

Raising and Educating Good and Wise People

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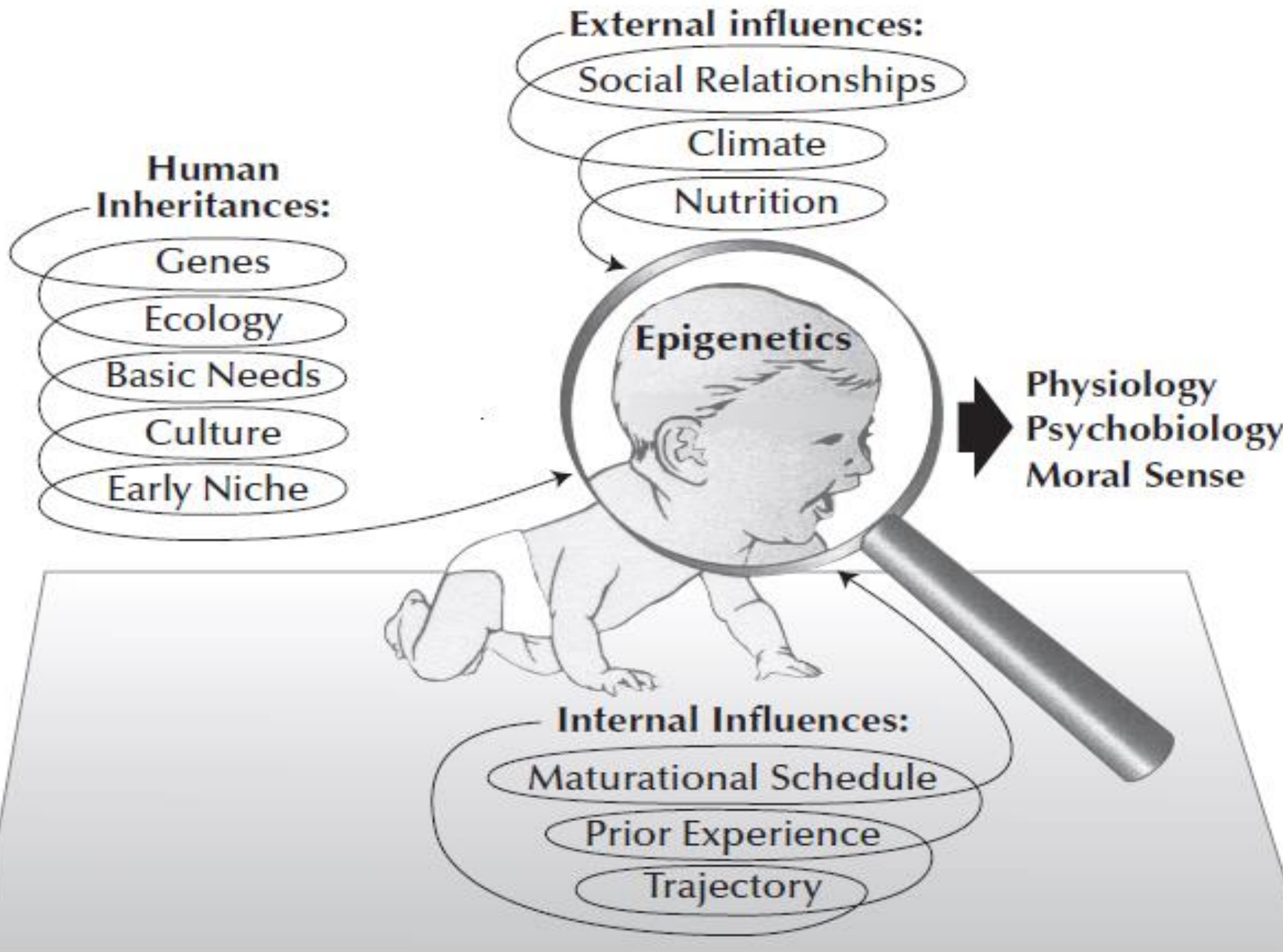
Good News

We now know what babies and children need for positive development

EVOLVED DEVELOPMENTAL NICHE (EDN)

