



Students with FASD

Simple strategies for behavioral and academic success.

Deb Evensen MA



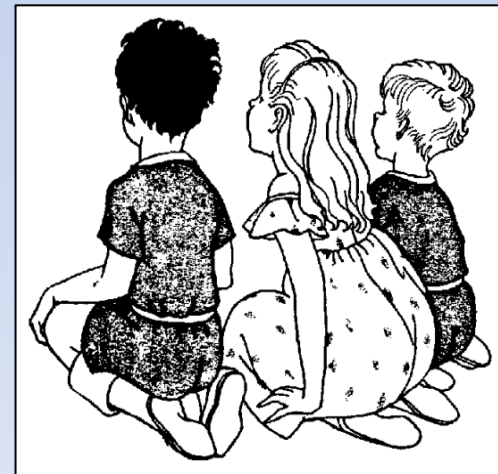
Children with FASD are:



the educational system's
Canaries in the Mine

What currently happens to most students with FASD?

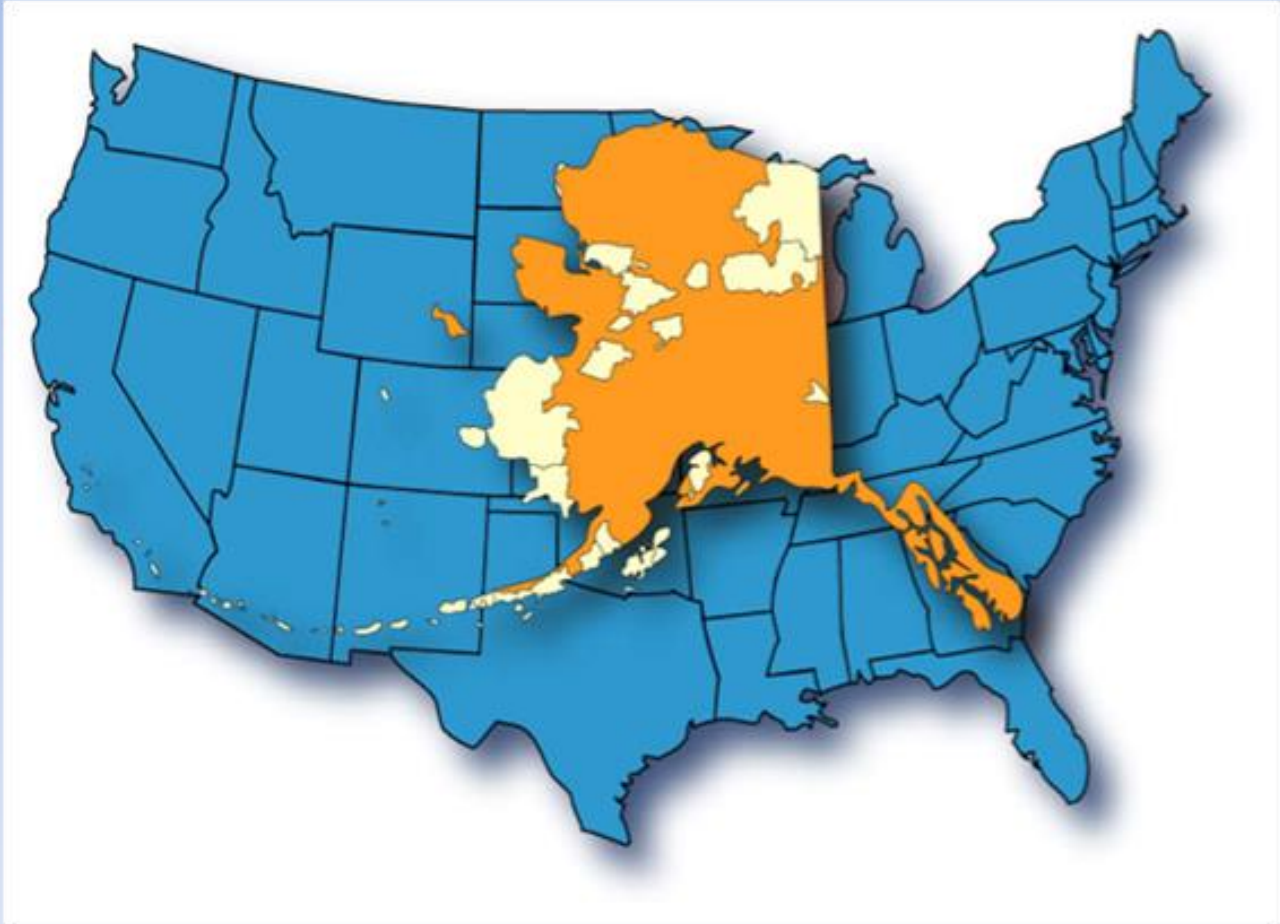
- Early Childhood - *when they do/perform the best they're going to do in our system*
- Elementary Grades - *we start to see problems*
- Middle/Junior High - *they start to fall through the cracks*
- High School - *we lose most of them*



The Edge of the Cliff...



2-5% of all children in the US have a FASD
-Dr. Phillip May 2011



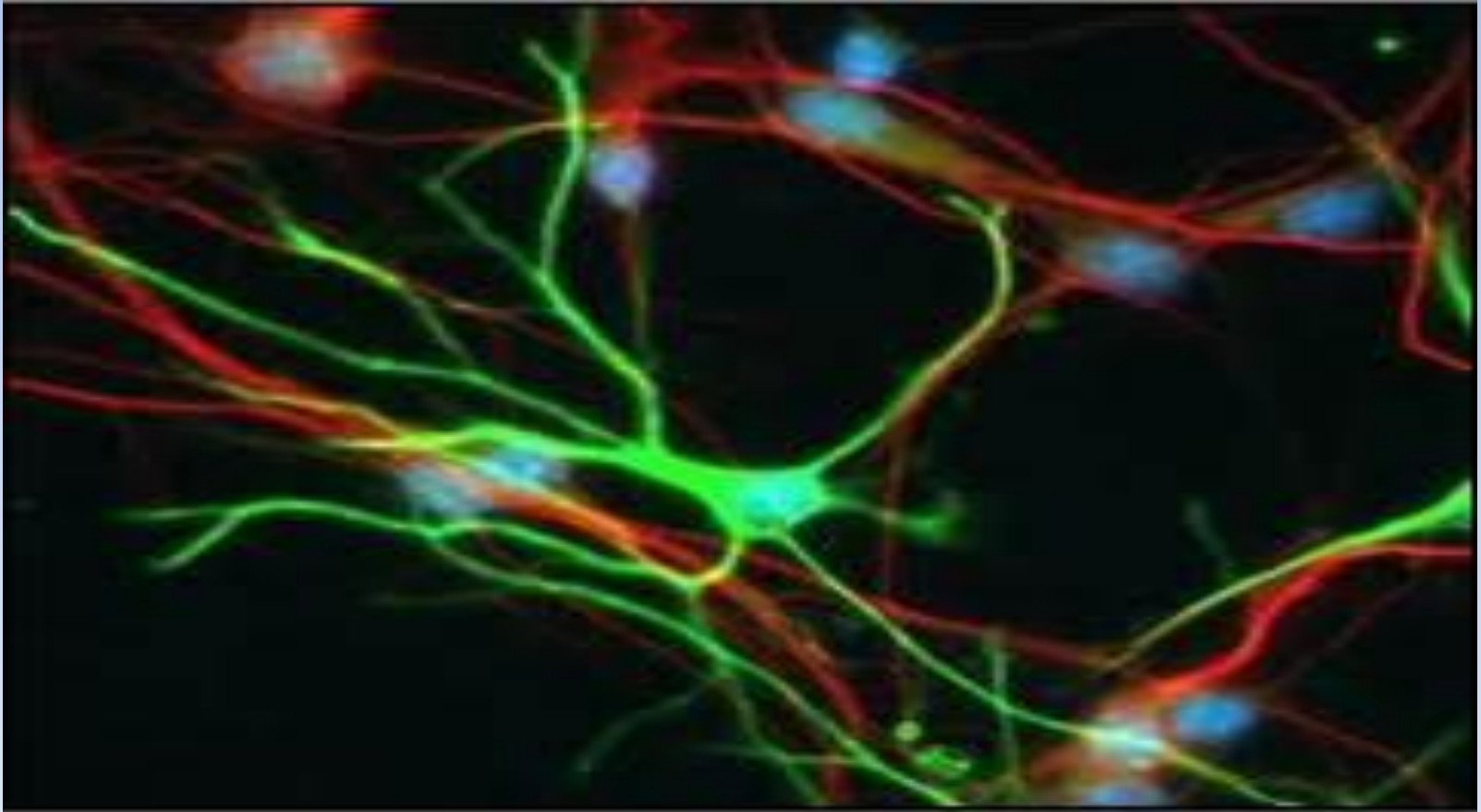
“This of the unjustness of having an affliction where
you appear to understand more than you do.”

Stuart Whitley

Minister of Health & Social Service

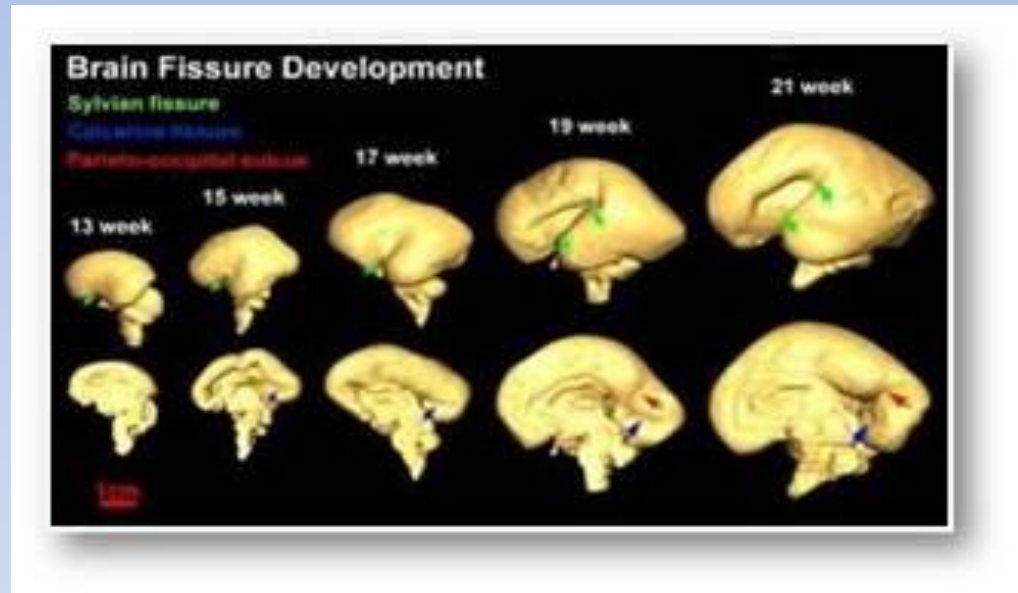
Yukon Territory, Canada

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

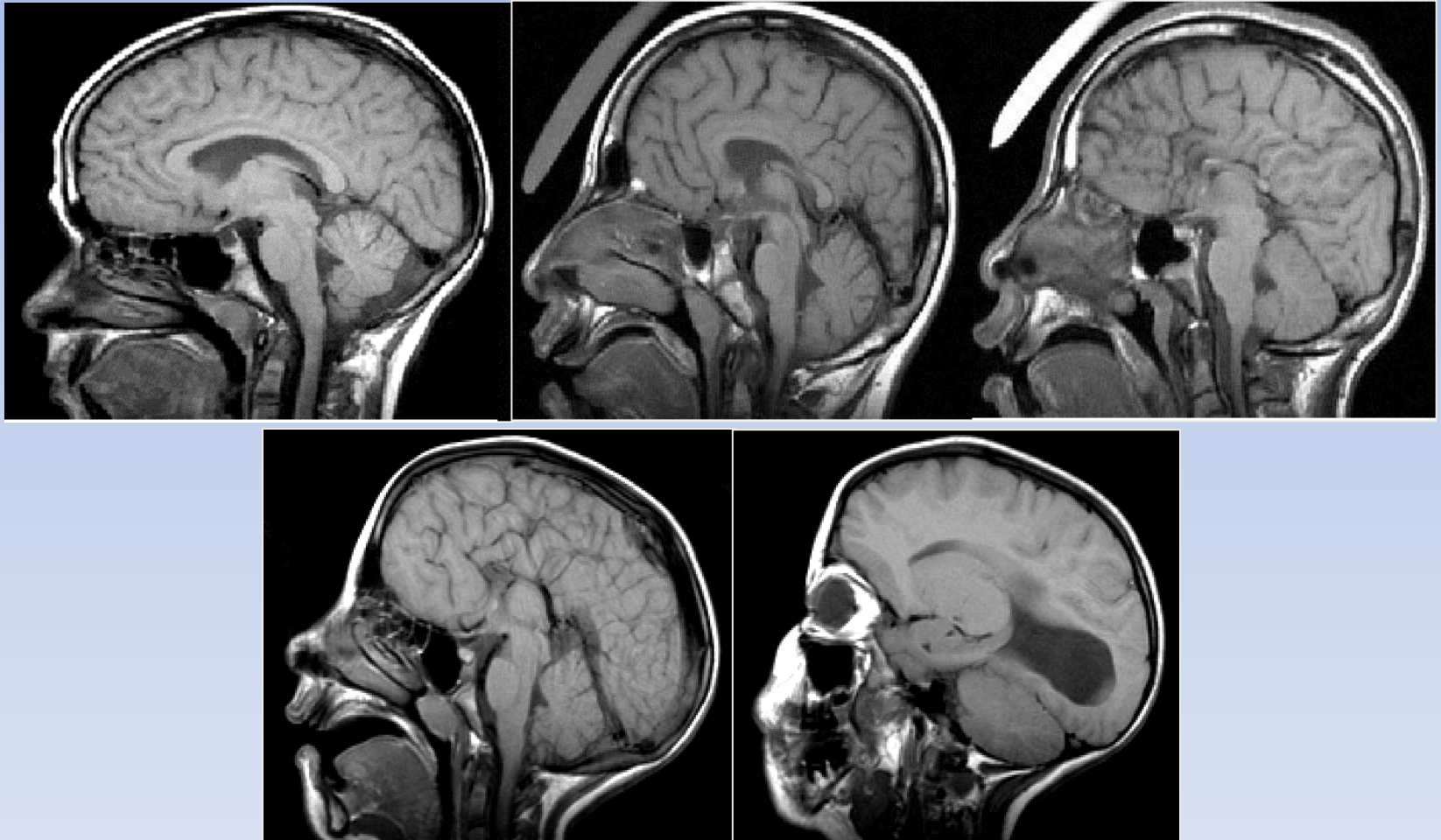


Lamination of Brain

- *From 6 weeks of gestation on*
- *The way cells go together to form the brain*
- *The most important part of brain development is how the brain is organized: brain stem-midbrain-
limbic-cortex*



Corpus Callosum **Abnormalities**



- Mattson *et al.*, 1994; Mattson & Riley, 1995; Riley *et al.*, 1995

And to add to the Problem:

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

What Are Adverse Childhood Experiences?

