



FASD Solutions

Education & Behavioral Strategies

Deb Evensen MA

Disclosure

- The presenter has no financial relationship to this program.

Objectives

At the end of this presentation, participants will be able to follow the SOAP method to evaluate their program when dealing with the unique challenges faced by students with FASD.

1. Identify changes in a student with FASD's functioning.
2. Evaluate and identify neurologically driven behaviors.
3. Determine a method of accessing student functioning as compared to accessing a neuro-typical student.
4. Describe how to implement brain-based, developmentally appropriate interventions toward individual planning and student success.

Children with FASD are:

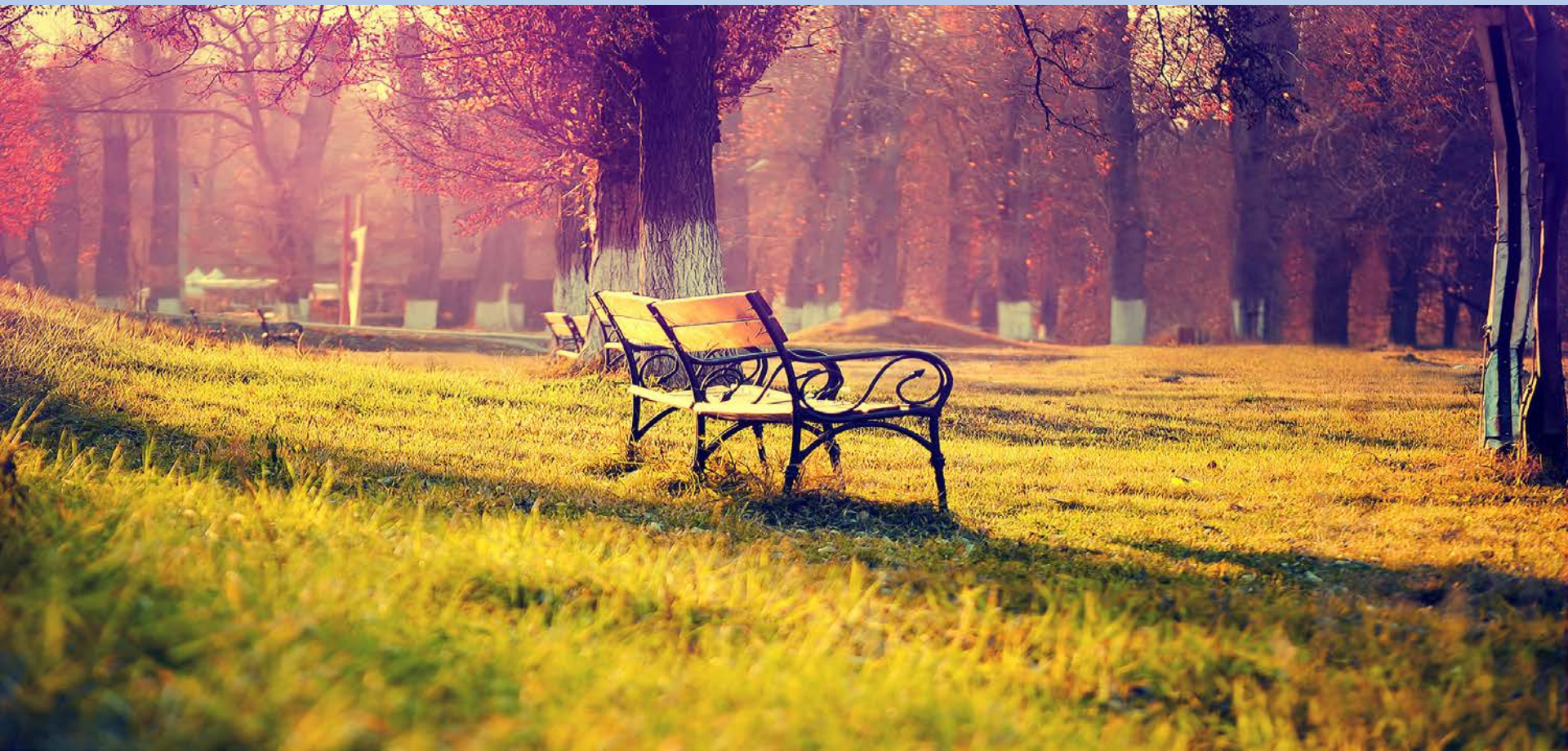


the educational system's
Canaries in the Mine



Children always do their best.

Remember a favorite teacher
in school or in life.



What did he or she actually *DO* that helped you?

Students with FASD are some of the most vulnerable in our education system. Why?



What is the same about students with a FASD and neuro-typical students?

1. We are all human beings trying to do our best.
2. We all have the same basic human needs.

WILLIAM
GLASSER

5 Basic Human Needs

Survival & Security

**Food, clothing, shelter, breathing,
personal safety and others**

Belonging

Connecting/Love/Esteem/Value

Power

**Influence/Significance
Competence/Efficacy**

Freedom

Autonomy/Choice/Liberty

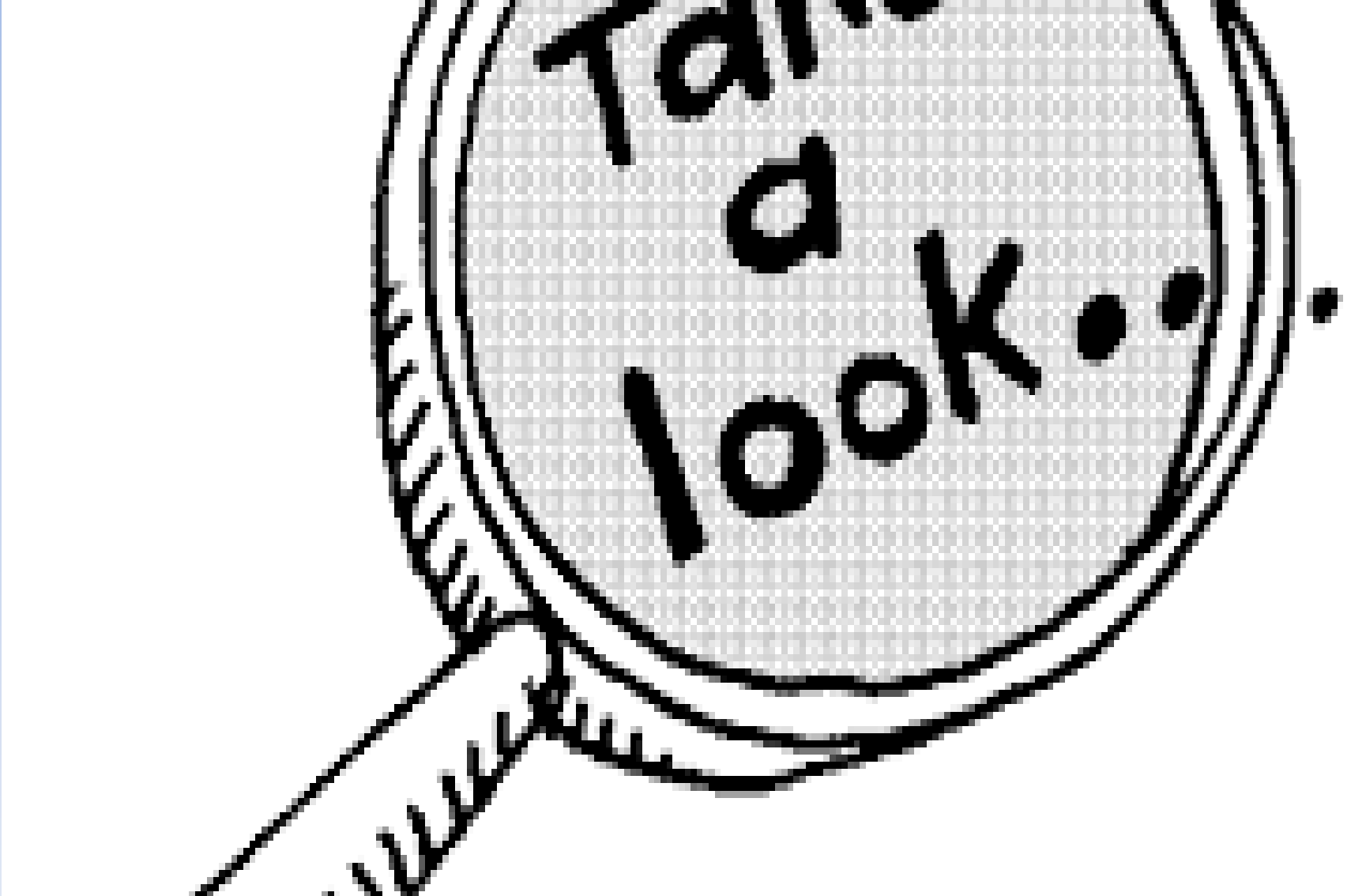
Learning

Fun/Experiencing/Growing

Glasser's 5 Basic Needs

- Need for survival
- Need to belong and be loved by others
- Need for power and importance
- Need for freedom and independence
- Need to have fun

OBSERVE!



Think ...

- What need is the child trying to meet?
- Is it working?
- What can the child do to get what he or she wants more effectively?

Pay attention to everything.



Always Remember Principle of Positive Reinforcement!



A vibrant, colorful landscape with rolling green hills, a blue sky, and various flowers and butterflies. The scene is bright and cheerful, with a mix of green, blue, yellow, and orange tones. In the foreground, there are several tulips in shades of orange, red, and pink. A blue butterfly is visible on the right side, and another is on the left. The background shows rolling hills under a bright sky with soft clouds. The overall atmosphere is one of a beautiful, sunny day in a park or garden.

Reinforcement is one
of the most powerful
ways teachers can
encourage good
behavior

Behavior that gets Attention
INCREASES!



Behavior that does not get Noticed ...
DECREASES!



How much positive reinforcement ?



Warning!

We are always teaching.

Intermittent Reinforcement can teach
the opposite of what we want them
to learn.

Be very consistent with the rules.

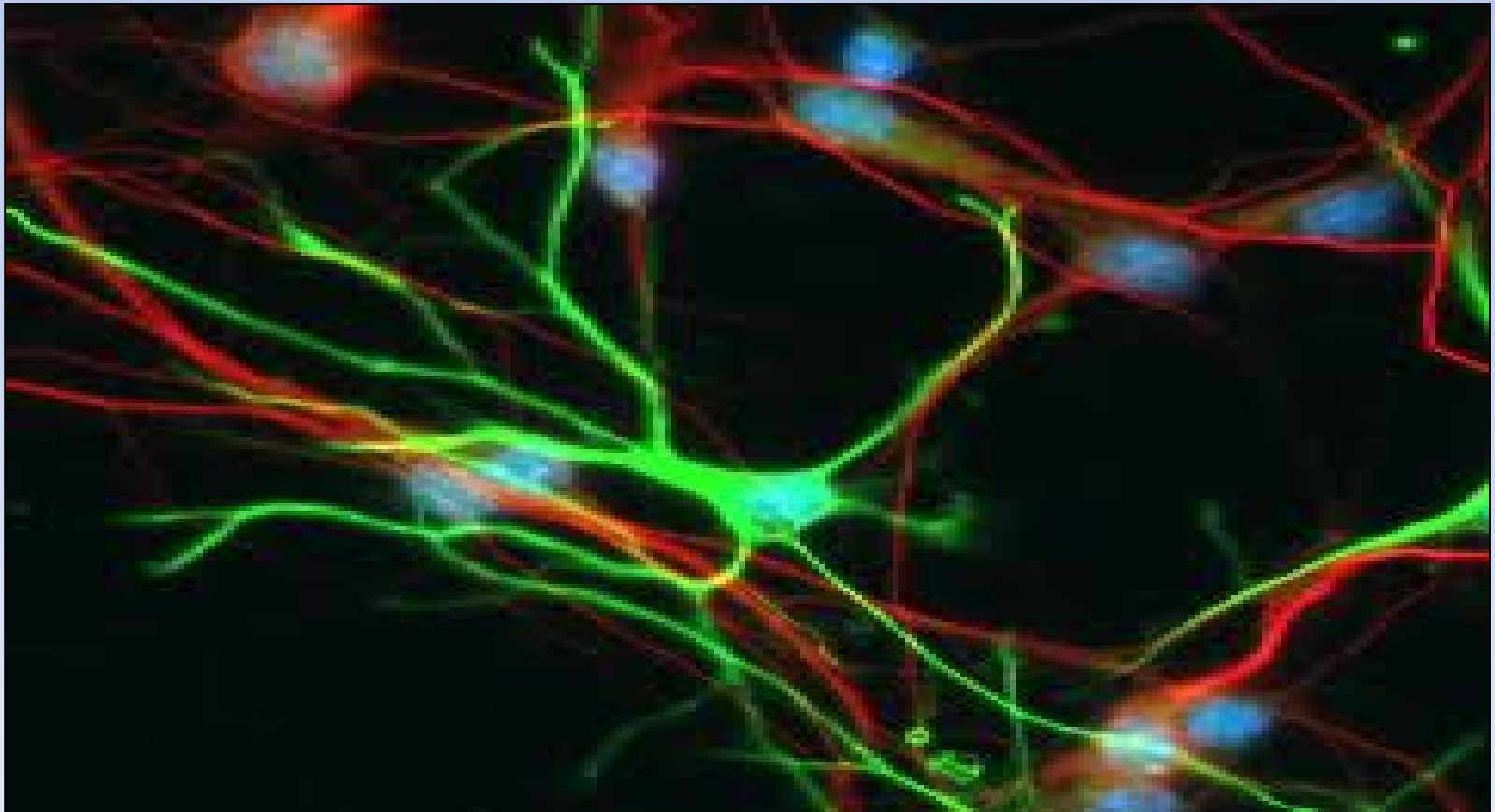
What is different about students with a FASD?