- **TOUCH:** Epigenetics for anxiety (Meaney)
- **RESPONSIVITY:** HPA axis (McEwan), Vagus tone (Porges)
- **BREASTFEEDING:** Intelligence, health
- **ALLOMOTHERS:** Greater openness, greater maternal responsiveness (Hrdy)
- **PLAY:** More self control, social skills (e.g., Panksepp)
- **SOCIAL SUPPORT:** Greater health and wellbeing
- **NATURAL CHILDBIRTH:** Sociality, intelligence, immunity

All are related to self-regulation

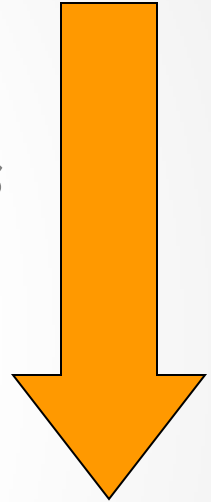


Bad News

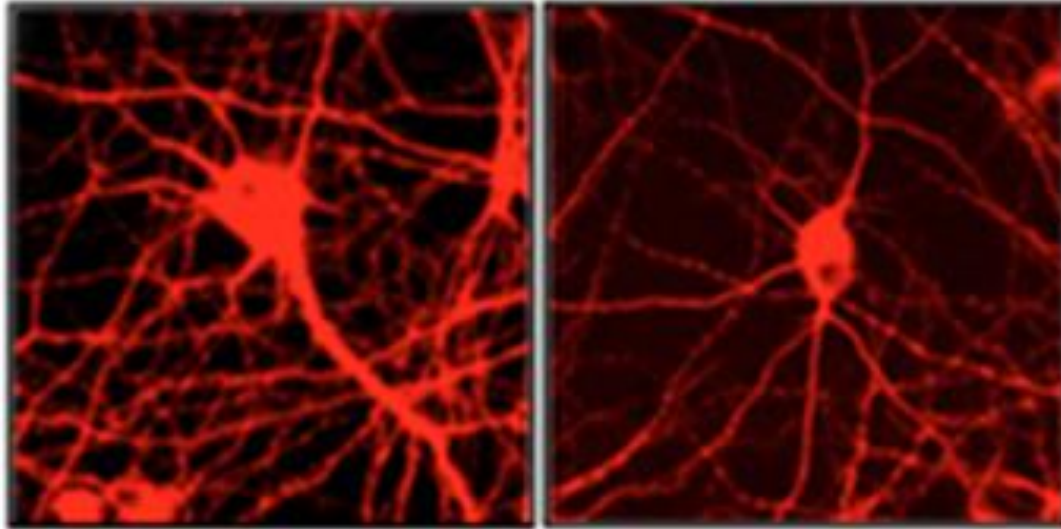
Babies and children
are not getting what
they need to
develop positively

EVOLVED DEVELOPMENTAL NICHE (EDN)

- **TOUCH:** *Held or kept near others constantly*
- **RESPONSIVITY:** *Prompt responses to fusses and cries*
- **BREASTFEEDING:** *Nursed frequently (2-3 times/hr initially) for 2-5 years*
- **ALLOMOTHERS:** *Frequently cared for by individuals other than mothers (fathers and grandmothers, in particular)*
- **PLAY:** *Enjoy free play in natural world with multiage playmates*
- **SOCIAL SUPPORT:** *High social embeddedness*
- **NATURAL CHILDBIRTH**



Stress changes gene expression which alters synapses



Kang HJ, Voleti B, Hajszan T, Rajkowska G, Stockmeier CA, Licznernski P, Lepack A, Majik MS, Jeong LS, Banasr M, Son H, Duman RS (August 2012). Decreased expression of synapse-related genes and loss of synapses in major depressive disorder. *Nature Medicine* 18.

