The Lion Theory Research paper

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The lion theory project.

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About me.

I started offending at 8 years of age and was a persistent offender for a lot of my young adult life. To say I have had a colourful past would be an understatement. I live in one of the most deprived areas in Blackpool, some might call us a deprived area. I would say we have a strong sense of community spirt. I believe it takes a community to raise a child and that every member has a duty of care to each other. To ensure our community is a better world for the next generation.

I am a 50 years old ex offender, i am founder of the lion theory project. After a life time of trauma i wanted to find a way to see my scars in a positive light and to re-claim my life, so to speak. In 2019 i was credited by the youth and crime committee at the house of commons for my work in the Lion Theory.

I am a human rights activist and fight for change to the way we work with childhood trauma.

In 2019 i made the trauma resilience tool, which would later be known as the lion program.

What i found interesting was how all of us had dual ADHD and Autism behavioural pathways. I needed to know how this was affecting the behaviour, brain development and the sensory system.

One must remember that puberty with the hormones can produce a chemical imbalance and a gateway for other disorders to occur within the time frame. Dual ADHD and Autism pathways being created throughout the childhood development stages.

Childhood trauma

ADHD----------^----------Autism

Male Hormones tipping the scale to Higher levels of ADHD

Female Hormones tipping the scales to higher levels of Autism.

We also will find that the higher the levels of trauma= dyslexia pathways to open up

The Lion Theory

ReSearch Paper.

Introduction.

When I first started researching this area, I never imagined the journey i would go on. To find a solution to the negative effects of trauma on both the cognitive and behavioral pathways and to build a framework that had impact. To do this I would need to go on my own emotional roller coaster, to find the answers hidden in the academic world.

For me the most profound academic research work, came in the form of three men; David Farrington, David Finkelhor and Tim Chapman.

The moment I came across his work in the Cambridge Study, I was hooked on David Farrington's work. A leading Professor in Psychological Criminology from Cambridge University, he knew our world like the back of his hand. His work had

all the hall marks of a Cambridge professor, his personality shines through his work. When I read his work and close my eyes, I can almost feel what it would have been like to be in one of his lectures at Cambridge University.

David Finkelhor the leading American Sociologist, his work at the Crimes against Children Research Centre was outstanding. He is the Steve Hawkins of Sociology; he has a gifted analytical mind.

Tim chapman and his work with The Butterfly Theory was amazing, I could not put his book down. What I found somewhat funny with Tim Chapman, is when you type his name into Wikipedia. It comes up with dog the bounty hunters' brother, which I found rather funny. Although I must admit I have a tattoo of his butterfly theory on my hand. With the butterfly coming out of the chrysalis and flying away from the trauma.

I hope you enjoy my unique viewpoint and writing style!!

Trauma a Gateway; Or Myth.

The jigsaw started with its first piece, what causes children like I was to offend so young.

The answers came in the form of the Cambridge study into Delinquent development. Here the study had categorized the six areas which would lead a child to offend (Farrington, 1981). When I looked at the six areas and broke them down again. I was taken aback that 3 of the areas defined; were the causes of trauma and the other three were symptoms of trauma. Which made me start to question was trauma a gateway into offending, substance abuse and mental health? Did trauma create its own pathways and how did the trauma effect the cognitive, behavioral pathway and brain? I slowly began to see trauma as an entity with its own unique features and creating its own pathways of destruction within the lives of the young people it affects.

Resilience Vs Vulnerability.

I then wanted to look at what made some children more resilient than others and how did this enable them to cope with trauma far better than other children. To do this I looked at work in this area. It seemed that it was:

“A combination of biological and social factors that is most successful in differentiating children according to vulnerability.” (Werner and Smith 1977.)

I then looked at work in the area of child abuse and neglect and how this factor affected the child s resilience levels. In (Rutter, 1989) quest for the answer to his question: “What makes for a vulnerable child? Or What makes for a resilient child?” He looked at the question at every angle, and he managed to narrow it down in his quest for his answer as the following:

“There are, on the one hand, biological and psychosocial factors that make some individuals particularly susceptible; on the other hand, there are protective influences that serve different function. They may be the inside the child (easy or difficult temperament, easy or difficult birth, good or poor health, and so forth.) or outside the child (e.g. Cohesive or dysfunctional family, secure or insecure upbringing).”

The findings stated that the level of resilience in a child cannot be pin pointed to one direct factor but instead, to a whole range of biological and social factors. It seemed I needed to look at different angles if I was going to have any chance at building a framework.

The Age Group to Target the Framework at: The Golden Age.

When looking at the age group to target my framework at, I had to look at both brain and cognitive development in adolescent. I then had to look at the most important developmental stage in adolescent: The transition from adolescence to adulthood.

For most parents of children going through puberty, it is a world of hormones and mood swings. Of endless door slamming and the pushing of boundaries.