Child Abuse

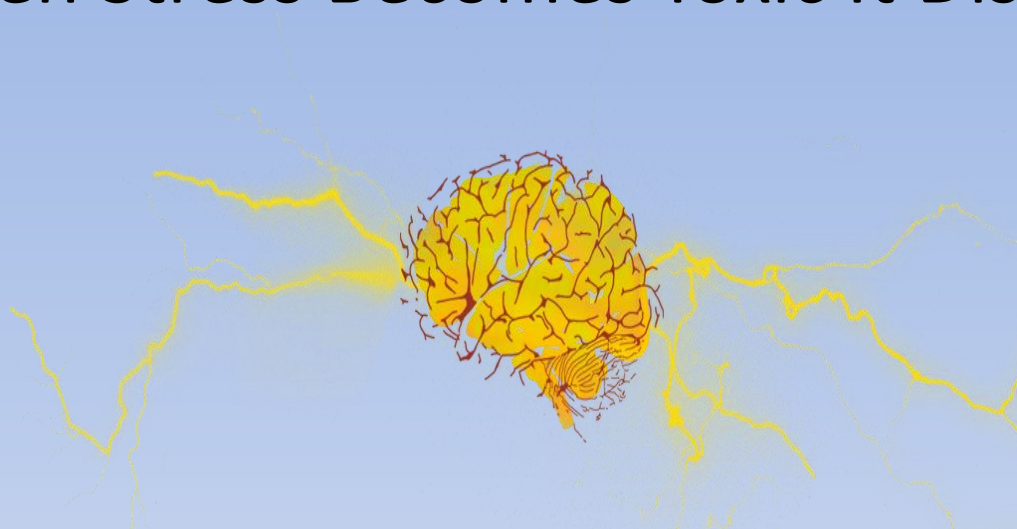
- Sexual
- Physical
- Psychological/emotional

Childhood Neglect

- Physical
- Emotional

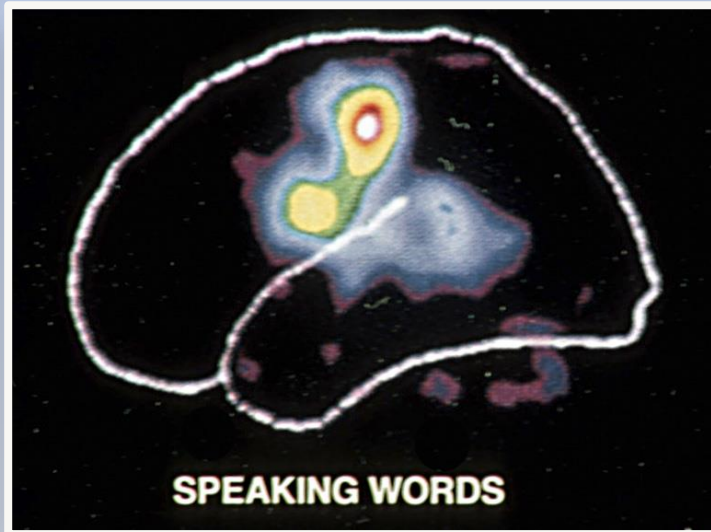
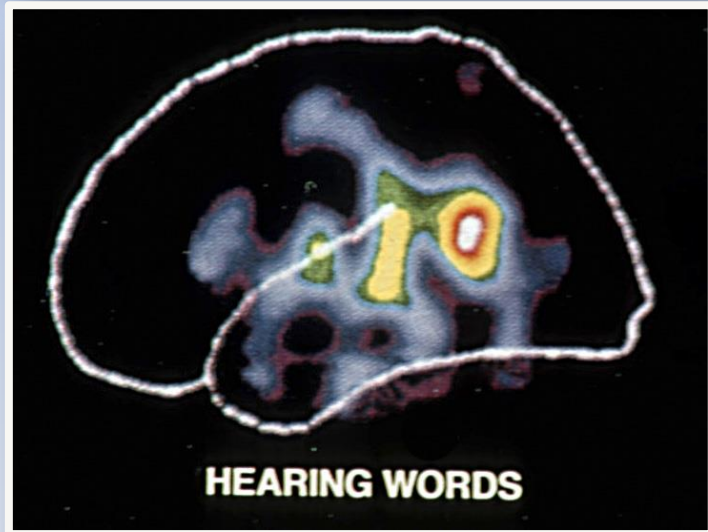
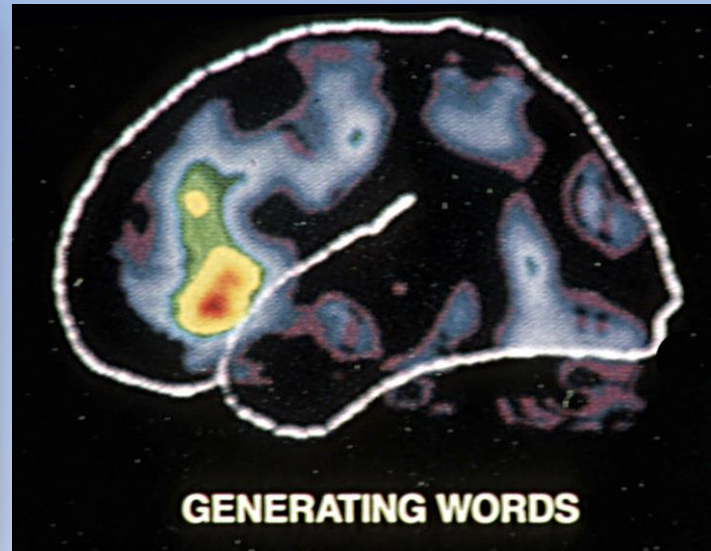
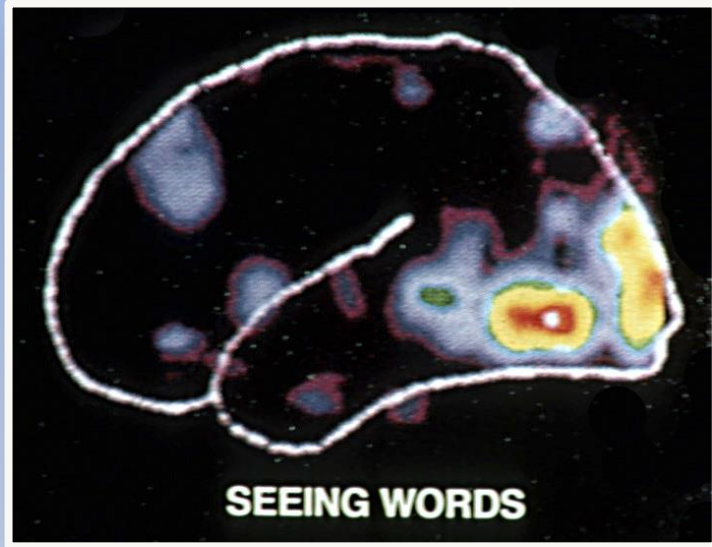
HANDOUT: ACEs questionnaire

When Stress Becomes Toxic It Disrupts



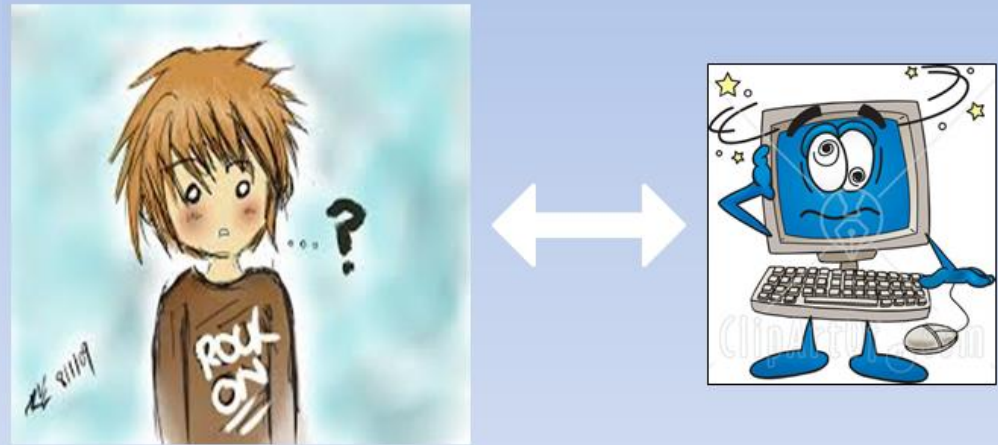
The Architecture of a Child's Developing Brain

- Brain circuitry for dealing with stress is very sensitive during fetal and early childhood periods
- Excessive stress programs the brain and stress hormones to over-react to stress

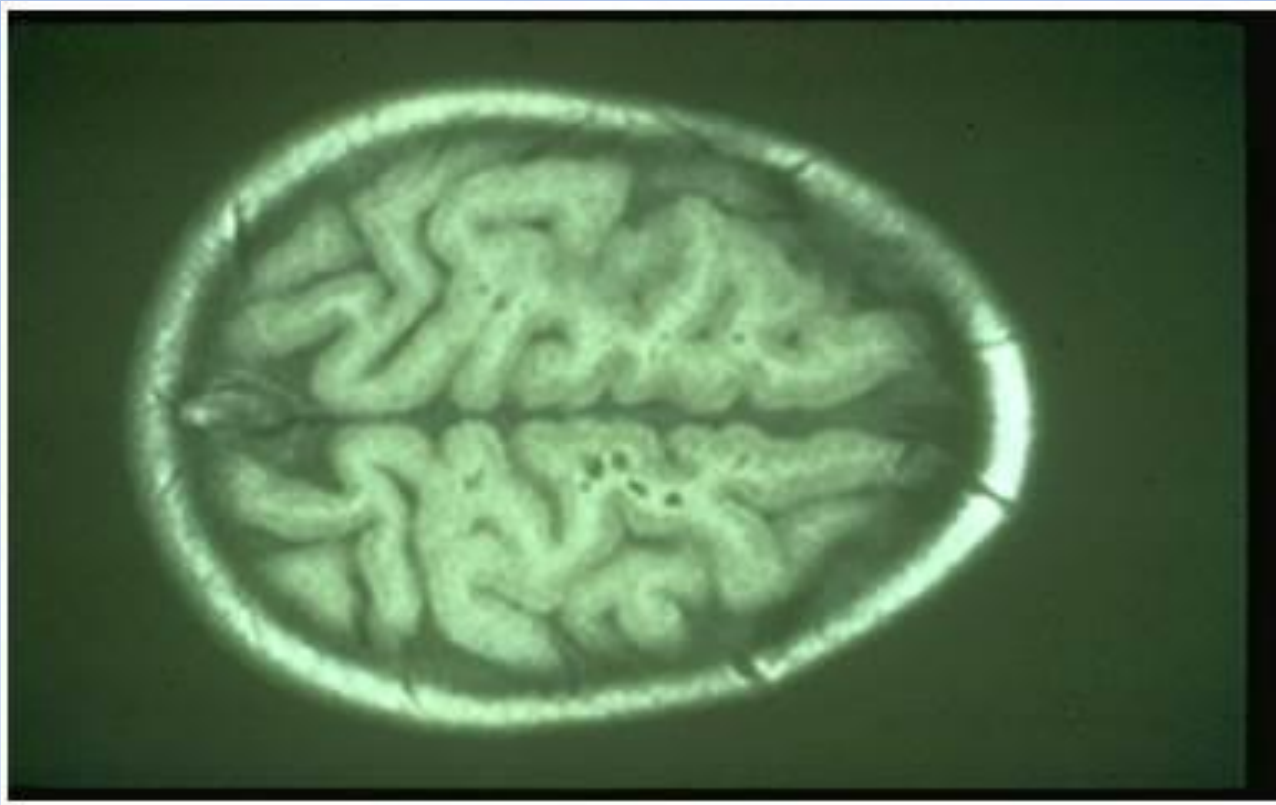


Problems Processing Information and “Ongoing Information”

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



For a student with FASD,
inconsistency of performance *is* normal ...



Information Processing Deficits Means Difficulty with:

- *Abstract reasoning*
- *Generalization skills*
- *Memory*
- *Time*
- *Anxiety and frustration*
- *Socialization and skills of independence*



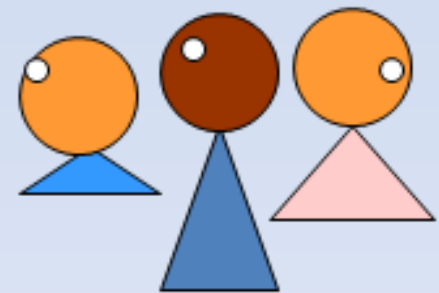
***Brain damage that affects
impulse control and judgment ...***



Information Processing deficits *may look like*
oppositional behavior when not recognized and
understood.

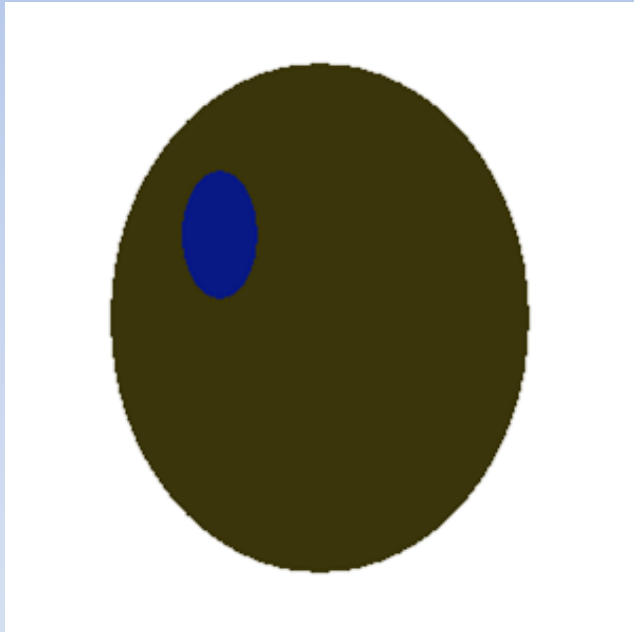
“Cartoon Brains”

