A Strength-Based Approach to Supported Independence

Presenter: Karmen Krahn Schulties
Date: October 27, 2010

Session II asks: What’s this overlap about?
This is the area of personal growth.

Session Goals
- How the brain communicates with itself, the body and the sensory world
- Realistic memory expectations and strategies for learning and employment
- Planning for a more comfortable experience with the sensory world while growing in tolerance

How the Brain Communicates is

Challenge Logic Emotion Action Result

Novelty registers as threat until the higher brain decides otherwise. The problem is sent to the frontal lobes for critical analysis. The problem is sent to the limbic for related memories and any emotional assignment. The brain’s assessment is revealed as behavior. Until now, the process has been invisible. Behavior is visible and available for a response from the audience. Applause? Punishment?

Brendtro, Deep Brain Learning, p. 58
"Because it takes a larger dose of a neurobehavioral teratogen to produce physical malformation, the neurobehavioral effects of a teratogenic agent can be observed at levels that produce no physical abnormalities."

- Streissguth

which is why we need to read behavior better than faces.

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**Functional Divisions**

- Makes Meaning
- Finds Motivation
- Creates Conditions

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**Function**
- Emotion, memory and sensory

**Strength**
- Remembering worthwhile experience
- Needs and through verbal interaction

**Motivation**
- Comfortable emotion in community

**Impact of Alcohol**
- Disproportionate emotional response
- Emotional persistance
- Memory distortion

**Self-Regulated**
- Appropriate attribution

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**Limbic System**
Visible Behavior | Misinterpreted as
---|---
Over-reacting | Unreasonable
Strong memory for justice | Unforgiving, holding a grudge
Inappropriate physical/sexual touch | Deviant, promiscuous, endearing
Inappropriate attachment | Charming, endearing, naive
Sensory seeking | Destructive, intentional
Sensory avoiding | Illusive, naughty, unaccountable
Strong sensory memory | Paranoid, irrational, difficult

The opposite of fear is not courage - it's curiosity.

Alcohol produces uneven damage to the hippocampus.

Episodic produces much stronger memory than semantic.

Please teach to my areas of strength.

Let me do it and I'll never forget!

Alcohol leaves this part relatively spared.

Alcohol damage.

What did Mom say again?

Alcohol produces uneven damage to the hippocampus.

Episodic produces much stronger memory than semantic.

Please teach to my areas of strength.

Let me do it and I'll never forget!

Alcohol leaves this part relatively spared.

Alcohol damage.

What did Mom say again?
“PAE can also disrupt electrophysiology and neurochemical balance of the brain, so that messages are not transmitted as efficiently or as accurately as should be.”

Streissguth

How the Brain Communicates

- Bouncing Beta
- Attentive Alpha
- Television Theta
- Dreaming Delta

Dopamine
Norepinephrine
Serotonin

Think with Your Knuckles

“My choices
How I feel
Where I am
What I understand
My point of view
My reflexes

“Behavior management systems that merely manipulate the surface of youth behavior will never build controls from within.”

Brendtro
Function
- Making meaning of auditory input

Strength
- Paying attention & understanding

Motivation
- To interpret meaningfully with and through auditory input

Impact of Alcohol
- Auditory perseveration
- Intrusive errors

Self-Regulated
- Adaptive, integrated, comprehending

Temporal Behaviors

<table>
<thead>
<tr>
<th>Visible Behavior</th>
<th>Misinterpreted as</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over reacting to sound/language</td>
<td>Unreasonable, ridiculous</td>
</tr>
<tr>
<td>Intrusive errors</td>
<td>Lying, fabrication, denial</td>
</tr>
<tr>
<td>Highly distractible (habituation)</td>
<td>Undisciplined</td>
</tr>
<tr>
<td>Perseverative</td>
<td>Difficult, stubborn, argumentative</td>
</tr>
<tr>
<td>Confusion</td>
<td>Lazy, pretending, manipulating</td>
</tr>
<tr>
<td>Inaccurate details</td>
<td>Exaggeration, understating</td>
</tr>
<tr>
<td>Verbal repetition</td>
<td>Agreement, ability, compliance</td>
</tr>
</tbody>
</table>

“PEA subjects averaged numerous intrusive errors, a phenomenon in which individuals add in words that were not on the original list.” - Streissguth

A Repertoire of Story Telling

Intrusive Lies
- Do not argue perception
- Do not ask what you already know

Distorted Lies
- “telling three lies and one truth”
- Siren Fan: Return Policy

Perceptual Lies
- Allow time for interpretation
- Use technology and drawing

Survival Lies
- Understand physiology
- Don’t expect romance

Detailed Lies
- “On a scale of 1-10, how true?”
- Creative opportunities for fiction

Recall Lies
- Use memory protheses
- Do not punish short-term memory
Tolerance

Threshold

Self-Modulation

I have a behavior problem.