In a Key report by the European Society for Children and Adolescent Psychiatry they stated that:

“The transition from adolescence to adulthood is a major development challenge for everyone. While it is often successful, it sometimes fails or threatens to fail particularly in young people with mental health.”

This made me think; what would be the effect on cognitive and behavioural pathways. If the child had been through any form of trauma that affected the pathways.

The finding stated the transition would have an adverse negative effect on the mental health of children with maturational processes and developmental conditions. I needed to move away from the transition time frame, if my framework stood any chance of working.

I needed to be within a time frame in the young person's life that had more stability. I then looked at the development of the brain. The rational part of a teens brain isn't fully developed and won't be until they are age 25. The latest research in the field states that:

“Adults think with the prefrontal cortex, the brains' rational part. This is the part of the brain that responds to situations with good judgement and an awareness of long-term consequences. Teens process information with the amygdala. This is the emotional part.”

The brain of teenagers goes through a massive development period in this time frame.

I then turned my attention to the adolescent cognitive development milestones to try and find a stable time frame within the brain's development. I found that late adolescents (18 to 24), would be the desired age I would target my framework at. As the following cognitive developments had occurred within this time frame:

*Make early career decisions and plan for their role in the adult world.

*Can apply their views to global concepts like justice and equity.

*Begin to balance their idealism with reality-based constraints.

*Become more comfortable debating their ideas and opposing authority.

This would be the age that I targeted my framework at, to achieve the best results possible.

I'd already chosen the idea to have a cognitive behavioral approach to my framework. I then looked at Social Psychology; which is the study of the feelings, behaviors and the thoughts of individuals in social situation.

Which is based on the ABCs of Affect, Behaviour and Cognition:

“That human beings rely on the three capacities of affect, behavior (interaction) and cognition (thought): which all works together to help them create successful social interaction.” (Hammond and Jhangiana 2019.)

I thought that as cognition referred to the processing of information and using the information in judgements. I thought that the ABC would be a good foundation to put into my framework; When looking at how we form judgements. I also liked the social cognition aspect that relates to social activities and how it helps us understand and predict the behavior of ourselves and others. I thought that the ABC would work well within the ingredients of what would work? One must remember during puberty the hormones and the part they play in chemical balance of the brain.

Removing the Labels.

When looking at the how we form judgement through cognition processes: it also made me look at the negative affects labelling can have. Labelling on young people can have a negative effect on how they engage with they're social environment. Looking at Farrington’s research with youth offenders and labelling (Farrington 1978). It made me see what negative effects labeling can have on a young person's behavior and how they view them in society.

Child trauma and puberty

They found that violent or traumatic experiences led to **accelerations in pubertal development, brain development, and cellular aging**, while neglect and chronic poverty did not, though they can affect physical and cognitive development in other ways.

On reflection made me think i needed to cross exam the link between hormones, brain and cognitive development.

Trauma as an Entity.

The word Entity means something that is independent with its own unique features. As I began looking at the affect's trauma has on people's lives. I began to see trauma in a whole new light, was trauma creating its own pathways?

I saw trauma as you would a snake bite, in the aspect that it travelled around the body and affected the pathways and brain of the people it encountered. It caused misery in the lives it affected and the communities they lived in. It was a dark and cold entity that held no regards for its victim's. I needed to look at how trauma directly affected the brain and its pathways.

For this aspect I looked at the work of a leading developmental neuropsychiatrist

Martin H. Teicher reveals, “scientists are discovering some startling connections between abuse of all kinds and both permanent debilitating changes in the brain and psychiatric problems ranging from panic attacks to post traumatic stress disorder. In these surprising physical consequences of psychological trauma, Teicher sees not only a wake-up call for our society but hope for new treatments.” (Tiecher 2000.)

In his work within the effects of child abuse on the brain, he states:

“Specific kinds of brain abnormalities occurred within psychiatric patients who were abused as children.”

Trauma was having a negative effect on the brain development.

When I was breaking down Farrington’s six catalogues of causes of youth offending. I noted three of them were symptoms of trauma. Which may have seemed strange at the time, as one of them was ADHD and one would not class ADHD as a symptom of abuse or trauma. Again, in Tiecher’s work like many others have stated. He stated that early abuse may produce brain changes that mimic key aspects of ADHD. He stated the following regarding this in his paper:

“We have also found that 30 percent of children with a history of severe abuse meet the diagnostic criteria for attention-deficit/hyperactivity disorder (ADHD), although they are less hyperactive than children with classic ADHD. Very early childhood abuse appears particularly likely to be associated with emergence of ADHD-like behavior problems. Interestingly, one of the most reliable

neuroanatomical findings in ADHD is reduced size of the cerebellar vermis. Some studies have also found an association between reduced size of the mid portions of the corpus callosum and emergence of ADHD-like symptoms of impulsivity. Hence, early abuse may produce brain changes that mimic key aspects of ADHD."

