



Learn  
about  
FASD



Think brain,  
not blame



Adjust  
your  
expectations

# ESSENTIAL WAYS TO SUPPORT SOMEONE WITH FASD



Modify  
environments



Use  
strength-based  
approaches



Celebrate  
Success!

examples of

# SENSORY DISABILITIES

With the presence of a brain injury resulting from exposure to alcohol in the womb, individuals may experience a variety of impairments such as sensory processing or integration problems. Typically this looks like an over or under sensitivity in taste, smell, touch, hearing and sight, along with vestibular input (movement sensation) and proprioception (a sense of where your body is in relation to your surroundings). This can result in sensory seeking or avoidant behaviours.



*Taste*

**Undersensitive:**

Likes very strong, crunchy or spicy foods

Chews inedible objects

Overstuffs their mouths

**Oversensitive:**

Overactive gag reflex

Avoids crunchy textures, seeks soft foods

Finds some flavours and foods too strong



*Smell*

**Undersensitive:**

Poor sense of smell

Fails to notice unpleasant odours

Unable to identify smells

**Oversensitive:**

Can't focus when certain smells are present

Excessively smells new objects

Dislikes people with distinct perfumes, shampoos, etc.



*Touch*

**Uncersensitive:**

High pain tolerance

Craves touch

Likes being wrapped up tightly in clothes/blankets

**Oversensitive:**

Low pain tolerance

Won't wear some clothing textures

Tags on clothing causes pain



*Hearing*

**Undersensitive:**

Doesn't seem to hear others

Speaks very loudly

Trouble following verbal instructions

**Oversensitive:**

Easily distracted by background noises

Speaks very softly

Overwhelmed in noisy spaces



*Sight*

**Undersensitive:**

Loses place when reading

Tactile learner

Trouble discerning objects in clutter

**Oversensitive:**

Easily distracted by visual stimuli

Dislikes fluorescent lights

Avoids eye contact

# Chronological vs. Developmental Age in FASD



Graphic created from information on the National Organization on Fetal Alcohol Syndrome website.  
Adapted from Etane Malbin from FASSETS and the research of Streissguth, Clarren, and others.

# WHAT'S HIDING BEHIND THE "MISBEHAVIORS"

## Common Behaviors and What's Really Going On



### WHAT YOU SEE

### WHAT IS REALLY GOING ON

#### SENSITIVE

- Cries over smallest things
- Gets sad when you leave
- Doesn't like being alone
- Can't watch super sad movies

- Child lacks self-regulation
- Child is worried about "new" things and need help gradually being introduced to them
- Child has an inner fear they are unable to verbalize

#### ANGRY

- Yells and screams often
- Throws things and is destructive
- Crosses arms and shuts down
- Shouts "I HATE YOU" or "GO AWAY"

- Child is unable to recognize emotions
- Child does not have appropriate coping strategies
- Child needs help with calming strategies
- Child is worried about "unknown" feelings

#### PERFECTIONIST

- Nervous about breaking rules
- Can't handle getting things wrong
- Doesn't ever want to miss school
- Scared of answering things wrong
- Struggles with Constructive Criticism

- Child is struggling with negative thought patterns
- Child needs help connecting thoughts and actions
- Child has trouble verbalizing their worries
- Child thrives on doing things the right way

