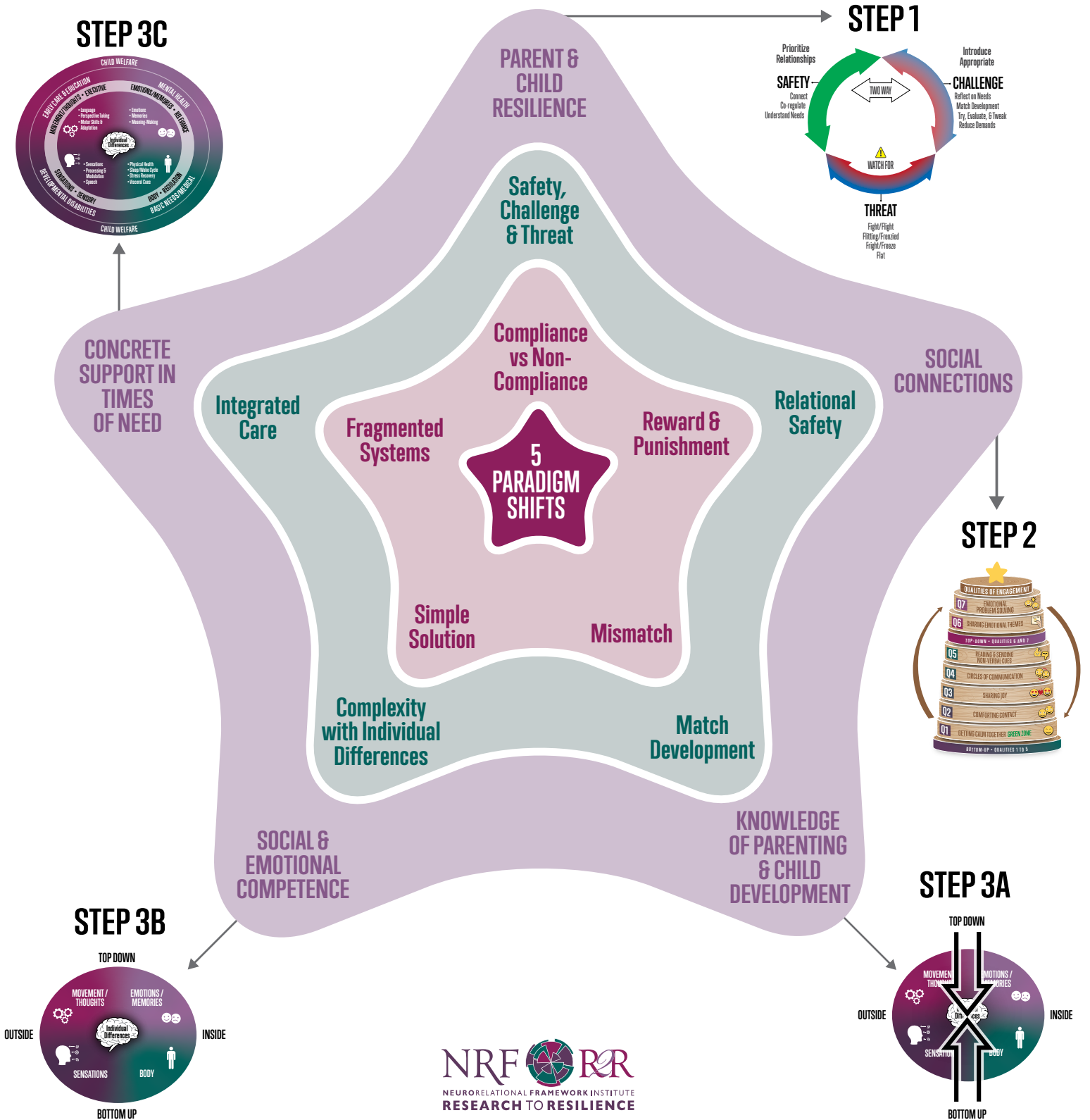# THE NEURORELATIONAL FRAMEWORK'S
5 Paradigm Shifts

⭐ **EXAMINE COMMON ASSUMPTIONS**   ⭐ **PLANT NEW IDEAS**   ⭐ **PRIORITIZE PROTECTIVE FACTORS***

STEP 3C

CHILD WELFARE
EARLY CARE & EDUCATION • EXECUTIVE • EMOTIONS/MEMORIES • RELEVANCE • MENTAL HEALTH
INDIVIDUAL THOUGHTS

- Language
- Perspective Taking
- Motor Skills & Adaptation

Emotions
- Emotions
- Memories
- Meaning-Making

Individual Differences

- Sensations
- Processing & Modulation
- Speech

- Physical Health
- Sleep/Wake Cycle
- Stress Recovery
- Visceral Cues

SENSATIONS • SENSORY
BODY • REGULATION
DEVELOPMENTAL DISABILITIES
BASIC NEEDS/MEDICAL
CHILD WELFARE

STEP 1

Prioritize Relationships

Introduce Appropriate

SAFETY — Connect, Co-regulate, Understand Needs

TWO WAY

CHALLENGE — Reflect on Needs, Match Development, Try, Evaluate, & Tweak, Reduce Demands