It was clearly causing an impact on the cognitive, behavioral pathways and the brain. In the summary of his report (Tiecher 2000) stated the following:

"Childhood abuse is linked with excess neuronal irritability, EEG abnormalities, and symptoms suggestive of temporal lobe epilepsy. It is also associated with diminished development of the left cortex and left hippocampus, reduced size of the corpus callosum, and attenuated activity in the cerebellar vermis. We see a close fit between the effects of early stress on the brain's transmitters—our discoveries about the negative effects of early maltreatment on brain development— and the array of psychiatric symptoms that we observe in abused patients."

The Three Gateway Disorders.

The three disorders connected to child abuse and trauma are:

***Attachment Disorder.**

***Conduct Disorder.**

***Post-Traumatic Stress Disorder.**

The three main disorders in child abuse and neglect and how it makes you feel living with the disorders:

Attachment: You have no self-worth and it's the loneliest feeling in the world. You struggle with any form of relationships and have no trust. You build walls so tall no one can ever get in. You must learn to trust and remove your wall and that's the hardest thing to do. To do this, you must learn to love yourself first. **(Attachment disorder has a different effect in child abuse and neglect than it does in autism pathways.)**

Conduct Disorder: Which I call the defiant disorder, it's the anti-social behavior disorder. Because you are so angry at the world for all you have been through, you just want to rebel. You struggle with authorisms; you always must do the opposite of what your told, your brain can't help it. It causes problems with aggression, as you have so much rage deep down in your soul and the trauma has no outlet. Like PTSD it makes you anger at the world you live in. Conduct disorder never leaves you, even years later you can still see the traces of it in my behavior sometimes. **(Conduct disorder has a different affect in child abuse and neglect than it does in autism pathways.)**

PTSD: This disorder can break even the strongest of people. It creates the need for escapism, a break from the disorder. It can completely wreck your life; it holds no barriers to social class and does not hold any mercy to the ones it affects. The replaying of memory's, anything can bring a flash back to the surface. A song, smell, the feel of something you touch or even a taste can leave you a complete wreck. At night it affects your sleep pattern, you spend hours awake locked in your own thoughts. Anyone who's had PTSD will know the feeling of; waking up at 4am covered in sweat with your heart doing ten to a dozen or the feeling of suffocating when you're trying to get your breath.

New York University (2017) carried out a study on teens with PTSD and Conduct Disorder with how they understand facial expressions; Which I must say was somewhat interesting. The study which involved 371 teens, ages ranging from 13 to 19. The researchers examined the effects of PTSD and conduct disorder symptoms on how youth with emotional and behavior problems process facial expressions. In their findings the researchers found:

"Adolescents with PTSD symptoms are more likely to misidentify sad and angry faces as fearful, while teens with symptoms of conduct disorder tend to interpret sad faces as angry."

PTSD and Conduct disorder seemed to be playing havoc with the cognitive thought process. It made me think of Tiecher's (2000) summary in his findings on ADHD and how early abuse may mimic keys aspects of ADHD. If you look at the behavioral traits of a child that has suffered child abuse and neglect; you could

very easily put them somewhere on the autism scale, if you were unaware of the history of the child.

Most children with childhood trauma have a dual autism and ADHD behavioral pathway and high levels of dyslexic. I Need to focus on the sensory nervous system in my program.

Synaptic pruning, sensory pathway

a phase in the development of the nervous system, is the process of synapse elimination that occurs between early childhood and the onset of puberty in many mammals, including humans. Pruning starts near the time of birth and continues into the late-20s.
Synaptic pruning is the process in which the brain removes neurons and synapses that it does not need. This usually takes place when a person is **2–10** years old**. (Devolvement of our sensory pathways)**

This process will affect our sensory pathways in childhood trauma.

Self-harm and scars left behind my trauma.

I start to think about the effects scarring can leave be hide, whether it be from self-harming or the trauma itself. I started thinking about all my scars. I have always loved mine; I believe scars

tell a story of all the things you have had to overcome to become the person you are today. I think people with scars are amazing, strong and remarkable people and should always carry them with pride at all they have overcome in their life.

I started to look at self-harming and how it makes you feel numb to any feelings, low self-esteem, control and alone.

I would need to tackle these feelings in my framework.

The NSPCC state on their Self Harm web page that:

“Self-harming causes chemicals that are released in the brain which can become addictive very fast.”

The NSPCC also went on to say:

“The person may feel an instant relief of pressure and bad feelings. This is short lived and often replaced by feelings of guilty and immediate pressure, this is how the cycle of behaviour starts.”

I needed to teach the young people, how to live with the physical and mental scars left behind by trauma. I needed to teach them to become lions and see scars in a positive light.

NSPCC also stated that the following were good coping mechanisms:

*Drawing, writing, scribbling in red pen,

*Writing down your feelings on a piece of paper about what upsets you and throwing it away

*Trying to see things in a positive way.