#### SHY

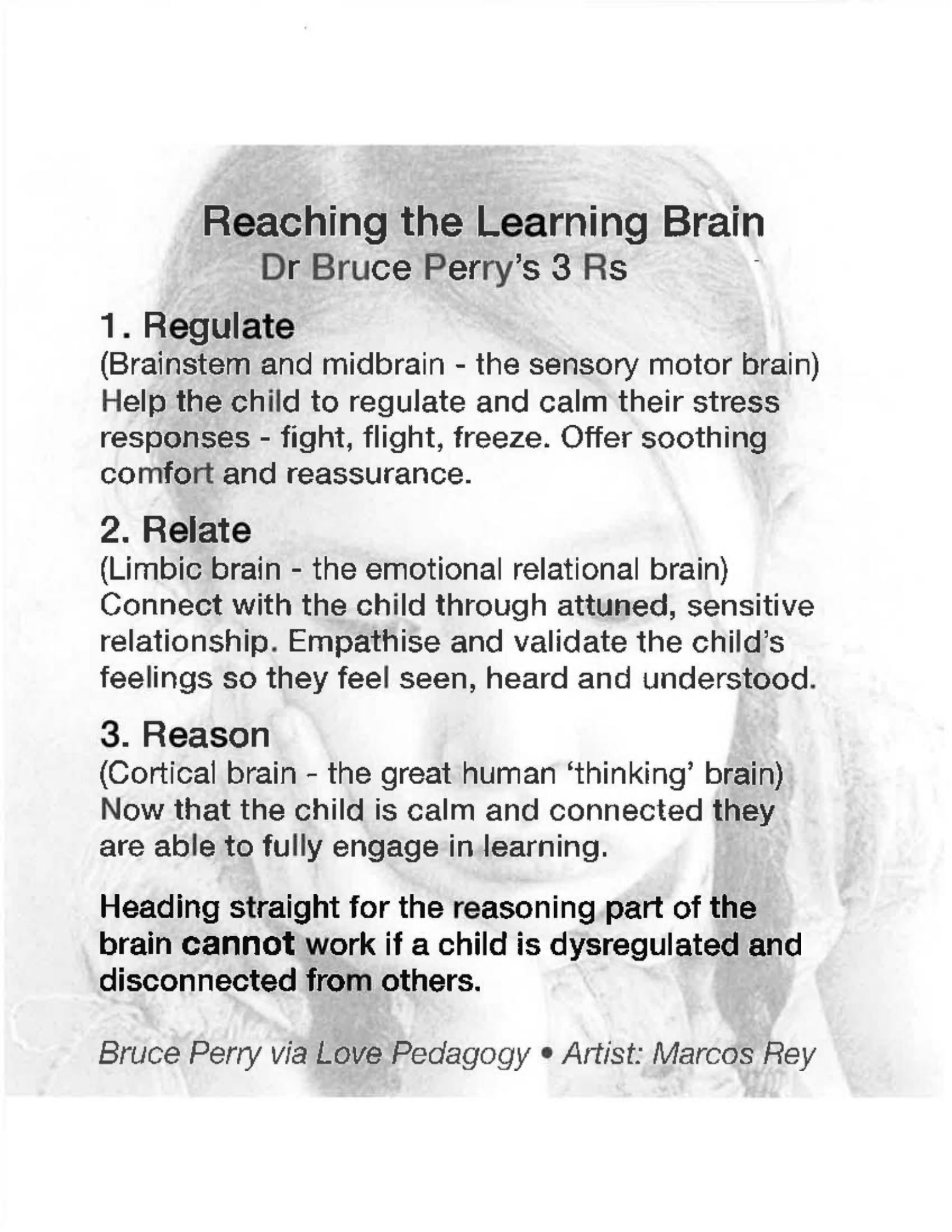
- Hides behind your legs
- Scared of "new" people
- Fearful of change
- Doesn't like going new places
- Prefers playing with "familiar" friends

- Child is unable to verbalize big worries and fears
- Child is cautious of anything new and want to understand the situation fully
- Child needs help making plans for "new" adventures

#### OVER-EXCITED

- Becomes "hyper" when guests come over
- Says inappropriate things around others
- Makes jokes at inappropriate times
- Jumps on furniture
- Plays rough with others

- Child is unable to detect their inner "engine"
- Child needs help regulating their excitement
- Child lacks calming strategies for building anticipation



# Reaching the Learning Brain

## Dr Bruce Perry's 3 Rs

### 1. Regulate

(Brainstem and midbrain - the sensory motor brain)  
Help the child to regulate and calm their stress responses - fight, flight, freeze. Offer soothing comfort and reassurance.

### 2. Relate

(Limbic brain - the emotional relational brain)  
Connect with the child through attuned, sensitive relationship. Empathise and validate the child's feelings so they feel seen, heard and understood.

### 3. Reason

(Cortical brain - the great human 'thinking' brain)  
Now that the child is calm and connected they are able to fully engage in learning.