Right Hemisphere and Prefrontal Cortex Underdevelopment

- Self-regulation
- Intersubjectivity and social pleasure
- Emotional intelligence
- Empathy
- Beingness
- Self transcendence
- Higher consciousness
- Receptive intelligence

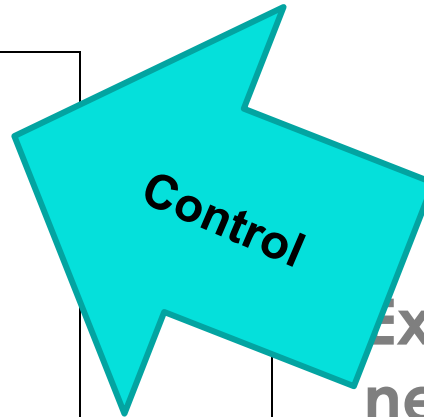


(Allan Schore; Narvaez)

Brain system development with good care

Protoreptilian

- **Survival systems:**
anger, fear, panic
(fight, flight, freeze,
faint)

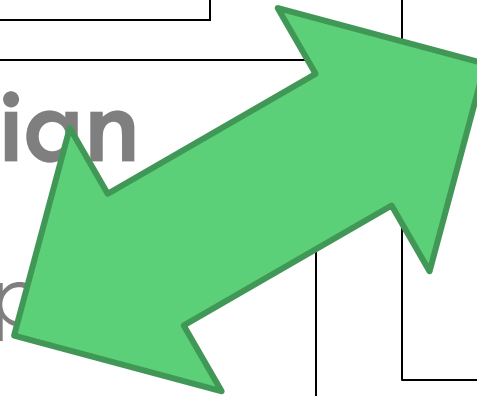


Human

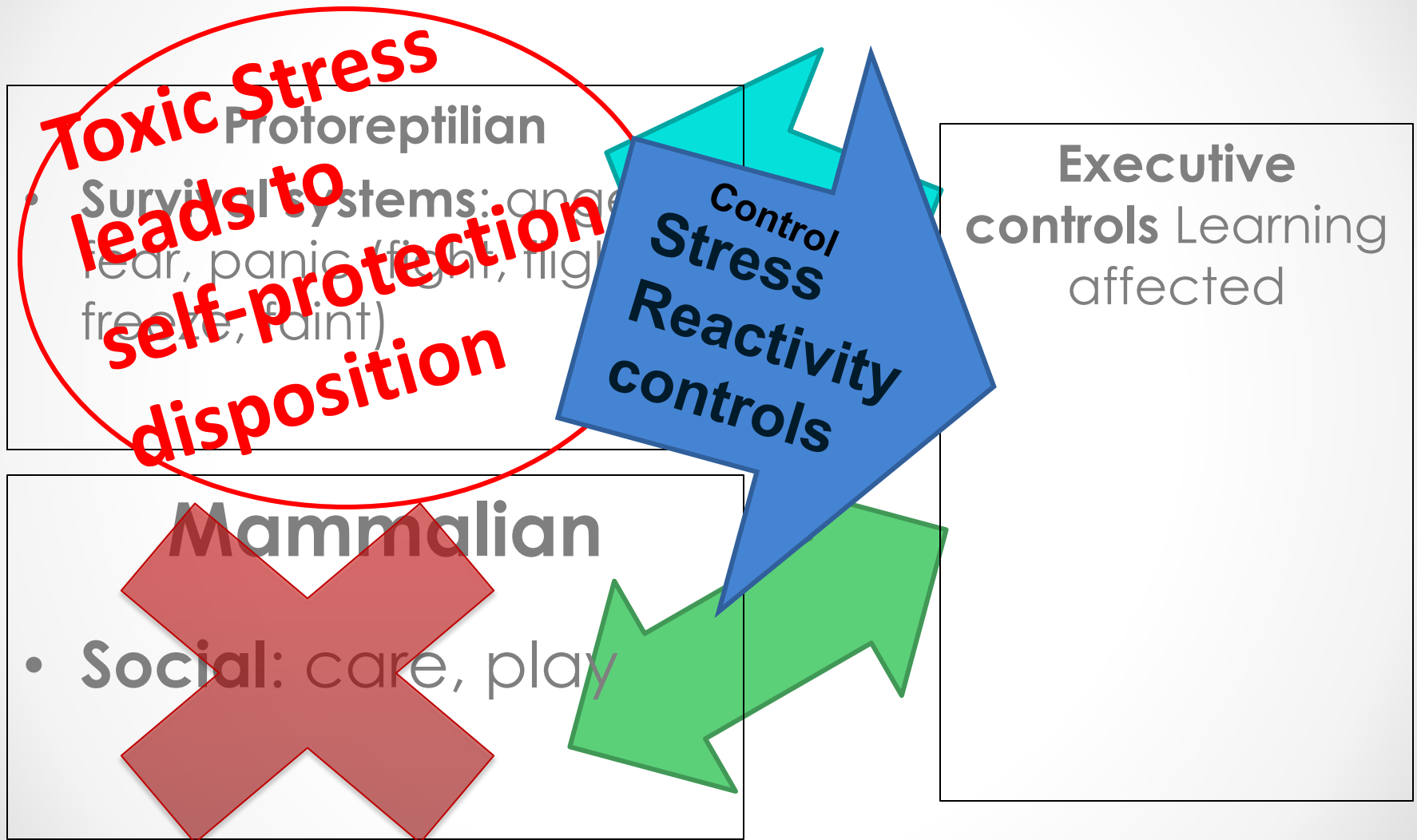
Executive controls and neocortex interact with survival and prosocial systems

