

What Can I Do? How Becoming a Detective Can Lead to Success With Children with FASD

BY
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Pear Deck



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Who am I?



Objectives

Objective 1

Participants will identify common characteristics of FASD which contribute to daily functioning and behavior.

Objective 2

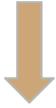
Participants will describe how to analyze an activity, environment and the individual to find successful solutions issues.

Objective 3

Participants will identify strategies to mitigate barriers to learning and everyday life.

What is FASD?

Fetal Alcohol Syndrome (FAS)



Partial FAS (PFAS)



Alcohol Related Neurodevelopmental Disorder (ARND)

Fetal Alcohol Effects (FAE)



1. Abnormal facial features
2. Abnormal growth
3. Nervous system problems (neurodevelopmental)
4. Confirmed maternal alcohol consumption during pregnancy

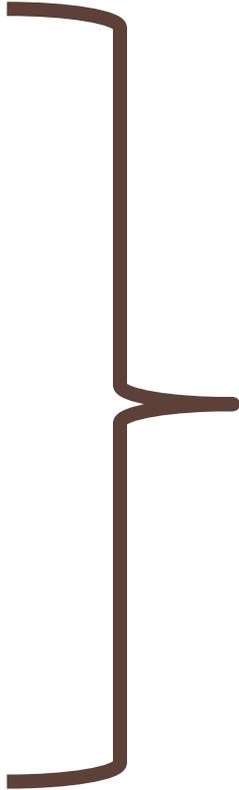
Condition	Gen. Pop. Rate	Rate in FASD	Increase of ?
Asthma	8.3%	36%	4x
Dementia (early)	0.0086%	0.9%	104x
Heart Rhythm (SVT)	0.2%	5.7%	27x
High Blood Pressure (Ages 18-44)	8%	16%	2x
Rheumatoid arthritis	0.6% (*too low)	6.6%	11x
Sleep Apnea	2.4%	15.2%	6x
Restless Legs syndrome	10%	18.5%	2x
Chest Infections	23.6%	41.9%	2x
Sinus Infections	12.5%	34.4%	3x
Adult Chronic Ear Infections	0.25%	36.7%	147x

<https://interprofessional.ubc.ca/webcasts/fasd2017/>

Himmelreich M, Lutke CJ, Travis E. 2017 Plenary Panel: The Lay of The Land: Final Results of a Health Survey of 500+ Adults with Diagnosed FASD. 7th International Conference on FASD. UBC. Vancouver. March 4, 2017

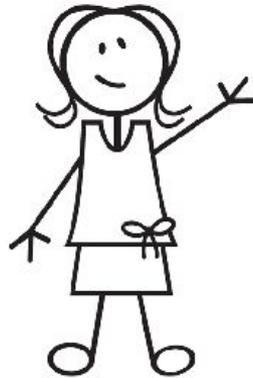
OTHER DIAGNOSES

- Decreased attention
- Increased impulsivity
- Decreased memory
- Executive dysfunction
- Poor memory
- Altered cognitive processes
- Speech and language delays
- Motor delays
- Altered sensory processing
- Reading delays/disorders
- Math delays
- Learning disabilities
- Processing
- Mental health issues



- **ADHD**
- **ADD**
- **ODD**
- **Speech and Language delay**
- **Learning Disability**
- **SPD**
- **Conduct disorder**
- **RAD**
- **Executive dysfunction**
- **Motor delay**
- **Trauma, PTSD**

Characteristics of FASD That Impact Success

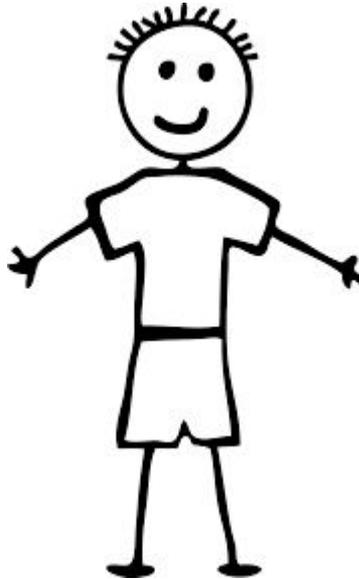


Executive Functioning
Speech and Language
Memory
Cognition
Attention/hyperactivity
Motor
Sensory
Physical

Behavior
Social interactions
Academics
Trauma
Mental Health

Common Educational Issues

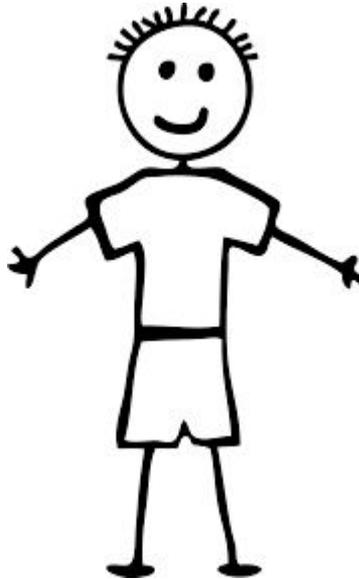
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Students, write your response!

