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Summary of my Neurophysiological and Scientific Research into the Development of Personality and Identity in Early Life

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I take the neuroscientific approach pioneered by Dawkins, Blackmore, Gallese and others.... I include Girard in this category, and I compare the results of the neuroscientific work with the traditional psychodynamic and social learning theories pioneered by Freud, Piaget and others. I also use the increasing neurophysiological understanding of how the brain develops during the first years of life. I then use the research on transgender children to examine how the transition between the contagious and internally created driving forces identified in the neurophysiological studies, which dominate early development and are present from birth, come to be checked and moderated by the restraining forces of cognitive development that only later come into effect. This transition can only occur after the brain has developed a sufficient degree of neural co-ordination for the necessary judgements to be made. It is shown that a rapid advance in neural co-ordination takes place around a median age of two years; when the core concepts of personality and identity coalesce from initially fragmented thought. These concepts only affirm identity and interactions with society: they do not define what they mean. By the age of three years at the latest these core concepts are unchangeably fixed. Pre-natal stimuli may influence the direction development takes. Mentally associating identity with behaviour only starts to come fully into place around the age of three years, but before the age of four years children do not develop a sufficient theory of mind to make judgements on any inconsistencies that have occurred. This staged process gives rise to different characteristics and conflicts. In identity driven conflicts the characteristics which drive it are determined BEFORE the cognitive analysis can take effect. In a reward driven conflict the sense of identity comes AFTER the cognitive experiences have already occurred. The existence of the early neurophysiological driving forces is denied in Christian doctrine on gender and sexual variation, which presumes that these are reward driven activities, and that gender identity must always be in accord with biological sex. The influence of the same forces is also dismissed by the traditional psychodynamic and social learning theories, because they presume that cognitive processes control all aspects of learning and development at all times of life. The management methods are almost opposite to each other and Christian doctrine medically misdiagnoses these conditions. The results of this research confirm the worldwide scientific consensus which is currently adopted by the great majority of professional medical and psychological institutions who regard both gender and sexually variant identities and behaviour as naturally expected variations of the human condition which are intrinsic to the personality created, that arise very early in development and cannot be changed either by the individual concerned or by the predations of others in subsequent life. However this is new research. I would normally have published it first in peer reviewed academic journals. Instead of this I have used social media because of its immediacy and the harm the current Christian misdiagnoses create. When Freud made the distinction between inversion and perversion he came close to predicting the results of this analysis. However he could only attribute inversion to arrested development. Had the results of modern science been available to him, one wonders what conclusion he would have reached.

For details of this research type www.tgdr.co.uk into your browser and follow the "Selected Papers" Link. Alternatively go direct to Gilchrist, S. (2017): *"What Science and History Says about the Traditional Teaching on Gender and Sexual Variation in the Christian Church"*: <http://www.tgdr.co.uk/documents/239P-WhatScienceAndHistorySays.pdf>.