**Heading straight for the reasoning part of the brain cannot work if a child is dysregulated and disconnected from others.**

*Bruce Perry via Love Pedagogy • Artist: Marcos Rey*

# Calm Down Strategies for Kids

<http://www.andnextcomesL.com>

- o Blow bubbles
- o Chew gum
- o Chew on a chewy toy
- o Complete a puzzle
- o Use a fidget
- o Use a weighted lap cushion or stuffed animal
- o Wear a weighted vest
- o Use stretchy resistance bands
- o Crawl through a sensory tunnel
- o Wear noise reducing ear muffs
- o Suck on hard candies
- o Diffuse essential oils
- o Use Rescue Remedy spray
- o Listen to music
- o Listen to audiobooks
- o Do some yoga
- o Lay or bounce on a ball
- o Sing ABCs forwards or backwards
- o Build with blocks of LEGO
- o Go for a run
- o Swing
- o Pet a cat or dog
- o Draw with chalk
- o Go for a walk
- o Go to a quiet place
- o Paint a picture
- o Do a maze, dot to dot, or word search
- o Read a book
- o Count slowly forwards or backwards
- o Ask for a hug
- o Take a drink of water
- o Wrap up in a blanket
- o Invert head or hang upside down
- o Close your eyes
- o Hum or sing a song
- o Do some deep breathing
- o Go for a bike ride
- o Draw a picture
- o Play hopscotch
- o Jump on a trampoline
- o Climb a tree
- o Play an instrument and make music
- o Do a heavy work activity
- o Use a calm down bottle
- o Do animal walks
- o Dance
- o Skip
- o Do a cartwheel
- o Take a bubble bath
- o Drink a smoothie through a straw
- o Make silly faces in a mirror
- o Drink a warm beverage
- o Look at an hourglass, lava lamp, or aquarium
- o Rip tissue paper
- o Bend and twist pipe cleaners
- o Have a snack
- o Pop bubble wrap
- o Play with play dough, slime, or silly putty
- o Look at a photo album
- o Blow a pinwheel
- o Squeeze a stress ball
- o Tightly hug or squeeze a pillow or toy
- o Wear an eye mask
- o Listen to nature sounds
- o Spin a top
- o Use a mini massager
- o Climb into a body sock
- o Make a craft
- o Play a one player board game
- o Rub some scented lotion on
- o Wear sunglasses
- o Light a scented candle
- o Journal
- o Color a picture in a coloring book
- o Play with shadow puppets
- o Blow a feather
- o Blow a pom pom around using a straw
- o Take a bath with Epsom salts
- o Ask for a break
- o Push against a wall
- o Play with a sensory bin
- o Crash into a crash pad
- o Take a shower
- o Suck on ice
- o Do some joint compressions
- o Brush hair and/or skin
- o Blow bubbles in a cup of water
- o Smell scratch and sniff stickers
- o Turn off the lights
- o Read with a flashlight
- o Play I spy
- o Braid your hair
- o Climb a ladder or rock wall
- o Use positive affirmations
- o Hug someone
- o Doodle on paper, whiteboard, or similar
- o Use visual calm down cards or posters
- o Stretch
- o Play with a pet
- o Trace your hands with your finger



# Fetal Alcohol Spectrum Disorder & Trauma

## FASD

Visual, 'hands-on' learner  
Social and emotional vulnerability  
Specific and general learning disabilities  
Difficulty with planning, organizing and attention

Physical health concerns, including vision and hearing problems

Delayed coordination and motor development

Speech, language and communication concerns

Heightened sensory perception

Impacted adaptive (daily living) skills

Disorganized

Easily distracted

Anxiety & Depression

Poor short-term memory

Difficulty processing information

Difficulty concentrating/learning

Seeming disengaged

Difficulty sleeping

Hyperactive

Restless

## Trauma

Irritable

Feeling guilt or shame

Rejecting of others before they reject you

Feelings of fear, helplessness, uncertainty, vulnerability

Dissociated, feelings of unreality or being 'outside of one's body'

