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**AWAKING (UN)DISCOVERED POTENTIAL OF FAMILY**

**Familiy asks and answers**

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**ABSTRACT**

**“EXPRESSIVE COMMUNICATION IN THE MOTHER-CHILD RELATIONSHIP”.  
INTERACTION POSITIVE AND NEGATIVE. STILL FACE AND MATERNAL  
DEPRESSION.**

The psycho-physical well-being of the newborn are believed linked to the success of intrauterine report with his mother; then followed other affective reference figures, such as the father figure and the family in General. Experimental procedures of the strange situation-reproduced in the laboratory assistants of Bowlby- bring to the attention of developmental resarchers of processes on evidence affective in attachment relationships function mom-child, in various emotional conditions.

With this work I would like to present, through the microanalysis, developments of recent studies made by Beatrice Beebe on facial expression changes of mother or caregiver against a child, and the resulting reactions of psycho-pedagogical impact on educational, family relationship related to adaptively profiles of happiness or depression.

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More precisely in 1996 E. Tronick devised a study on the behavior of the child in the first few days of life, confirming the considerations on Montessori great reactivity to interpersonal relationship to the mother or to the caregiver; when the physiological aspect of hormonal change, the psychological sphere of emotional and social tied to the interest towards creation show features dysfunctional, then even the intimate relationship between the two protagonists may be affected by some form of conditioning - the impact social - as a result of various aspects of disorder of development, such as reactive attachment (ICD-10-CM F94.1), where the child may have symptoms of withdrawal or emotional inhibition against caregivers, can have positive emotions reduced; actually becomes a child inconsolable. Here we will try to show how important it is - for the happiness of the child - the relational contact in the intrauterine life in the most important rite of passage that is the wait and how much of the health of the relationship between mother and son is

addressed to good beaches when not speaking factors debilitating disorder, such as stress. To do this we must start from the observation of literature that, from the standpoint of psycho-biological, considers the intrauterine life as a premise of life due to a birth. Studies of Maria Montessori childhood the spotlight on the complex communication network ante vitam of interest in science psycho-pedagogical development and food for thought for the present dissertation, in which you want to pay particular attention in view of the recent forecasts of WHO on emergency care provided for the coming years: depression early. Although there are various aspects competitors to outline the profile of the child's functioning in the first few days of life, what we are interested in here is to observe the psychological impact of interpersonal relationships and the impact of the pedagogical value of the Family. Specifically we refer as much as possible to the relational sphere, granting us even now on a basic principle: the relationships between parents and children vary according to the support and warmth of affection and how much more we can give invaluable in terms of caresses and nurturing. We know that the weight gain of the brain is affected by the level of ossicitocina produced by the Child (B. Alison Wismer Fries et al., 2005) and favored by the caresses and kisses received from the mother in early childhood, as we know that the fetus is able to perceive external sounds since the XXVII week of gestation (E. Partanen et al., 2013). What we know less is the impact of emotion. Every emotion has a characteristic sound, in other words, when a person is possessed by a certain emotion and speaking, conveys - by voice - not just the words, but also emotions. For some years now we also know that the human voice has a fundamental role in the development of young adults, particularly in the development of his ability to understand the physical behavior, even emotional, others and to enter into a relationship with them. When all goes well the mother takes her Child immediately, the cradle, humming to him, talks and smiles of joy. The baby is not able to separate these events that have certain characteristics which first of all temporal: rhythm, duration, speed. Therefore these events are linked together by the fact that they have a common temporal form. Thus, the unity of the individual subjective experience - which is interpersonal or interactive - becomes its temporal structure, on which to hang after their experience sensory, motor and emotional to be internalized representations. In addition, you may think that most of the perceptions that the child of others through their voice, their movements and attitudes, are interpreted, without mediation, in terms of emotions and feelings, even before you decipher a sense categorized in terms code language, social, cultural. Biology today showed that neurons mirrors are dedicated, in brain, recognition of behaviors and emotions through the perception that these neurons provide the other. These mirror neurons would then guarantee that the other's behavior makes sense for each of us. But what happens when you are talking about the silence? What happens in the child when the mother entrusts its inheritance in ghosts and the unspoken desire? It may happen that introducing subtle disturbances of the primary relationship with the mother in conjunction with some closure to the world, and here we enter the realm dysfunctional