I have always used adult coloring books as my focus point when dealing with low levels in mental health. I find it gives the brain a focus and has a calming effect. Also, mindful and cognitive tools that focus around sensory.

I would need to teach the kids in my framework, how important it is to love yourself for who you are. As low self-esteem can affect young people who have suffered traumas in all different aspects of their lives.

Understanding.

Young people who have had a traumatic past struggle to understand why they act and feel the way they do. If they self-harm for example, they seem to struggle to understand why they do it. Which in turn leads to a buildup of frustration, anger and feeling isolated. I need to address this within my framework and teach them how to reflect on their behaviour and learn from it. I also need to make them aware of their own mental health and why it is important to look after your mental health like any other part of your body.

Cognitive Behavioural Therapy.

Cognitive Behavioral Therapy really is an amazing tool, and it has come so far in such a small space of time.

CBT is based on the idea that how we think (**cognition**), how we feel (**emotion**) and how we act (**behavior**) all interact together. Specifically, our thoughts determine our feelings and our behavior.

Makes you wonder; what Albert and Aaron would have thought of the modern concept of CBT. In the 1950s Albert Ellis developed the concept of Rational Emotive Behavior Therapy (REBT), the earliest form of CBT. In the 1960s Aaron T Becks developed Cognitive Therapy.

I would add CBT into my framework through the concept of resilience.

Victor: The Golden Quest.

This is one of those puzzles you think, I must have a go at. First time I read Victor's story; I could tell he came from our world. How can you not fall in love with Victor and not want to do his puzzle? This is the first time anyone from my background has even attempted to break it down. I was in the special needs class at school for having a low intelligence. I know that may seem hard to believe. I went to a lot of different schools because my family moved around. I grew up in a caravan, I've been to prison, and I spent years working with high-risk service users in the community.

Two years ago, I got classed as Analytically Gifted. It's happening everywhere our most talent kids from deprived areas are falling through the net. We are getting classed as low intelligence because of our post code. Our most talented kids who should be at the colleges or universities are instead in the criminal justice system. Our prisons are full of talent young people from our communities who gave up chasing their dreams. Let's do Victor's puzzle and make a dream come true:

Victor of Aveyron (French: *Victor de l'Aveyron*; c. 1788 – 1828)

Victor of Aveyron:

Born: 1788

Aveyron, Rouergue, France.

Parents: Alcoholics.

Deveolpment stage at Birth: Normal child.

Social interaction:

Birth till 4: Human; with aggressive and neglected parenting

4 till 12: Wild animals and environment. No human contact.

Environmental interaction:

Birth till 4: Abused and neglected from parents; hostile and aggressive unstable environment. Lack of food and need to find safety.... violent alcoholic parent.

4 till 12: Woods alone, no human contact, had to find food, tend his own wounds, find shelter, interact with wild animals. cold winters.

It is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change." - Charles Darwin

Changes in this part continue into early adulthood. Because the prefrontal cortex is still developing, teenagers might rely on a part of the brain called the amygdala to make decisions and solve problems more than adults do. The amygdala is associated with emotions, impulses, aggression and **instinctive behavior**: Victor would of been in survival mode, exhausted, alert and tense. Isolated from people which would have created anxiety and social anxiety round new people, crowds or new places.

In child abuse and neglect the problem-solving side of the brain is enhanced, as the child must tackle how to keep safe, eat and judge their parents' or care givers moods. They must feel the tension in the air at home to see if danger is about to occur. They develop this learnt behavior from early responses with their parents or care giver. Problem solving and creativity pathways created by the dyslexia pathways. Common factor in AudHD, autism or ADHD.

The instinctive side of the brain enhances as the child's basic instinct to survive in their environment takes over.

Since childhood abuse (as we found) is associated with diminished right-left hemisphere integration, we wanted to know whether there was some deficiency in the primary pathway connecting the two hemispheres, the corpus collosum. We found in boys who had been abused or neglected that the middle portions of the corpus collosum were significantly smaller than in the control groups. Furthermore, in boys, neglect exerted a far greater effect than any other type of maltreatment; physical and sexual abuse exerted relatively minimal effects. In girls, however, sexual abuse was a more powerful factor, associated with a major reduction in size of the middle portions of the corpus collosum. These results were independently replicated by Michael De Bellis at the University of Pittsburgh, and the effects of early experience on the development of the corpus collosum have been confirmed by research in primates.

Fifty years ago, Seymour Levine and Victor Denenberg showed that small alterations in their environment led to lasting changes in rats' development, behavior, and response to stress:

We can see in their findings how small changes can cause lasting effects. In child abuse and neglect, the child alters their development, behavior and responses to they're environment and social interaction with the world around them.

During the years of rapid language acquisition **(approximately 2-10 years of age)**, the left brain develops more rapidly than the right, making it more vulnerable to the effects of early maltreatment:

Victor: he spent the 0 to 4 with abusive parents: the impact of the abuse and neglect would have affected his language development.

