

## **The effects of fragmenting parenting**

Many children who have been removed from their birth homes are hyper-vigilant. They have trouble concentrating on what the teacher is trying to teach but are acutely aware of what everyone else in the classroom is doing. Slamming doors, particular smells, noises and lighting may trigger violent or fearful behaviour because of past associations. When a child misbehaves 'for no reason' it may be for a reason that felt very real to the child, even if he or she cannot identify or explain it. Children who have defied and survived severely injured childhoods tenaciously hold on to the behaviours and attitudes that served them well in a former time, even when they are counterproductive in their current situation. When teachers or caring adults are aware of this they are less apt to be taken off guard and to respond insensitively to unpredictable behaviour.

***Extract from a paper by Randy Lee Comfort (p.32)***

Reference: Comfort, R. L. (2007). For the love of learning: Promoting educational achievement for looked after and adopted children. *Adoption & Fostering*, 31 (1), 28-34.