“Think of the unjustness of being visited by an affliction of *appearing to understand more than you do.*”

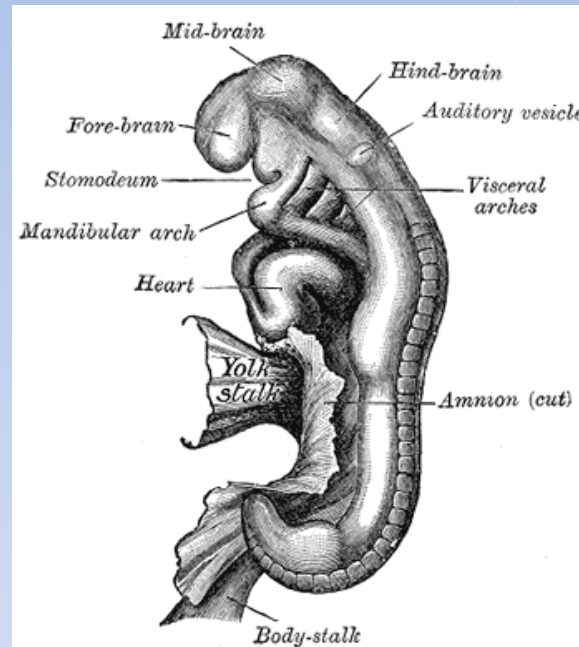
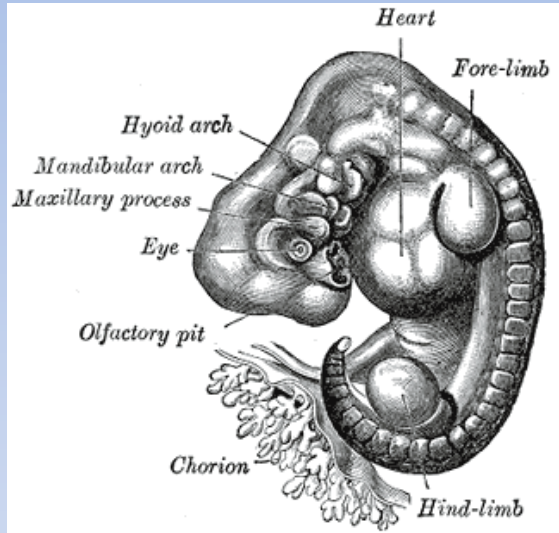
(Stuart Whitley)



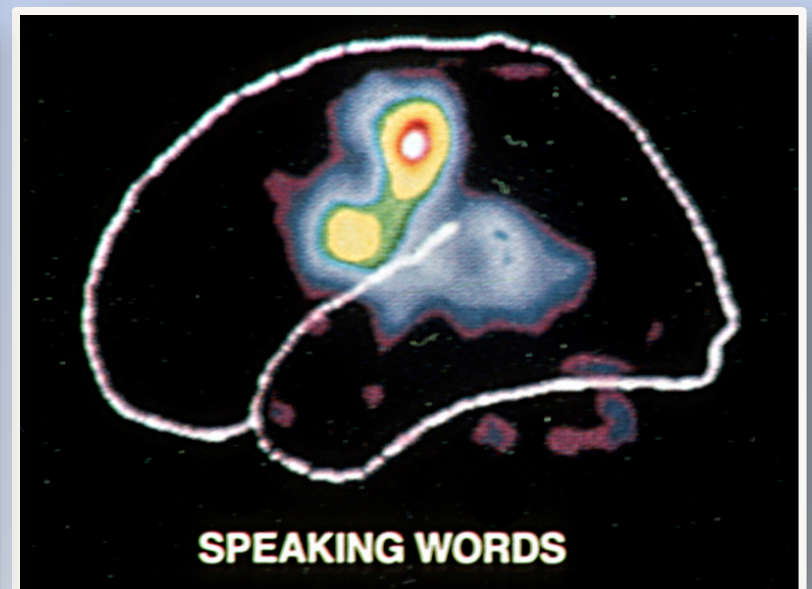
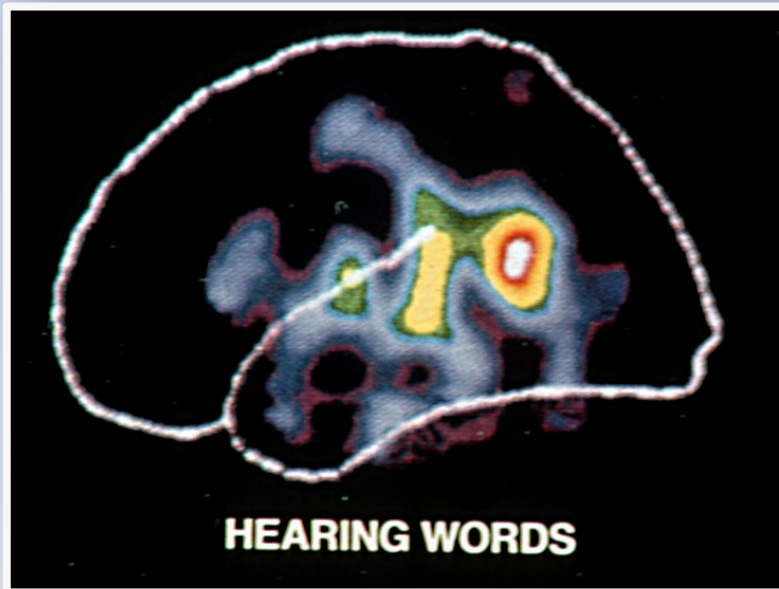
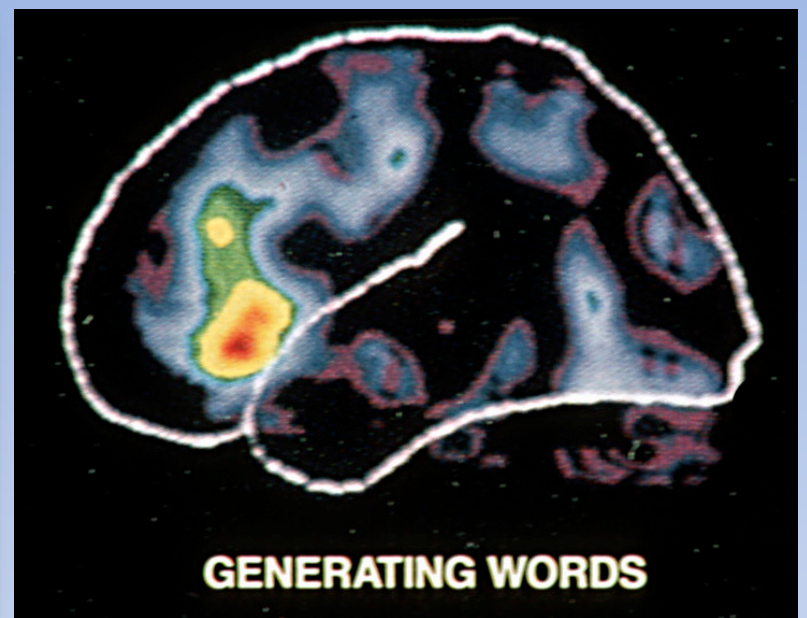
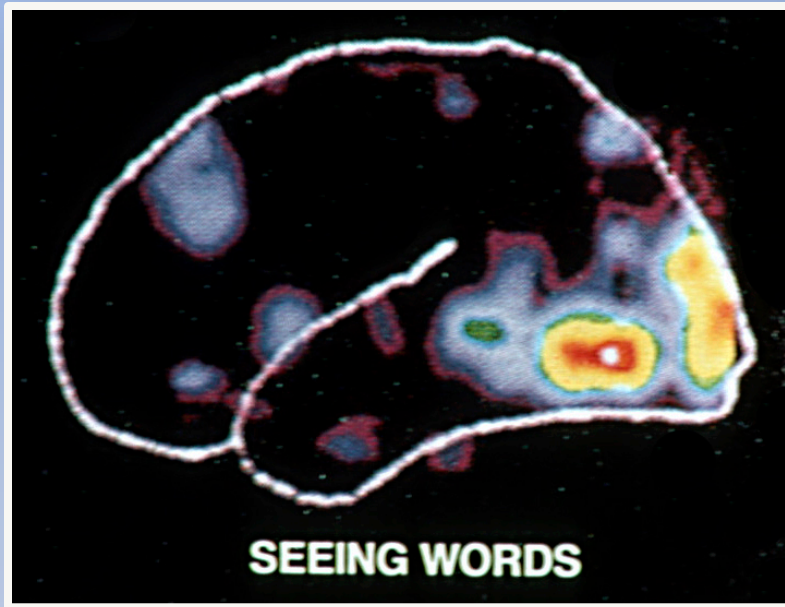
*Prenatal Exposure to alcohol
causes the brain to actually
be “built” differently ...*



Where does the damage occur?



Damage to the developing fetus depends on what areas were developing at the time the alcohol was consumed. Since the brain develops throughout pregnancy, the brain is most vulnerable to damage from alcohol exposure.



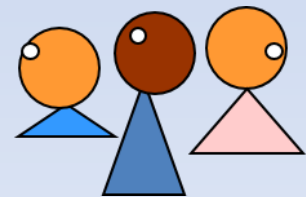
Problems Processing Information and “Ongoing Information”

- *Input*
- *Integration*
- *Memory*
- *Output*



Brains at Work

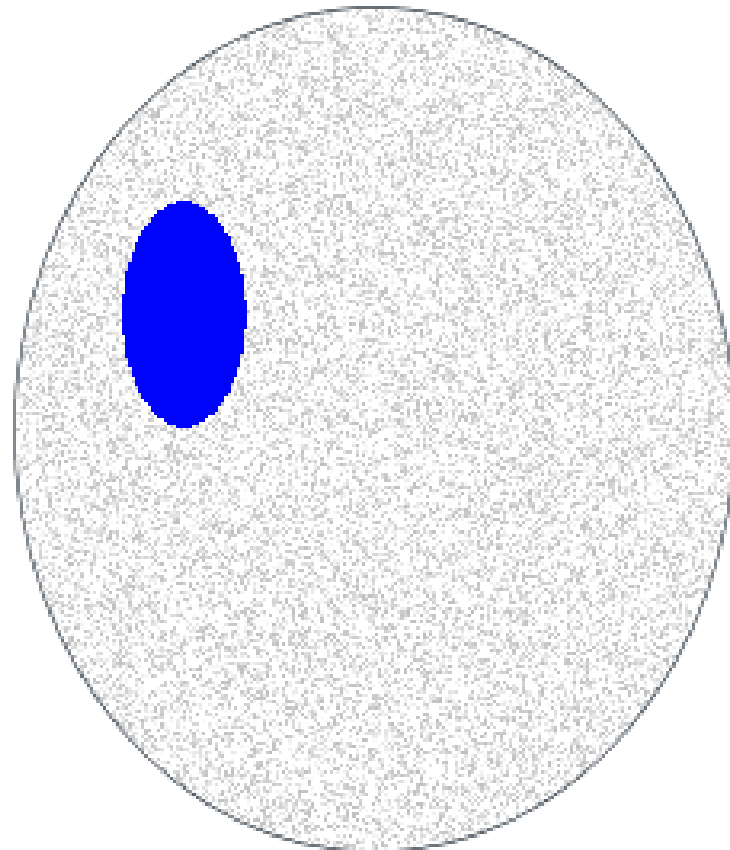
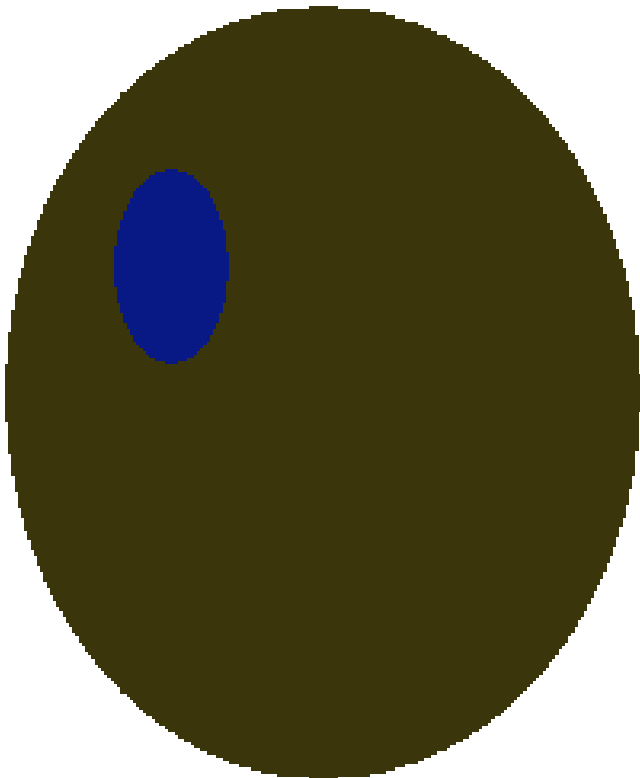
-Kee Warner (2012)



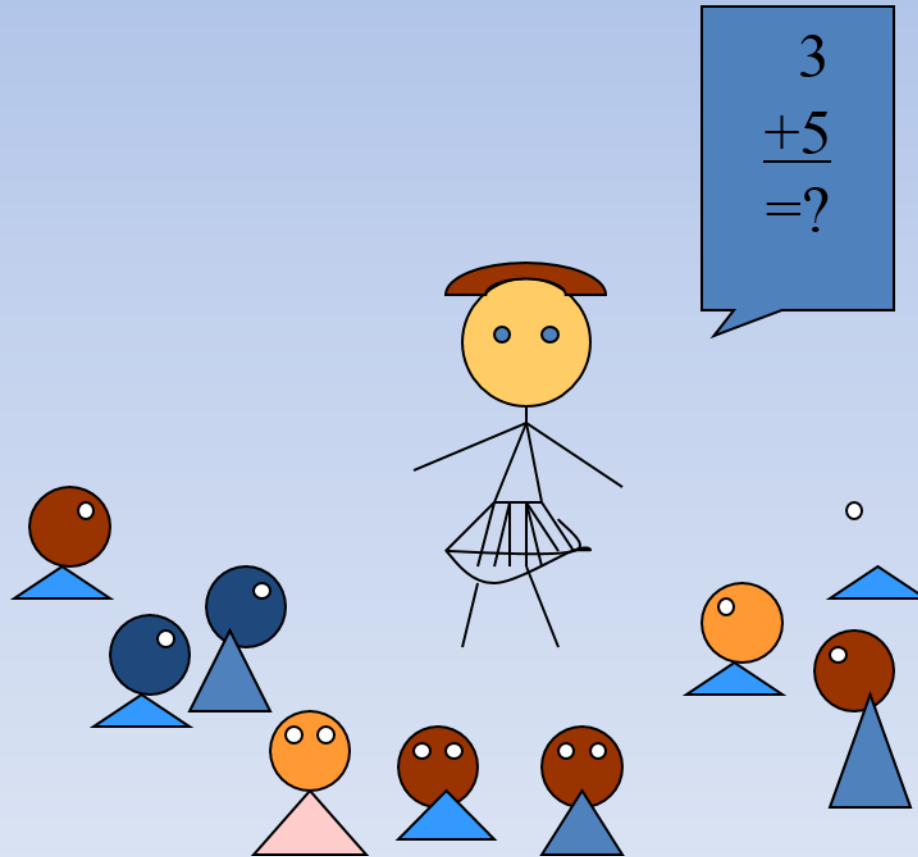
A Simple Cartoon Comparison of Brain Activity Levels

Student with FASD

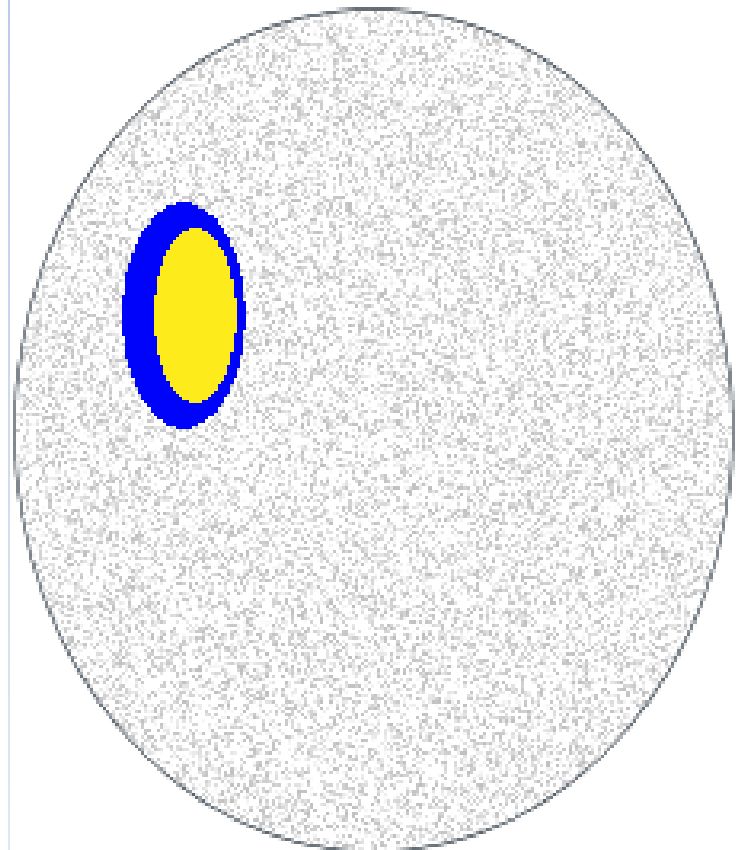
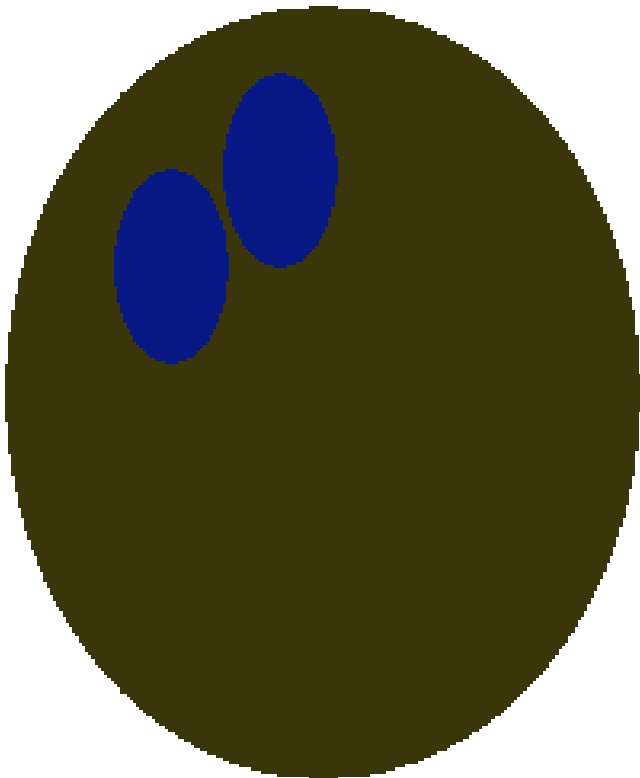
Other Student

