FASD Solutions

Education & Behavioral Strategies

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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!

Take a look...
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!
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.
SEEING WORDS

GENERATING WORDS

HEARING WORDS

SPEAKING WORDS
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.

\[
\begin{align*}
3 + 5 &= ?
\end{align*}
\]
Hearing the Instruction
Sorting the Words

Calculating
Processing Words
Repeating the Instruction

\[
\begin{align*}
3 + 5 &= ?
\end{align*}
\]
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

\[
\frac{3}{+5} = ?
\]
Possible Repetition of All Above Steps
Calculating
Writing
Slowly Returning to Resting
Resting
Good work, Dan. Good work, Linda.

\[
\begin{align*}
3 + 5 &= 8 \\
\end{align*}
\]

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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Misinterpretation</th>
<th>Correct Interpretation</th>
</tr>
</thead>
</table>
| **Non-compliance**        | - Willful misconduct  
- Stubborn  
- Attention Seeking | - Difficulty translating verbal directions into action  
- Doesn’t understand |
| **Repeatedly makes same mistakes** | - Manipulative  
- Willful misconduct  
- Not trying, being lazy | - Cannot link cause to effect  
- Can’t see similarities  
- Difficulty generalizing  
- Memory deficits  
- Doesn’t understand |
| **Often late**            | - Lazy  
- Poor parenting  
- Not caring about the time | - Doesn’t understand abstract concept of time  
- May not feel time passing |
| **Out of seat behavior**  | - Willful Pest                                                                 | - Sensory overload  
- Neurologically-based need to move while learning |

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## Correcting Interpretations (continued)

<table>
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<tr>
<th>Behavior</th>
<th>Misinterpretation</th>
<th>Correct Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poor social judgment</strong></td>
<td>▪ Poor parenting&lt;br&gt;▪ Willful misconduct&lt;br&gt;▪ Making poor choices</td>
<td>▪ Younger developmental age&lt;br&gt;▪ Doesn’t understand verbal directions&lt;br&gt;▪ Not able to interpret social cues from peers&lt;br&gt;▪ Doesn’t know what to do</td>
</tr>
<tr>
<td><strong>Overly physical</strong></td>
<td>▪ Willful misconduct&lt;br&gt;▪ Deviancy</td>
<td>▪ Hyper or hypo sensitive to touch&lt;br&gt;▪ Doesn’t understand social cues related to boundaries</td>
</tr>
<tr>
<td><strong>Doesn’t work independently</strong></td>
<td>▪ Willful misconduct&lt;br&gt;▪ Poor parenting</td>
<td>▪ Chronic memory problems&lt;br&gt;▪ Can’t translate verbal directions into action&lt;br&gt;▪ Directions are given in abstract terms</td>
</tr>
</tbody>
</table>
Developmental Age!

Developmental Age vs. Chronological Age

16 years

< 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/
• POPFASD https://www.fasdoutreach.ca/