Kee Warner

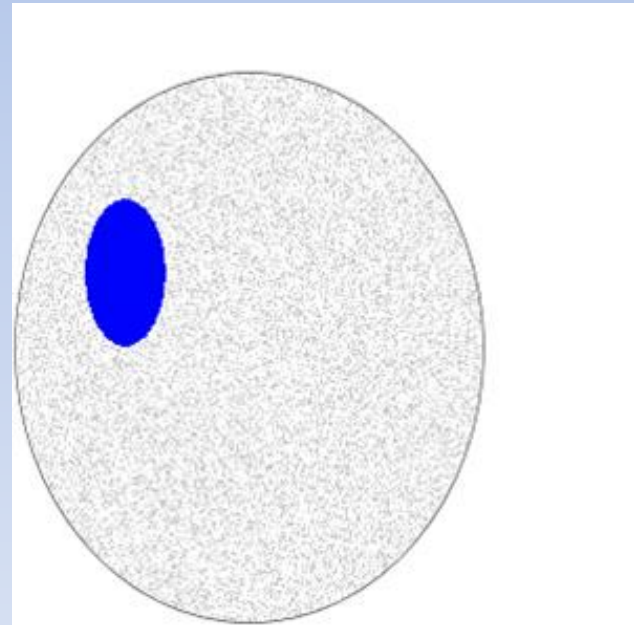


A Simple Cartoon Comparison of Brain Activity Levels

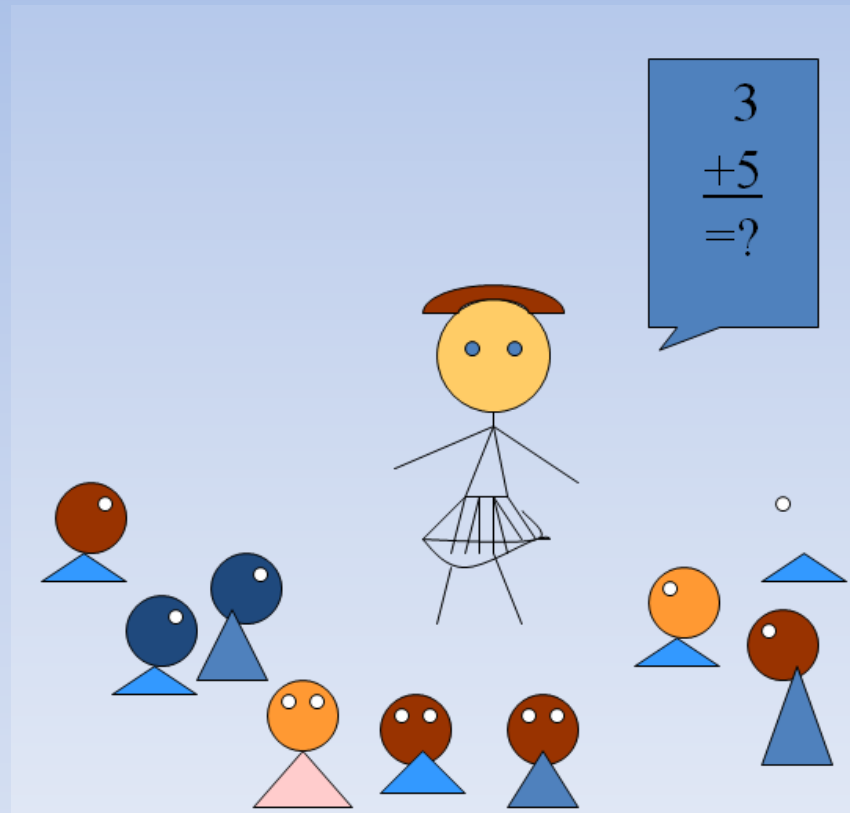
Student with FASD



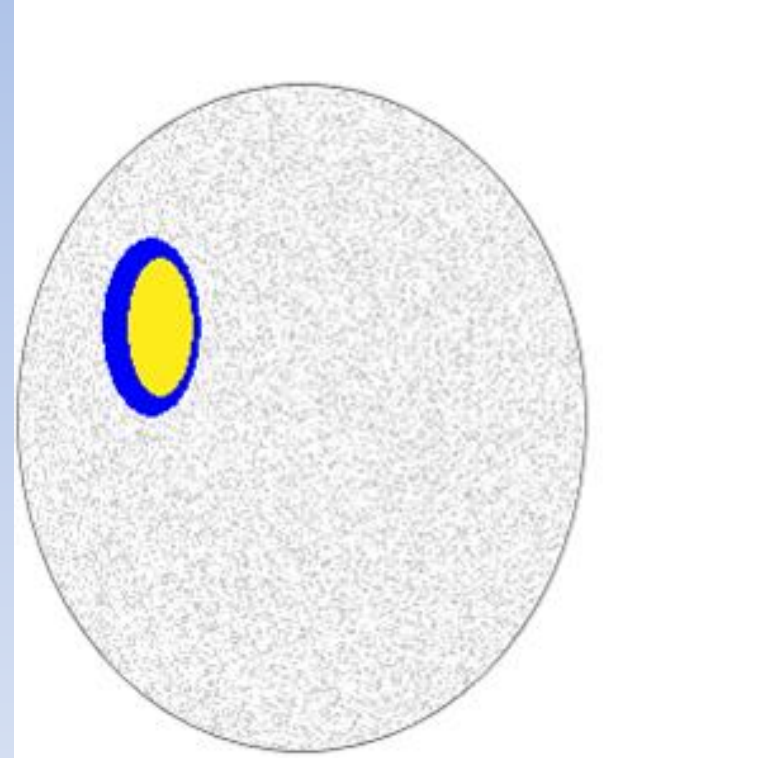
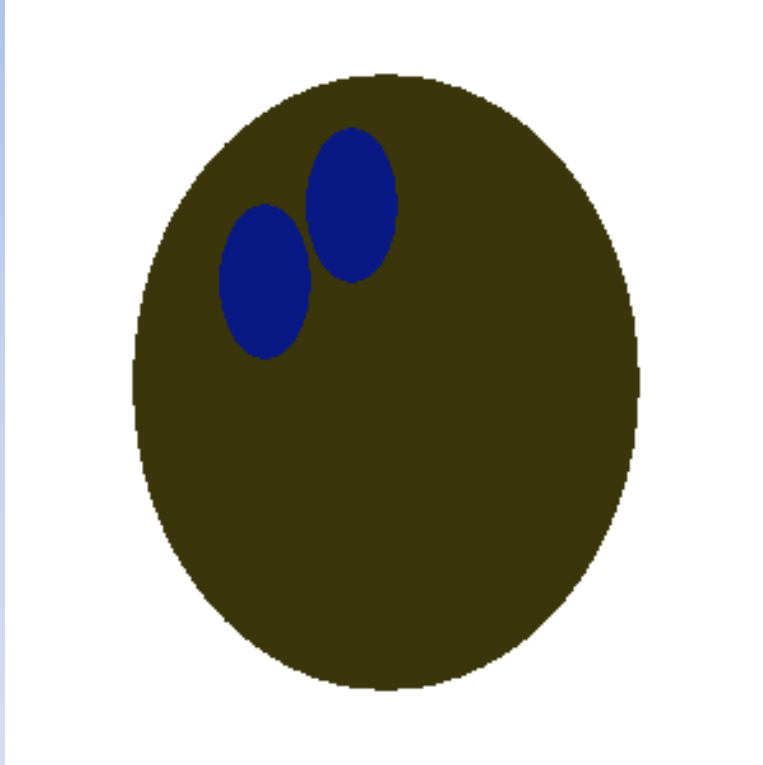
Student with FASD

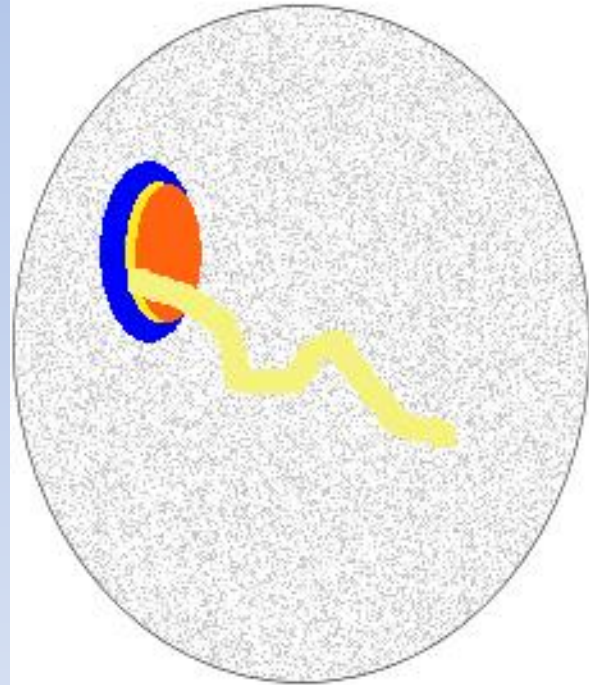
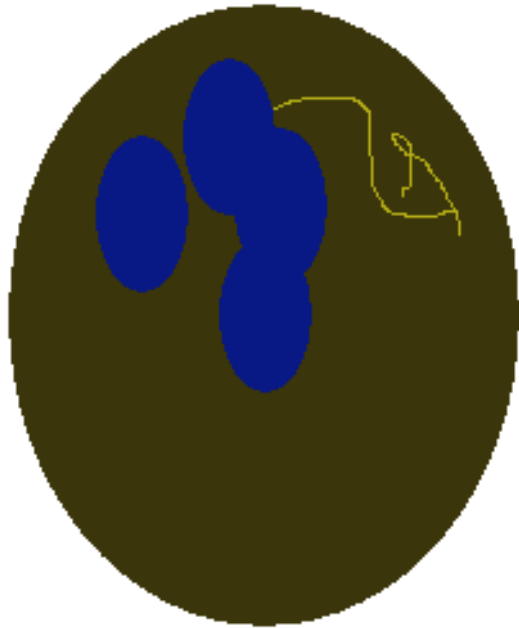


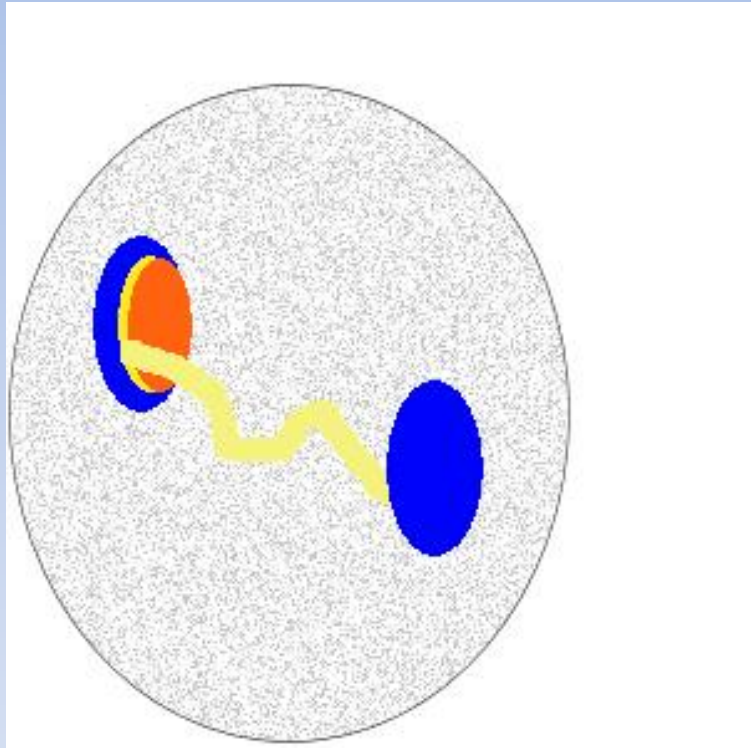
Teacher giving an instruction.



Hearing the Instruction



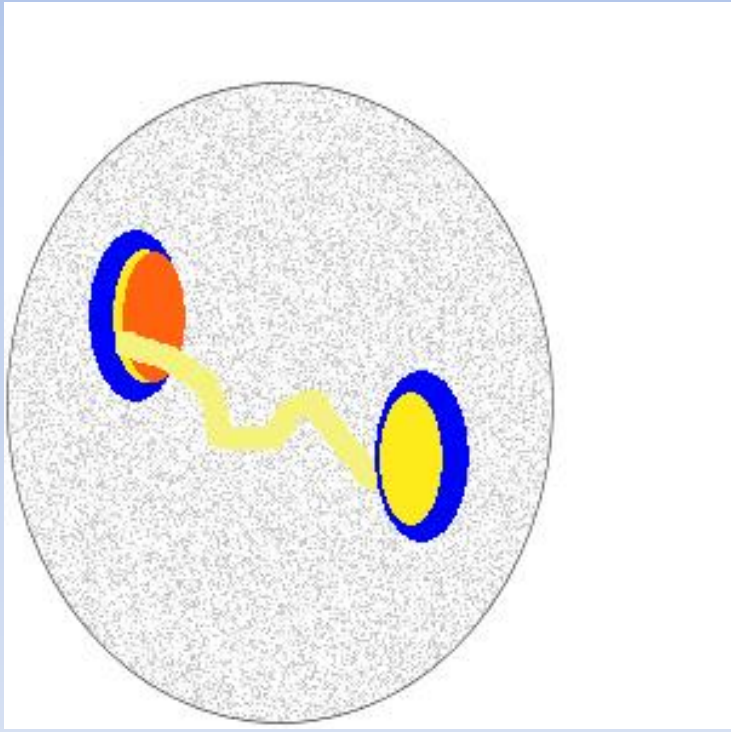


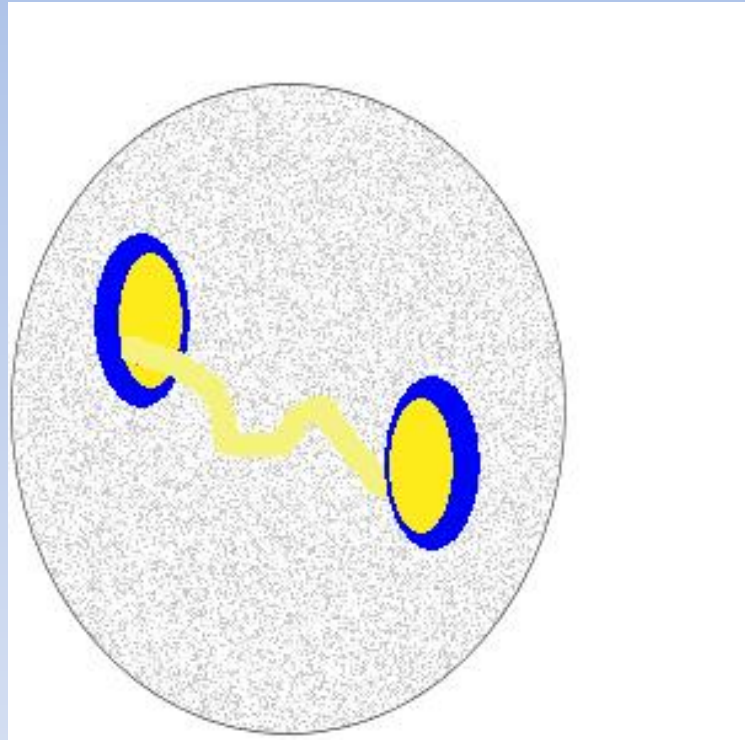
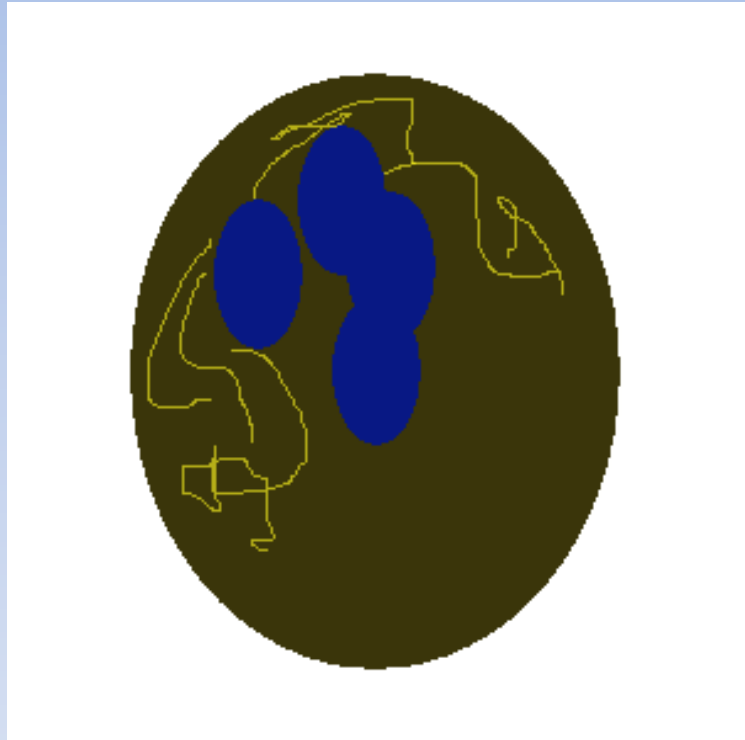


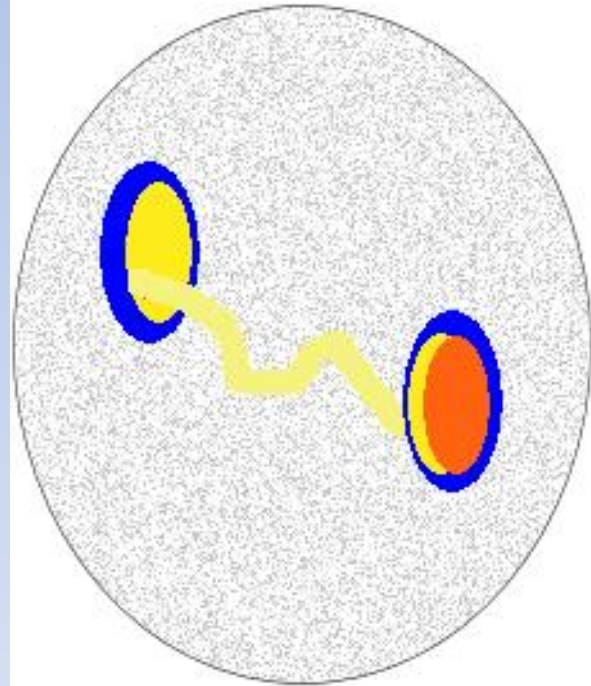
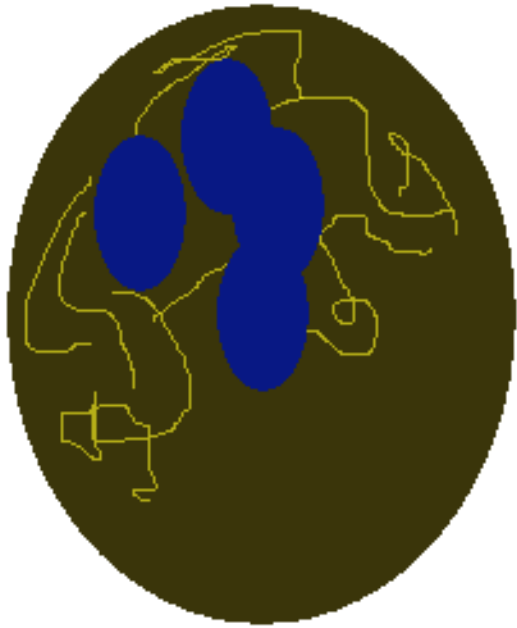
Sorting the words