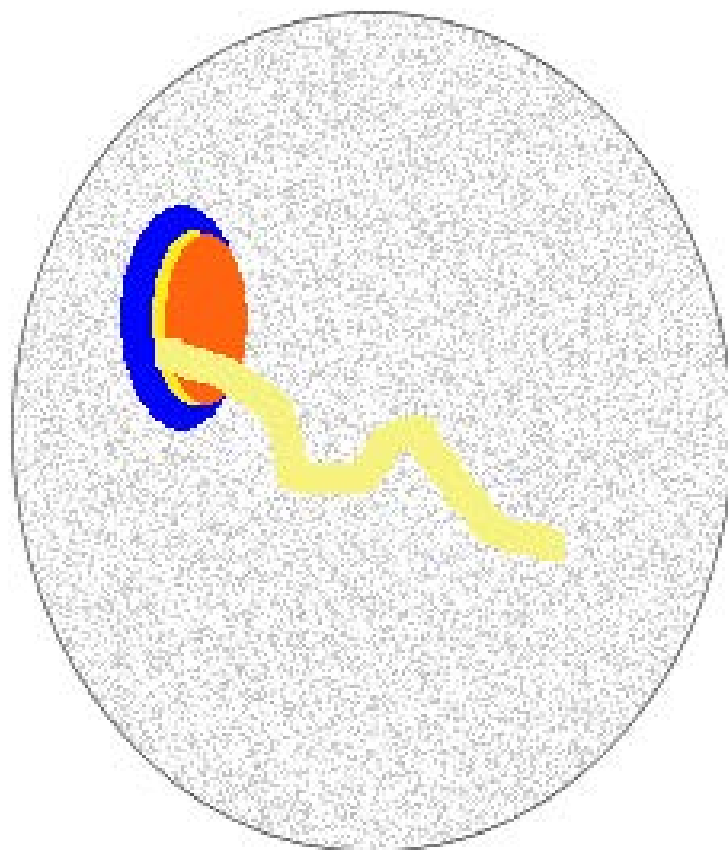
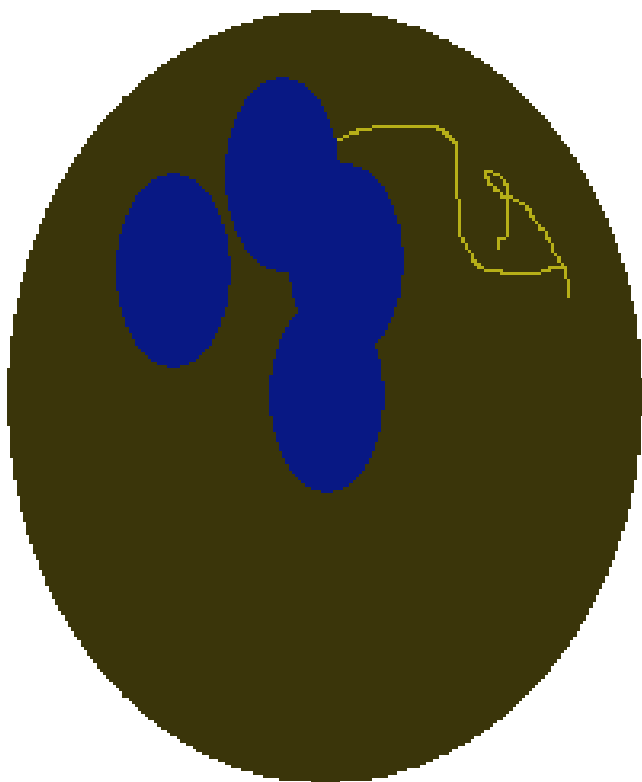


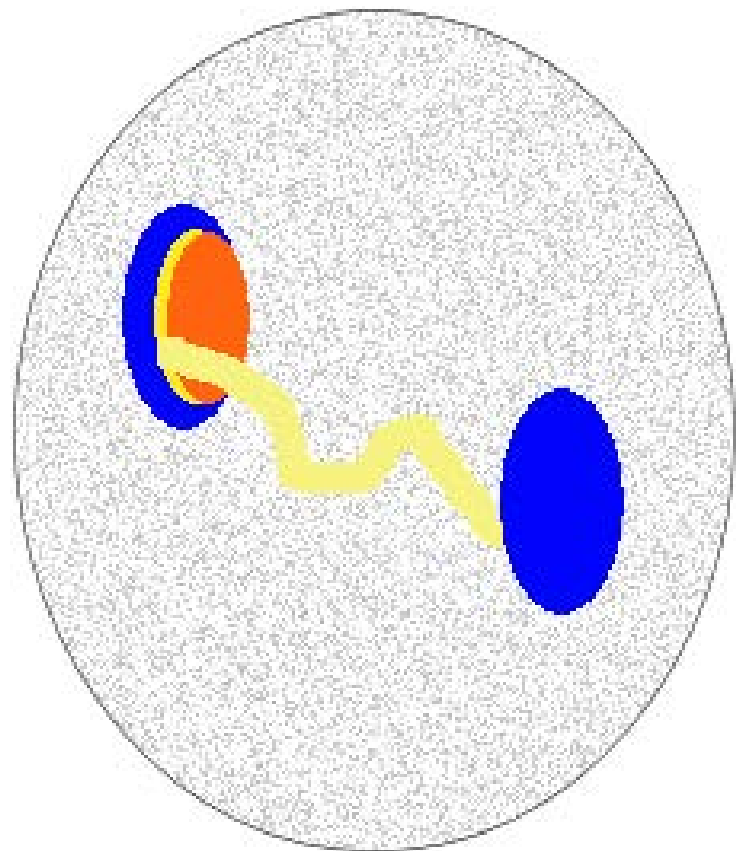
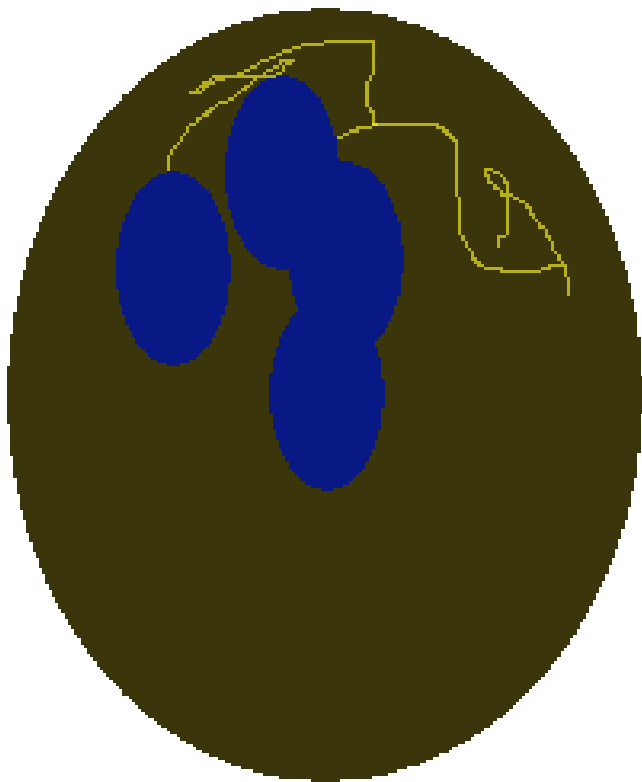
Teacher giving an instruction.



Hearing the Instruction

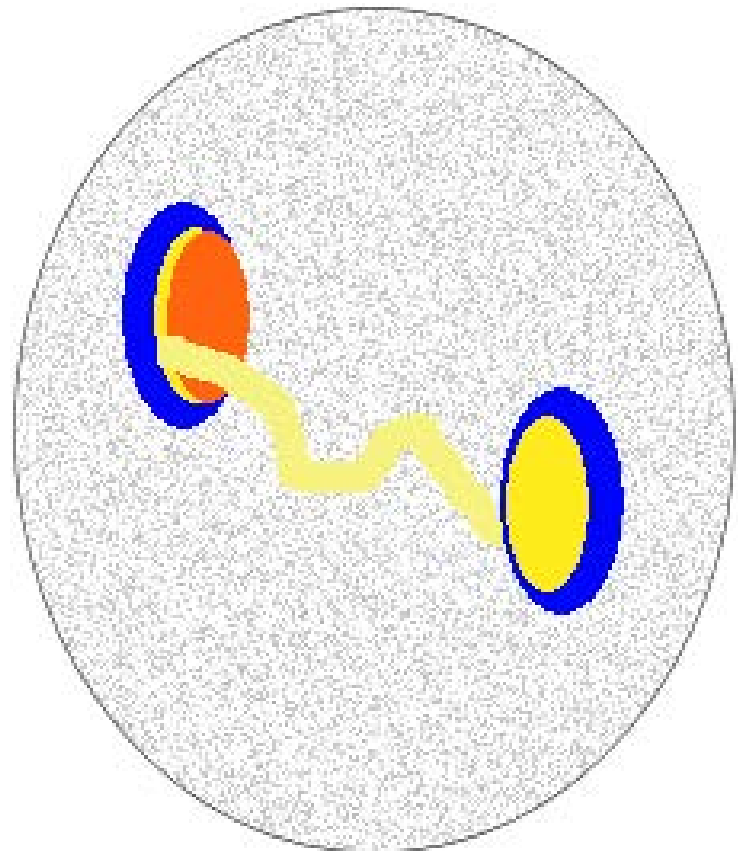
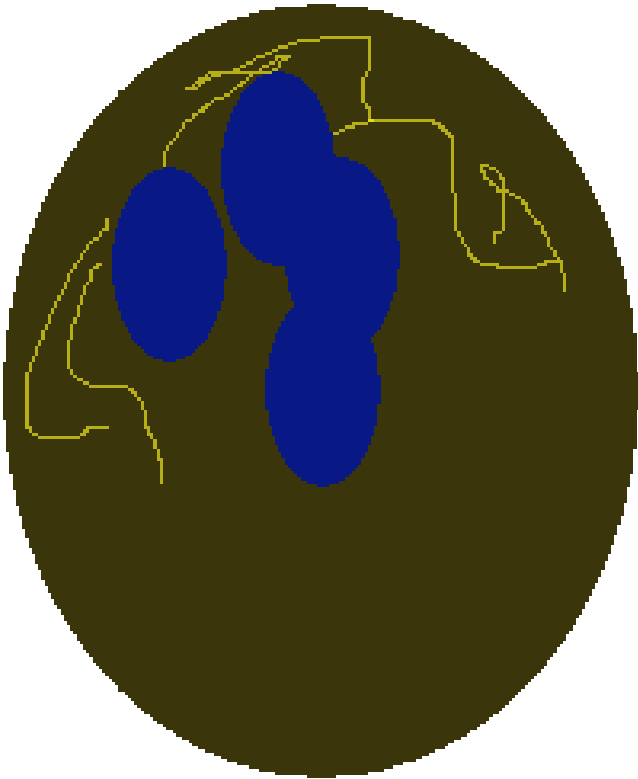


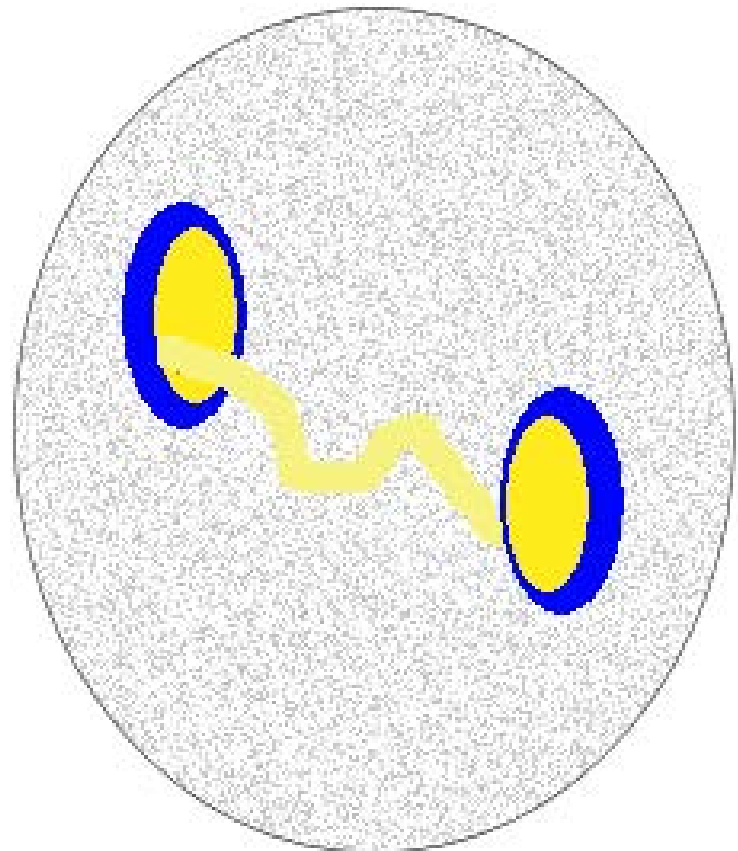
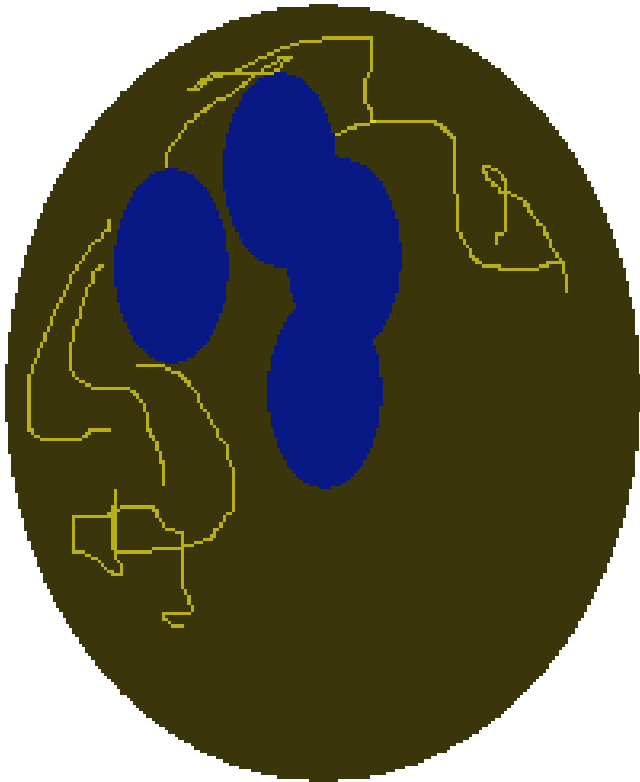


