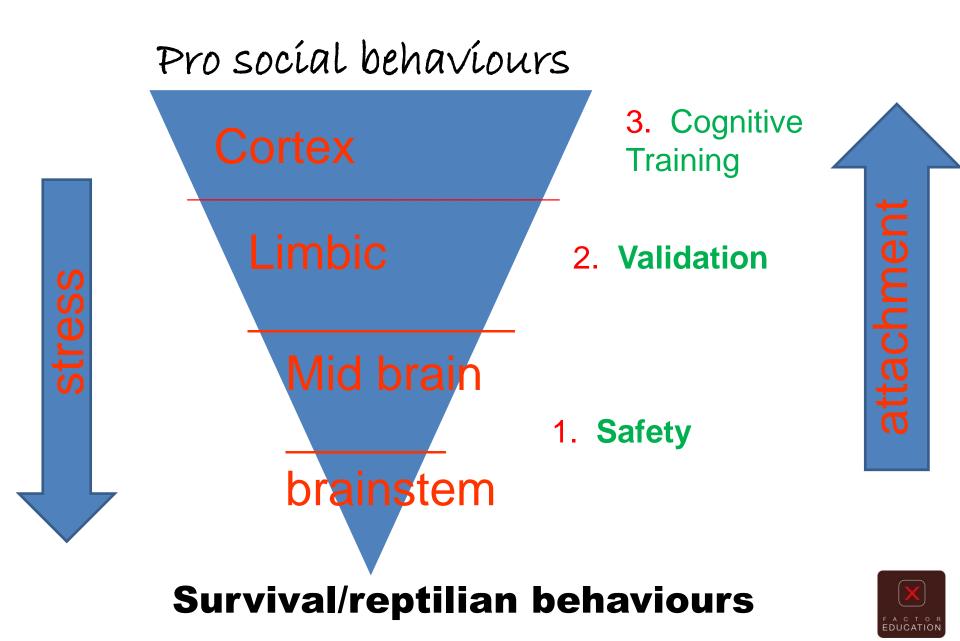
- * *Transcription* genes/epigenetics.
 - * relationship-dependent and relationship-expectant

* early years the most important

Cozolino, Louis (2006) The neuroscience of human relationships: Attachment and the developing social brain. New York, NY, US: W W Norton & Co.









If we imagine the brain as a garden....

Endorphins = Fertilizer



Cortisol = weed killer

