

## REFERENCES AND RESEARCH FROM *KIDS BEYOND LIMITS*

### From Fixing to Connecting

- 19 **The brain has the ability to figure itself out:** The brain is the ultimate self-organizing system. Thompson E, Varela FJ. 2001. Radical embodiment: Neural dynamics and consciousness. *Trends in Cognitive Sciences* 5: 418–25. Lewis MD, Todd RM. 2005. Getting emotional—A neural perspective on emotion, intention and consciousness. *Journal of Consciousness Studies* 12(8–10): 213–38.
- 22 **These random experiences . . . are in fact required for every child’s brain to form itself as fully as it might:** Coq J-O, Byl N, Merzenich MM. 2004. Effects of sensorimotor restriction and anoxia on gait and motor cortex organization: Implications for a rodent model of cerebral palsy. *Neuroscience* 129(1): 141–56.
- 23 **to help a child who is unable to crawl, it might seem perfectly logical . . . to assist him in making crawling motions.** What research there is often shows little effect, and part of the reason for this may be a focus on the end result. Damiano DL. 2009. Rehabilitative therapies in cerebral palsy: The good, the not as good, and the possible. *Journal of Child Neurology* 24(9): 1200–04. See also Palmer FB, Shapiro BK, Wachtel RC, et al. 1988. The effects of physical therapy on cerebral palsy. A controlled trial in infants with spastic diplegia. *New England Journal of Medicine* 318(13): 803–08. Butler C, Darrah J. 2001. Effects of neurodevelopmental treatment (NDT) for cerebral palsy: An AACPD evidence report. *Developmental Medicine & Child Neurology* 43(11): 778–90. Wiart L, Darrah J, Kembhavi G.. 2008. Stretching with children with cerebral palsy: What do we know and where are we going? *Pediatric Physical Therapy* 20(2): 173–78. Dreifus L. 2003. Commentary: Facts, myths and fallacies of stretching. *Journal of Chiropractic Medicine* 2(2): 75–77.
- 24 **What we know from the science of neuroplasticity:** “[T]he realization that the adult brain retains impressive powers . . . to change its structure and function in response to experience”: Begley S. 2007. How the brain rewires itself. *Time*, January 19. See also Doidge N. 2007. *The Brain That Changes Itself*. New York: Viking.

- 25 **all children *learn their experience***: “Experience coupled with attention leads to physical changes in the structure and functioning of the nervous system”: Decharms RC, Merzenich M. 1996. Neural representations, experience and change. In Llinàs R, Churchland PS, eds. *The Mind-Brain Continuum*. Cambridge, MA: MIT Press.
- 27 **what your child “should” be doing now according to age and known developmental stages**: Many of the researchers who identified such stages intended them not as dogma but as indicators of a developmental process. Gesell A. 1940. *The First Five Years of Life: A Guide to the Study of the Pre-School Child*. New York: Harper & Brothers.