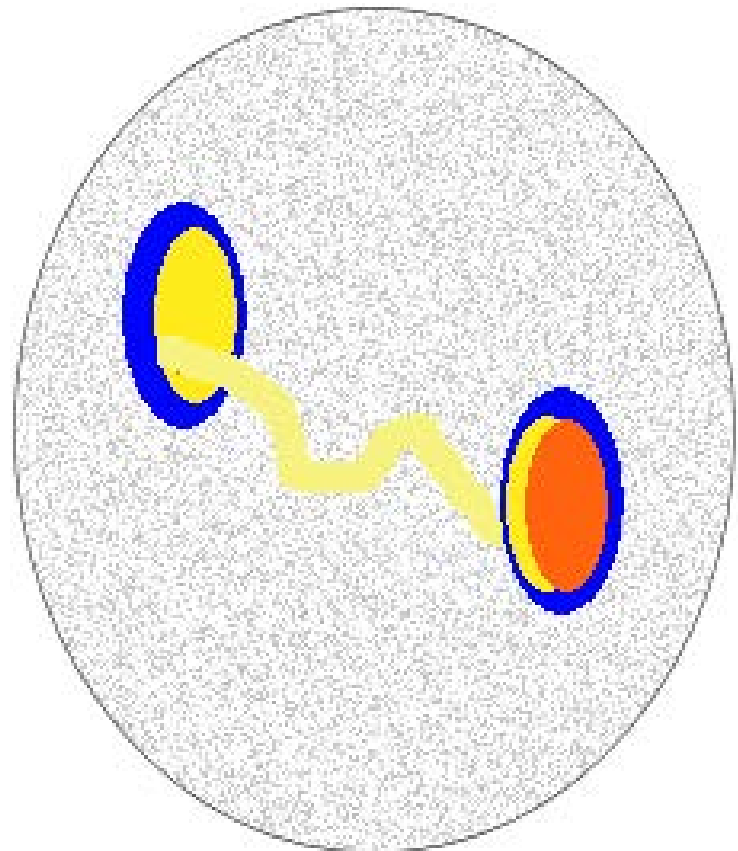
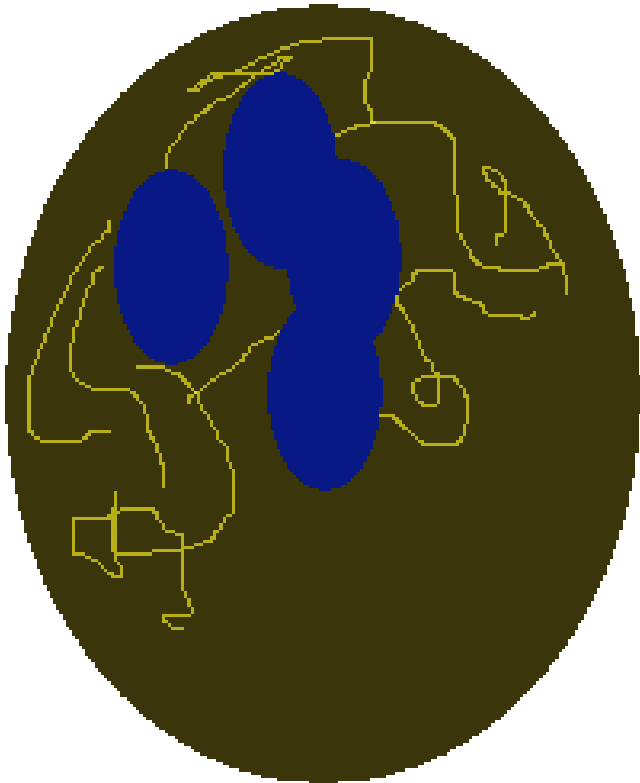


Sorting the Words

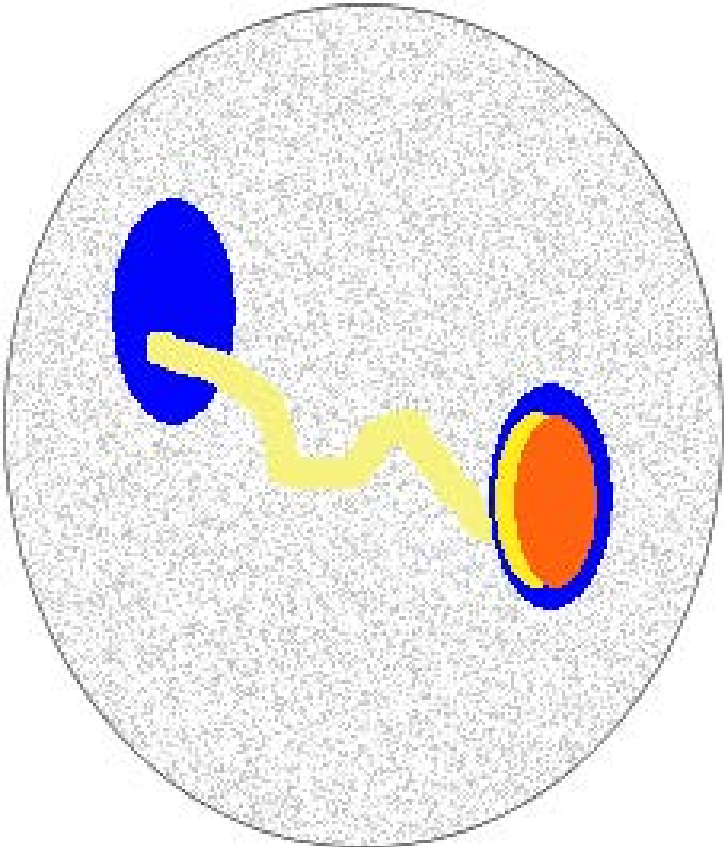
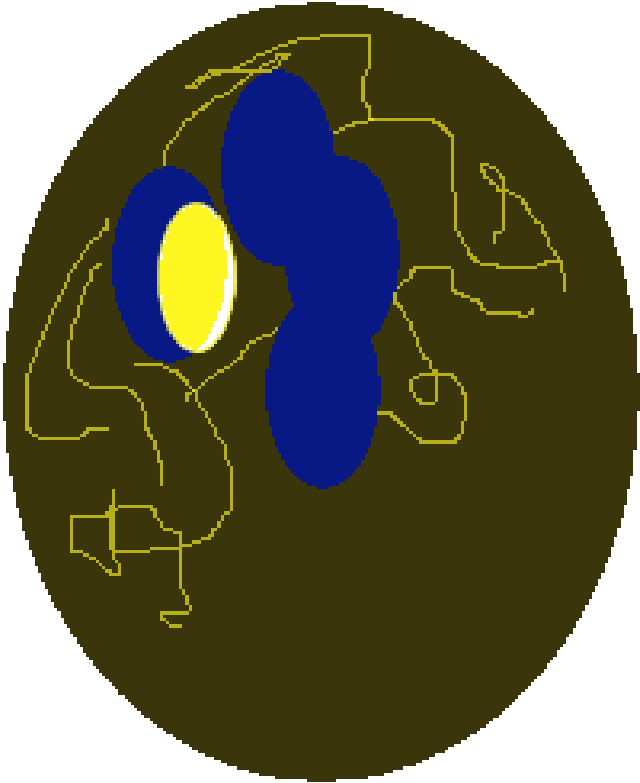
Calculating