Mammalian

- **Social:** care, p

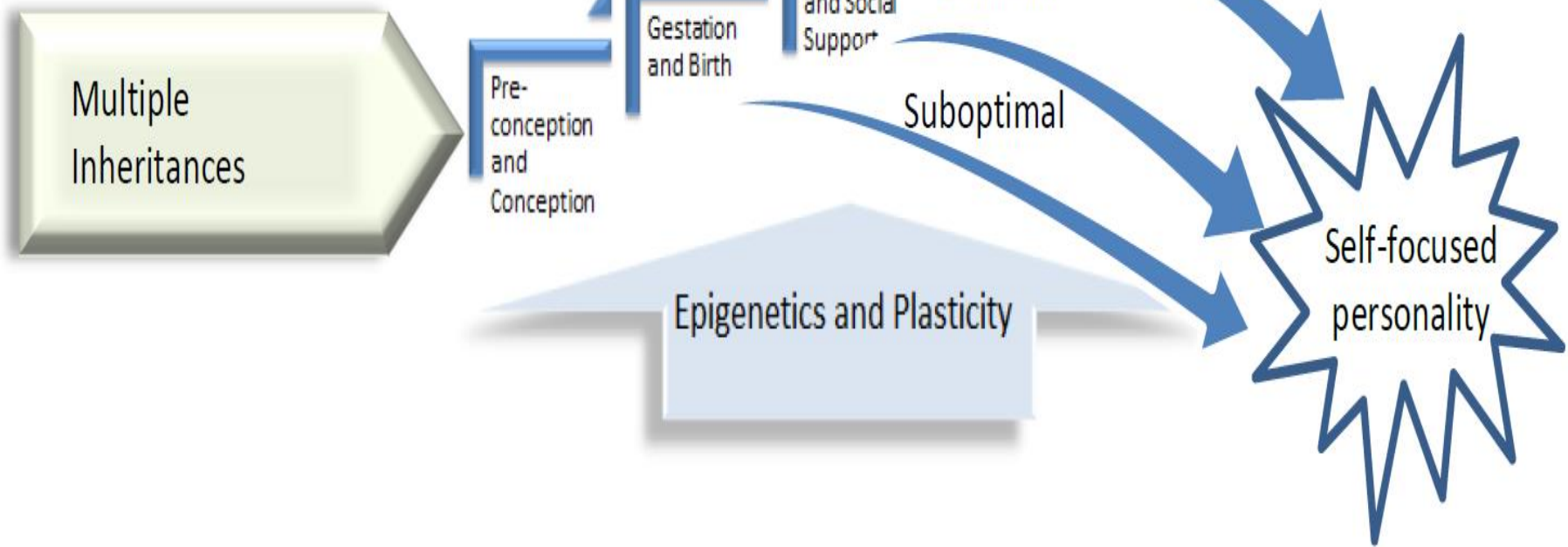


Brain system function with early undercare



Evolved Human Developmental Niche

Narvaez, 2014



Multiple Inheritances

Pre-conception and Conception

Gestation and Birth

Caregiving and Social Support

Capacities and Optimality

Moral Mindset

Suboptimal

Epigenetics and Plasticity

Other-inclusive personality

Self-focused personality

Ethical Development in Our Studies

Self-Protectionist ethics,
Learn Self-Calm
anxiety, depression
increased in children and
adults **WITHOUT** EDN