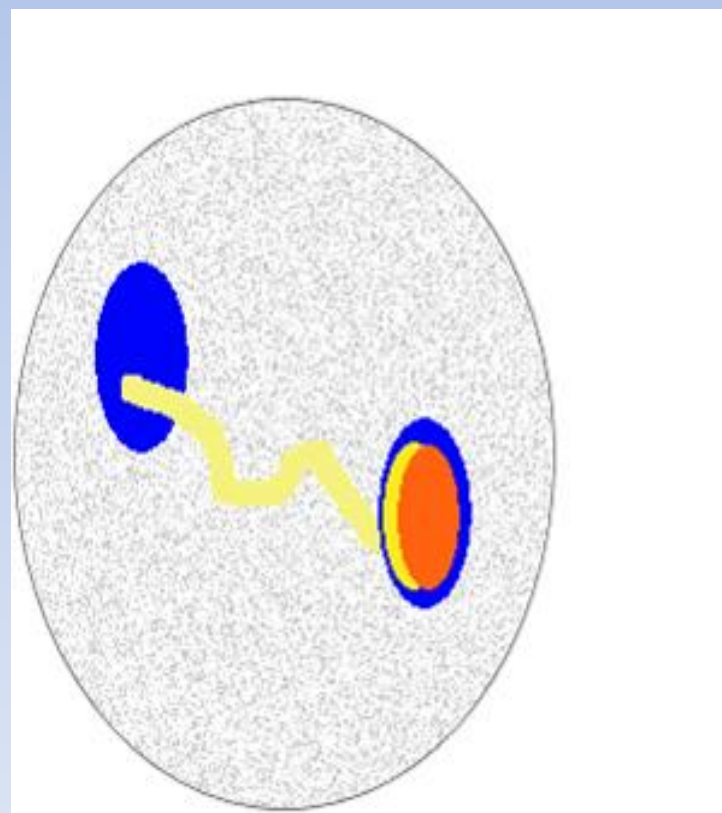
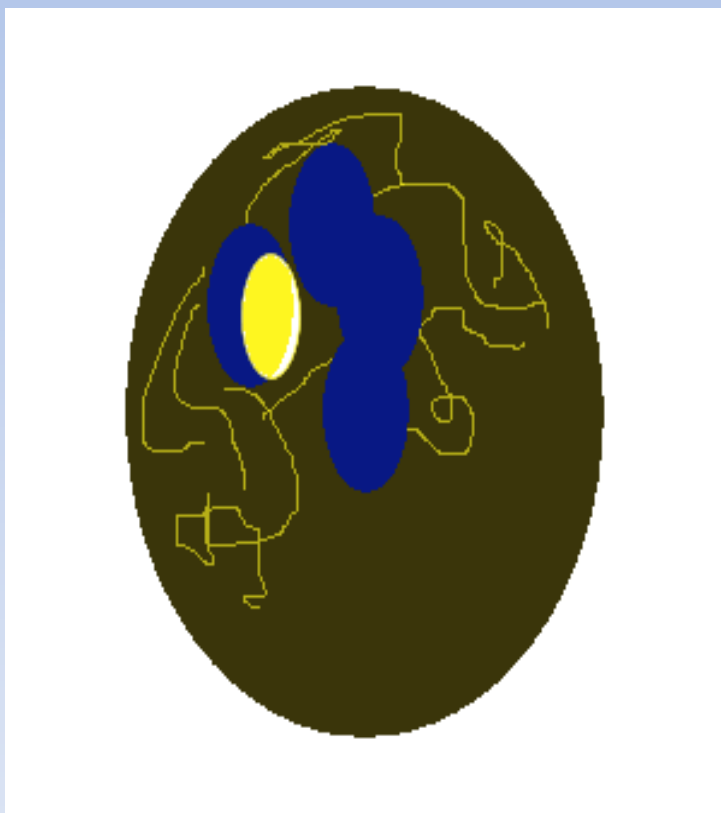
Calculating



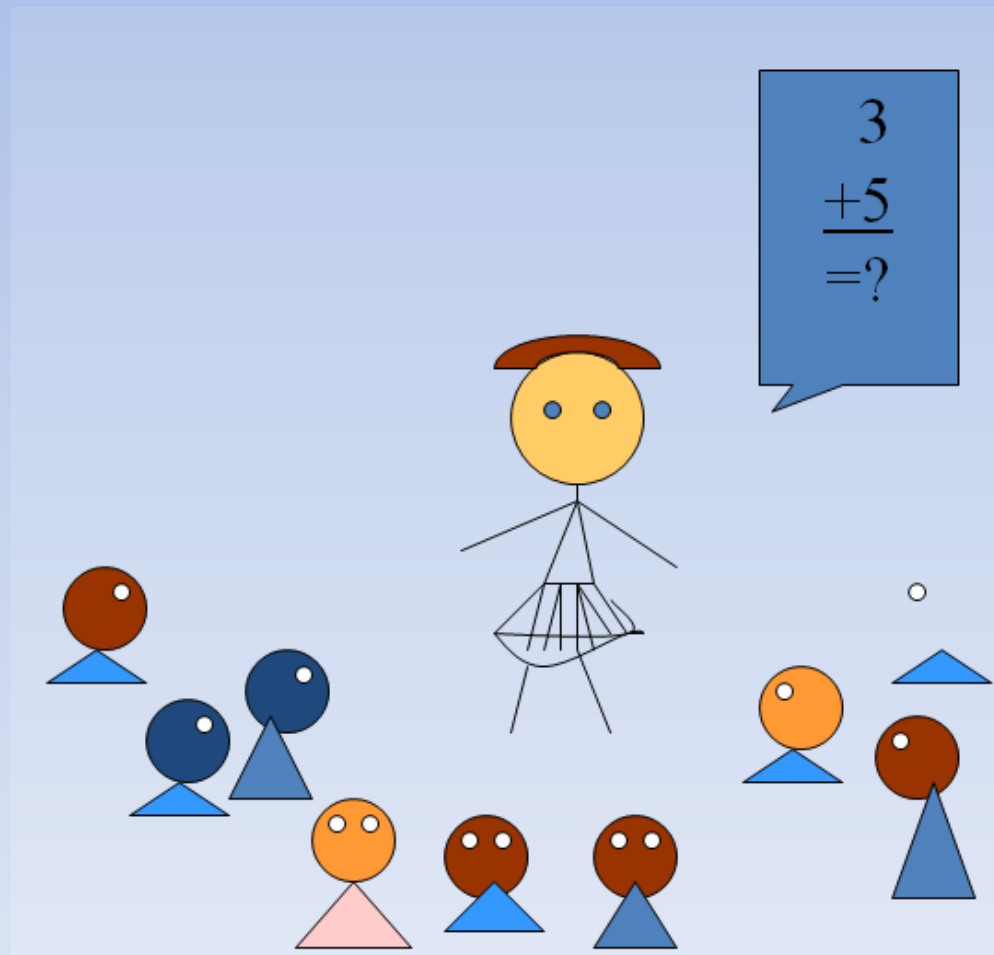


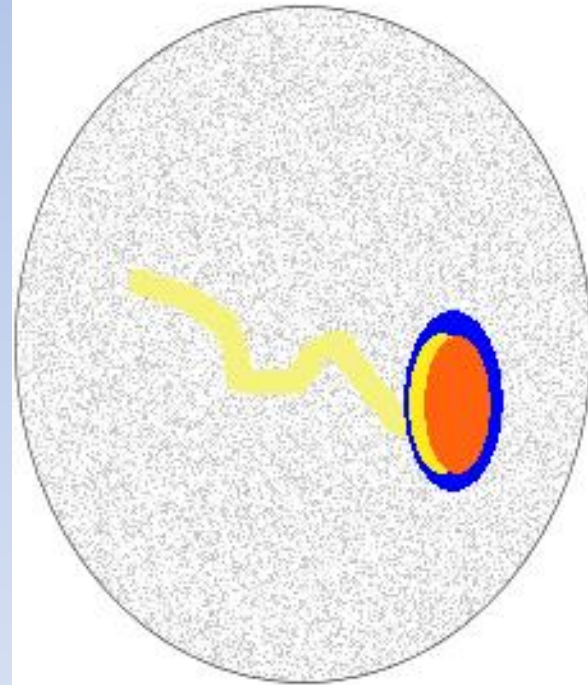


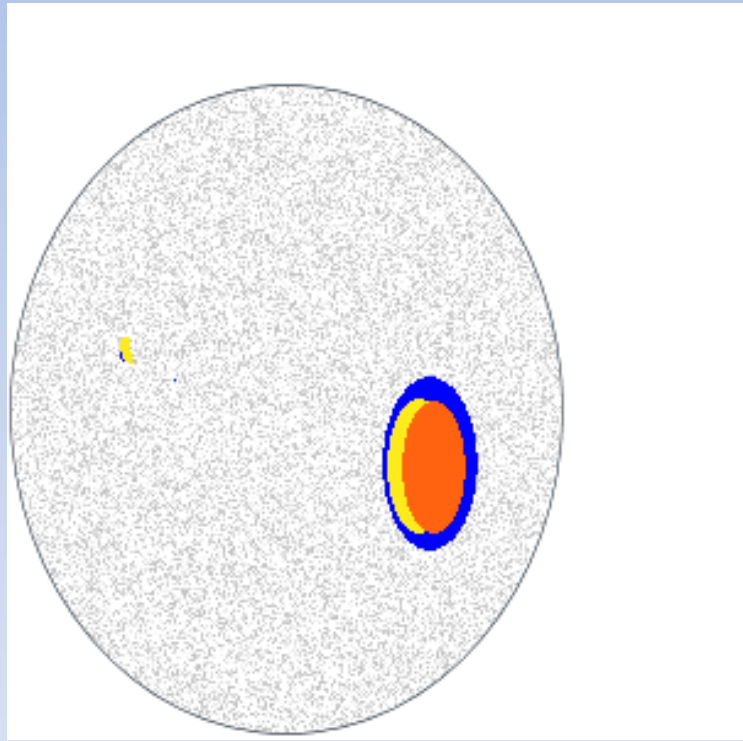
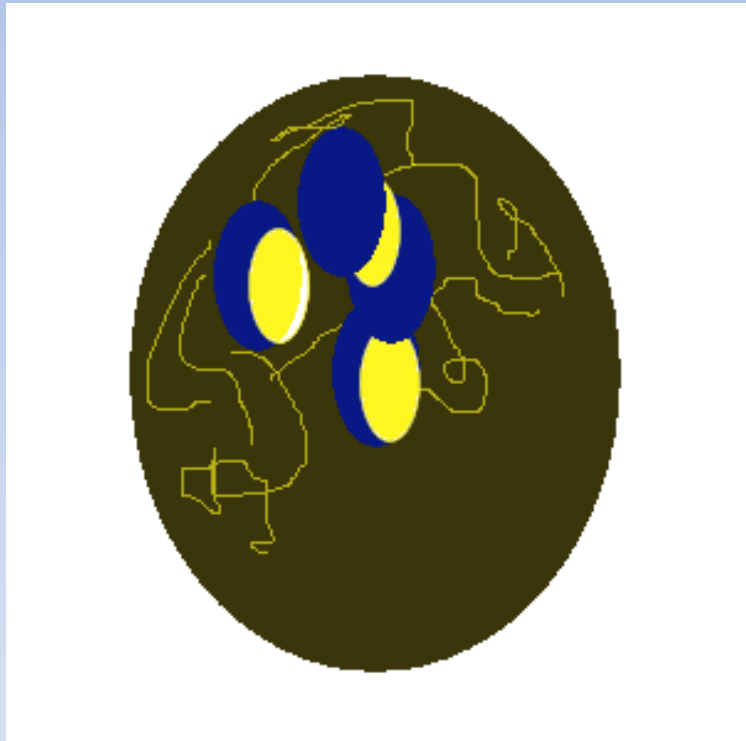
Processing Words



Repeating the Instruction



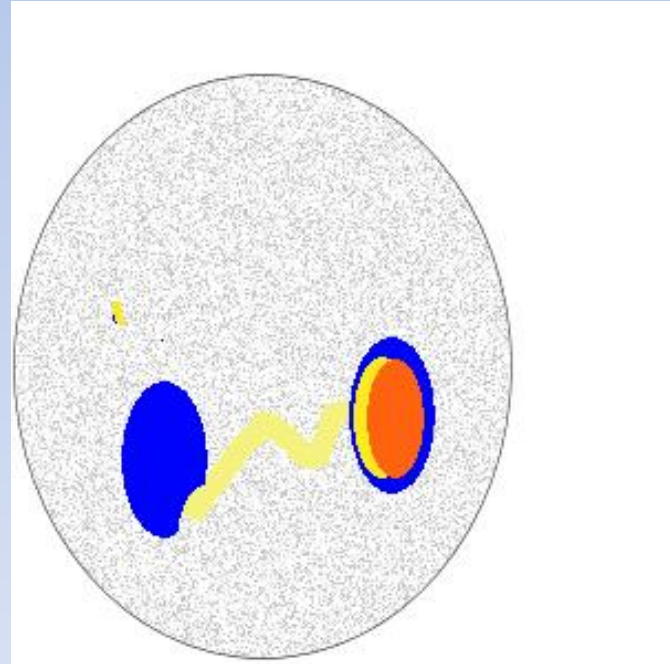


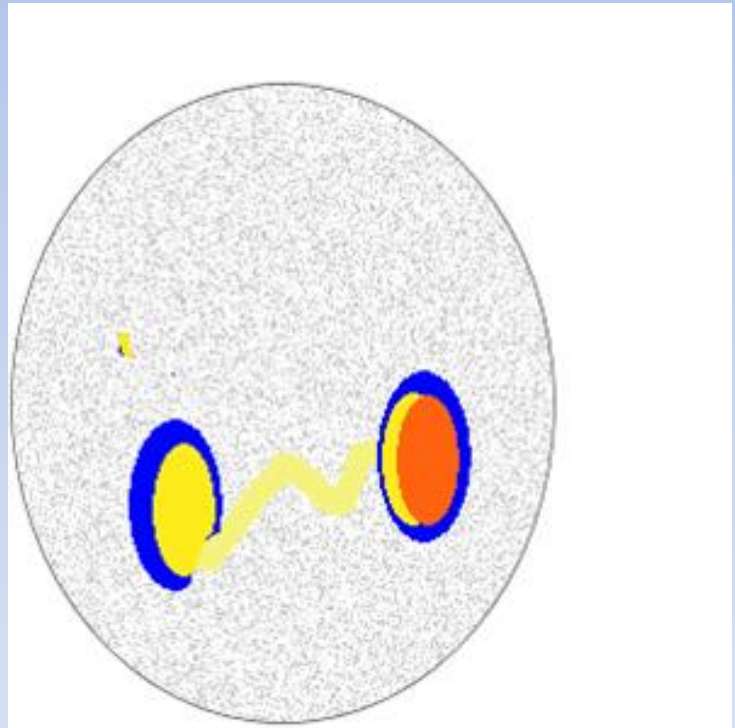
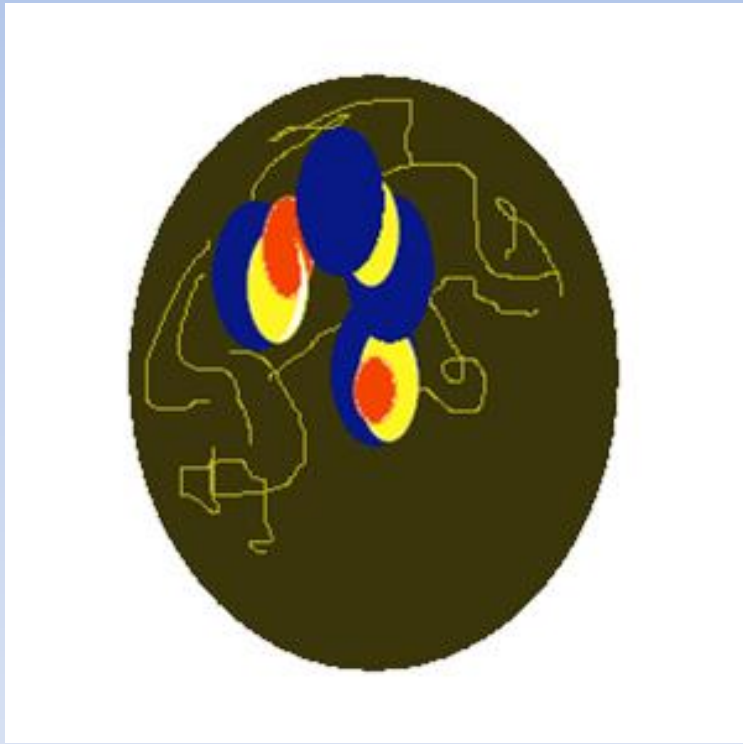


