

1

---

---

---

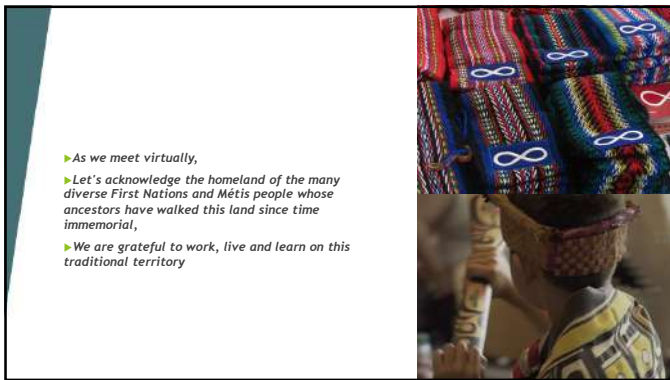
---

---

---

---

---



2

---

---

---

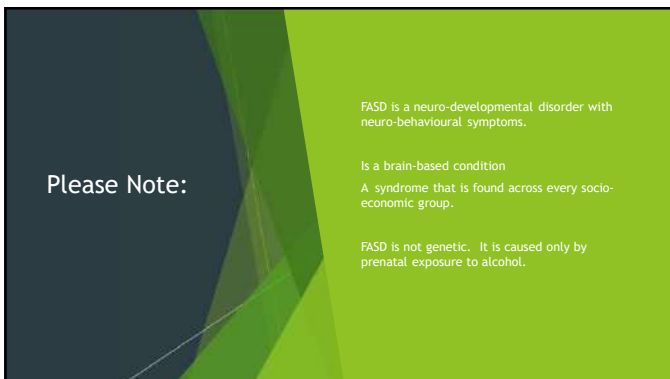
---

---

---

---

---



3

---

---

---

---

---

---

---

---

**Alcohol use during pregnancy can lead to lifelong effects.**

Up to **1 in 20** US school children may have FASDs.

People with FASDs can experience a mix of the following problems:

<b>Physical issues</b> <ul style="list-style-type: none"> <li>• low birth weight</li> <li>• congenital heart disease and other organ</li> <li>• change in parts of the brain</li> </ul>	<b>Behavioral and intellectual disabilities</b> <ul style="list-style-type: none"> <li>• learning disabilities and low IQ</li> <li>• hyperactive</li> <li>• difficulty with attention</li> <li>• poor ability to communicate in social situations</li> <li>• poor memory and judgment skills</li> </ul>	<b>Lifelong issues with</b> <ul style="list-style-type: none"> <li>• school and social skills</li> <li>• being independent</li> <li>• mental health</li> <li>• substance use</li> <li>• finding a job</li> <li>• trouble with the law</li> </ul>
---	---	--

Which leads to... **These can lead to...**

Drinking while pregnant costs the US **\$5.5 billion** (2010)

©2010-2011 The U.S. Centers for Disease Control and Prevention. All rights reserved.

4

---

---

---

---

---

---

---

---

---

---

► “It’s like using a road map of Toronto to try and find your way around Vancouver. It’s a good map...worked in a different city, but not in this one!”

► -Diane Malbin

5

---

---

---

---

---

---

---

---

---

---

12

Early childhood is a time of growth and learning.	Need to create space, environment and opportunities for children with FASD.	Adapt environment and interactions to support child with FASD.	Adverse impacts of FASD can be minimized by the interactions and opportunities we create.
	Supportive adults can minimize impact of trauma.	We need to inspire and create opportunities for children with FASD to experience success.	

**It’s all about the Relationships**

6

---

---

---

---

---

---

---

---

---

---

## Slide 6

---

**CI2** Colin Ivory, 2/25/2021



Use visual cues and positive prompts      Use fidget toys or weighted blankets      Use Social practice, coaching and social stories

**Children with FASD learn in a different way.**

7

---

---

---

---

---

---

---

---

**Fight, Flight, Freeze, Faint, Tend and Defend**

**Loss of control leads to emotion-focused coping**

**Coping with Stress**

8

---

---

---

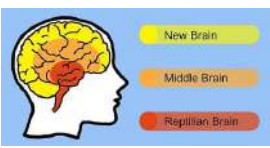
---

---

---

---

---



**Executive Functioning**

Critical thinking, insight, memory, reasoning, initiative, inhibition, self-control, analytical thought, decision making, reflection, self-regulation, organization, monitoring, predicting, awareness, self-regulation, trial and error, attention & concentration, planning, problem solving, analytical thought.