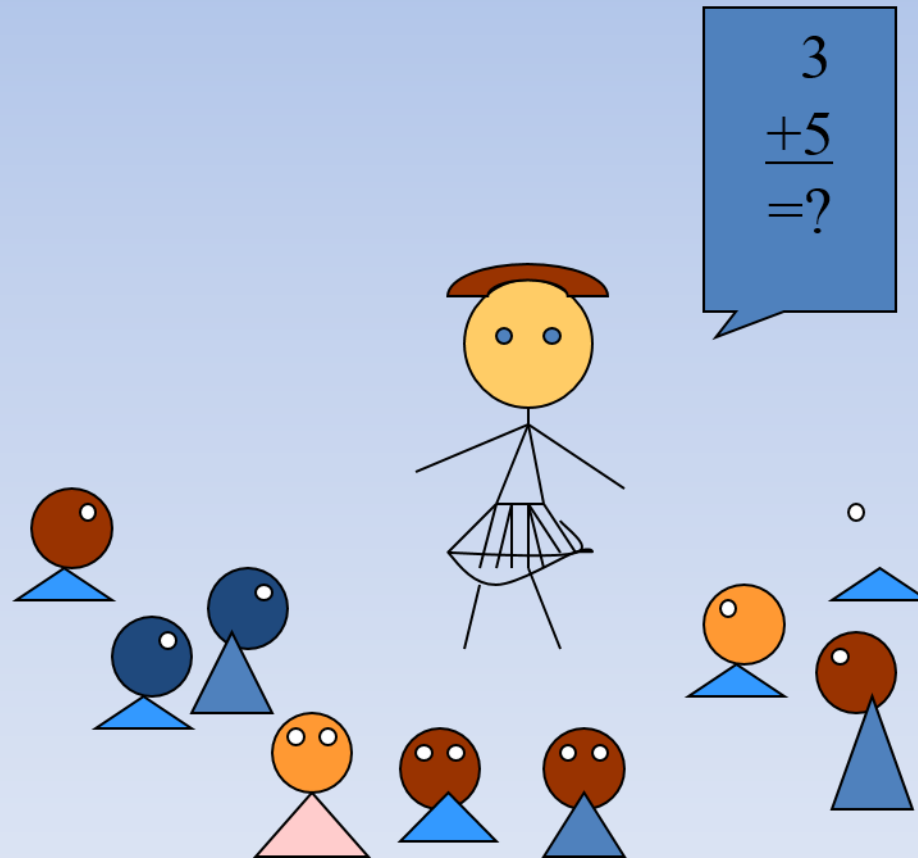


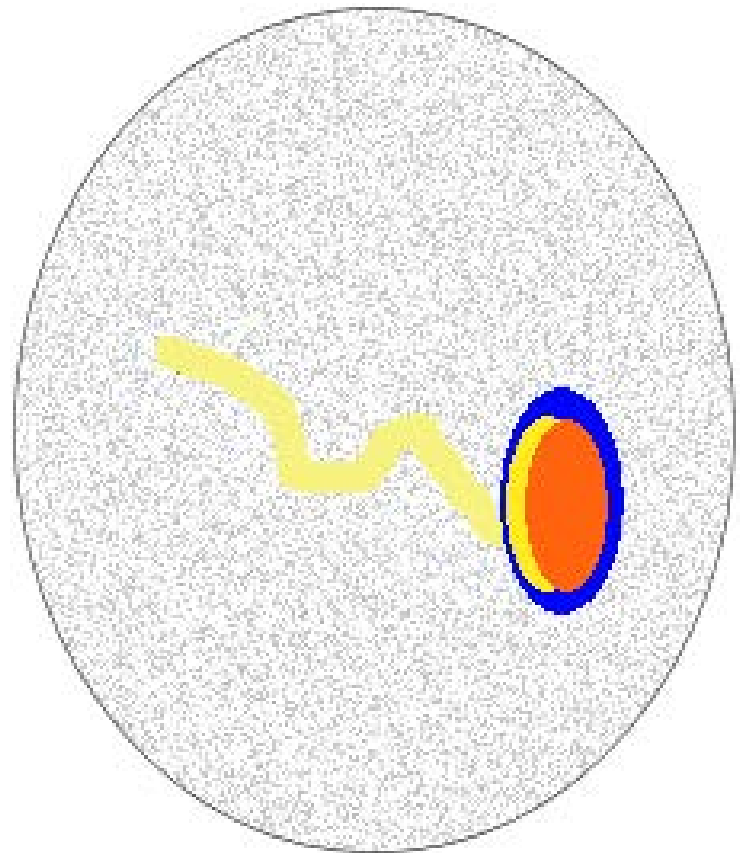


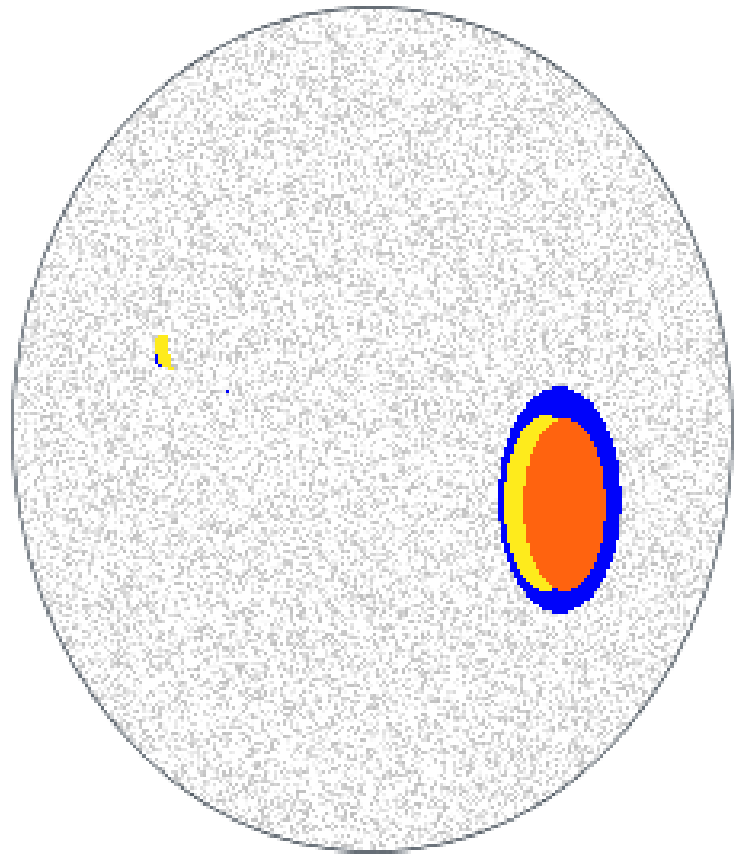
Processing Words



Repeating the Instruction

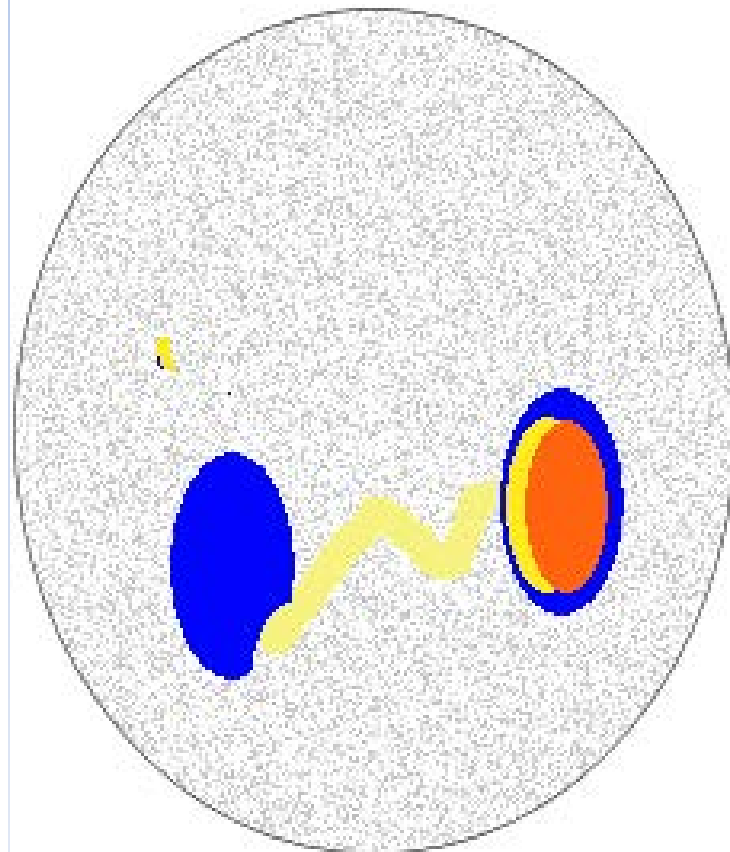
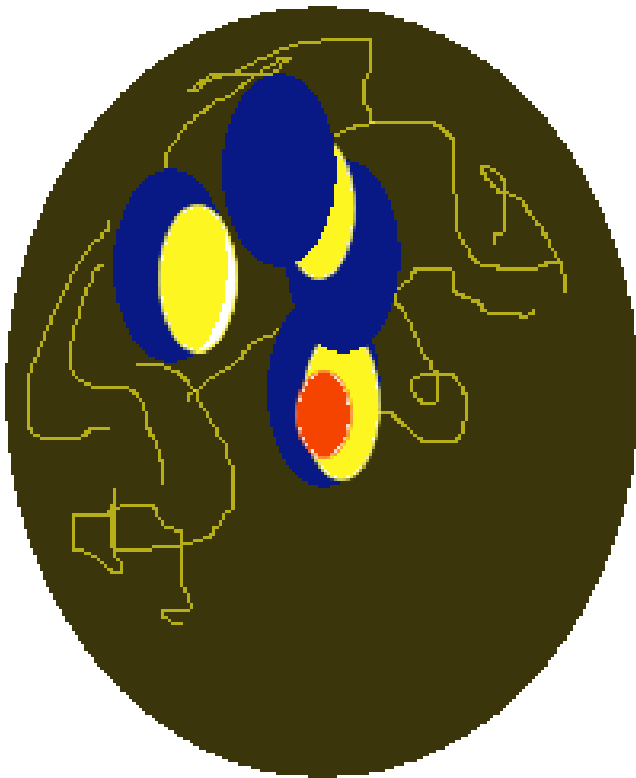


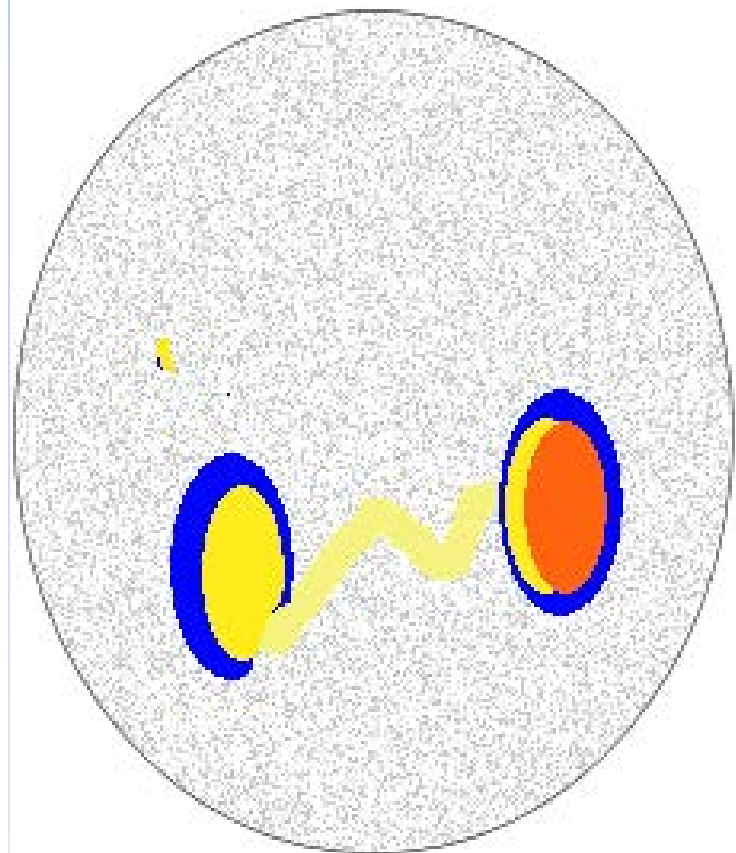


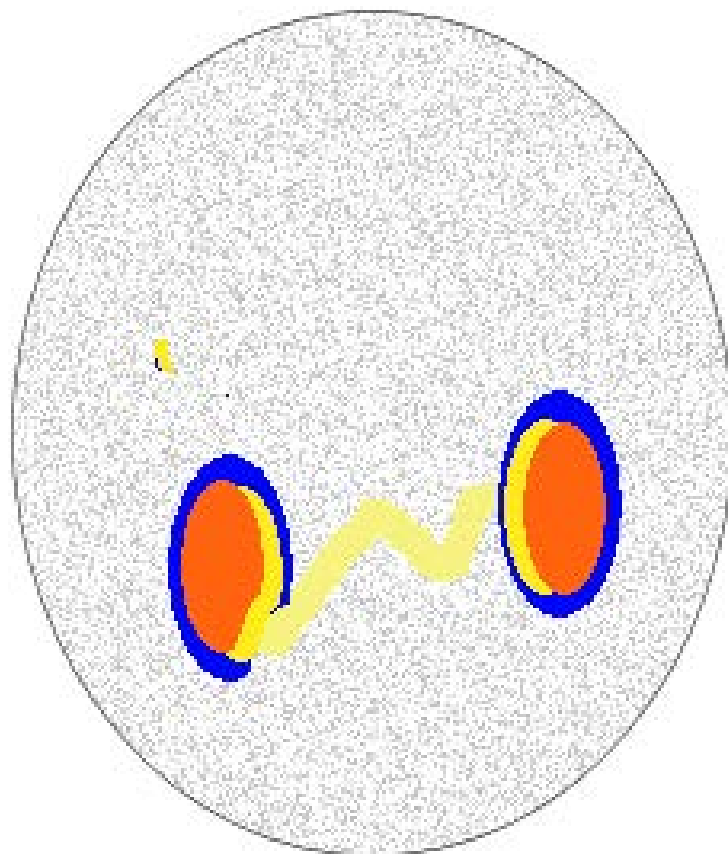
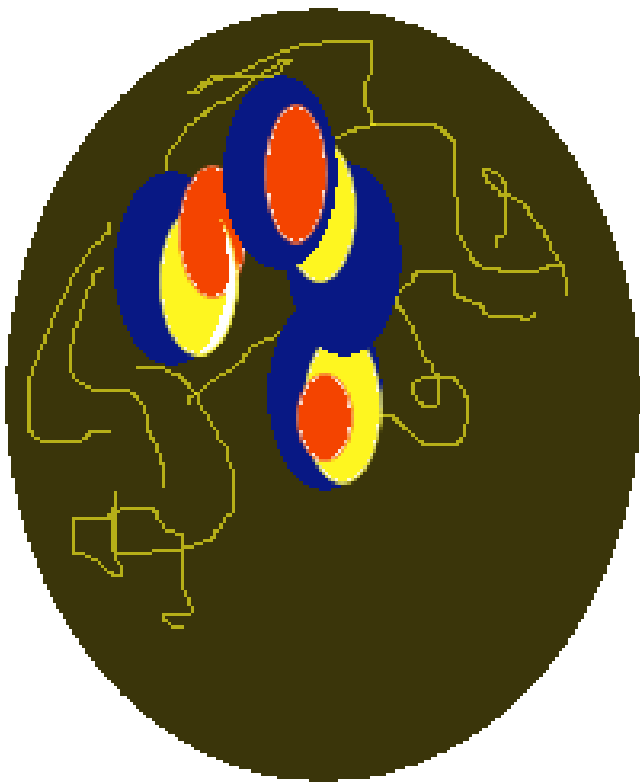


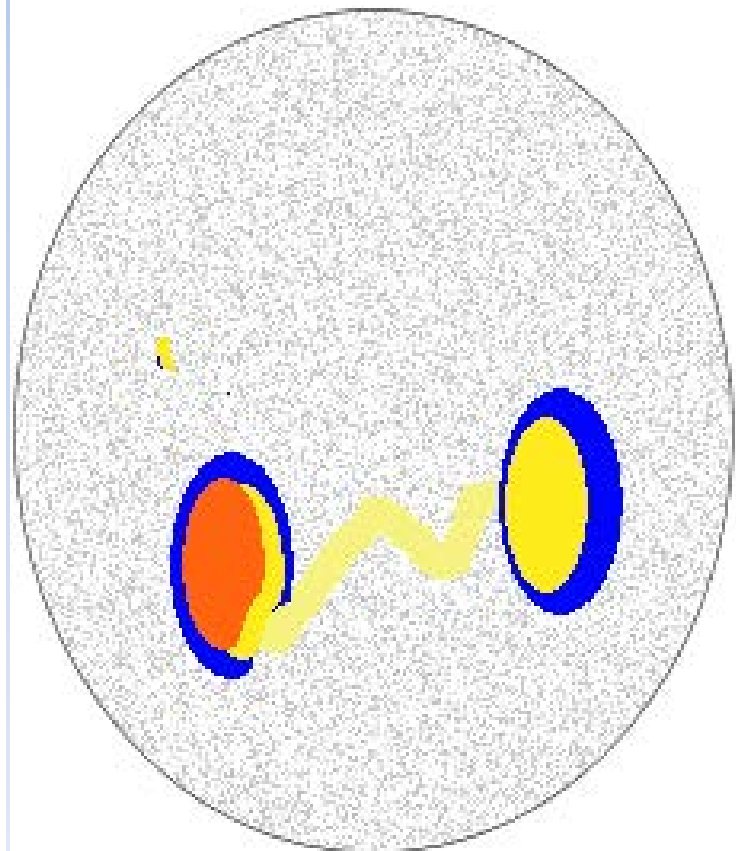
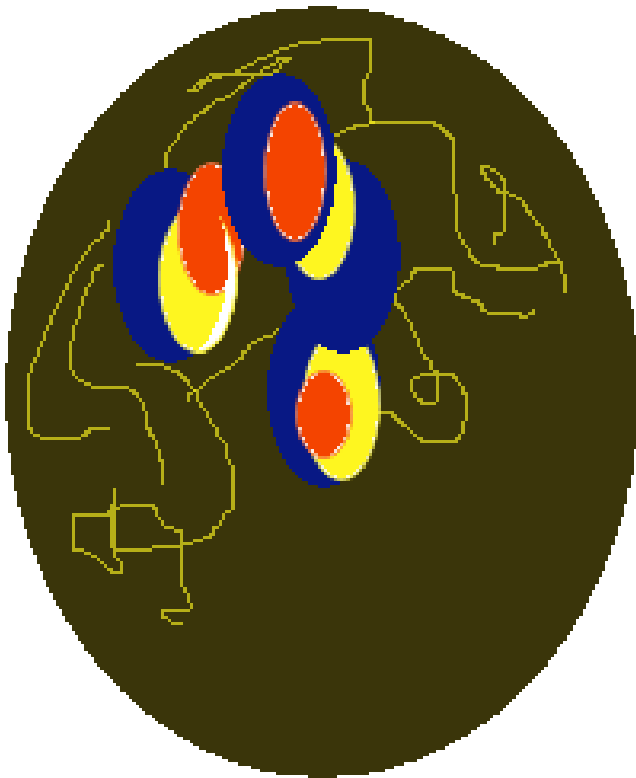
Counting on Fingers

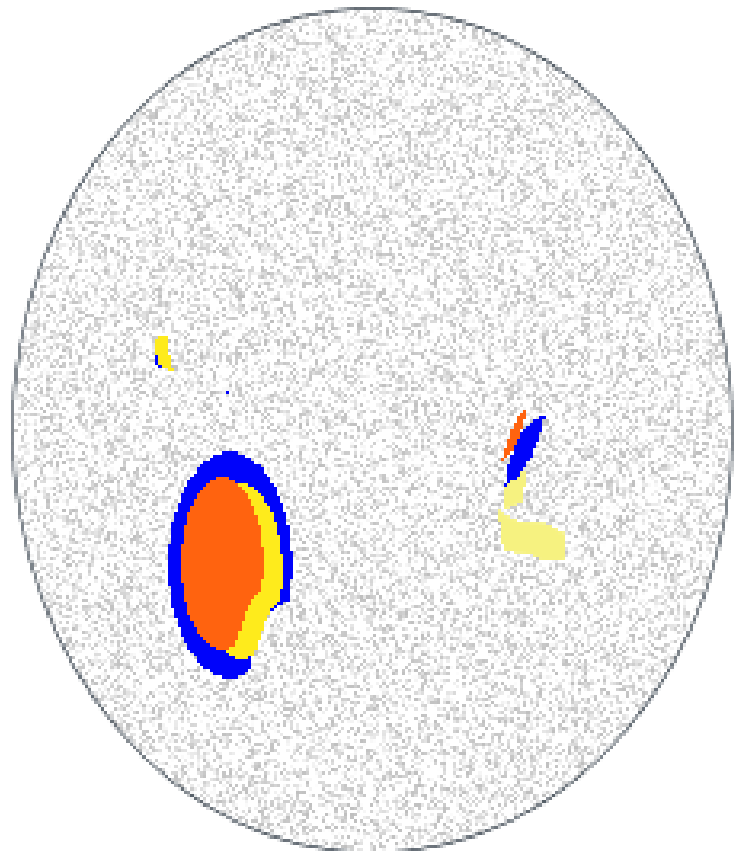
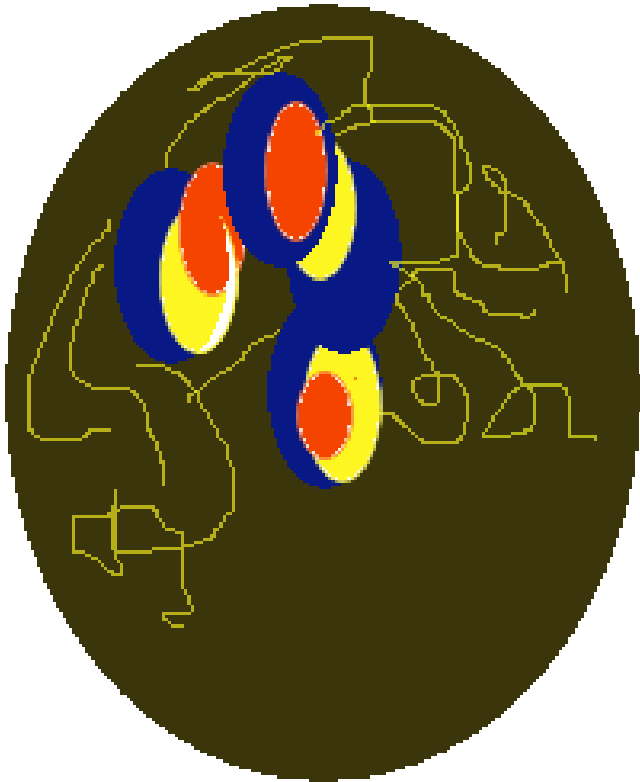
Writing