Would of seen delay or struggle with talking due to the trauma and brain and cognitive peak at 2 years of age.

Then he was in woods social isolated till he was 12; his only social interaction would have been from his environment and wild animals; no social interaction with humans or civil society.

Hence, early abuse may produce brain changes that mimic key aspects of ADHD:

We have seen the effects child abuse is having on brain changes in regard's with ADHD: Autism is in the same family pool as classic ADHD. Child abuse and neglect behavioral traits; If the abused child's history is not known; you can easily find a place for abused or neglected child on the autism scale framework through behavioral traits alone. Is the brain mimicking key aspects of autism too, one would ask?

Theory that early problems of mother-child interaction undercut the integration of right and left hemispheric function. Very inconsistent behavior of a parent (for example, sometimes loving, sometimes abusing) might generate an irreconcilable mental image in a young child. Instead of reaching an integrated view, the child would form two diametrically opposite views—storing the positive view in the left hemisphere, the negative view in the right. These mental images, and their associated positive and negative world views, may remain unintegrated, and the hemispheres remain autonomous, as the child grows up:

Victor was the child of alcoholic parents. He would have had poor attachment to his mother. As she drank and in theory abandoned him.

Piaget's cognitive developmental theory, Vygotsky's sociocultural theory, and information-processing theory. Piaget's theory states that children construct their understanding of the world and go through four stages of cognitive development:

Victor did construct his understanding of the world from his social interaction and the environment; at each stage of development.

Piaget believed that newborn babies have a small number of innate schemas - even before they have had many opportunities to experience the world. These neonatal schemas are the cognitive structures underlying innate reflexes. These reflexes are genetically programmed into us.

Equilibration

– This is the force which moves development along. Piaget believed that cognitive development did not progress at a steady rate, but rather in leaps and bounds: Victor would have gone through huge leaps and bounds of development.

1. **Sensorimotor stage (birth to age 2)**: Victor was living with his parents.

2. **Pre-operational stage (from age 2 to age 7):** Victor would have been living with his parents (as an abused and neglected child), then his environment would have changed and his social interaction status; woods and no human contact.

3. **Concrete operational stage (from age 7 to age 11):** No human contact; social interaction wild animals; woods.

Sensorimotor Stage (Birth-2 yrs)

The main achievement during this stage is Object Permanence - knowing that an object still exists, even if it is hidden.

It requires the ability to form a mental representation (i.e., a schema) of the object: **Victor** developed within an unstable violent environment; with poor attachment to his mother through her use of drink and his drunken dads aggressive temper.

Preoperational Stage (2-7 years)

During this stage, young children can think about things symbolically. This is the ability to make one thing - a word or an object - stand for something other than itself.

Thinking is still egocentric, and the infant has difficulty taking the viewpoint of others; **Victor** was with his parents till 4/5years; he was then presumed abandoned in the woods. **Concrete Operational Stage (7-11 years)**

Piaget considered the concrete stage a major turning point in the child's cognitive development because it marks the beginning of logical or operational thought; **Victor** was in the wood's social isolated from the civil world; only social interaction was with wild animals. He developed within this context.

a contemporary of Piaget, argued that social interaction is crucial for cognitive development. According to Vygotsky the child's learning always occurs in a social context in co-operation with someone more skillful (MKO). This social interaction provides language opportunities and language is the foundation of thought: Victor developed to his social and environmental factors.

If Victor would have been raised in civil society would he have developed within normal time frames: If Victor had not been neglected

by his parents and then abandoned in a wood, then yes, he would have developed within the normal time frame of a child.

He was impulsive and rocked, traits of ADHD. He struggled to foam friendships and hated being in public or packed areas. He had a lot of anxiety around this. As we can see in his behaviour during his time before he went to stay with housekeeper full time.

Learning through classical /respondent conditioning: Abused and neglected children learn through the responses of their abusive care giver; In order to achieve food, shelter, safety and comfort.

Learning through imitation/ modelling: As attachment in poor, the child will then look to the responses of the parent's behavioral towards them for guidance and learn ways to keep safe and from harm. As the attachment is poor, an abused child will learn by watching his social influences; his parents or care giver, within their environment. Victor will learn through imitation/ modelling.

Parenting style: Neglectful Parenting (Uninvolved) Victors parents were alcoholics and abandoned him in the woods.

Crucial development stages with this time frame: Victor spent in an abusive and neglected home with parents that drank; and then socially isolated in the woods with only animals as friends.

Would he learn at a normal rate if he was in a normal civil society environment and had normal social interaction with peers; If he lived in a happy stable home and had a healthy attachment with his parents or care giver.

Everything is on high speed in the developmental stages

Cognitive development: developing at high speeds through childhood.

Brain development: developing at high speed through childhood.

Key language development areas: developing through rapid rates during childhood.