9

---

---

---

---

---

---

---

---

### Executive Functioning

Self-Control	Memory	Critical thinking
Self-correction	Insight	Planning
Self-regulation	Monitoring	Organization
Awareness	Predicting	Problem solving
Initiative	Sequencing	Reasoning
Inhibition	Reflection	Analytical thought
Attention & concentration	Recall	Decision making Trial and error

10

---

---

---

---

---

---

---

---

1

Clear communication—calm voice—say exactly what you mean

2

Limit and check for distractions

3

Check understanding by letting child show you instead of telling you

4

Break down steps— one task at a time

5

Allow child time for understanding  
“a ten second child in a one second world”

## Information Processing

“a ten second child in a one second world”

11

---

---

---

---

---

---

---

---

# ALARM

12

---

---

---

---

---

---

---

---



**ALARM**

- ▶ A-Attention
- ▶ L-Language
- ▶ A-Adaptive Behavior
- ▶ R-Reasoning
- ▶ M-Memory

13

---

---

---

---

---

---

---

---

**Attention**

- Difficulty concentrating
- Impulsive
- Difficulty sitting still

14

---

---

---

---

---

---

---

---

**Language**

- ▶ May seem to understand what others are saying even if they do not.
- ▶ May nod & agree with what is being said but don't understand.
- ▶ May repeat rules verbatim but are not able to apply the rule when necessary.
- ▶ Talk a great deal (expressive language) but unable to engage in a meaningful exchange.
- ▶ Use expressive language, however, their understanding is below their peers.
- ▶ Have difficulty understanding the meaning of words and accurately answer questions.
- ▶ Do not understand abstract language.

15

---

---

---

---

---

---

---

---

## Slide 14

---

**CI1** Colin Ivory, 2/25/2021

## Slide 15

---

**CI3** Colin Ivory, 2/25/2021

Please     your     coat.  
Please put on your shoes and coat.

Stop     the  
Stop running in the daycare.

Don't     friend.  
Don't touch your friend.

When     sitting     will     for  
When you are sitting quietly I will choose you for snack.

What     the     ?  
What colour is the sky?

16

---

---

---

---

---

---

---

---

**Adaptive Behavior**

Social and personal skills fall below expected levels for age and cultural group.

Challenges with self-care, interpersonal relationships and independent living skills.

17

---

---

---

---

---

---

---

---

**Reasoning**

- ▶ Difficulty prioritizing and meeting goals
- ▶ Difficulty understanding safety and mitigating risk-taking behaviours
- ▶ Difficulty understanding how actions and outcomes are connected

18

---

---

---

---

---

---

---

---



# MEMORY

**Challenges with:**

- Information integration
- Information retrieval
- Forming associations
- Learning from past experiences
- Inconsistent memory

19

---

---

---

---

---

---

---

---

14

**1**

Have verbal expressive skills that often exceed their level of understanding

**2**

Misinterpret others' words, actions, and body movements

**3**

Have trouble following multiple instructions

Challenges with Information processing

20

---

---

---

---

---

---

---

---

bright lights  
loud noises

tags in shirts  
or seams in  
socks

textures of  
food

sensing their  
body is in  
space

Adapting Environment  
Sensory Integration

21

---

---

---

---

---

---

---

---



- ▶ Poor coordination
- ▶ Fine motor impairments
- ▶ Poor Visual motor perception

Motor Skills

22

---

---

---

---

---

---

---

---

Isolated / few friends    Experience multiple losses (trauma)    Have hygiene problems    Function unevenly in school

Secondary Characteristics

23

---

---

---

---

---

---

---

---

Individuals with FASD are often viewed as:

- non-compliant uncooperative resistant
- manipulative unmotivated

Secondary Characteristics

24

---

---

---

---

---

---

---

---

**Strengths**

Generous, helpful and nurturing	Friendly and affectionate
Value fairness	Energetic, determined and persistent
Athletic	Good with animals
Talkative	Hands-on learners

25

---

---

---

---





---

---

---

---

**Strengths**

-  Good long term visual memory
-  Curious
-  Artistic and musical
-  Skilled in gardening, mechanics, construction

26

---

---

---

---

---

---

---

---

**Building Relationships and Connections**

- What does this child do well?
- What does this child enjoy?
- What are their best qualities?

27

---

---

---

---

---

---

---

---

### Individualize Your Approach

- ▶ View each person as a individual.
- ▶ Separate the person from the behavior
- ▶ Ask "what is causing this behavior?"
- ▶ Ask "what age behavior does this look like?"
- ▶ Develop a process for prioritizing interventions

28

---

---

---

---

---

---

---

---

### Strengths Based Connections

Provide opportunities for success.  
Encourage positive self-talk.  
Give positive encouragement in a consistent way.

29

---

---

---

---

---

---

---

---

### Reframe Understanding the Behavior

Understand	that behavior is caused by brain damage
Don't assume	that children who cannot follow directions or expectations and are acting purposefully.
Think	Can't not Won't.