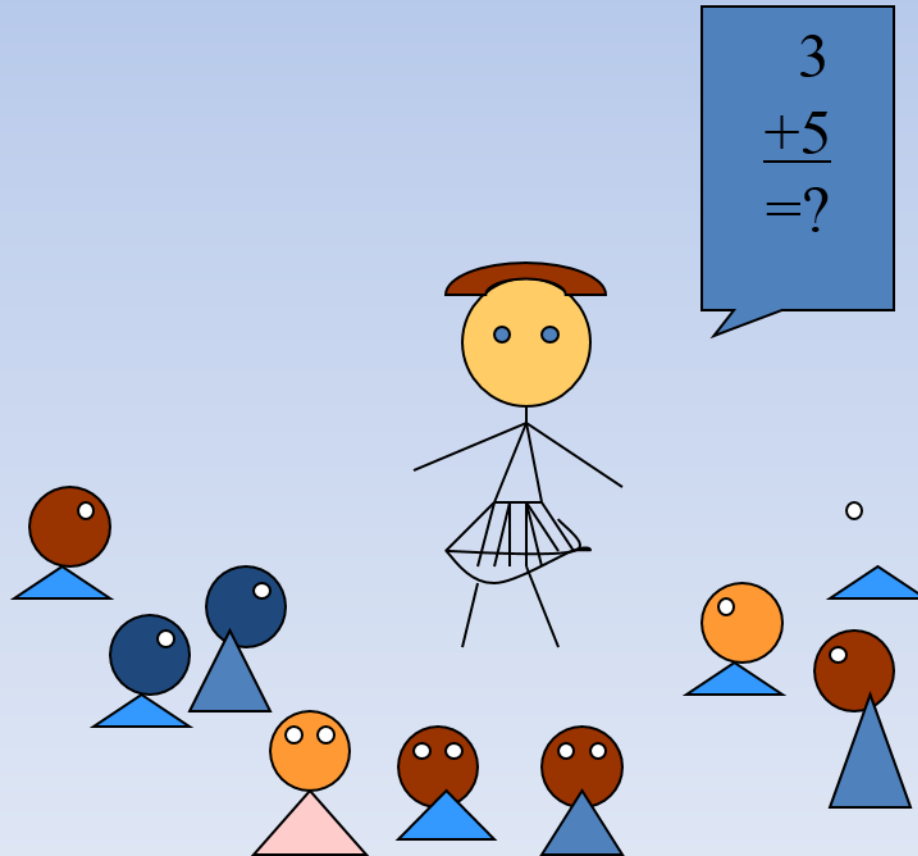




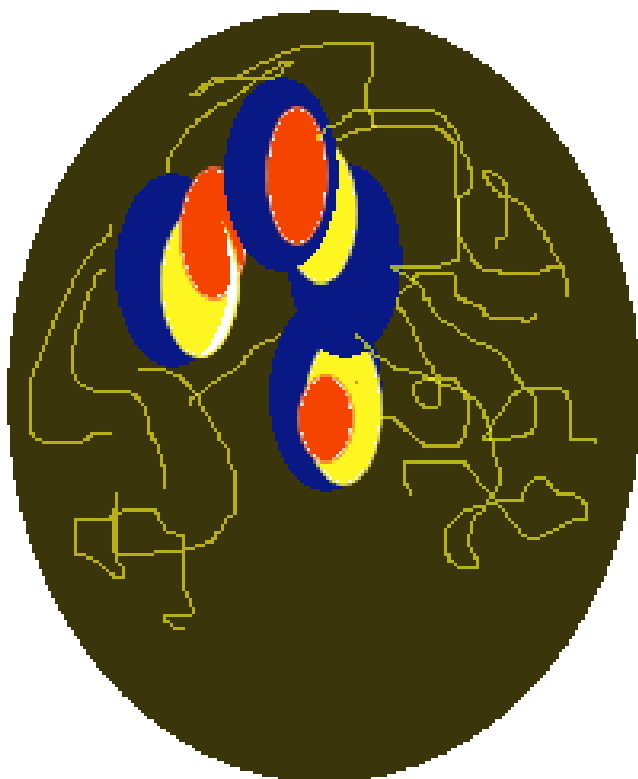




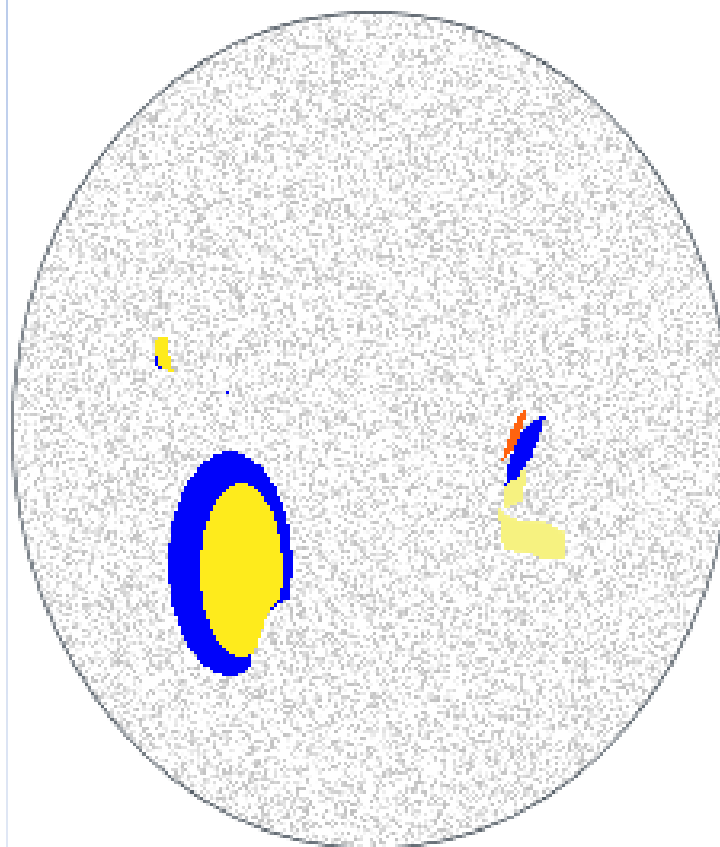
Another Repetition

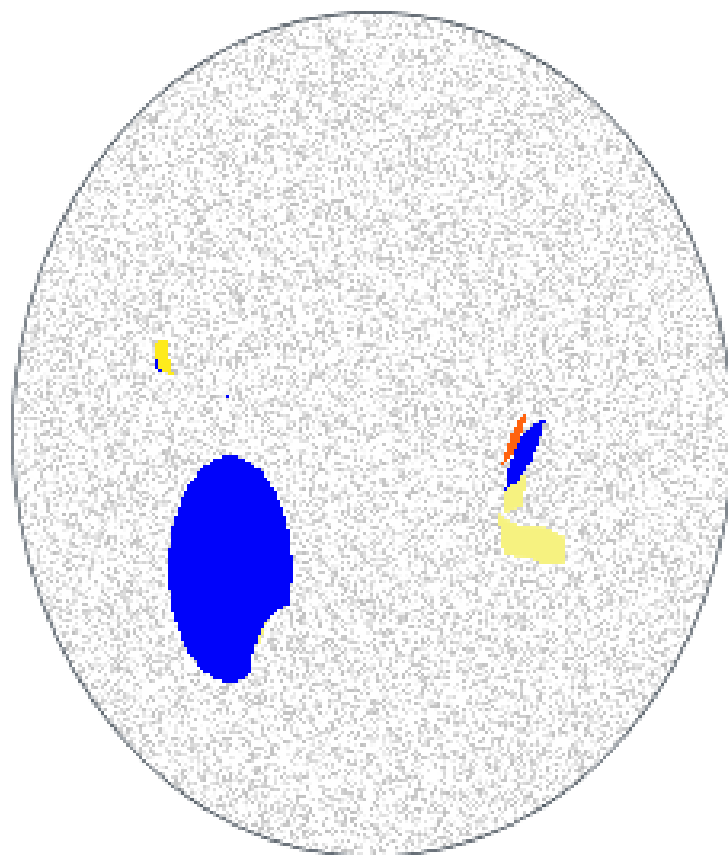
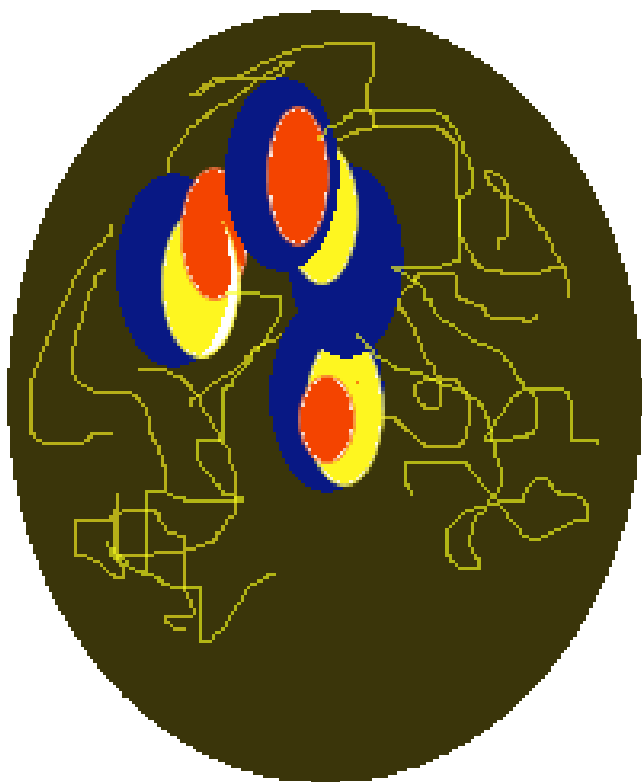