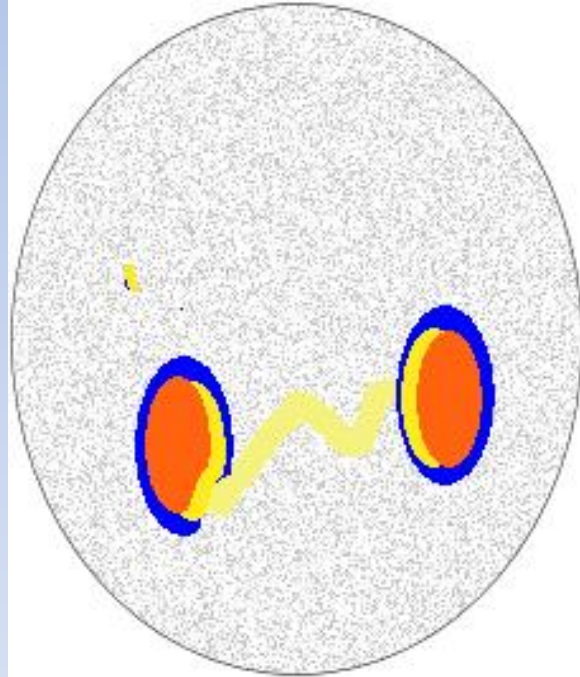
Counting on Fingers

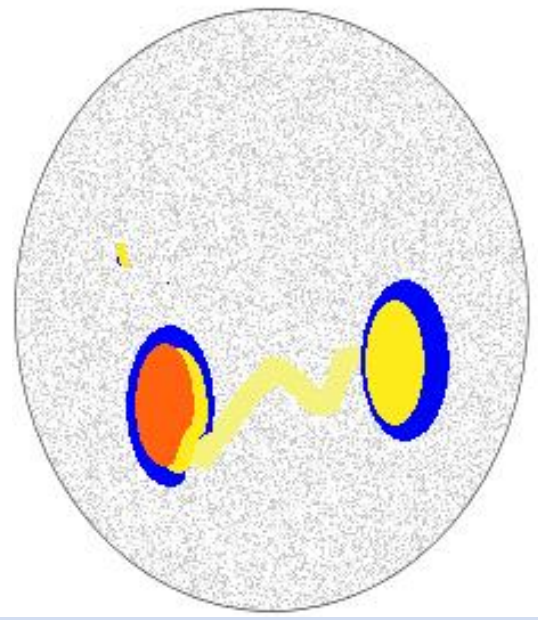


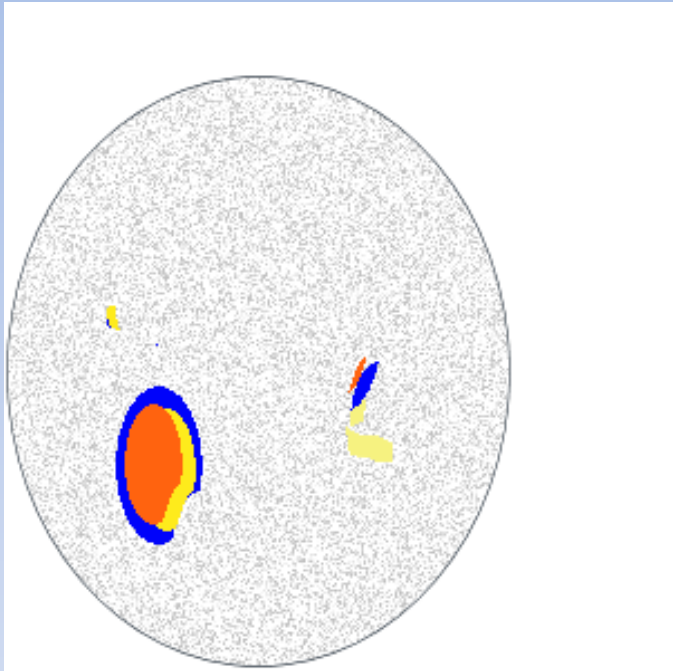
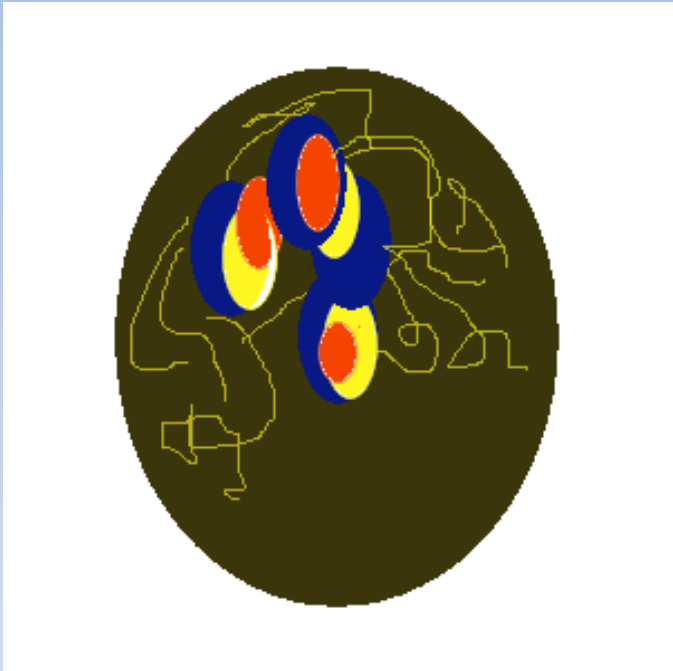
Writing