⚠ WATCH FOR

THREAT
Fight/Flight
Flitting/Frenzied
Fright/Freeze
Flat

PARENT & CHILD RESILIENCE

Safety, Challenge & Threat

CONCRETE SUPPORT IN TIMES OF NEED

Integrated Care

Compliance vs Non-Compliance

Fragmented Systems

5 PARADIGM SHIFTS

Reward & Punishment

Relational Safety

SOCIAL CONNECTIONS

Simple Solution

Mismatch

Complexity with Individual Differences

Match Development

STEP 2

QUALITIES OF ENGAGEMENT
Q7 EMOTIONAL PROBLEM SOLVING
Q6 SHARING EMOTIONAL THEMES
TOP-DOWN • QUALITIES 6 AND 7
Q5 READING & SENDING NON-VERBAL CUES
Q4 CIRCLES OF COMMUNICATION
Q3 SHARING JOY
Q2 COMFORTING CONTACT
Q1 GETTING CALM TOGETHER GREEN ZONE
BOTTOM-UP • QUALITIES 1 TO 5

SOCIAL & EMOTIONAL COMPETENCE

KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT

STEP 3B

TOP DOWN

MOVEMENT / THOUGHTS

EMOTIONS / MEMORIES

INSIDE

OUTSIDE

Individual Differences

SENSATIONS

BODY

BOTTOM UP

STEP 3A

TOP DOWN

MOVEMENT / THOUGHTS

EMOTIONS / MEMORIES

OUTSIDE

INSIDE

Individual Differences

SENSATIONS

BODY

BOTTOM UP

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RESEARCH TO RESILIENCE

THE NEURORELATIONAL FRAMEWORK'S
5 Paradigm Shifts

The two paradigm shifts diagrams hold big picture concepts.

Each one of the arms of the star has a description of the common assumption, a paradigm shift, a protective factor and a corresponding NRF tool. The first layer holds common assumption ideas in our society. The second layer describes how the NRF provides alternatives to these common assumptions which are the Paradigm Shifts. The third layer has 5 key protective factors that support child development from the Center for Social Policy (USA). There are pictures of NRF tools around the outer edge of the star that help us understand the paradigm shift. The table organizes the same information with more detail.

Often in our culture—we are taught to believe that children's behavior, when it's challenging, should be viewed through the lens of compliance or non-compliance. Adults look at kids' behavior as either good or bad, and then caregivers may respond by rewarding children for good behavior or punishing bad behavior. This happens in homes, schools, and childcare settings everyday.

This narrow way of looking at behavior may set us up to have mismatches. We may not understand what the child needs or what they can understand or do based on their developmental capacities. Unfortunately, the greater the mismatches the more children and parents start to not trust each other.
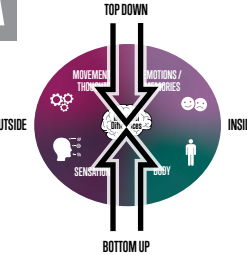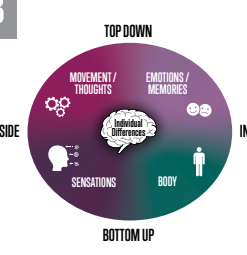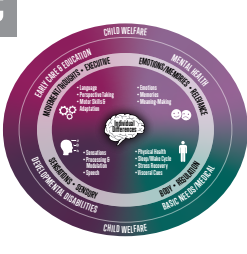
The NRF presents an alternative to understanding behavior only from the lens of compliance and noncompliance, good versus bad behavior. The alternative is to understand children's behavior and adult behavior too, through the lens of stress responses and recovery from stress. Brain science shows us that healthy relationships help us manage stress through out our lives. When children feel safe in relationships with adults, stress responses are reduced, and children learn ways to reduce stress on their own as they mature.

We need to have realistic expectations of our children depending on their level of development. Our children may have strengths in some areas of development and challenges in other areas. If children have challenging behaviors, we need to sort out what they can and can't do, and what will help their learning and development flourish. The NRF helps us sort out the struggles and strengths. Behaviors are often complex and have many causes. We need to look at all the possible causes underlying children's behaviors, which promotes customized care.

When parents seek help because they are concerned about their child's challenging behaviors, they may get many suggestions from practitioners who each look at the behavior from a specific perspective. The NRF supports collaborative and integrated care for families so that all the helping professionals are working together and sharing information. Collaboration can help children and families get the right help at the right time.

The NeuroRelational Framework supports shifts in our thinking about behavior and gives us a holistic approach to make the best plans to go forward. We encourage you to examine common assumptions, plant new ideas and prioritize protective factors!

THE NEURORELATIONAL FRAMEWORK'S
5 Paradigm Shifts

STEPS	EXAMINE COMMON ASSUMPTIONS	PLANT NEW IDEAS	PRIORITIZE PROTECTIVE FACTORS*
1	Behavior viewed as **compliance versus non-compliance**	Changing our interpretation of behavior through **safety, challenge & threat**	**PARENT & CHILD RESILIENCE**
2	Behavior aligned with **reward & punishment**	Changing our responses to behavior prioritizing **relational safety**	**SOCIAL CONNECTIONS**
3A	Behavioral expectations **do not match** child's capabilities	Changing our expectations to **match neurodevelopment**	**KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT**
3B	Behavior has a **singular** cause with a simple solution	Changing our understanding of behavior having **multiple causes with complexity** supporting individual differences	**SOCIAL & EMOTIONAL COMPETENCE**
3C	Intervention for behavior occurs in **fragmented** systems	Changing our strategies for behavior using a **common language & shared approach** for **integrated care**	**CONCRETE SUPPORT IN TIMES OF NEED**

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