Translating from
Fingers to Number
Symbols

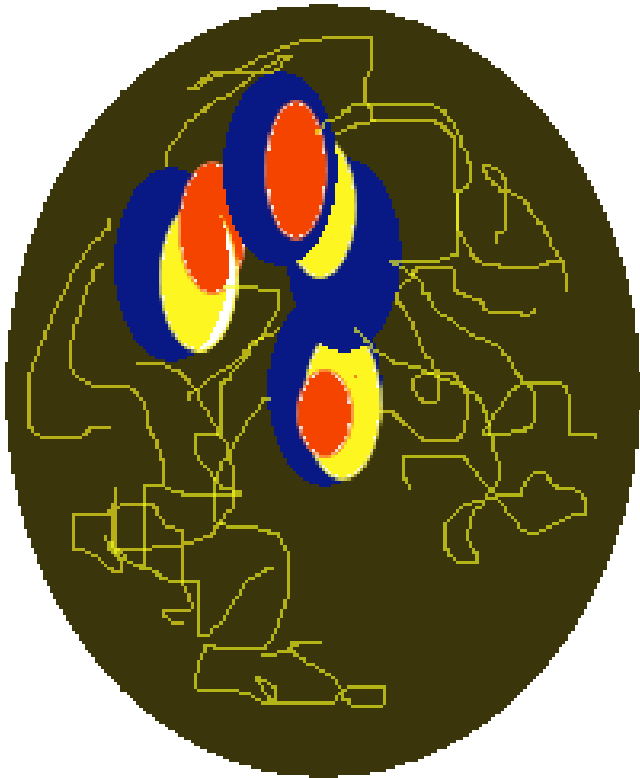


Returning to Resting

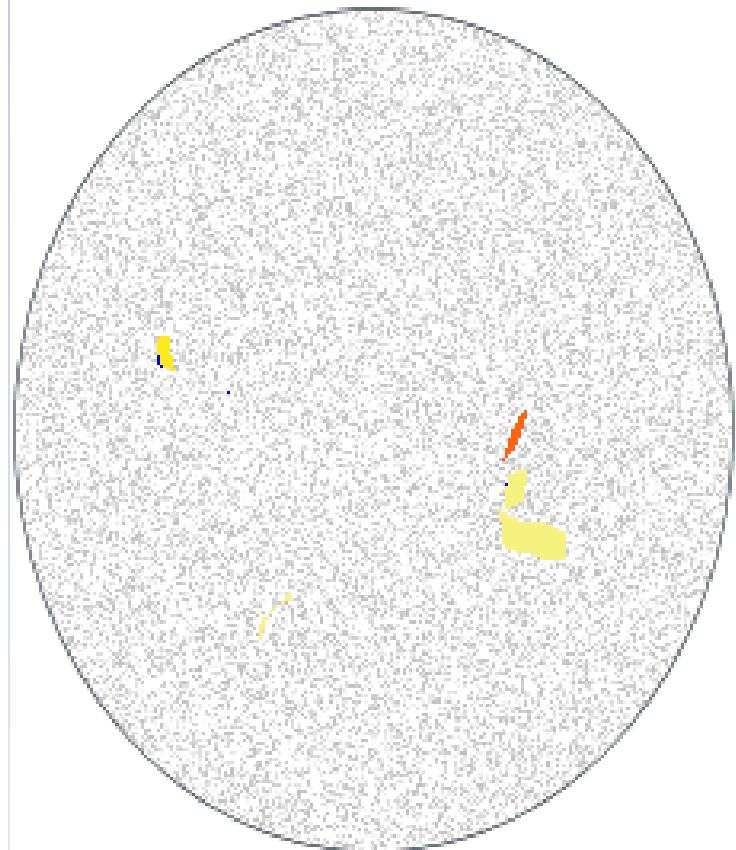




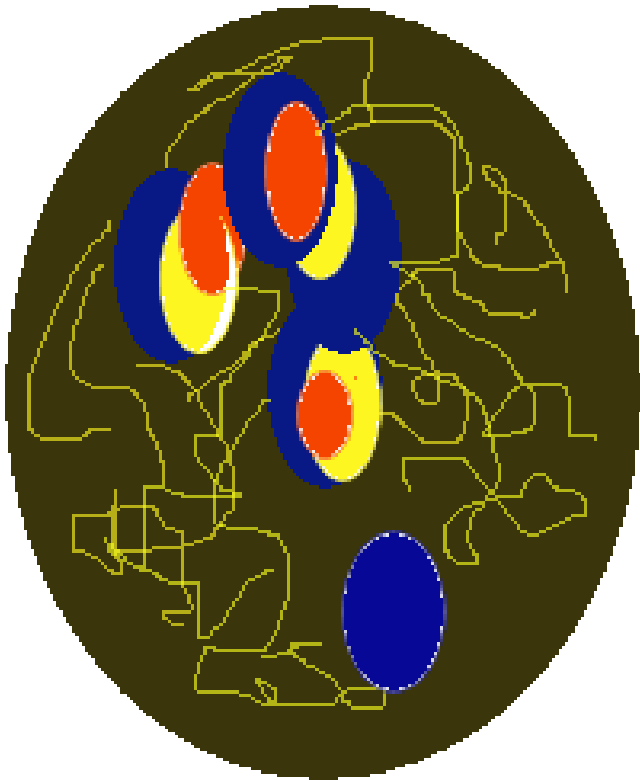
Finding Numbers



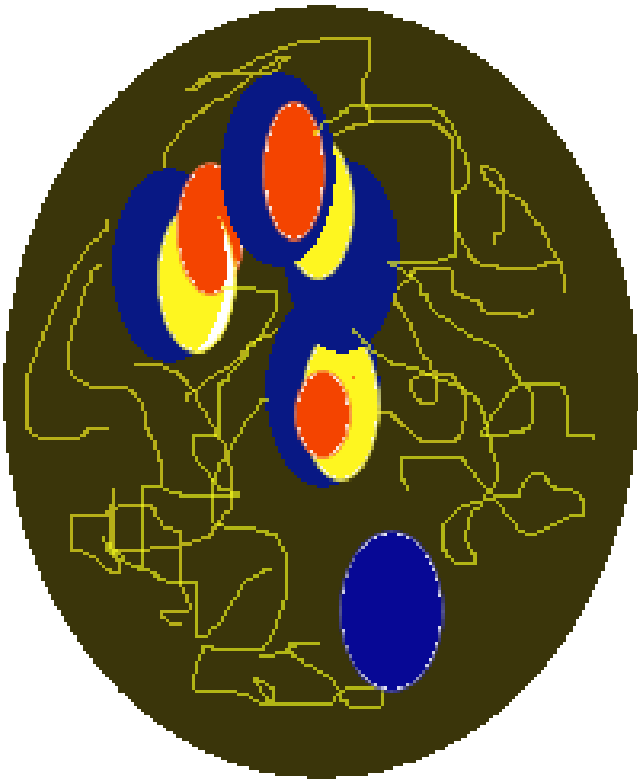
Resting



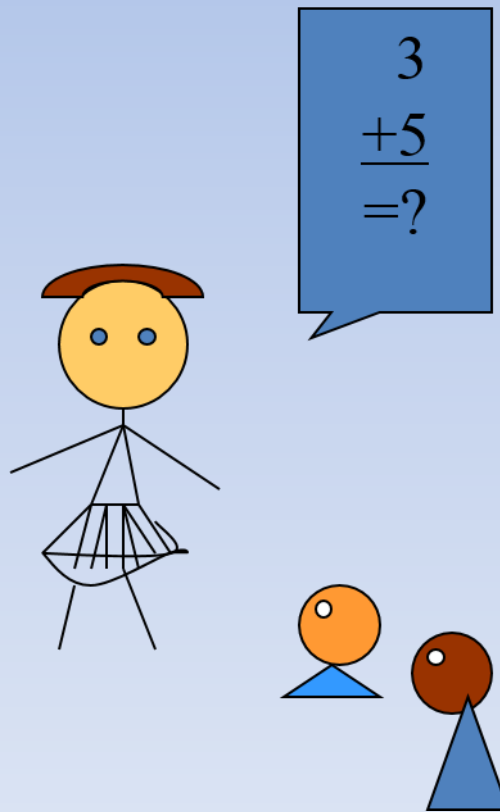
Picking up Pencil



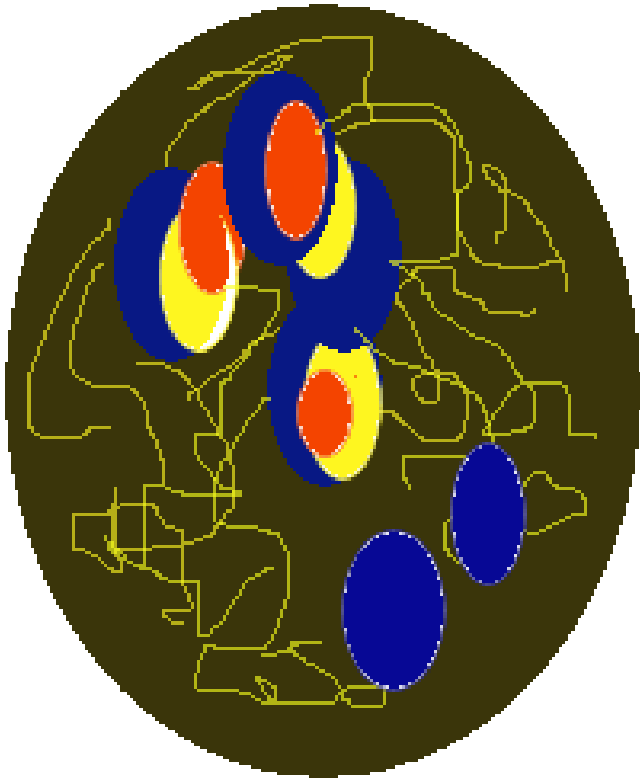
Searching Memory

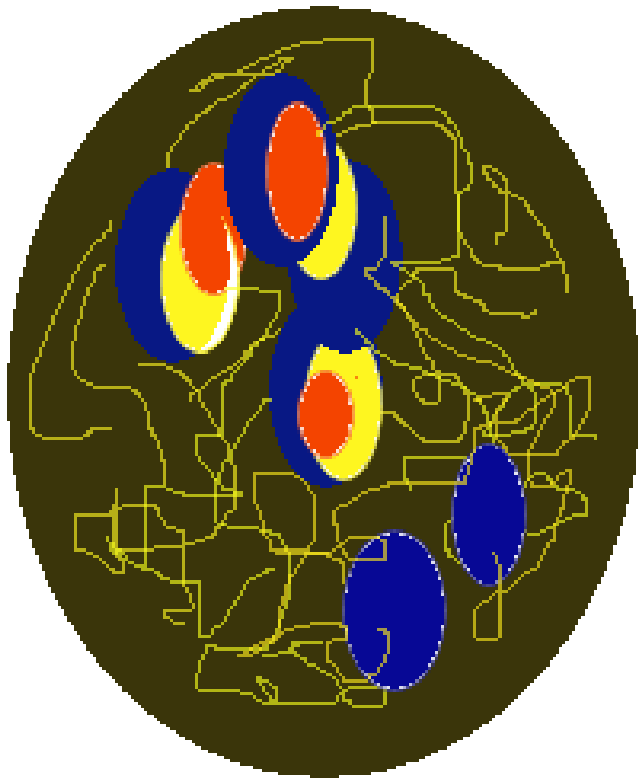


Another Repetition

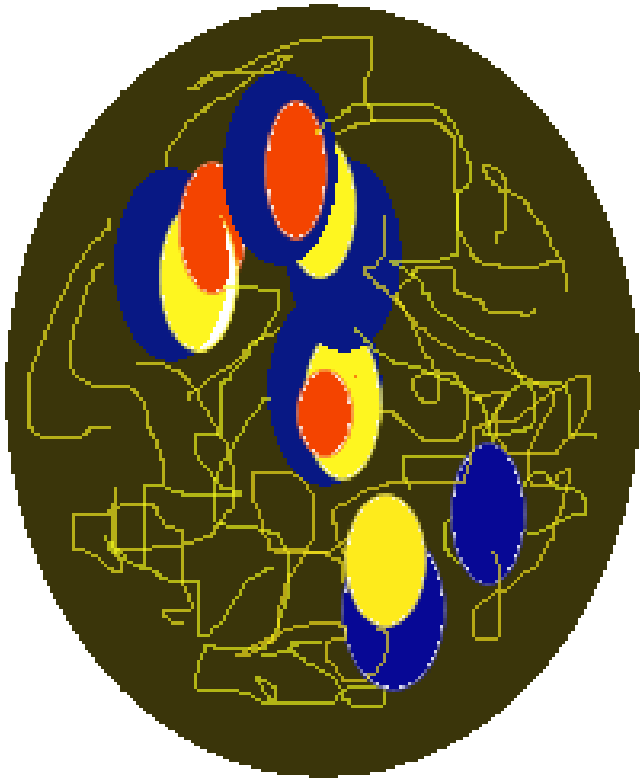


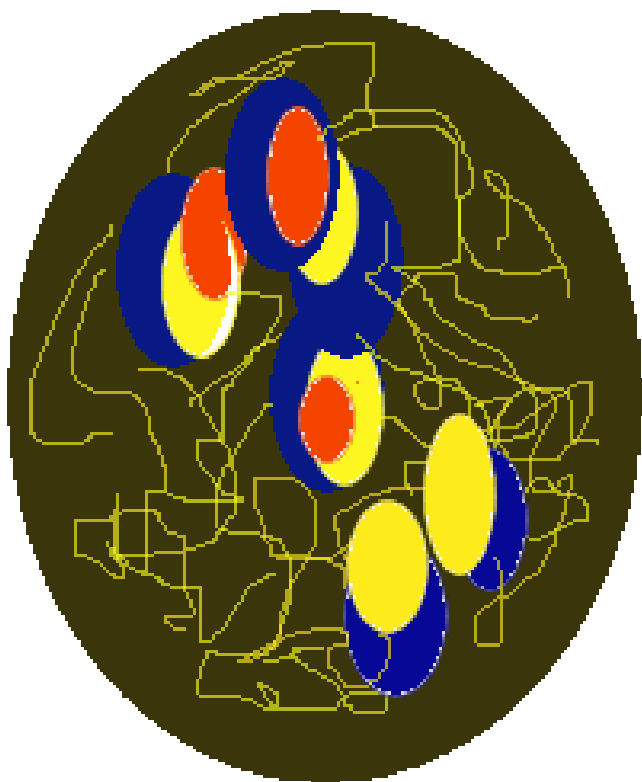
Possible Repetition of All Above Steps



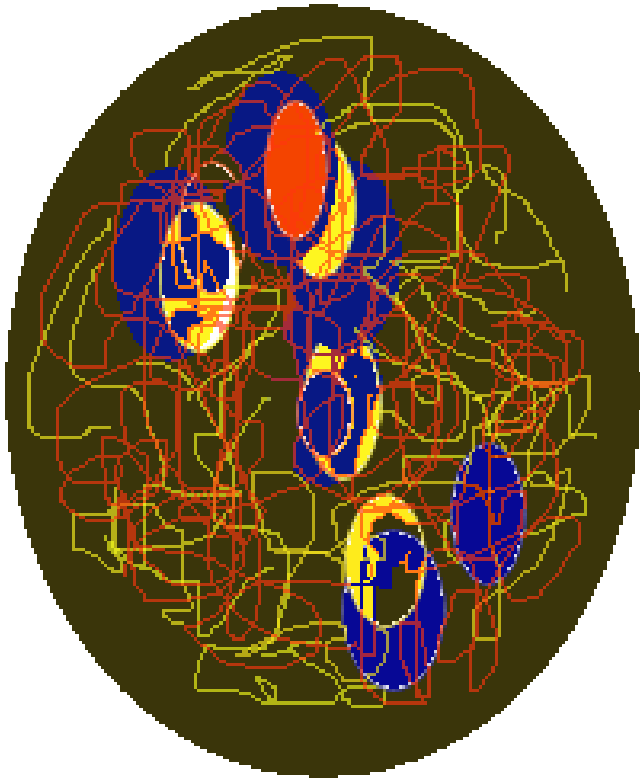


Calculating

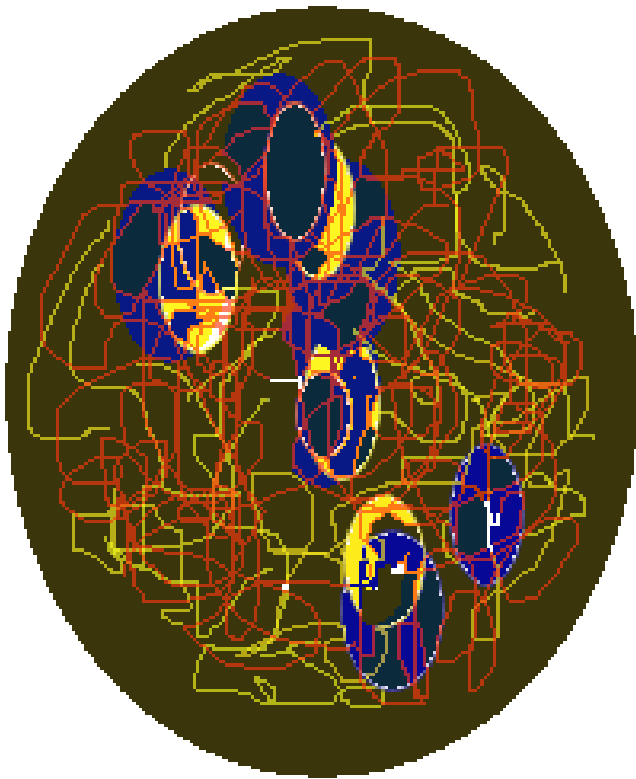


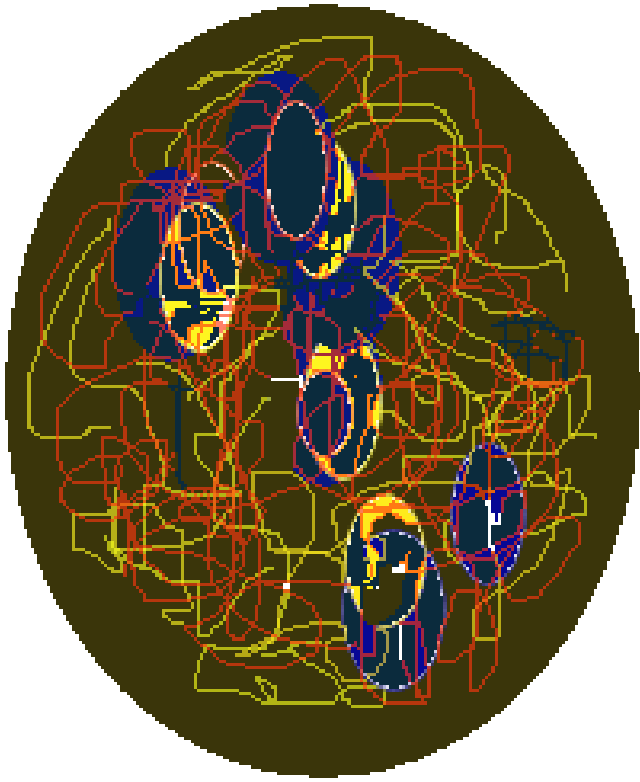


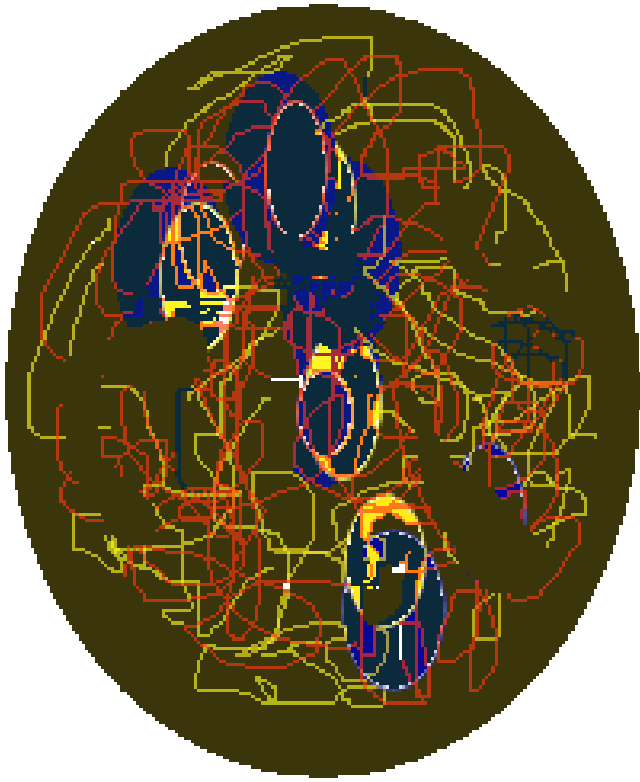
Writing

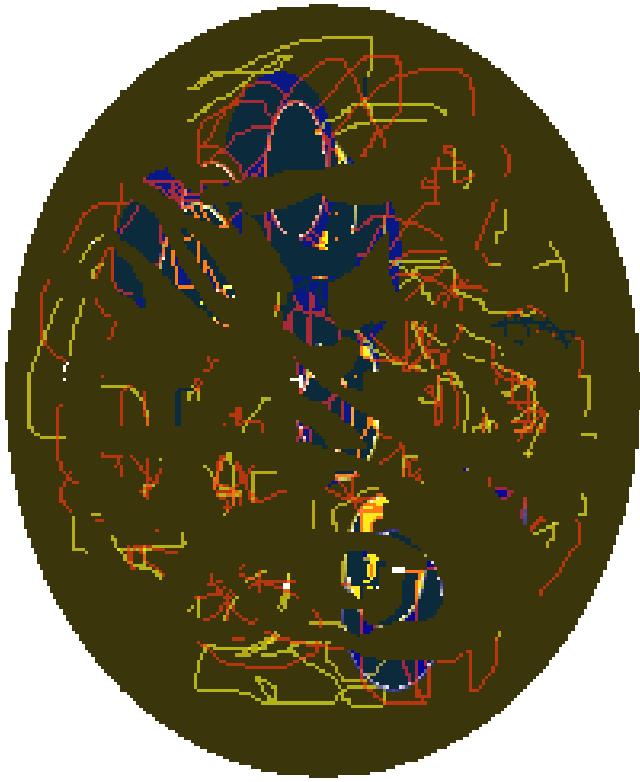


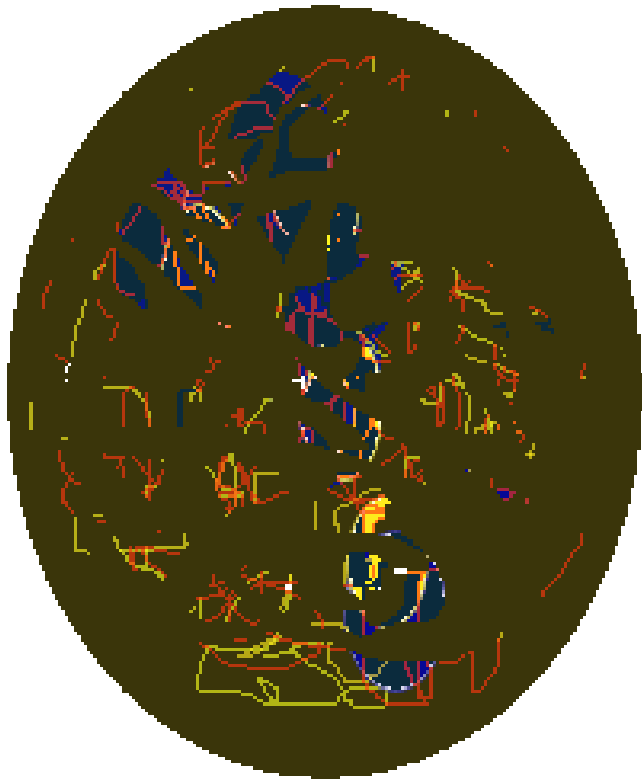
Slowly Returning to Resting

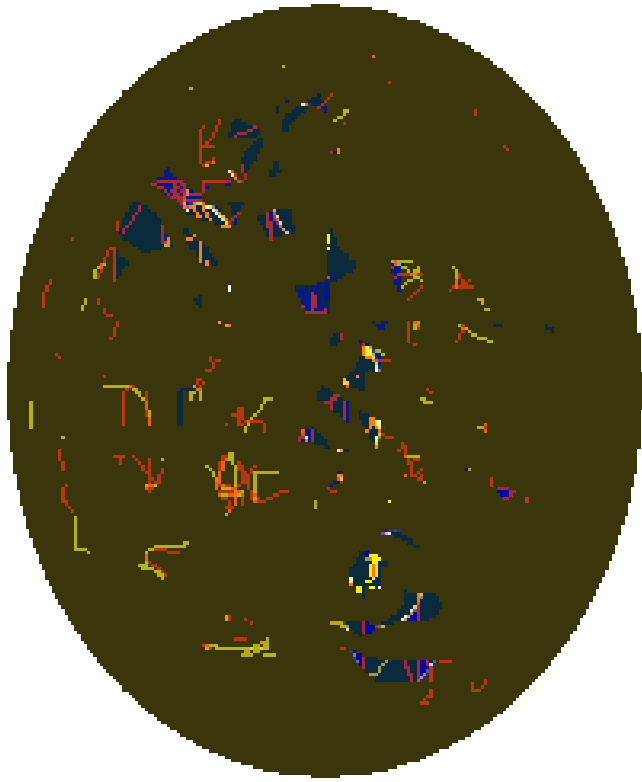




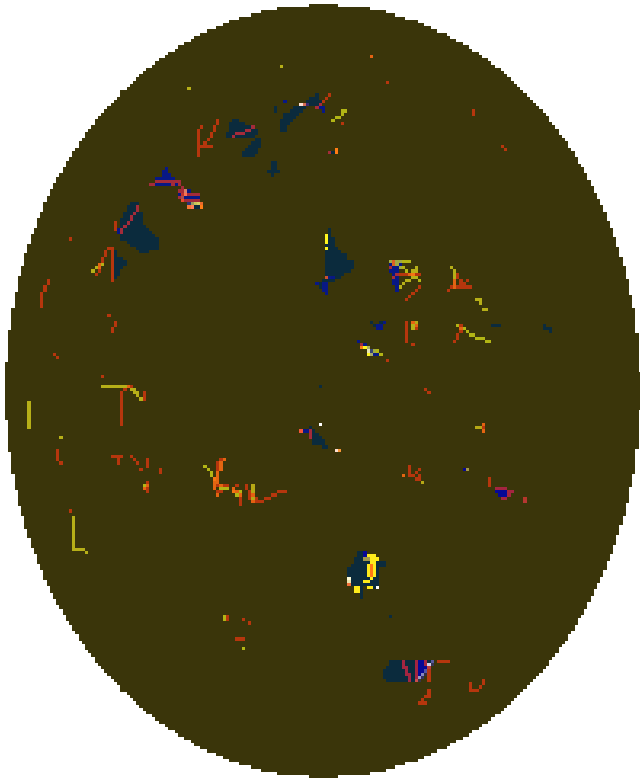




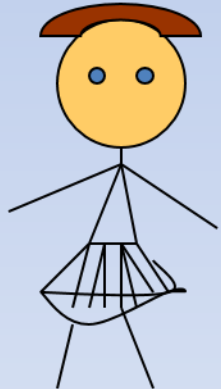




Resting

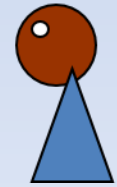


Good work,
Dan.
Good work,
Linda.



$$\begin{array}{r} 3 \\ +5 \\ \hline =8 \end{array}$$

Whew!



And to add to the Problem:

- Many children who were prenatally exposed to alcohol also suffer through Adverse Childhood Experiences (ACES)

So what do we *DO*?

- Adjust our Approach using Essential Elements
- Pay attention to Developmental Age
- Incorporate the 8 Magic Keys
- When things aren't working, use SOAP.



Correcting Misinterpretations

Behavior	Misinterpretation	Correct Interpretation
<i>Non-compliance</i>	<ul style="list-style-type: none"> ▪ Willful misconduct ▪ Stubborn ▪ Attention Seeking 	<ul style="list-style-type: none"> ▪ Difficulty translating verbal directions into action ▪ Doesn't understand
<i>Repeatedly makes same mistakes</i>	<ul style="list-style-type: none"> ▪ Manipulative ▪ Willful misconduct ▪ Not trying, being lazy 	<ul style="list-style-type: none"> ▪ Cannot link cause to effect ▪ Can't see similarities ▪ Difficulty generalizing ▪ Memory deficits ▪ Doesn't understand
<i>Often late</i>	<ul style="list-style-type: none"> ▪ Lazy ▪ Poor parenting ▪ Not caring about the time 	<ul style="list-style-type: none"> ▪ Doesn't understand abstract concept of time ▪ May not feel time passing
<i>Out of seat behavior</i>	<ul style="list-style-type: none"> ▪ Willful Pest 	<ul style="list-style-type: none"> ▪ Sensory overload ▪ Neurologically-based need to move while learning

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Correcting Interpretations (continued)

Behavior	Misinterpretation	Correct Interpretation