I have an attitude problem.

Understand their reflexive responses

Communicate their needs appropriately

Discover power over their actions

Alter their environment appropriately

On his way home from school, Josh imagines a cookie. He goes to the kitchen. There are none left. There's no new bag. Here's how Josh's brain sounds...
Occipital Behaviors

<table>
<thead>
<tr>
<th>Visible Behavior</th>
<th>Misinterpreted as</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrusive errors</td>
<td>Lying, sensationalizing, exaggerating</td>
</tr>
<tr>
<td>Rigid, fixed expectations</td>
<td>Difficult, oppositional</td>
</tr>
<tr>
<td>Lining things up</td>
<td>Destructive, silly, unimportant</td>
</tr>
<tr>
<td>Particular about environment</td>
<td>Fussy, peculiar, spoiled</td>
</tr>
<tr>
<td>Scary fantasies, nightmares</td>
<td>Childish, media exposure</td>
</tr>
<tr>
<td>Face blindness</td>
<td>Not paying attention, rude</td>
</tr>
</tbody>
</table>

If the occipital lobe is working better than the frontal lobes, let’s teach decision-making based on pictures.

Is this Lying?

Seeing in Three Steps
1. See If we demand an answer between #1 and #2 we produce fear, shame and maybe Survival Lies.
2. Associate If we wait for an answer until #3 we may experience rigidity and strong emotion.
3. Assign meaning
Food

PEA chicks were slower to learn a rewarding detour learning task even after 4 days of teaching.

A Classic Neurobehavioral Study

Parietal Lobe

<table>
<thead>
<tr>
<th>Visible Behaviors</th>
<th>Misinterpreted as</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate for the setting</td>
<td>Defiant of group rules</td>
</tr>
<tr>
<td>Wrong place at wrong time</td>
<td>Up to no good, prefers bad kids</td>
</tr>
<tr>
<td>Putting shoes on the wrong feet</td>
<td>Lazy, dependent, inattentive</td>
</tr>
<tr>
<td>Likes to touch everything</td>
<td>Destructive, disrespectful, tempted</td>
</tr>
<tr>
<td>Confused by time and schedules</td>
<td>Inattentive, defiant, dependent</td>
</tr>
<tr>
<td>Assigning unusual meaning</td>
<td>Strange, quirky, delusional</td>
</tr>
<tr>
<td>Neglected or indifferent to hygiene</td>
<td>Careless, poor parenting, poverty</td>
</tr>
<tr>
<td>Hyper, clumsy and accident-prone</td>
<td>Careless, inattentive, destructive</td>
</tr>
<tr>
<td>Unexplained possession</td>
<td>Stealing, theft, criminal</td>
</tr>
</tbody>
</table>
Visible Behaviors | Misinterpreted as
---|---
Irrational | Argumentative, controlling
Taking things apart to see it work | Destructive, vandalism
Idealistic | Difficult, unreasonable
Irregular intelligence results | Not trying, defiant, lazy
Acting without thinking | Careless, reckless, undisciplined
Discouraged, depressed, anxious | Not trying hard, self-made problems
Disorganized | Sloppy, lazy, uncaring
Overwhelmed by whole or detail | Over-reacting, inattentive
A Yummy Review

Left Frontal Lobe – Shreddies
Shredding things for analysis

Occipital Lobe – Cheerios
Peek A Boo! I see you!

Right Frontal Lobe – Smarties
Bringing together colorful ideas

Temporal Lobe
Is it really loud in here?

Parietal Lobe – Pretzels
Twisting the body

Limbic System
All sticky, sweet and loveable

Cerebellum – Life Savers
Because it’s about life and death!

Region Specific Strategies

Thinking
- Meaningful feedback
- User leadership
- Facilitate goal setting
- Rubrics – always!
- Planning sheets
- Self-Made Things

Surviving
- Natural resources
- Security and surprise
- Safe adventure
- Multitasking
- Time management
- Threat removal
- Stand up for something

Seeing
- Meaningful sources
- Purposeful environment
- Technology
- Sensation
- Writing
- Your Perfect Room

Sensing
- Listening
- Sensory input
- Self-Adjustment
- Instructional options
- Varying levels
- Coping strategies

Meaning
- Purposeful change
- Agentic approach
- Thematic presentation
- Integrative time
- Solidifying purpose

Feeling
- Learning
- Values of labeling, discarding, locating
- Volunteering
- All Business Cards
- Foundation of a cause

Session III – A Brain Friendly Life

Smoothing the Fit
Rewarding the Good Stuff
Teaching Missing Skills
Restoring Order
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For information on upcoming sessions in the FASD Learning Series: www.fasd-cmc.alberta.ca

Please take the time to fill out the on-line evaluation emailed to you

Thank You!