Bowlby suggests that attachment takes place during a critical period. It is suggested that if a child does not form an

attachment before the critical period (2.5years) attachment will not occur. (Bowlby later proposed a sensitive period of up to 5years, provides a template for future attachment: Victor had unsecure attachment to his mother, as mother was alcoholic.

Attachment is a basic human need for close and intimate relationships between infants and their caregivers.... in contrast, those who do not experience a secure attachment with their care givers have difficulty getting along with others and be unable to develop a sense of confidence or trust in others: **Victor** had no trust, he did manage to build a relationship with the house keeper and was settled so much in her company, that he lived with the house keeper till his death at 40 years old. Which makes me think he had so kind of bond with his mother, no doubt when his dad was not about or when she was not drunk. These spells would probably have been short lived. Also, might I add; although attachment may seem poor. The child will have known no different and form an attachment to the parent or care giver without questioning it. Children are desensitized to neglect and abuse remarkable faster than one would expect. It is a well stated fact; the child will always protect the parent or care giver at all costs; in the hope one day the child will win the parents approval and be loved.

Children with poor attachments tend to display poor socioemotional affects, such as poor social, coping, and problem-solving skills, tantrums, clingy, withdrawn, or aggressive behavior, etc. These negative

effects; often impacts the child throughout their development years: all abused children have strong problem-solving skills in order to survive in the world around them. **Victor** was prone to tantrums; no doubt due to not understanding the social world around him and pent up anger at the way human beings had treated him in the past. Children who are abused or neglected are remarkable good at solving problems and having to find a solution within seconds; in an often hostile and aggressive environment with the threat of violence looping over the child. As the child withdraws from the world around them (disassociation) and build their walls to protect themselves; then school in our modern times creates a problem within itself. As the child will struggle forming education attachments and will come across as often one would say; low intelligence. The child will have no trust in the world around them and will already be finding ways within their behavior to release the built-up tension already building up in the child; from constantly being on eggshells around the parent and living in a hostile environment.

Bowlby's evolutionary theory of attachment suggests that children come into this world biologically preprogrammed to form attachments with others, because this will help them to

survive. Bowlby was very much influenced by ethological theory in general, but especially by Lorenz's.

Ainsworth (1970) identified three main attachment styles, secure (type B), insecure avoidant (type A) and insecure ambivalent/ resistant (type C). She concluded that these attachment styles were the early interactions with the mother: **Which section would Victor come under one might ask.**

There are four basic characteristics that basically give us a clear view of what attachment really is. They are safe heaven, a secure base, proximity maintenance and separation distress. These four attributes are very evident in the relationship between a child and his care giver.

Attachment theory plays a very important role in parenting, especially Attachment Parenting... Thanks to Bowlby's theory we know that secure attachment causes the part of your baby's brain responsible for social and emotional development, communication, and relationships to grow and develop in the best way possible.

It seems intuitive that a secure child parent bond is important for survival and development.... They learn through their parents caring behaviors to have a sense of worth, and to empathize and cooperate with others. These social skills help them to form strong relationships with peers in the future.

Human are culture bearing primates classified in the genus Homo, especially the species Homo sapiens. They are anatomically similar and related to the great apes but are distinguished by a more highly developed brain that allows for

the capacity for articulate speech and abstract reasoning. Humans display a marked erectness of body carriage hat frees the hands for use as manipulative members: We are built to adapt to our social and environmental factors within our lives. **Too seek survival at any cost.**

Personality is what makes a person a unique person, and it is recognizable soon after birth. A child's personality has several components: **temperament, environmental, and character**.... Most psychologist agree that these two factors: **temperament** and **environment**; influences the development of a person's personality the most: Again, social and environmental factors play a part in healthy

development. Personality disorders would of opened up in the teenage years as he struggled to find his identity in the world around him. Due to being unable to regulate his emotions and anger. He would of struggled to understand not only his own emotions but other peoples.

Many people know that a person's characters and personality is largely established by the time they are very young. The traits that will define that individual throughout his or her life can be clearly identified when he or she is as little as 7 years old.

Erikson's eight stages of psychosocial development include trust vs. Mistrust, initiative vs. guilt, industry vs. Inferiority, identity vs. Role confusion, intimacy vs. Isolation, generativity vs stagnation, and integrity vs despair**: How would this effect Victor; in his development?**

In psychology, there has always been a long-standing debate as to how our personality develops: do humans act, behave and interact in the way we do because of nature, such as our genes inherited from our parents, or nurture, such as environment, culture, religion or childhood interactions.

Moral reasoning is a thinking process with the objective of determining whether an idea is right or wrong. To know whether something is right or not... one must first what that something is intended to accomplish: Victor did not know right from wrong. His social and environmental factors have affected his development.

Moral development is the process which children develop proper attitudes and behaviors towards other people in society, based on social and cultural noms, rules, and laws.

Was he model learning through his environment?

Birth till 4; With alcoholic parents in unstable environment with limited social interaction? It's a well-researched fact that abusive and parents that neglect their children, limit the child's social interaction and socially isolate the child.

