

Paradigm Shifts

Reframing your thinking process

There is a distinction between giving up on your child versus giving up on trying to make him/her do things he/she CANNOT do

Shift From:

Traditional management

Applying consequences

Changing people

From seeing the child as:

WON'T

Bad, annoying

Lazy, unmotivated

Lying

Fussy

Acting young, babied

Trying to get attention

Inappropriate

Doesn't try

Mean

Doesn't care

Refuses to sit still

Resisting

Trying to annoy me

Showing off

To:

Recognizing brain differences

Presenting problems

Changing environments

To understanding the child as:

CAN'T

Frustrated, challenged

Trying hard, tired of failing

Storytelling to compensate for memory gaps

Oversensitive

Being young

Needing contact, support

Displaying behaviors of younger child

Exhausted or can't get started

Defensive, hurt

Can't show feelings

Overstimulated

Doesn't get it

Can't remember

Needing contact, support

From personal feelings of:

Hopelessness

Fear

Chaos, confusion

Power struggles

Isolation

To understanding the child as:

Hope

Understanding

Organization, comprehension

Working with

Networking, collaborating

Professional shifts from:

Stopping behaviors

Behaviors modification

Changing people

To:

Preventing problems

Modeling, using cues

Changing environment

Change the paradigm

If they could they would- “it is not that students with FASD won’t, they can’t”

Understanding this will change your attitude and they will notice your support
(Behaviour=Brain damage)

Diabetics need insulin, paraplegics need wheel chairs, and students with FASD have permanent brain damage and need you to deal with this irreversible fact

“Learn to love the child you got, not the one you wanted”

Taken from Building Strengths, Creating Hope — Alberta Learning.

For a complete manual for instruction online at:

http://www.education.gov.ab.ca/K_12/specialneeds/fasd.asp