Social Engagement
Learn Social Joy
ethics, social
capacities increased in
children and adults
WITH EDN

Imagination
Greater
reflective
capacities in
adults **WITH** EDN

Build Communal Imagination

The *Sustaining Classroom* Provides

- **Self-Calming**
 - Deep breathing
 - Mindfulness
 - Meditation
- **Communal Imagination**
 - Group attachment
 - Us and Us
 - Ecological attachment
- **Social Pleasure**
 - Free play with peers
 - Social dance, song art

More is needed for ethical
character

Development through **RAVES**

Relationships (classroom & wider community)

Apprenticeship (modeling, guidance)

Virtuous models

Ethical skills (sensitivity, judgment, focus, action)

Self authorship

Relationships

Apprenticeship

- Modeling
- Guidance
- Focused, extensive practice

Virtuous models

- Multiple examples
- Opportunities to imitate
- Practice, practice, practice
- Generosity
- Respect
- Kindness
- Compassion
- Forgiveness
- Humility

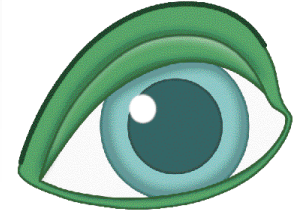
Ethical Skills

- Ethical Sensitivity
- Ethical Judgment
- Ethical Focus
- Ethical Action

Ethical Process Skills to Embed in Classroom Instruction

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Ethical Sensitivity Skills: NOTICE!



- ❖ Notice the need for ethical action
- ❖ Feel empathy
- ❖ Put yourself in the other person's shoes
- ❖ Imagine possibilities
- ❖ Determine your role

Ethical Sensitivity Skills: NOTICE!

Understand **Emotional Expression**

Take the **Perspectives** of Others

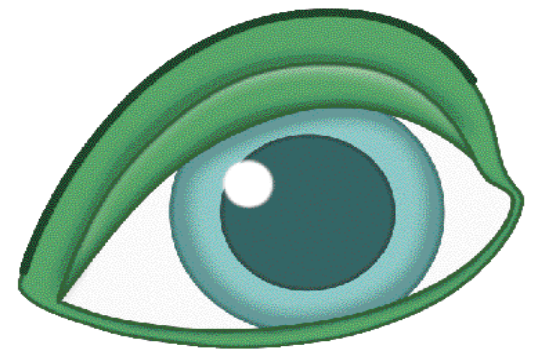
Connect to Others

Respond to **Diversity**

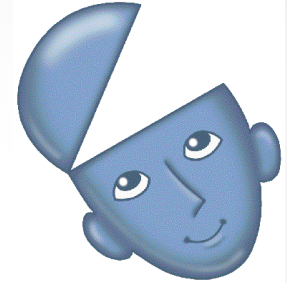
Control **Social Bias**

Interpret Situations

Communicate well

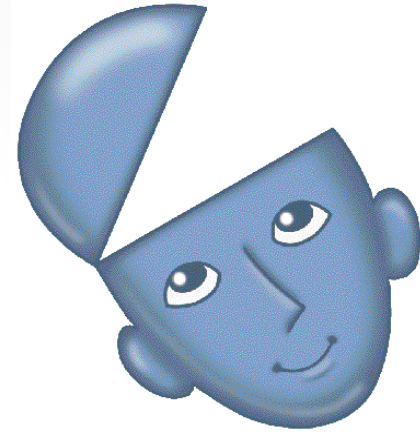


Ethical Judgment Skills: **THINK!**



- ❖ Reason about what might be done
- ❖ Apply your code of ethics
- ❖ Judge which action is most ethical

Ethical Judgment Skills: **THINK!**



Reason Generally

Reason Ethically

Understand Ethical Problems

Use Codes & Identify Judgment Criteria

Understand Consequences

Reflect on the Process and Outcome

Coping & Resiliency

Ethical Focus Skills: AIM!