(Recalcati, 2015), or it may happen that our child does not feel recognized, when it does not see the maternal gaze and smile during lactation (Winnicott, 1965). We could say - Tronick paradigm - that the child feels the discomfort of the mother and internalizes the stress condition, and cries due to justification, in the opinion of the world, it has avoidant behaviors or oppositional, despairs and triggers a series of attitudes or less due to reactions of emotional relationship. From the standpoint of experimental developmental psychology has faced, through the Strange Situation, the study of various emotional procedures, in order to assess the relationship between mother and son. Beyond the method used and the high level of stressful situation recreated in the laboratory setting, in the eight episodes of Ainsworth, we can notice the various degrees of emotional intensity related to the affective tension or the absence of the latter. For most of the work presented from the server to Bowlby, the child was kept for at least three minutes, in situations of estrangement from his mother, followed by pauses of rapprochement. Experiments predicted an increase of stressors and thus the Child was - after work - much more nervous and tired. In some cases the child appeared at ease with the stranger who intervened after a few minutes to disturb the exclusive relationship entertained, until then, with the mother. This point brings us to the heart of our work: how many resources have our child to deal with stressful situations and yet, as the maternal face is the real answer of themselves and how it defends the child from emotional deprivation of a maternal face expressionless, unstressed and potentially a harbinger of a pain condition? In consolidated psychoanalytic model of parent container of anxieties, whose figure mitigates the desire and the media with the environment to make it safe and reliable, the child witnesses the mother's transformation into a woman, and when this is not resolved exclusively in its task of nurse - that also fulfills his desire for femininity - then the child may be able to move away from that model and build your own content. Container and contents are then two crucial as is the law and the desire (Regni, 2013), where the alternation of emotional smiles, the musicality of a voice that becomes ritual as to be care and relief, rhythms and rituals become nourishment education of the child.

### **1) We will call this process emotional regulation.**

Upsetting the balance causes a great upheaval in the rhythmic dyad (mother-son), because the expectations of the matches of the senses end up fueling the sense of loss and those intense emotional moments become dumb and without apparent signals. Based on images of the classic experiments of interaction of the dyad to the paradigm of immobile face (Tronick et al., 1978), we can see that the emotional involvement of the mother - captured on camera - conditions over time of a few minutes the behavioral reactions of child. The objectives of infant research 70s were to show the changes in the breakdown of the relationship and emotional techniques implemented by the child to recover the attention of the mother. In a few minutes the model reassuring to know and love, rhythmic and desirable, took a forced neutral position, where the space of cognitive and

emotional were locked behind a facade as possible and expressionless mismatch. The child at first intrigued, he tried to contact his mother with huge smiles, unpaid, quickly triggered a desperate cry, and then begin with the twisting of the trunk, attitudes of avoidance and escape. The paradigm of the still face strong activated a mechanism of adjustment that the experiment ended with the restoration of the starting condition and an alleviation of stress conditions. Longitudinal studies of the cases observed in these years showed how children were subjected to emotional deprivation of prolonged or repeated within the dyad in the earliest moments of life have then generated behaviors breaking against the rule, antisocial behavior, an underdevelopment of the affective sphere and in some cases also certified real traumatic disorders from DSM, related to stressful events (F94.1, F94.2, F43.10, F43.21, F43.22, F43.24). The effects of dysfunctional behavior may fall within the scope of psychopathology, when - according to the reasoning set forth by the school in Boston - the child can not repair the interruption of intersubjectivity. The look extremely interesting for our study is that the small attempt to retrieve his mother's face, he will attempt to repair the failure of communication, with repeated maneuvers to restore the relationship to finally invest in it. The investiture of the role of the one who repairs the damage does not occur naturally, although it is somewhat automated, because the similarity emotional intersubjective uses channels and codes unstructured in terms of cognitive. The child at this point, conveys emotions and the emotional through provided by the maternal face expressionless triggers the process of frustration and consequently - due to the discomfort - to repair. Often it can happen, in experiments face to face and then in the still face witness the symbolic content of the baby's crying, with misunderstandings generated by a far greater hardship than they erroneously leads to the explanation of the failures. Not the experiences of refusal to contribute to the pathological profile, but - as mentioned above - the inability to remedy. At the physiological level the body is activated to produce the necessary hormones in support of the circadian rhythm which vary depending assonance with that of the mother, the brain adapts plastically and becomes the object of coping biological, through the activation of cortisol that regulates adaptation to fatigue induced by stress; the body - in short - is activated for reaction. What matters most here though it is the psychological aspect and the impact on the emotional relationship that undertake the protagonists. The multitude of emotional reactions that we can with the film camera indicate steps that affect the sphere of the overall welfare of the child's mind that, at the end of the test, responds surprisingly dissonant input. That relationship of superiority omnipotent mother, to put it in Lacanian terms, conditions in a unique way affect regulation interrupted. From the first moment when we take up the baby we determine who will govern its first movements, who will mark its vital rhythms, who will shape the spaces of real-time mother. The camera records the movement, expression and the report as a whole.