<i>Poor social judgment</i>	<ul style="list-style-type: none"> ▪ Poor parenting ▪ Willful misconduct ▪ Making poor choices 	<ul style="list-style-type: none"> ▪ Younger developmental age ▪ Doesn't understand verbal directions ▪ Not able to interpret social cues from peers ▪ Doesn't know what to do
<i>Overly physical</i>	<ul style="list-style-type: none"> ▪ Willful misconduct ▪ Deviancy 	<ul style="list-style-type: none"> ▪ Hyper or hypo sensitive to touch ▪ Doesn't understand social cues related to boundaries
<i>Doesn't work independently</i>	<ul style="list-style-type: none"> ▪ Willful misconduct ▪ Poor parenting 	<ul style="list-style-type: none"> ▪ Chronic memory problems ▪ Can't translate verbal directions into action ▪ Directions are given in abstract terms

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Developmental Age!



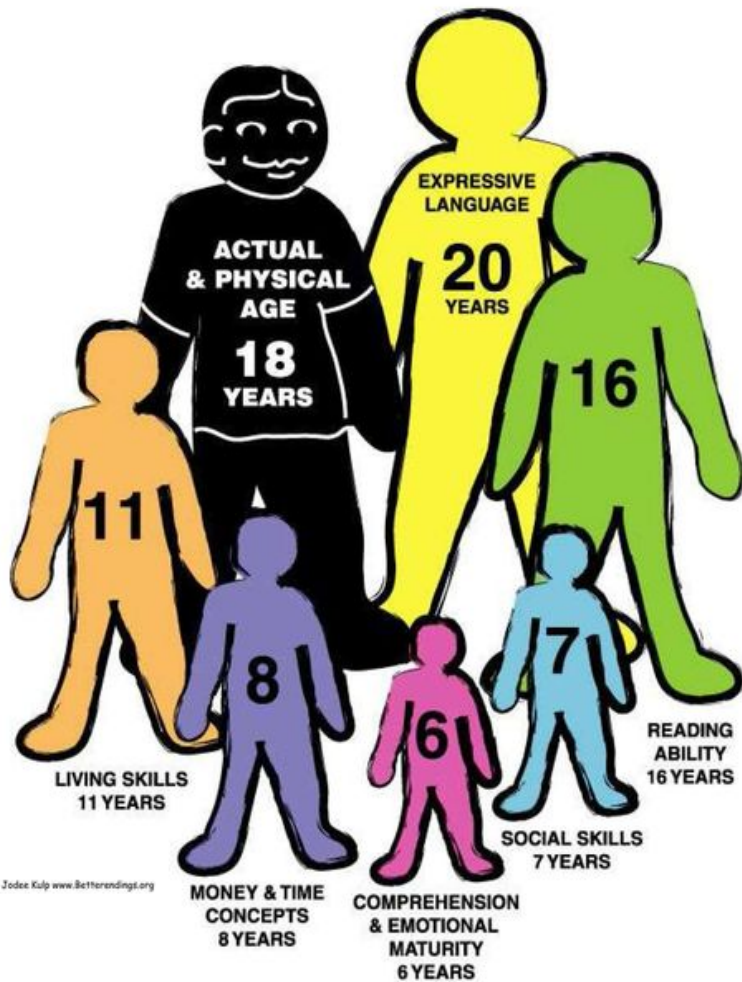
16 years

Developmental Age
vs.
Chronological Age



< 8 years

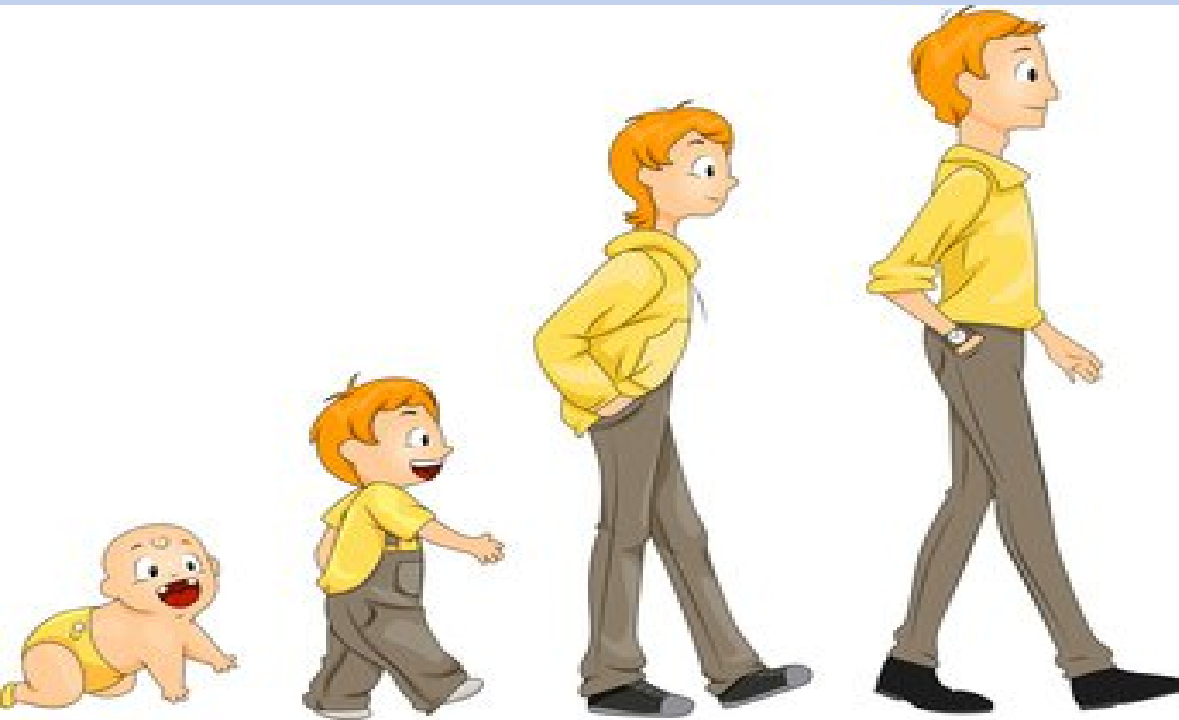
Developmental Age!



Vineland Adaptive Behavior Scale II



25+ instead of 18



Ask 4 Thoughtful Questions

1. What is my student's *Developmental Age*?
2. Would this behavior be more normal/typical if that was his/her actual Chronological Age?
3. What is it that the student *does not understand*?
4. How can we help develop appropriate *Habit Patterns of Behavior* with or without current deeper understanding?

1st Adjust our Approach

1. Meet the Challenge
2. Families and FASD
3. Try a Different Approach
4. Establish a Structure
5. Observe Behavior
6. Interpret Behavior

7. The Physical Environment
8. Use Concrete/Literal Language
9. FASD and Memory
10. Academic and Social Skills
11. Transitions
12. Measure Success

8 Magic Keys

1. Concrete
2. Consistency
3. Repetition
4. Routine
5. Simplicity
6. Specific
7. Structure
8. Supervision

* *Master Key: Trusted Relationship*

What do we do when something we try doesn't work?



When things aren't working use SOAP

- Stop Action
- Observe
- Assess
- Plan



Is it Working?

- If yes, continue with that level of support
- If no, start at the beginning again.
- Where are the breaks in the chain of support?



When all else fails, use magic:

Simplify!



We have had some astounding
results:



Let's Practice with a few Real Life Case Studies:



Questions?

God give me the serenity
to accept the things I cannot change,
the courage to change the things I can,
and the wisdom to know the difference.



Additional Resources

- <http://www.nofas.org/8-magic-keys-dvd/>
- http://www.education.gov.yk.ca/pdf/publications/fasd_manual_2007.pdf
- POPFASD <https://www.fasdoutreach.ca/>