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- Learning new content/concepts
- Reading
- Retention and application of previously
- Completing school work
- Group work
- Recess
- Moving through hallways, spaces
- Unstructured times

Leading to Frustration and Behavior Issues

FASD, The Invisible Disorder

- Under diagnosis of the disorder
- Child or youth does not “look” like they have FASD
- The variable in presentation lessens the ability to identify the disorder
- Lack of awareness by health professionals and others
- Stigma



Reframing our Perceptions

Educators, health care personnel and families are frustrated because:

- Tried everything
- Inconsistent results
- Behavior considered willful
- Refusal on learning activities



Case Study: Johnny

- In gr 4 in a regular classroom
- Lack of retention of material/skills
- Increased confusion in learning concepts
- Incomplete work
- Inappropriate behavior towards other students
- “Increased” activity and impulsivity
- Poor social skills
- Lack of awareness of consequences in actions, does not take responsibility of own actions
- Has moments of “brilliance”
- Poor self care
- Doesn’t organize and manage learning materials
- Regular trouble on the playground

Have you had a child like Johnny?

Oh, my goodness, yes!!

**No, I’ve been
incredibly lucky in my career**



Students, draw anywhere on this slide!

Now, Let's Be a Detective and Reframe

Instead of

- Noncompliant
- Disruptive
- Purposeful Behavior
- Defiant
- Doesn't care about school
- Problem student



Think of Possible FASD Characteristics
Causing These Issues

Decreased attention

Increased impulsivity

Cognition

Executive dysfunction

Poor memory

Altered cognitive processes

Speech and language delays

Motor delays

Altered sensory processing

Reading delays/disorders

Math delays

Learning disabilities

Let's Try Another Not Completing Homework

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Now to the Meat of the Presentation! Strategies!



- Key - Communication

- Time to bring in parents and learn what is happening at home. What works or does not work at home?
- Has the SAP team been involved?
- As the educator making the referral, include what you observe, have tried, how long the intervention was tried and what others in the school notice.

- Don't Wait, Implement Strategies!



“Can’t” versus “Won’t”

Go back to Johnny... what are his issues?

REFRAMING and putting a potential cause to the behavior



Key - Include strategies that work for multiple children and are easy to implement... it's more likely that you will continue them

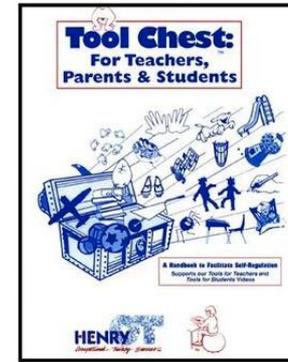
The Pie Theory



Sensory

- ❖ Programs
 - Emotional regulation
 - Zones of Regulation
 - Teach.com -> Resources for teaching children about emotional regulation
 - do2learn.com -> Visual resources
 - Sensory processing
 - Diana Henry - Tools for Kids
 - Alert Program
- ❖ Create a Calm Environment

Tool Chest Set



Test Drive

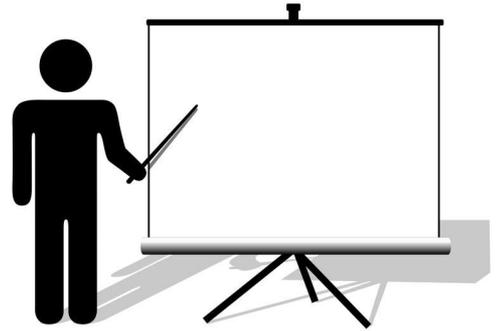


Test Drive: Introducing the Alert Program® Through Song

Learning

- Visual aides
- Post the daily schedule and use it
- Post any changes in the routine and talk about it before the day
- Use simple language
- Reduce distractions
- Use color to coordinate learning materials
- Have two sets of books – one at home, one at school
- Simplify storage and use of learning materials
- Quality vs Quantity – what do you really need the child to demonstrate?
- Give a 2 or 3 minute warning for transitions
- Time Timer
- Give steps one at a time

Structured Environment
Consistent Routine
Brief Presentations
Variety
Repetition



Social

- Concrete and explicit rules
- Post visual reminders in class about basic behavior expectations
- Talk about the rules regularly, not just when problems happen
- Teach a couple of concrete playground games that the student can have success in
- Provide supervised opportunities to interact with peers that encourage positive behavior
- Observe interactions with classmates to understand where the breakdown is occurring
- Concentrate on improving one thing at a time, pick your battle so that both of you can succeed
- Immediate and meaningful consequences
- Not detention but alternative – heavy work, cleaning, meditation

CLASS RULES

1. Listen when others are talking.

2. Follow directions.

3. Keep hands, feet, and objects to yourself.

4. Work quietly and do not disturb others.

5. Show respect for school and personal property.

6. Work and play in a safe manner.

When Things Go Bad

- Curiosity, not blame
- Collaboration, not competition
- Calming--not timeout
- Communication--use visuals to help
- Practice strategies before you need them



Support and Follow-up

- Stay in touch with family
- Share tips with the family and let them share theirs with you
- Reach out to your school supports
- Get an OT involved
- Keep being a detective!



What is the Impact of
FASD on a Student
with FASD?

What Educators Need to Know

with Myles Himmelreich

Resources



[FASD United](#)

[What Everyone Should Know About FASD](#)

[CDC FASD](#)

[Canadian FASD Research Network](#)

(book) [Alberta Education Teaching Students with FASD Strategies for Success](#)

[British Columbia Ministry of Education supports for individuals with FASD \(POPFASD\)](#)

[Google Scholar](#)