4 till 12; In the woods, social isolated with only wild animals as company.

We learn from the social and Enironmental factors.

Puberty speeds up brain and cognitive development.

Didn't speak: Most abused children who are abused or neglected at a young age have issues with talking due to the trauma aspect of the abuse; Victor would have had issues with speech and language before he entered the woods. As main social influence at the time was that; **children should be seen but not heard; children at the time were classed as second classed citizens and had no legal rights.**

Behaved like animal: Learnt through his social interaction; with wild animals and his environment; in order to survive in the woods alone.

Enhanced smell: Victors smell had been enhanced and developed to his social and environmental factors; he had no doubt had to search for food from a very young age. He had Hyperosmia; an increased olfactory acuity (heightened sense of smell) usually caused by a lower threshold for odor.

He ate rotten food with pleasure: Victor would of no doubt eaten rotten food from a very young age in order to survive in his environment. This would have affected his taste and how its developed.

Did learn some menial tasks, such as setting a table: Victor learnt through modelling. At 12 when he was found; he was going through another rapid brain development stage as he entered puberty.

Didn’t know hot from cold: Hein A.M. Dannen and Wouter D Van Larken Lictenbelt (2016) Did research into human body cold adaptation: Victors body had adapted to his environments; His sense of hot and cold ability would have been affected within this frame.

We see changes to his sensory, which is connected to gut and nerve system. Taste, smell, feel, hear. He didn't like loud noises. He didnt like change and preferred routine when he was staying with the housekeeper. He became every attached to her, very fast in the emotion sense. Often seen in adults with childhood trauma as they struggle to foam attachment in relationships and over do the attachment.

Two words he only learnt: lait **(Milk)** and oh dieu **(Oh God):** How did he learn the two words; was he able to learn these two words due to the fact his brain was going into a rapid development stage: Puberty.

Lait; He must have been breast fed by his mother to have develop his love of milk;

By 9 weeks of pregnancy, his mouth and tongue have formed along with the first tiny **taste** buds. ... He can recognize sweet and sour **tastes but** prefers sweet. This is one reason he loves the **taste** of your breast **milk**. The senses of **taste** and smell are linked, and your baby has a well-**developed** sense of smell at birth too.

Oh Dieu; which means oh god; when asked to carry out tasks by the Doc; Victor would always ask for milk and say **oh god;** which is typical teenage behavior when asked to do something that they don’t want to. God was a huge part of the social influences at the time; which tells me the doc would have been frustrated with Victor; to have constantly repeated the words **Oh God** to Victor; to the point Victor modelled the words and repeated them too.

Victor showed high levels of authorism and hated being told what to do, he was forever doing the complete opposite, which to the frustration of the doctor. We know he struggled to process emotions and would often shut down in crisis. He also tended to isolate himself during crisis and sensory overload. He was anger at times, unable to process his trauma. He struggled building relationships and didnt like new people and he hated change. He struggled with his speech and langue and could not understand other peoples facial expressions or their emotions. Which means that dyslexia would have been present, due to the changes that had occurred in his brain. He didn't like to be seen as weak and was very independent and liked to have his own way, by controlling his social micro world around him. We know he did this as he survived in the wild alone and this need to feel control would have been a living hell for him, when control was taken off him by the doctor and he was locked inside, to prevent him from escaping. To survive so long he had to of been solving problems, how was he going to eat, sleep, tend to his wounds, etc. He did self-harm and would often hit himself in the head to stop the racing thoughts and anger. He liked to control what food he ate and would refuse to eat things he didn't like.

Running; fight or flight: Basic human survival skill; to run from danger; he was used to running from his alcoholic dad from a young age to seek safety. Makes we wonder if he lived near the woods and had used the woods for safety before he was abandoned.... or had he run to the woods for safety and not been abandoned.

Victor was impulsive and was hard to settle. He liked order and routine which one can see he was dual autism and adhd pathways with adhd being lead disorder due to male growth hormones. He didnt like people and hated social, interaction and would have regular meltdowns. He

had the classic ADHD trauma rocking and hated sitting still and would often rock if he had to be sit still.

Could not know right from wrong: Victor had undeveloped moral reasoning due to his social and environmental influences.

His sense of touch seemed to be far more important than his sense of sight; **The primary sensory skills** would have been enhanced by social and environmental influences in which Victor lived.

Primary sensory; touch, feel, smell and hear: All enhanced for survival in Victors social and environmental surroundings.

Indifferent to sex; environmental and social influences**;** his development changes to the above factors.

Responded to simple commands: With the rapid devolvement in his brain and pathways within this time frame; puberty; he had learnt through modeling learning. **Victor liked clear and simple commands, anything else would send him into a mental down. As he struggled with racing thoughts at time due to not understanding the society or the people in it.**

The brain depends heavily on environmental input to keep growing and developing

Dr Jean Marc Gaspard Itard. Brillant scientist: As he was male; and it had been his dad who had psychical and mental abused him; this would have caused an instant barrier and he would have had to build trust with the DR. Also, the doctor would have become frustrated that Victor was not making the progress he wanted. Which in turn would have frustrated Victor. Also, children who suffer from any form of neglect or abuse become disassociated with the world around them.