Increased arousal, edginess and agitation

Difficulty with trust and relationships

Continually on alert for threat or danger

Avoidance of reminders of trauma

Flashbacks and anxious memories

Source: Adapted from National Child Traumatic Stress Network, *Child Traumatic Stress: A Guide for Clinicians*, NCTSN, Los Angeles, 2016, p. 5, [www.nctsn.org/sites/default/files/Presumptions\\_of\\_adhd\\_or\\_child\\_traumatic\\_stress.pdf](http://www.nctsn.org/sites/default/files/Presumptions_of_adhd_or_child_traumatic_stress.pdf)





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[www.nctsn.org/sites/default/files/resource/is\\_it\\_adhd\\_or\\_child\\_traumatic\\_stress.pdf](http://www.nctsn.org/sites/default/files/resource/is_it_adhd_or_child_traumatic_stress.pdf)



THE ASANTE CENTRE

2020



# 8 Key Executive Functions

Executive functions are skills everyone uses to organize and act on information. If your child has executive functioning issues, he may struggle with some or all of the following skills.

## Skill

## What it means

## How it looks

<b>Impulse Control</b>	Impulse control helps your child think before acting.	Kids with weak impulse control might blurt out inappropriate things. They're also more likely to engage in risky behavior.
<b>Emotional Control</b>	Emotional control helps your child keep his feelings in check.	Kids with weak emotional control often overreact. They can have trouble dealing with criticism and regrouping when something goes wrong.
<b>Flexible Thinking</b>	Flexible thinking allows your child to adjust to the unexpected.	Kids with "rigid" thinking don't roll with the punches. They might get frustrated if asked to think about something from a different angle.
<b>Working Memory</b>	Working memory helps your child keep key information in mind.	Kids with weak working memory have trouble remembering directions--even if they've taken notes or you've repeated them several times.
<b>Self-Monitoring</b>	Self-monitoring allows your child to evaluate how he's doing.	Kids with weak self-monitoring skills may be surprised by a bad grade or negative feedback.
<b>Planning and Prioritizing</b>	Planning and prioritizing help your child on a goal and a plan to meet it.	Kids with weak planning and prioritizing skills may not know which parts of a project are most important.
<b>Task Initiation</b>	Task initiation helps your child take action and get started.	Kids who have weak task initiation skills may freeze up because they have no idea where to begin.
<b>Organization</b>	Organization lets your child keep track of things physically and mentally.	Kids with weak organization skills can lose their train of thought--as well as their cell phone and homework.

common struggle:

# CONFABULATION

Confabulation is the term used for when individuals with FASD ‘fill in the blanks’ of stories. This story-telling may be the result of trouble with short-term memory, issues thinking in a logical way, or struggles distinguishing reality from fantasy. Confabulation can be misunderstood as lying, but often this exaggeration makes sense or becomes true in the moment to those who are saying it.

## Strategies to help

- Understand that lying has intent, confabulation doesn't
- Ask short questions with definite answers
- Avoid asking questions you already know the answers to
- Ask them to tell you in a different way such as writing it down or drawing it
- Ask only for the information needed
- Use confabulations as social stories to teach lessons
- Always ensure your questioning is respectful and understanding
- Help others understand that the individual may not remember things as they really happened

DEB EVENSON AND JAN LUTKE'S

# EIGHT MAGIC KEYS

PLANNING FOR STUDENTS WITH FETAL ALCOHOL SPECTRUM DISORDER

@kluens2



## CONCRETE

TALK IN CONCRETE TERMS  
AVOID ABSTRACT LANGUAGE



## CONSISTENCY

PARENTS & EDUCATORS USE  
THE SAME WORDS & STRATEGIES



## REPETITION

RE-TEACH MANY TIMES TO RETAIN  
IN LONG-TERM MEMORY



## ROUTINE

HELP REDUCE ANXIETY



## SPECIFIC

SAY EXACTLY WHAT YOU MEAN  
GIVE STEP BY STEP DIRECTIONS



Keep  
It  
Short &  
Sweet

## SIMPLICITY



## SUPERVISION

SCAFFOLD INDEPENDENCE

Kristin Wilms 2017