

Psychiatry Grand Rounds

WCM Department of Psychiatry

Psychology CE Announcement

Child & Adolescent Psychiatry Grand Rounds
Daniel N. Stern Memorial Lecture

Healthy Development as a Human Right: Insights From Cognitive Neuroscience

BJ Casey, PhD

Christina L. Williams Professor of Neuroscience,
Department of Neuroscience and Behavior,
Barnard College, Columbia University, The Justice Collaboratory, Yale Law School

Wednesday, January 25th, 2023

11:00am – 12:30pm

<https://weillcornell.zoom.us/j/92812036154>

Meeting ID: 928 1203 6154

Password: 12345

*1.5 CE credit available to full time and voluntary faculty psychologists and Social Workers who sign in with their full name, attend the majority of the lecture and complete a survey which will be emailed following the completion of the lecture.

SPEAKER DISCLOSURE:

Dr. Casey has no relevant financial relationship(s) with ineligible companies to disclose and DOES NOT INTEND to discuss off-label or investigational use of products or services.

Dr. Casey is the Christina L. Williams Professor of Neuroscience in the Department of Neuroscience and Behavior at Barnard College - Columbia University and a member of The Justice Collaboratory at Yale Law School. She pioneered the use of functional magnetic resonance imaging to examine the developing human brain, particularly during adolescence, accelerating the emergence of the field of developmental cognitive neuroscience. Her scientific discoveries have been published in over 220 articles in top tier journals including *Science*, *Nature Medicine*, *Nature Neuroscience*, and the *Proceedings of the National Academy of Sciences*, cited over 65,000 times and highlighted by *NPR*, *PBS*, *NY Times* and *National Geographic*. She has received numerous honors including the 3 Association for Psychological Science Lifetime Achievement Mentor Award, the American Psychological Association Distinguished Scientific Contribution Award, and is an elected member of the American Academy of Arts and Science.

Dr. Casey has served on several scientific advisory boards and panels including the National Institute of Mental Health Board of Scientific Counselors and Advisory Council, the National Research Council Board of Children, Youth and Families, and the National Academy of Sciences committees on *Assessing Juvenile Justice Reform* and *The Science of Adolescent Risk Taking*. Her work has been cited in amicus briefs presented to the U.S. Supreme Court on the sentencing of young offenders and she has presented to congressional staff on Capitol Hill, state supreme courts and federal judges on the adolescent brain.

Abstract:

Healthy development is a fundamental right of the individual, regardless of race, ethnicity, or social class. These rights include not only protection against harm but opportunities for building the cognitive, emotional, and social skills necessary for becoming a contributing member of society. They apply to all youth, including those within the U.S. legal system. Yet, youthful offenders convicted of serious crimes continue to be sentenced to death and to life without parole in the United States based on legal arguments that cast them as incorrigible and permanent dangers to society. Psychological and neuroscientific evidence contradicts these arguments and demonstrates significant changes in brain and behavior, even extreme forms of behavior throughout the life course, but especially during adolescence that extends into the early twenties. In this presentation I will: 1) provide an overview of the current state of the science on typical behavioral and brain development showing robust changes into the twenties; 2) describe how environmental factors (e.g. acute stress and negative influences) can exacerbate immature brain functioning and behavior; and 3) highlight that even extreme forms of behavior typically diminish with age, but especially with the right interventions.

Learning Objectives:

1. Identify on-going changes in brain and behavioral development throughout the extended period of adolescence;
2. Discuss environmental factors (acute stress and negative influences) that can exacerbate immature brain functioning and behavior; and
3. Analyze inconsistencies between developmental neuroscientific evidence and current U.S. laws and policies.

References:

1. Casey, B. J. (2015). Beyond simple models of self-control to circuit-based accounts of adolescent behavior. *Annual Review of Psychology* 66.1
2. Casey, BJ (2019). Healthy development as a human right: Lessons from developmental science. *Neuron*. 102 (4), 724-727
3. Casey, BJ, Simmons, C, Somerville, L & Baskin-Sommers, A (2022). Making the sentencing case: Psychological and neuroscientific evidence for expanding the age of youthful offenders. *Ann Rev Criminology* 5:7.1– 7.23. <https://doi.org/10.1146/annurev-criminol-030920-113250>.
4. Casey, BJ, Taylor-Thompson, K Rubien-Thomas, E, Robbins, M & Baskins-Sommers, A, (2020). Healthy development as a human right: Insights from developmental science for youth justice, *Ann Rev Law and Social Psychology*, 16, 203-222
5. Cohen, A.O., Breiner, K, Steinberg, L, Bonnie, R.J., Scott, E.S., Taylor-Thompson, K.A., Rudolph, M.D., Chein, J, Richeson, J.A., Heller, A.S., Silverman, M.R., Dellarco, D.V., Fair, D.A., Galvan, A. & Casey, B.J (2016). When is an and adult? Assessing cognitive control in emotional and non-emotional contexts, *Psych Science* 27 (4), 549-562