- ❖ **Make the ethical action a priority over other needs and goals**
- ❖ **Align ethical action with your identity**

Ethical Focus Skills: AIM!

Respect Others
Cultivate Conscience
Act Responsibly
Be a Community Member
Find Meaning in Life
Develop Ethical Identity & Integrity



Ethical Action Skills: ACT!



- ❖ Implement the ethical action by
 - ❖ Knowing what steps to take
 - ❖ Getting the help you need
- ❖ Persevere despite hardship

Ethical Action Skills: ACT!

Resolve Conflicts and Problems

Assert Respectfully

Take Initiative as a Leader

Planning to Implement Decisions

Cultivate Courage

Persevere

Work Hard



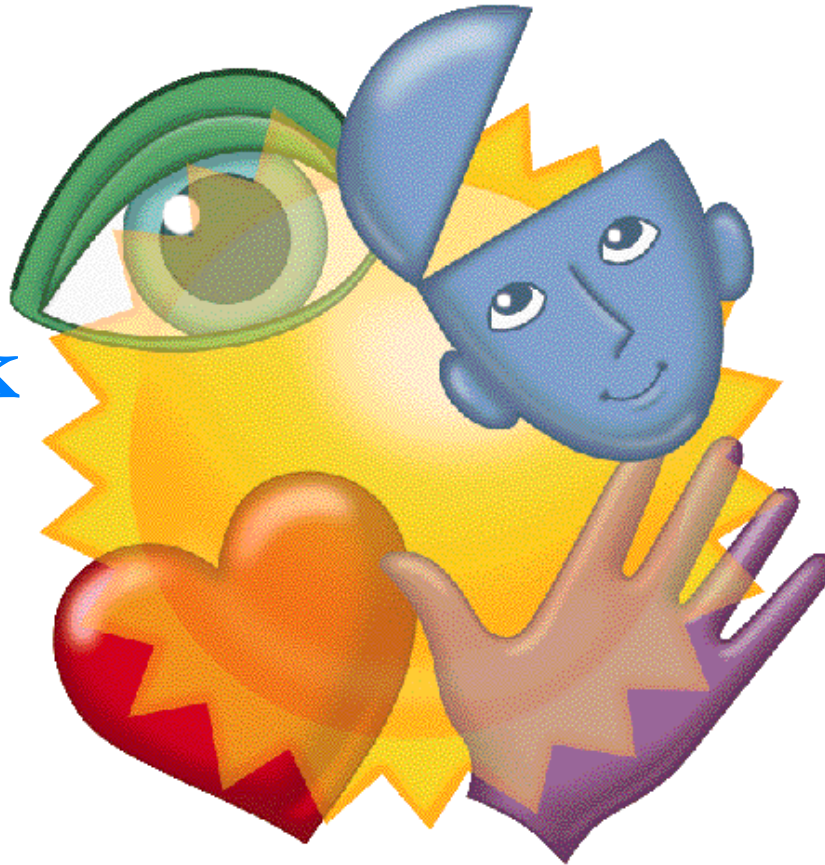
Success requires all processes!

Notice

Think

Aim

Act



Ethical skills



- Sensitivity
- Judgment
- Focus
- Action

Relationships, Apprenticeship, Virtuous models, Ethical Skills, Self-authorship

RAVES

Self authorship

- Scaffold to independence
- Mentor until mentoring not needed

Ethical Character Development through **RAVES**

Relationships (classroom & wider community)