30

---

---

---

---

---

---

---

---



### The FASD Child - Shifting Our Thinking

Too often the child is thought of as:

- Won't
- Bad
- Lazy
- Lies
- Needing
- Help
- Doesn't care, shut-down
- Refuses to sit still
- Risky, demanding
- Not trying to get the obvious
- Trying to make you mad
- Trying to get attention
- Acting out/anger
- Tired
- Inappropriate
- Doesn't try

We must shift our thinking to understanding the child as one who:

- Can't
- Frustrated, defended, challenged
- Tries hard
- Confabulates; fills in
- Doesn't "get it"
- Defensive, hurt, abused
- Can't identify or show feelings
- Over-stimulated
- Oversensitive
- Needs to be retaught many times
- Can't remember
- Needs contact, support
- Is developmentally younger
- Doesn't understand ownership
- May not understand proprieties
- Tired of failing; exhausted or can't start



**EFSAN**  
Epilepsy Foundation of South Australia  
www.efsan.org.au

31

---

---

---

---

---

---

---

---

---

---

### Reframe the Behaviour

Misinterpretation: "Won't"	Actual Interpretation: "Can't"
won't co-operate	doesn't get it
lazy	can't start, disorganized
lies	fills in the blanks, over-excited
doesn't care, shuts down	slow pace of hearing
tries to make others angry	defensive, hurt, abused

32

---

---

---

---

---

---

---

---

---

---

### Shift your Understanding and Interactions

Paradigm Shift	
Assuming	Observing
High expectations	Appropriate expectations
Punishing	Preventing Problems
Changing children	Changing environments

33

---

---

---

---

---

---

---

---

---

---





**34**

### Understanding Behavior

- ▶ Behaviors are Communication
- ▶ Behaviors are brain-based & tell us how the brain is functioning
- ▶ Behaviors reflect the "fit" between the abilities & needs of the child and the expectations of his/her environment.

34

---

---

---

---

---

---

---

---

**35**

### Adapt the Environment

- ▶ Provide an environment with calm, order, and organization.
- ▶ Define and organize all spaces - classroom, bedroom, common areas, etc.
- ▶ Minimize auditory and visual distractions.

35

---

---

---

---

---

---

---

---

**36**

### Adapt the Environment

- ▶ Reduce and remove risks in the environment
- ▶ Restructure program or eliminate items that are sources of challenge
- ▶ Make sure to provide adequate supervision
- ▶ Small Group Size
- ▶ Reduces waiting times
- ▶ Reduces noise
- ▶ Reduces visual stimulation
- ▶ Increases Educator interaction

36

---

---

---

---

---

---

---

---

## Slide 34

---

**CI8** Colin Ivory, 2/25/2021


## Slide 36

---

**CI9** Colin Ivory, 2/25/2021

### Create Structure & Routine

- ▶ There is safety and security in predictability.
- ▶ Develop consistent routines, and transitions.
- ▶ Provide visual supports.



37

---

---

---

---

---

---

---

---

### Address Sensory Issues

- ▶ Recognize triggers – read body language
- ▶ Provide regular breaks and a space for self regulation
- ▶ Provide fidget toys for sustained attention
- ▶ Work with an Occupational Therapist to determine effective sensory supports (weighted vests, lap blankets)

38

---

---

---

---

---

---

---

---

- 1 Be consistent.
- 2 Be concrete and concise.
- 3 Support with visuals and multiple modes of communication.
- 4 Break instructions into steps.
- 5 Keep instructions brief.
- 6 Check for understanding.
- 7 Use the person's name.
- 8 Go slowly – "10 second children in a 1 second world".

Communication is key

39

---

---

---

---

---

---

---

---

310

### Expectations and Guidance

- ▶ Make expectations simple, clear and easy to follow.
- ▶ Use short-term consequences, specific to the behavior.
- ▶ Ensure consequences are consistently applied.
- ▶ **Natural consequences are often not effective.**

40

---

---

---

---

---

---

---

---

311

### Building Resilience- Early childhood experiences are key

- Promote resilience
- Build secure relationships with children
- Provide positive emotional, social, and cognitive experiences for children
- Experiences
- Relationships
- Beautiful calm environments

41

---

---

---


---

---

---

---

---



**ATTUNEMENT      BONDING      ATTACHMENT**

**Love builds brains towards positive outcomes**

42

---

---

---

---

---

---

---

---

## Slide 40

---

**CI10** Colin Ivory, 2/25/2021

## Slide 41

---

**CI11** Colin Ivory, 2/25/2021


012

Two individuals socially "in sync"

Attuned to (emotion) cues, body language

Recognize the effects each individual's behaviour on the other

support self regulation



**Co-Regulation**

43

---

---

---

---

---

---

---

---

**Self-Regulation leads to Resilience**

**Ability to:**

- Recognize calm and/or alert states
- Recognize cause of stress
- Identify internal and external stress
- Develop strategies to manage stress
- Recover from dealing with stress

44

---

---

---

---



---

---

---

---

Comments, questions.....



45

---

---

---

---

---

---

---

---



► Lily Robinson  
► March 2021  
► AHSABC-PROVINCIAL PROGRAM MANAGER  
► manager@ahsabc.com

Thank you for  
the  
opportunity to  
promote  
positive  
outcomes for  
all children!

---

---

---

---

---

---

---