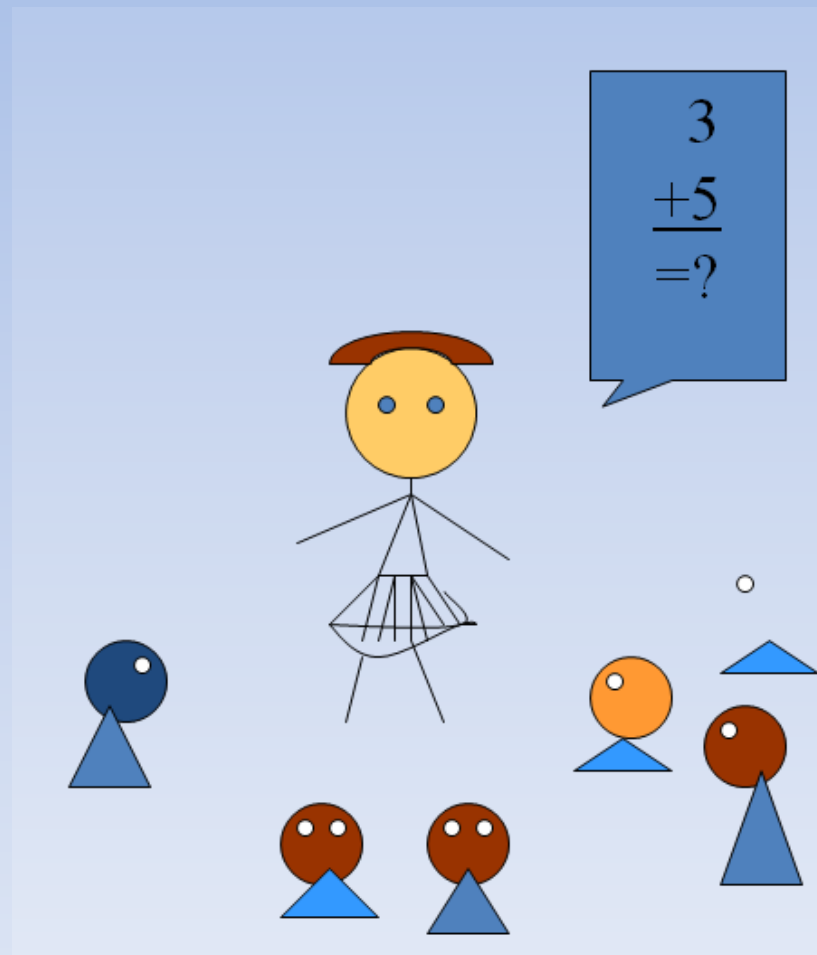




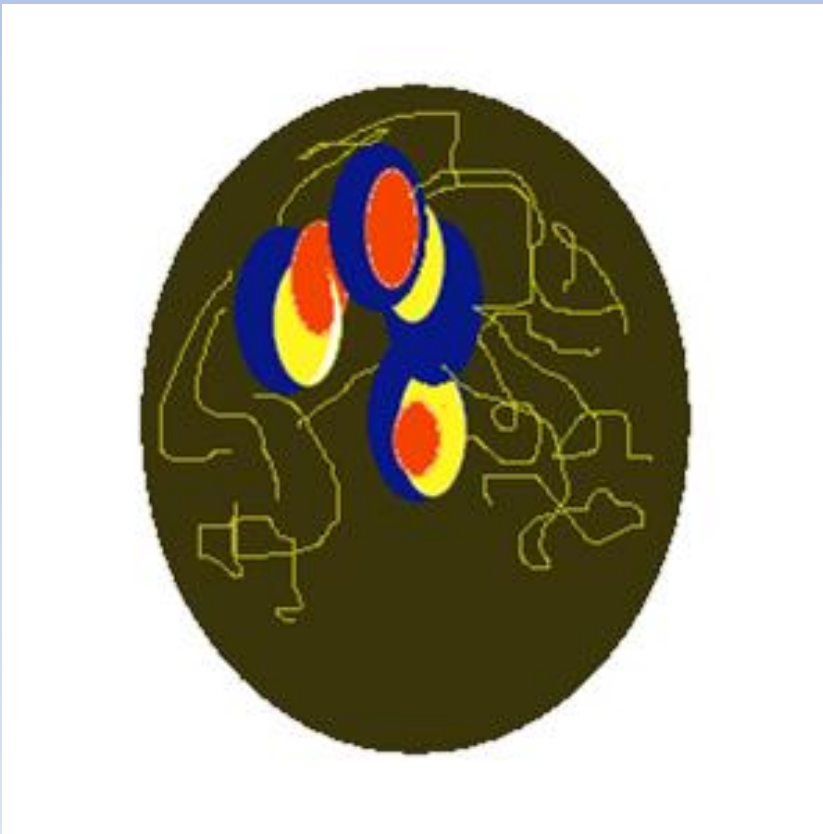




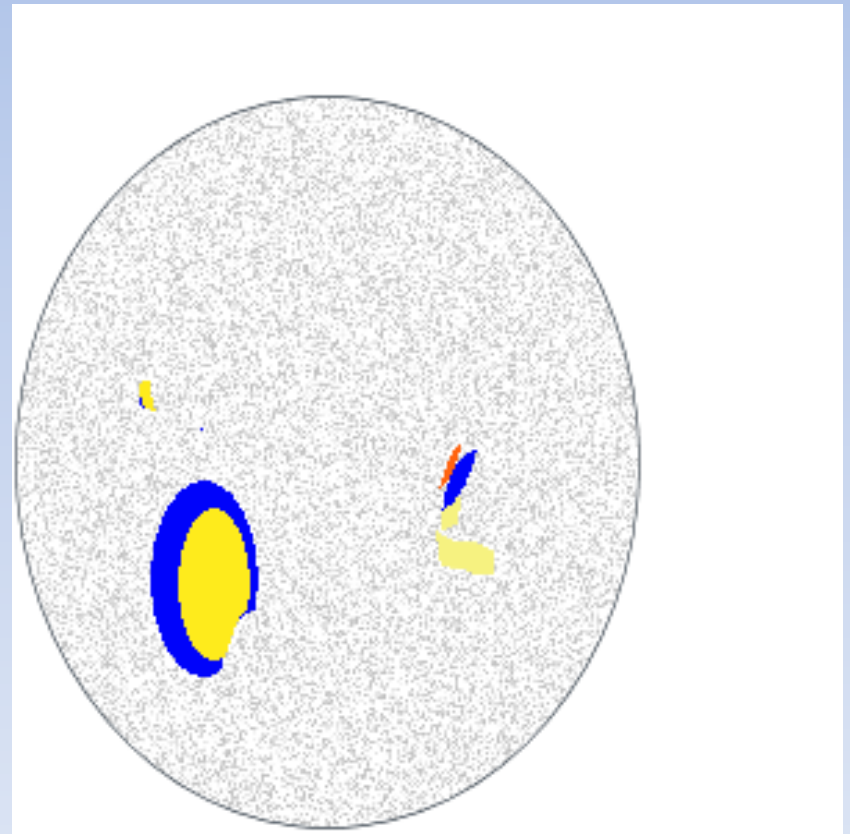
Another Repetition

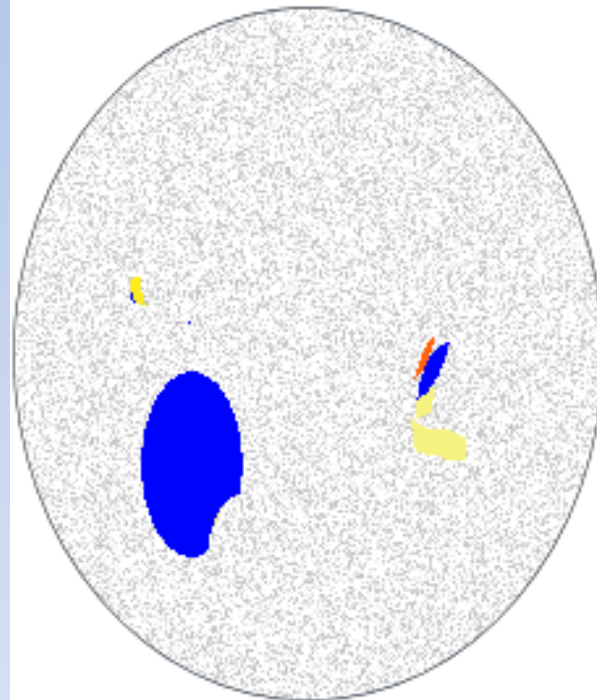


Translating from Fingers to Number Symbols



Returning to Resting

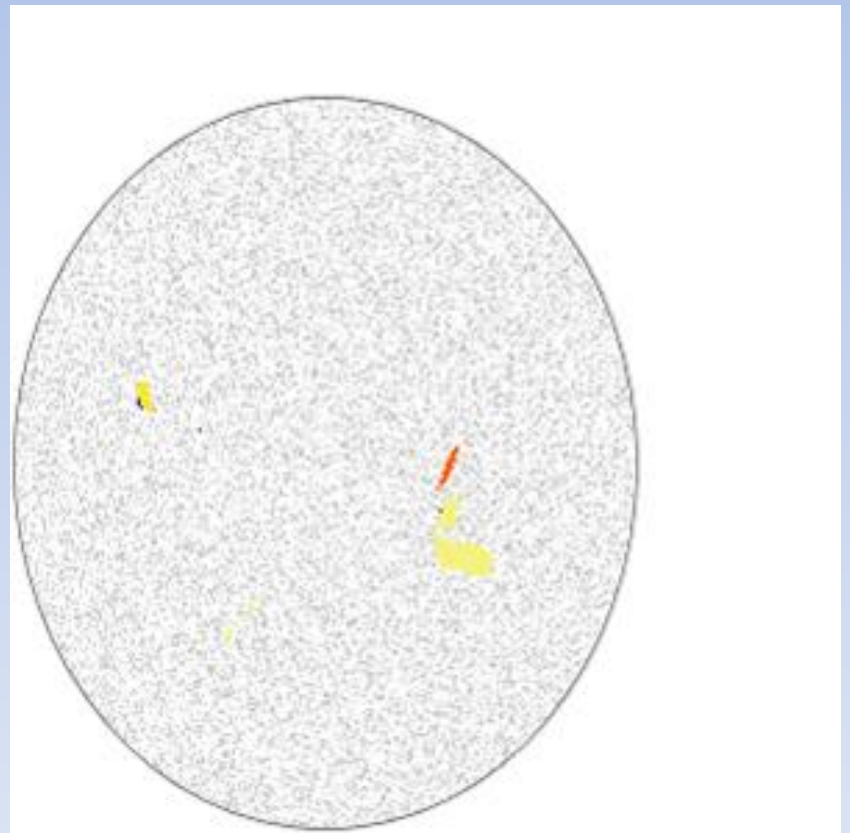




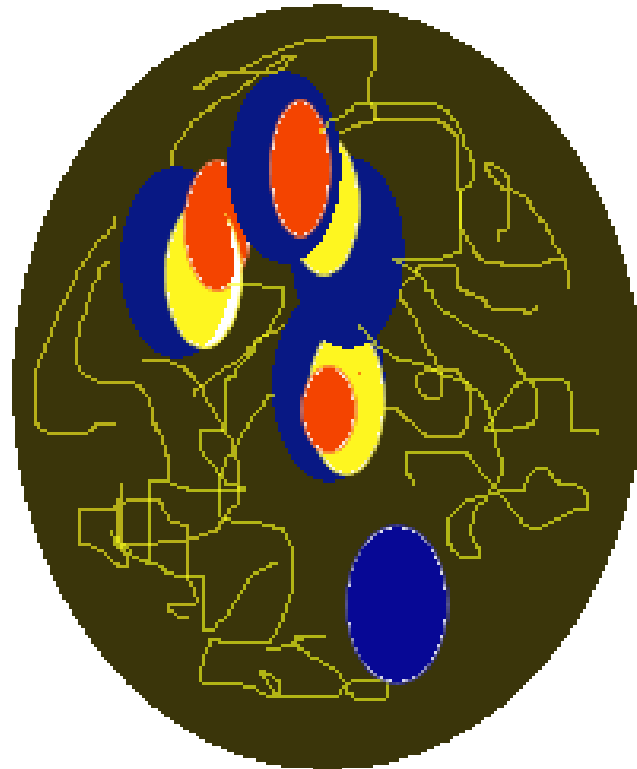
Finding numbers



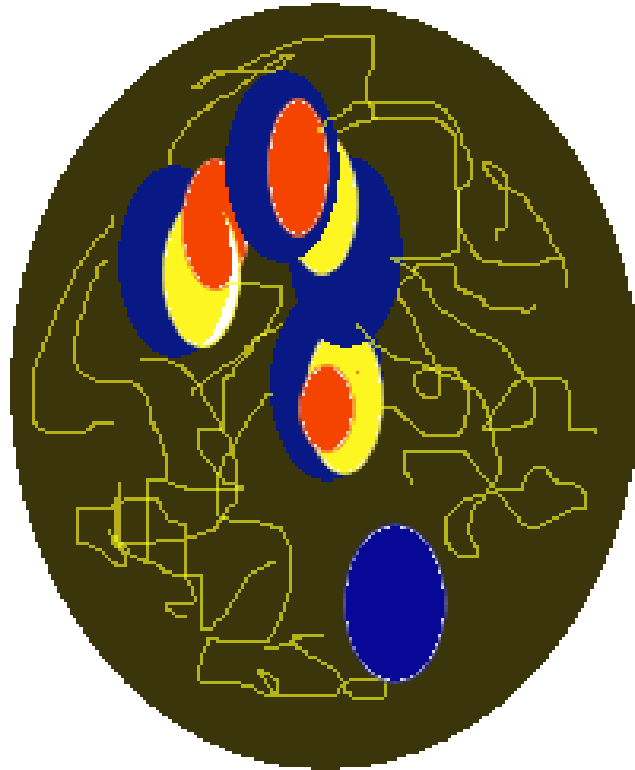
Resting



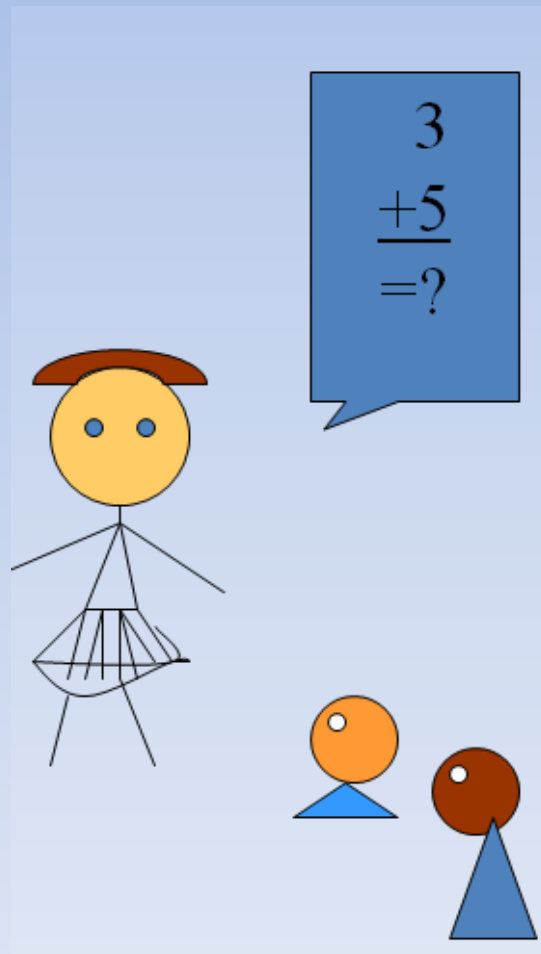
Picking up pencil



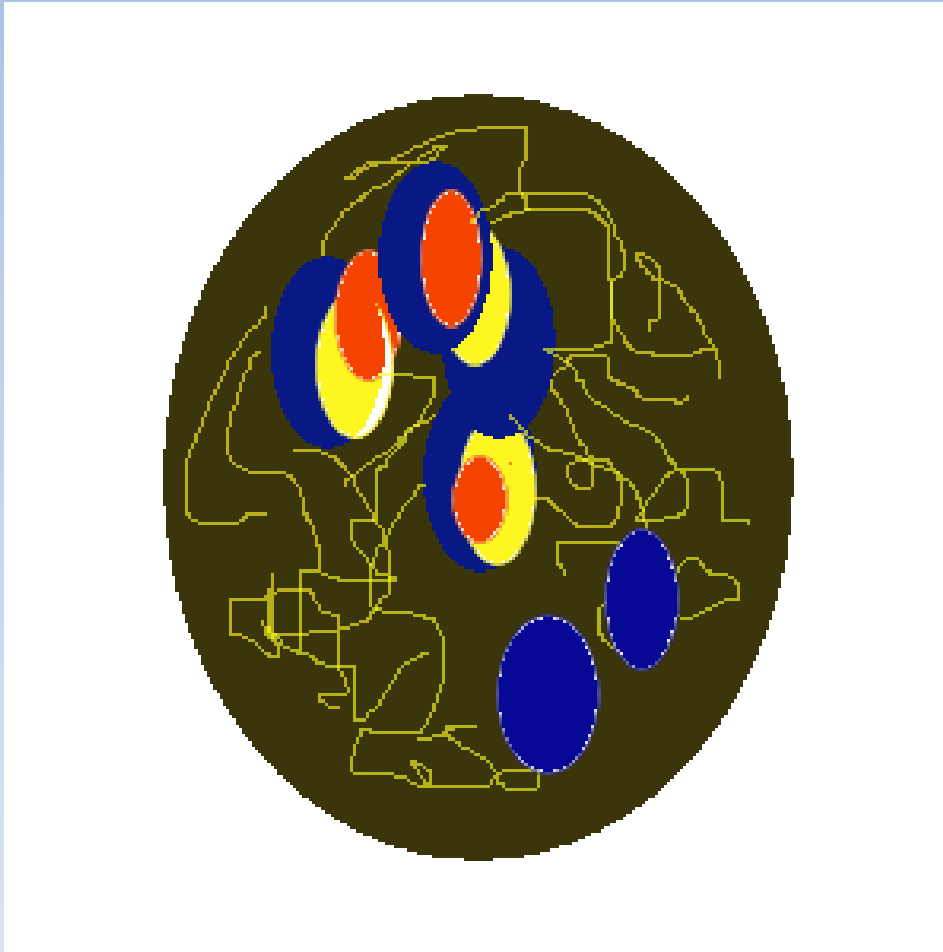
Searching Memory

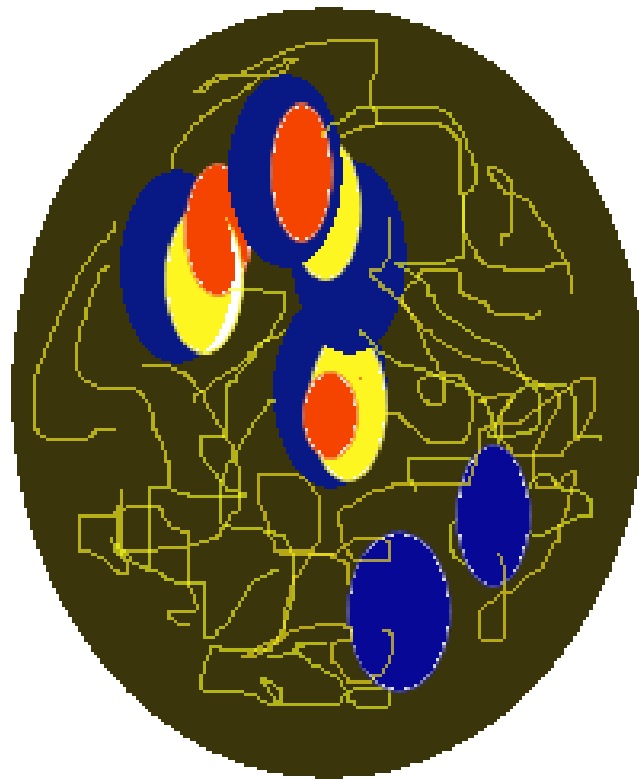


Another Repetition