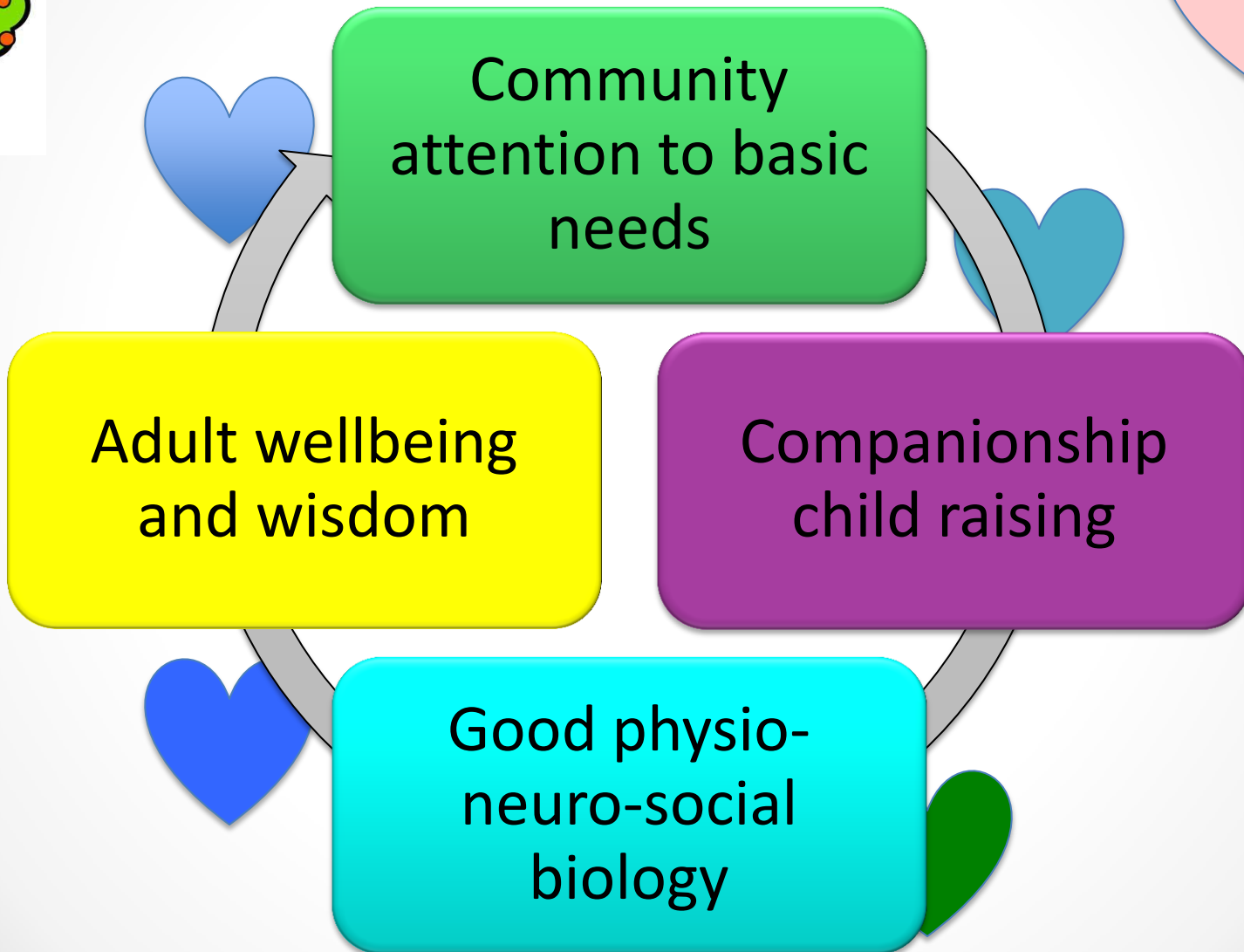
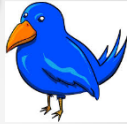
Apprenticeship (modeling, guidance, practice)

Virtuous models

Ethical skills (sensitivity, judgment, focus, action)

Self authorship

Ethical Culture



Who needs help?

- You and me too

We must sustain ourselves

- **Self-Calming**

- Deep breathing
- Mindfulness
- Meditation

- **Social Pleasure**

- Free play with peers
- Social dance, song, art

- **Communal Imagination**

- Group attachment
- Us and Us
- Ecological attachment



If anybody asks you who we are,

who we are,

who we are,

If anybody asks you who we are,

Tell them we are children of
Earth.



For more information

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- Notre Dame webpage:
<http://www.nd.edu/~dnarvaez/>

Or

- <http://DarciaNarvaez.com>
- My blog at Psychology Today:
[Moral Landscapes](#)

Thank you!

