



## LifeWays North America

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### ***Nurturing Children, Families and Caregivers***

#### **Brief Case for Support from Contemporary Research**

- *“Emotional learning comes first, and it happens through interactions. Curriculum comes after you have the warm, encouraging relationships. It’s less effective without them.” -- Dr. T. Berry Brazelton*
- Brain research indicates that *“the architecture of the brain depends on a series of critical but subtle emotional transactions between an infant and a devoted caregiver . . . clearly formulating the elusive building blocks of creative and analytic thinking, and the sense of self.” -- Dr. Stanley Greenspan*
- Professor Barry Sanders defines *“orality”* as the rich use of language conveyed through the nursery rhymes, songs, finger plays and circle games that have informed infancy and early childhood life throughout all time. Such a foundation of rich oral language not only helps to assure successful reading, but also helps a child’s ability to develop a sense of self as an antidote to later violent behavior. (*A is for Ox: Violence, Electronic Media and the Silencing of the Written Word*).
- According to an article on brain development in a special edition of *Newsweek*, *“...short of being raised in isolation, a baby will encounter enough stimulation in most households to do the trick – anything from banging pots and pans together to speaking to a sibling. The key phrase here is ‘properly stimulated, which is not the same as expensively stimulated or the worse fate, over stimulated.’” -- Rosenberg and Reibstein, Newsweek, Spring/Summer 1997).*
- *“Studies show that four-, five-, and six-year-olds in heavily ‘academic’ classes tend to become less creative and more anxious – without gaining significant advantages over their peers. Youngsters in well-structured ‘play’-oriented schools develop more positive attitudes toward learning along with better ultimate skill development.” -- Jane Healy, Ph.D., Your Child’s Growing Mind).*
- Research out of the University of Chicago reports that only “live” language produces vocabulary- and syntax-boosting effects. *“Language has to be used in relation to ongoing events, or it’s just noise. Information embedded in an emotional context seems to stimulate neural circuitry more powerfully than information alone.”* Additionally, the American Academy of Pediatrics has put out an official warning that young children should not watch television.
- According to the Children’s Defense Fund’s 1998 Yearbook *The State of America’s Children*, *“myriad studies have shown that children who are afflicted with even mild forms of undernutrition suffer adverse health and learning effects.”* These are associated with *“impaired cognitive development, fatigue, trouble concentrating in school, and stunted growth.”*