## **2) What happens if we slow down the image?**

What Nell'Infant Research called microanalysis, it sets the stage for extraordinary interest. The author of these studies Beatrice Beebe, Clinical Professor of Psychology in Psychiatry at Columbia University, beginning in the '70s he started working with Stern, Lachmann and Jaffe co-construction of interactive regulation mother - child. At 3-4 months of birth mother and child sit facing each other in an empty room; the cameras are placed on the walls in a non-invasive, mothers are asked to play with the children as they would at home and both are left alone to interact. Later we will analyze the various frames of the scan in milliseconds (Beebe & Lachmann, 2002). These studies show that children - even toddlers-are able to modulate the intentions of an adult, in turn modulating their behavior. This is only possible because they have in their mind the representation of what the mind of the other is to activate. They have a pre-expectancy and on this working for modular. What we can learn from the scanned images is that behavior is strongly influenced by the unspoken message that the body and also communicates on different levels. The forced smiles of a mother showed a slow grin, sometimes the mouth would show the teeth, and the feedback could be observed for the immediate combination of behaviors: smile that concealed his teeth, avoidant child and openly uncomfortable. Empathy formal triggers An accordance of feelings that are not explained exclusively with the channel body attitude, but within a minute our baby responds by opening each channel.

### **Conclusions.**

For all we know about happiness infant we can agree on the fact that the relationship between mother and child has deep emotional roots, in utero, but there are aspects of the side not to be overlooked, to the new frontiers of the child's welfare. What I think is the alternation of rhythm and ritual that characterized the first meeting between mother and son. Voice, sound, body contact are, in part, a repetition of rhythms and rituals, but does not correspond to an exact repetition of the inner time; In fact, in this exchange there are pauses, repetitions random variations, elements that will characterize the performance that will be thin refining sensory. The aspects of this innate behavior for the child will become ritual through the simplification of the movement, the rhythmic repetition of voice, gestures, peaking mime, ritualization of threshold stimuli (Regni, 2003). The music is what we can dance, is a profile - the musical - which is based on the movement of the mother. The musical imitation of a movement, a gesture, a cry or intonation is never direct imitation; this is reserved for the mime or dance, or bodily activity. The imitative process comes to light as a sensory learning that early form representations sensorimotor. (Imberty, 1986). Repeating the sound within the composition of a text generates a sequence with alternating emotional, with temporal scanning, structured and repeatable child with musicality maternal interacts openly, when

not hindered by obstacles of a different nature. The sequence of rhythm refers to the memory of the child; this dynamic activity and related experiences are going to place the words, that at this stage of the life span are functional learning of the language because the bearers of musical similarity, not for exposure - or overexposure - of her child them. It emerges the concept object of the conference is to wrap proto-narrative defined as the sense of a temporal span of experience of the child, oriented by a motivation toward a goal. Our brain has among the many functions also to establish a new map-class body; whenever there are changes in neuronal activity, reorganization takes place through reprogramming capability narrative that has the brain, whose plasticity of operation ensures ample room for adaptation and learning, moment by moment. As well as in musical tradition, in the mind thoughts they agree casing dramatic, permeated by stamp, scan and relevance of the voice tones that owns and uses the mother as a conductor. The human music is therefore a fundamental concept that covers a reality inscribed in the genetic makeup of the human species, that of his time, of its historicity individual and collective, and its "social". The growing child can regain access to his inner experience since that resonate accordanza with wrap proto-narrative of early childhood or even in the first moments of life. Hence the concept of autobiographical memory, favored to that of long-term memory, because this affects the period of life and emotions and even into adulthood we can remember events special or general, depending on the container of the time in which they were inserted. The memory of an emotion or an old learning end up being recovered more easily because of the similarity between the emotional data, then the data between the memory and its emotional narrative. From the point of view of the development of empathy group Beebe is doing observations of longitudinal in order to assess the impact of the non-expressed in the dyadic relationship and subsequent evolutionary implications.

Our considerations on the role of the family and the educational roles of complementary figures.

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