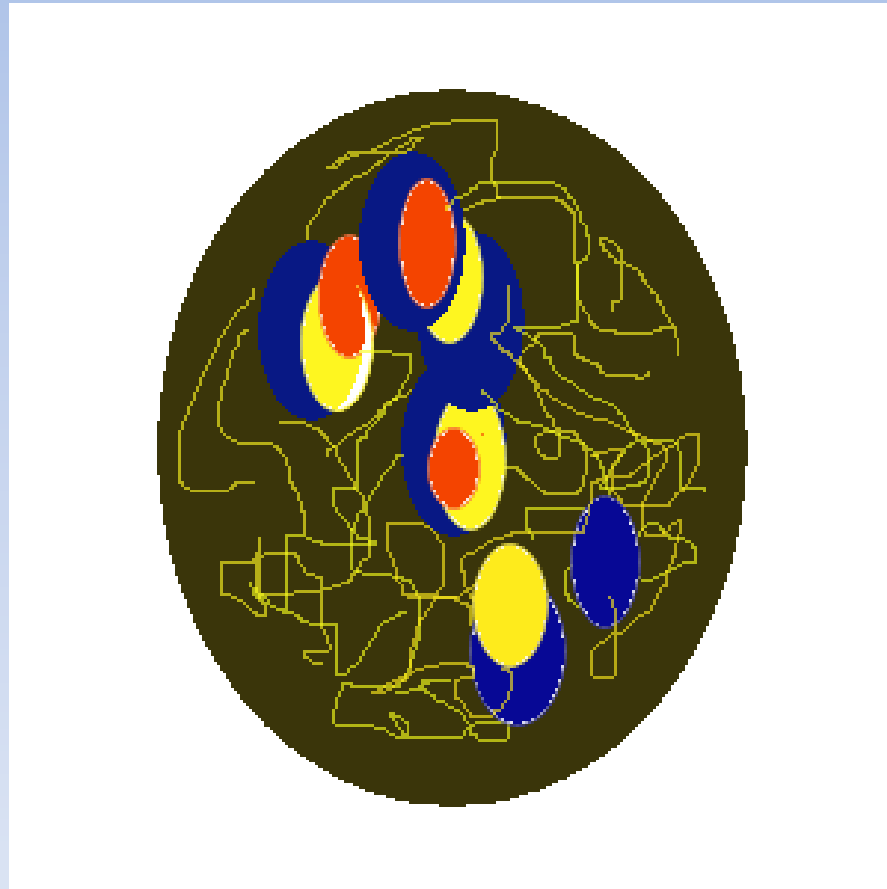


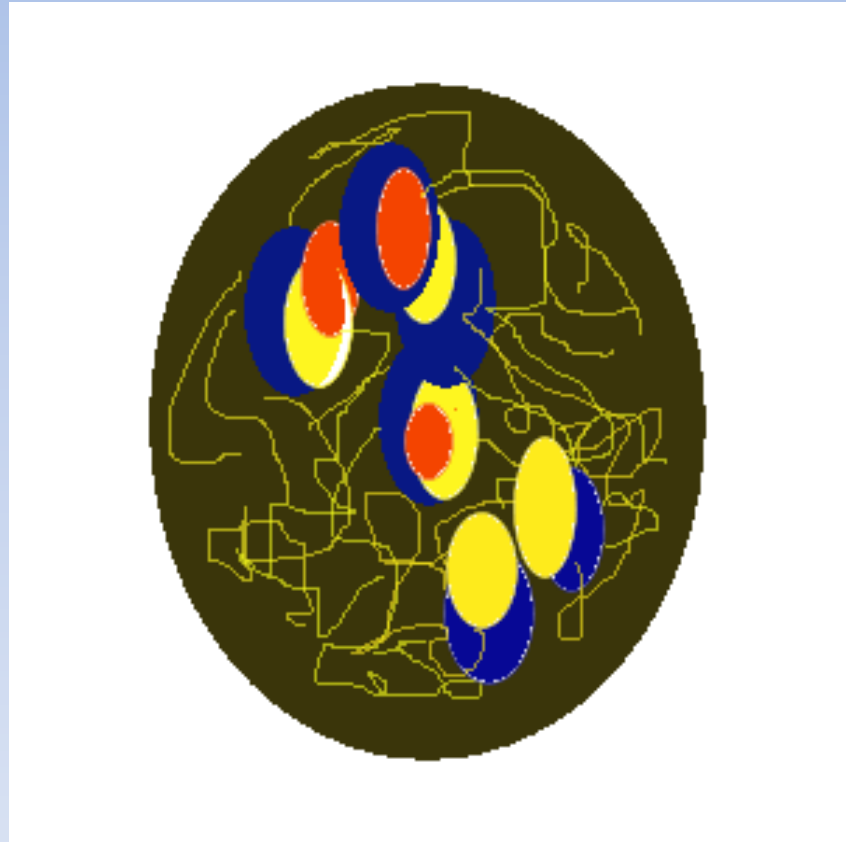
Possible Repetition of All above steps



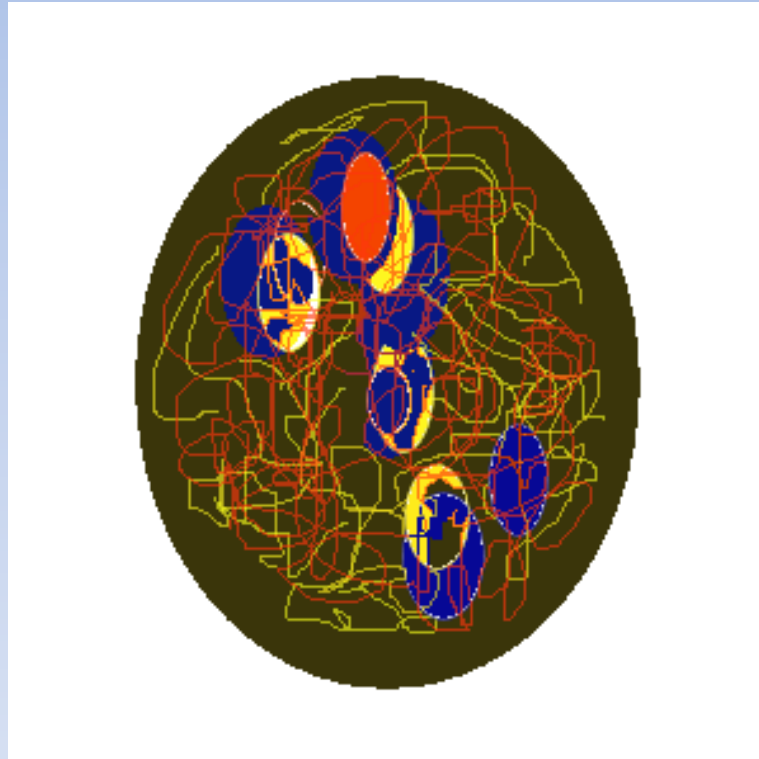


Calculating

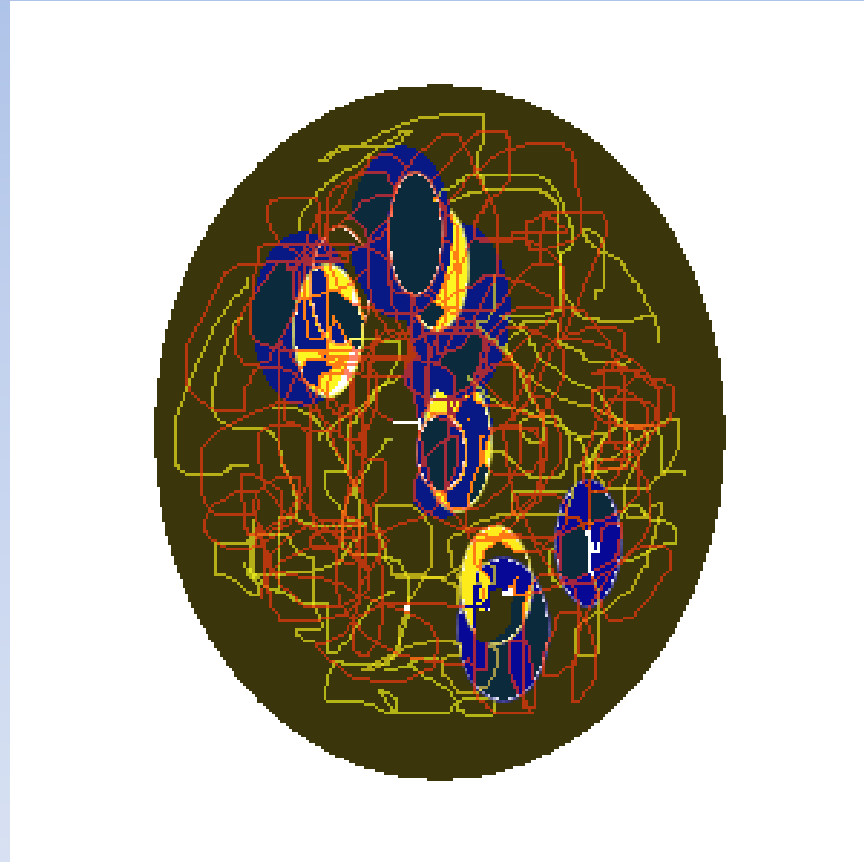


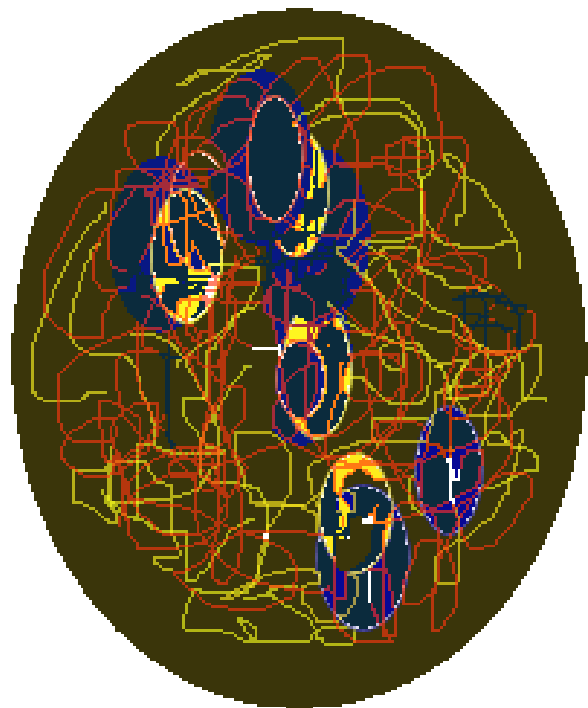


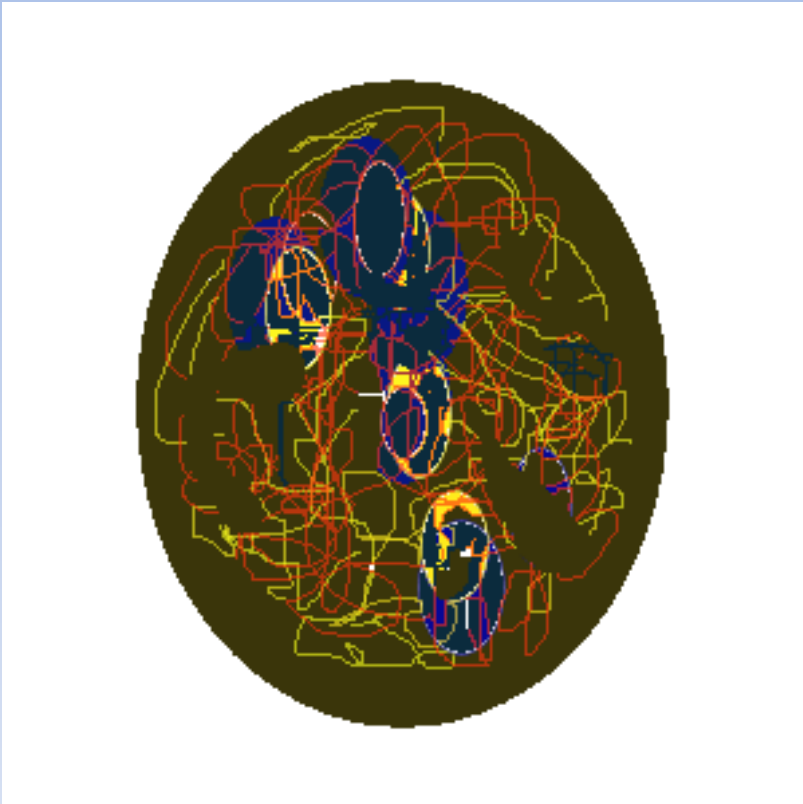
Writing

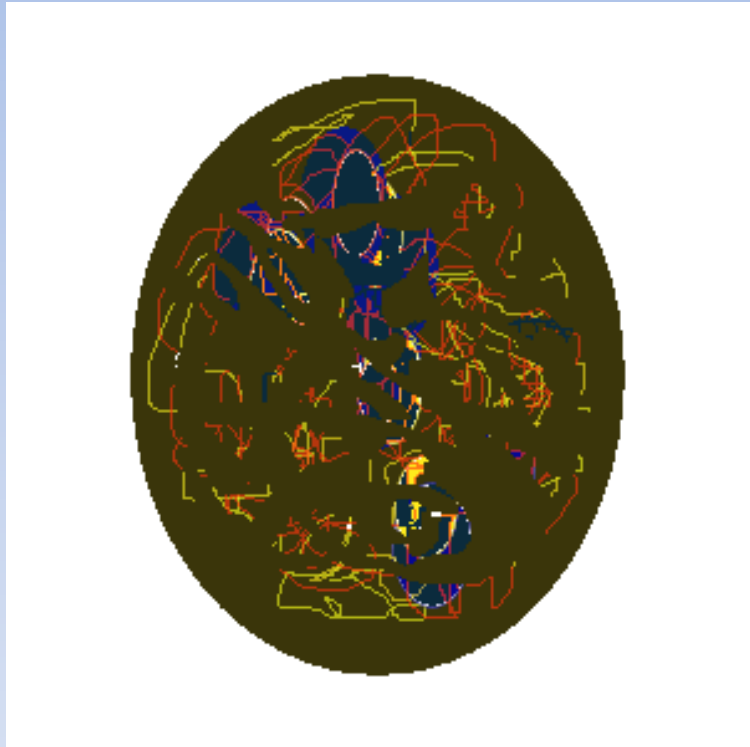


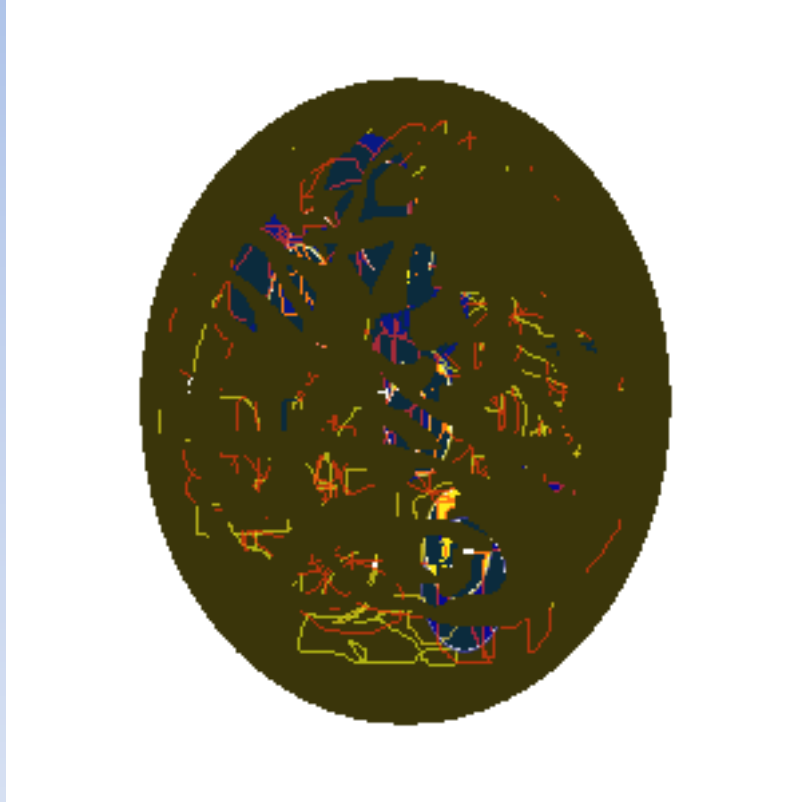
Slowly Returning to Resting

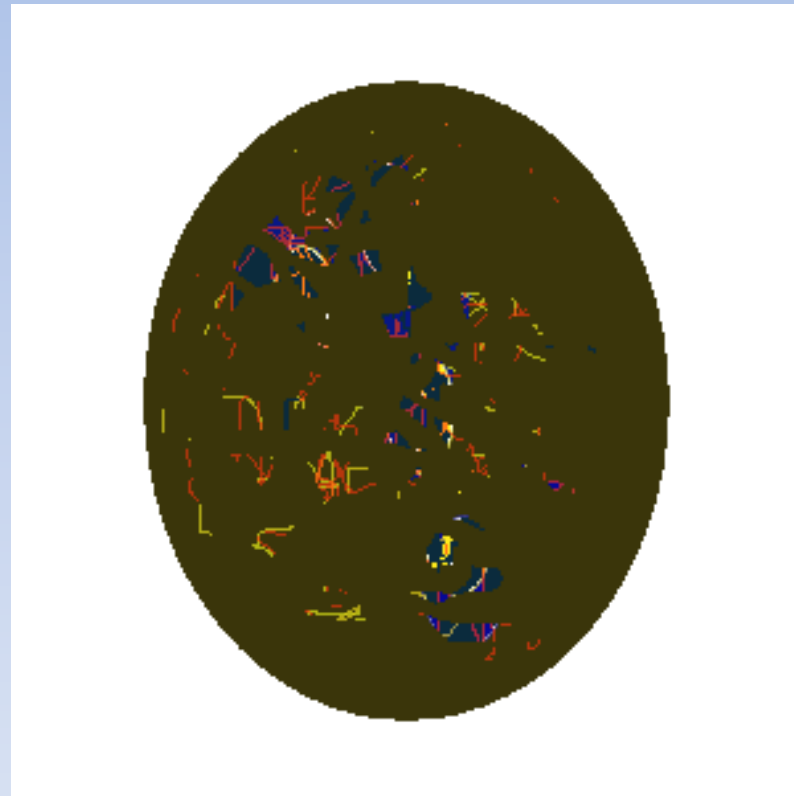


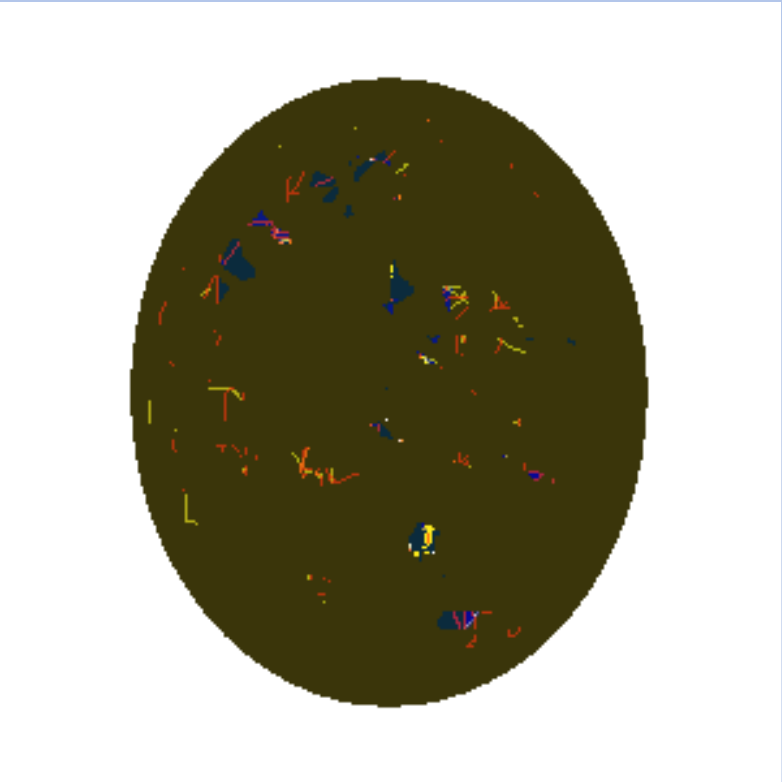




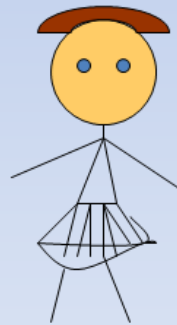






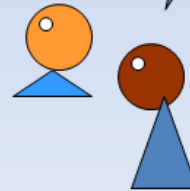


Good
work,
Dan.
Good
work,
Linda.