The housekeeper: Victor must have had attachment to his mother although it would have been affected by her drink usage and her ability to keep victor's safe. Children are desensitized very quickly from abuse, neglect and violence. Victor seemed to settle for the housekeeper. He lived with her until he died aged 40. Even when she was elderly, he still lived with her; Which means he must have adapted to living in a house and in society again, for the housekeeper to be able to carry on looking after him into her old age. He must have built up trust in the housekeeper and felt safe within her company to never run away or hurt her. Plus, one has to remember the house keeper would have had a clear rountine and patients with Victor. Also, victor could be prone to impulsive behavior and did not act well in his social cues. He was hyper at times but like rountine, one would say he had the foundations of dual ADHD and autism in his behaviour.

Abandoned in woods at around: 4/5 years of age; Makes you wonder if he'd known those woods before he entered them; was it through abandonment or did something bad happen; that made him run to the woods for safety and never look back. Was he running from danger?

Victor must have been a smart kid, because he kept himself alive for all those years living in the woods. He was only a small child when he entered the woods. Victor could show bear grills a thing or two, I think even bear would struggle to stay alive in a wood for even a month; never mind years. Victor was able to adapt to his social and environmental factors with ease to a certain respect. My teenage son cannot manage a weekend left alone without a parent to guide him. Victor must have had high intelligence levels from the start to enable him to survive.

Covered in scars: 26 scars on his body; Victor knew how to tend to his wounds; not once had the wounds got infected and killed him. It could

have only been learnt how to tend to his wounds from humans, any animal with that number of wounds would have died. The infection risk would have been huge to any open wound in an isolated woodland environment. He must have been taught off a human how to tend to his wounds; **it's a human learnt behavior.** The relationship he had with the housekeeper; tells me it would have had to be his mother who would have tended to his wounds before he came to the woods. Victors father would have had the final say in his house and judging by how he interacted with the Dr and other males. I would say it was his dad that physically abused him and gave him some of the scars when he was drunk. Makes you wonder what happen the night he went into the woods; was victor running for safety or abandoned; and what happened to Victors mother that night; had his dad attacked his mother drunk and had Victor ran to the woods for safety or had his dad dumped Victor in the woods? Victors mother had showed him compassion and taught him how to tend to his wounds after his dads' violent outbursts; he grew close to the housekeeper and preferred female company. Victor must have had some form of early attachment with his mother; to enable him to form later attachment with the housekeeper

Close to animal state: From a young age till he was 12, Victors only social interaction would have been with the animals and the woods. He would have learnt their behavior in order to survive.

Eventually wore clothes: He learnt by modeling and imitation; his brain was in a rapid growth stage that would allow for a learning timeframe opening. Victor would of wore clothes before he entered the woods and was living within his family.

Lack of emotional response: Undeveloped moral reasoning and lack of attachment. He would of be dissociated with the world around him and

desensitized. Which is common in childhood trauma, struggling to understand emotions and process them.

Rocking back and forth: Often found in severe trauma, abuse and neglect. Seen in rocking foot in ADHD and autism.

Children's Brains have a massive growth spurt when they are very young.... This brain remodeling happens intensively during adolescence, continuing into your child's mid 20s. Some brain changes happen before puberty, and some continue long after. Brain changes depends on age, experience and hormonal changes.

An innate ability is a trait or characteristic that is present in an organism at birth. It is always present in the organism and was not a learnt behavior. For example, humans have the innate ability for language: it occurs in all humans naturally.

The first signs of communication; occurs when an infant learns that a cry will bring food, comfort and companionship. Newborns also begin to recognize important sounds in the environment such as the voice of their mother and caregiver. As they grow, babies begin to sort out the speech sounds that compose the words of their language. By 6 months of age, most babies recognize the basic sounds of their native language.

Summary:

The brain when developing in childhood is interacting with the **social** and **environmental** factors; that it is developing alongside. It adapts to the environment around it and the social interaction it has with the world. It's a rather smart piece of kit. We have already seen what is happening to the brain development in early child abuse, it may be

mincing ADHD pathways. Its changing to the world around it and its social interaction with the world. In child soldiers we have seen brain structure changes; and changes to the cognitive pathways and behavioral. the way the brain deals with PTSD and the changes that occur. The brain blocks out the memory and protects the child from its affects. Every part of health development needs a stable environment which to flourish and healthy attachment and social interaction. It develops to its environment and social connection to it. Every part of development need both these key factors, in child abuse and trauma it changes the brain structure and pathways within all developmental stages; if the environment is hostile or aggressive. These changes begin early on from the day we are born.

8: Summary References:

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