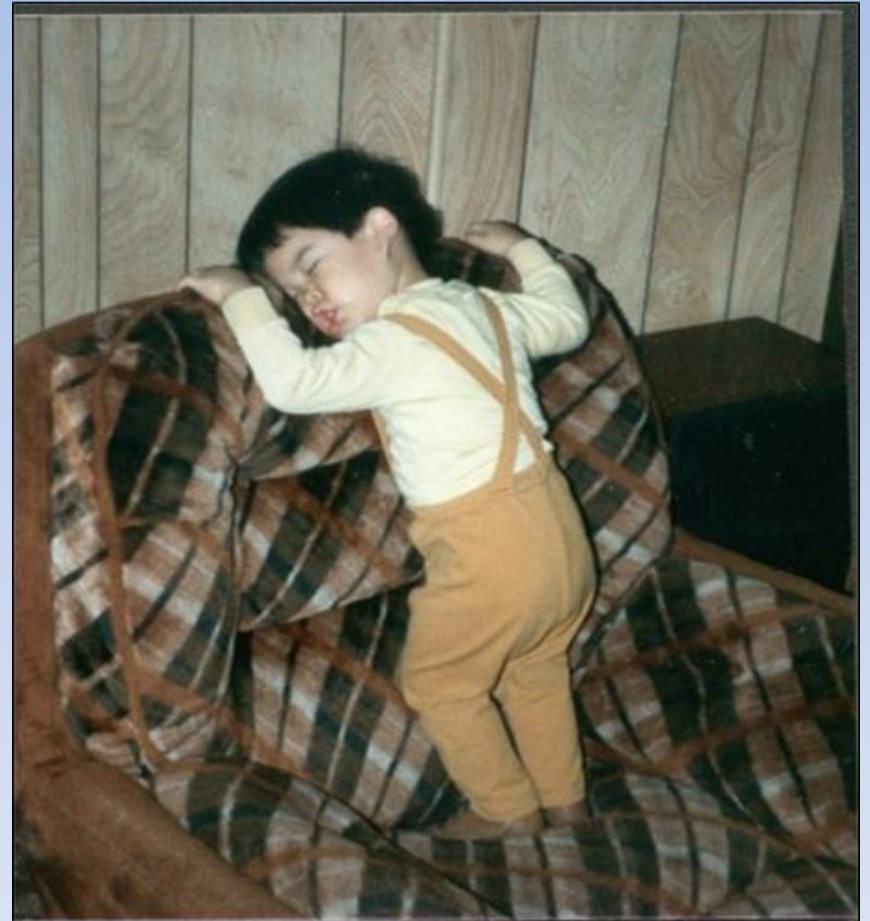
$$\begin{array}{r} 3 \\ +5 \\ \hline =8 \end{array}$$

Whew!



Reality

Why is a typical school day or job training day such a struggle for individuals with FASD?



- Because the school day is based on Learning Theory and Learning Theory assumes that students can process information in a consistent manner.
- But students with FASD don't process information in a consistent manner...



Learning Theory

Assumes that the Student is capable of:

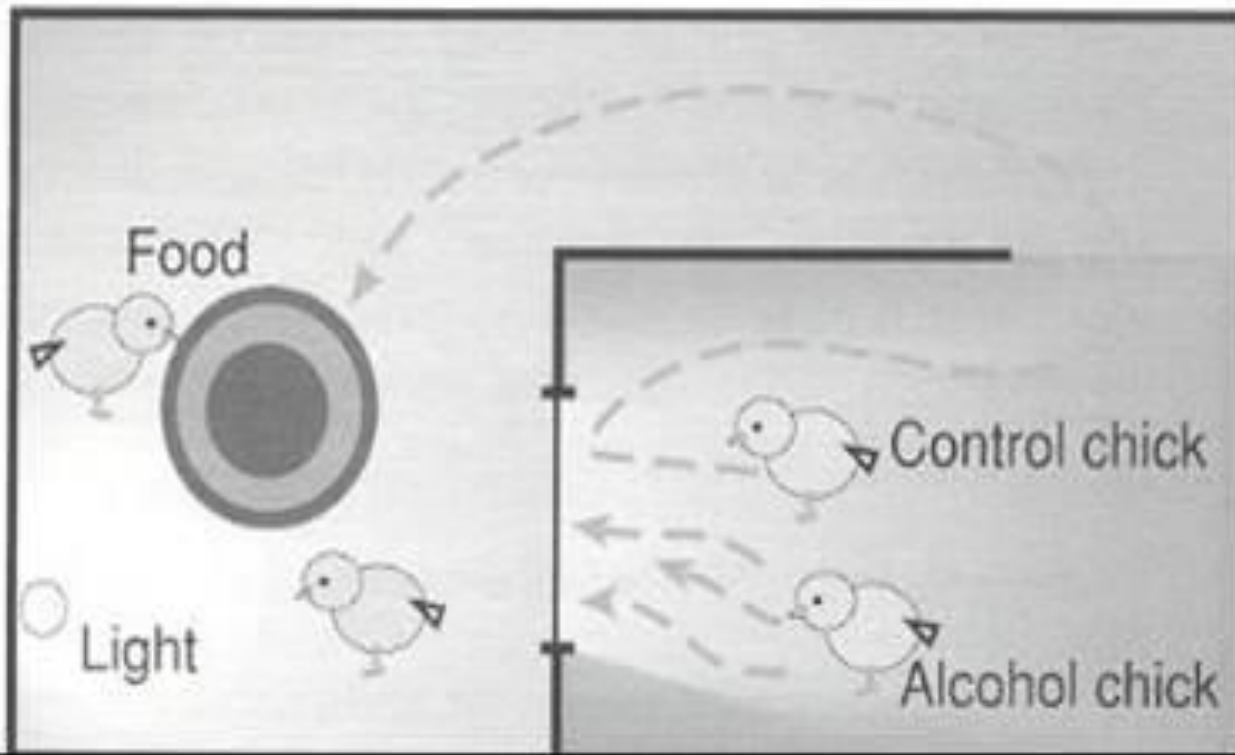
- *Learning a rule or principle*
- *Understanding the underlying concepts of that principle*
- *Remembering these concepts*
- *Generalizing this learning to many different situations*

What Happens When...



Learning Theory runs
into FASD?

Alcohol Chicks Fail Detour Learning Test



By not paying attention to the specific brain-based differences in individuals with FASD; our educational, social service, mental health, and legal systems are trafficking in children with FASD.

--Sue Hemple

Quotable Quote / Well Said

“For adults with FAS, 80% are unable to live independently -- regardless of IQ.”

-Streissguth et al.

~~What are We Ignoring?~~

16 years



Developmental
Age
vs.
Chronological
Age

< 8 years



STUDY: Comparison of Social Problem-Solving Ability

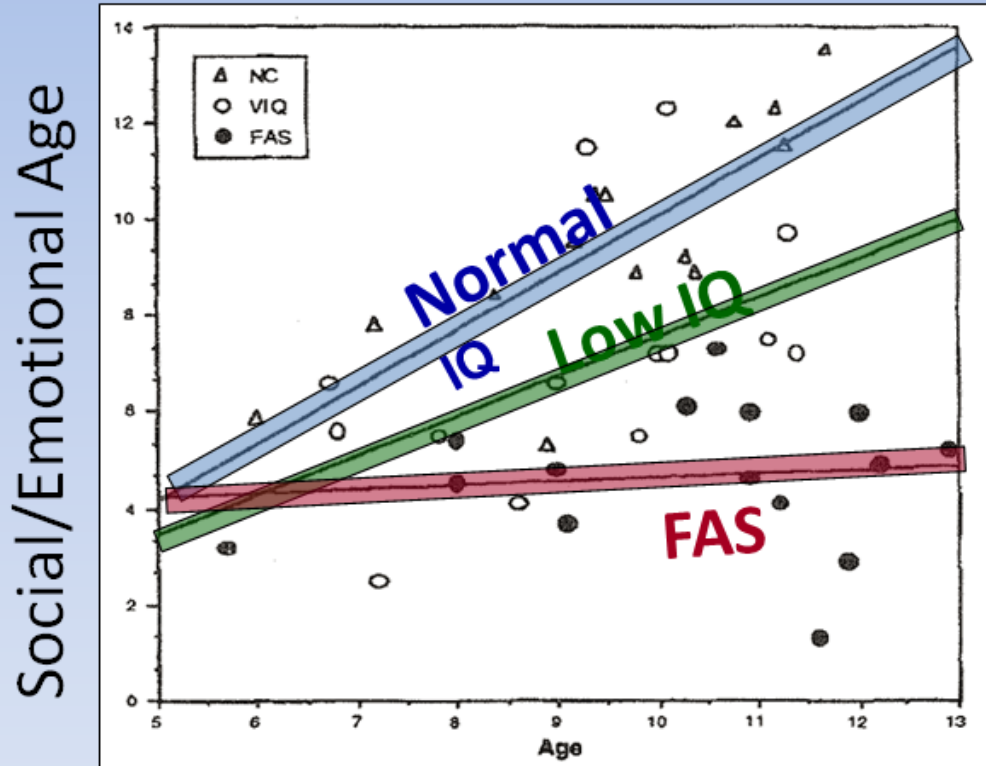
by Ed Riley and Sarah Mattson

- *Children with FAS*
- *Children with same IQ (no FAS)*
- *Control group (normal children)*

Social Abilities Assessment

- *Vineland Adaptive Behavior Scales*
- *Parent Version*
- *“VABS-II”*
- *Administered by school psychologist*

Vineland Scores



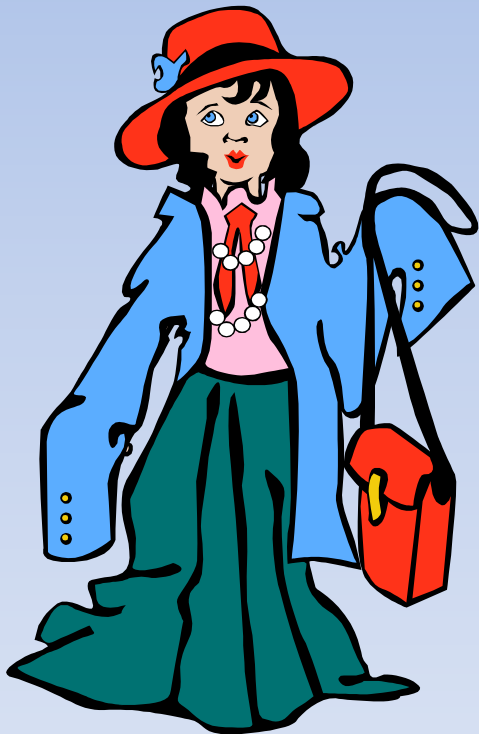
----- Chronological Age -----

Chronological Age

Vineland Adaptive Behavior Scale II



Behavioral Expectations of Children with FASD



Chronological Age-
Appropriate

vs.

Developmental Age-
Appropriate

- Evensen & Malbin

Chronological Age Expectations: Typical 5-year old...

- *Go to school*
- *Follow 2-3 instructions*
- *Interactive, cooperative play*
- *Share*
- *Take turns*



Developmental Age with FASD: 5-years going on 2-years...

- *Take naps*
- *Help mommy*
- *Follow one instruction*
- *Parallel play*
- *Active*
- *My way or no way!*



Chronological Age Expectations: **Typical 18-year old...**

- *On the verge of independence*
- *Maintain a job and graduate from school*
- *Have a plan for their life*
- *Budget their own money*
- *Organize*
- *Accomplish tasks independently at home, school, and job*

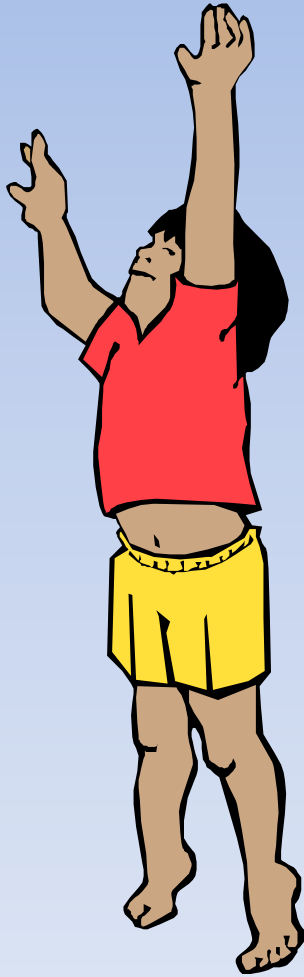


Developmental Age With FASD: **18-years Going on 9-years...**

- *Needs structure and guidance*
- *Limited choices of activities*
- *In the “here and now,” very little future projection*
- *Giggles, curiosity, frustration*
- *Gets an allowance*
- *Gets organized with help of adults*
- *Boundary issues. Just learning...*



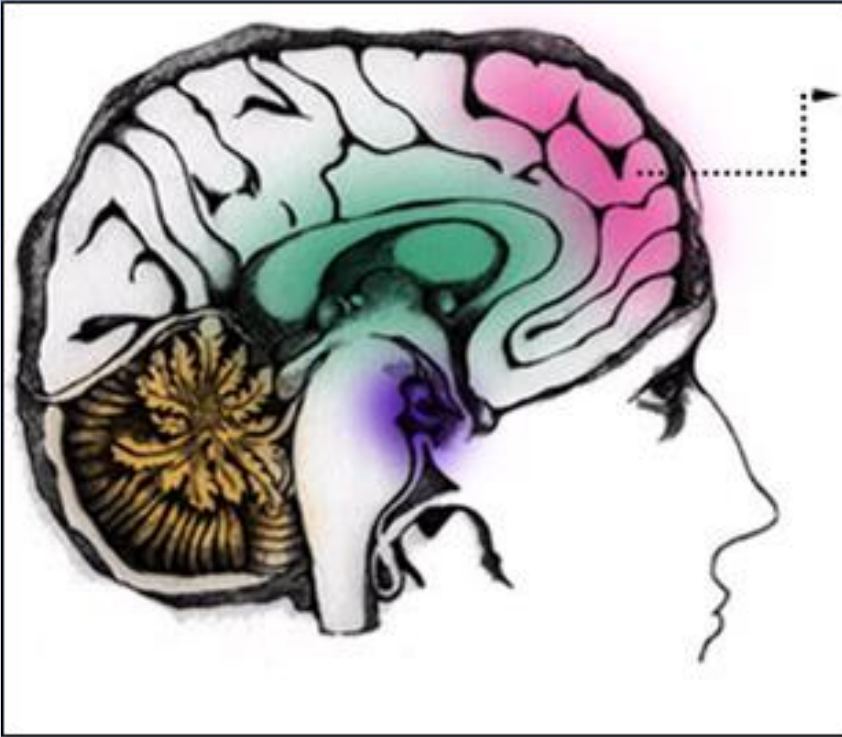
Adolescents w/FASD = **Stretch Toddlers**



*We have to get children with FASD to their
mid 20's instead of just 18 years old*

WHY??

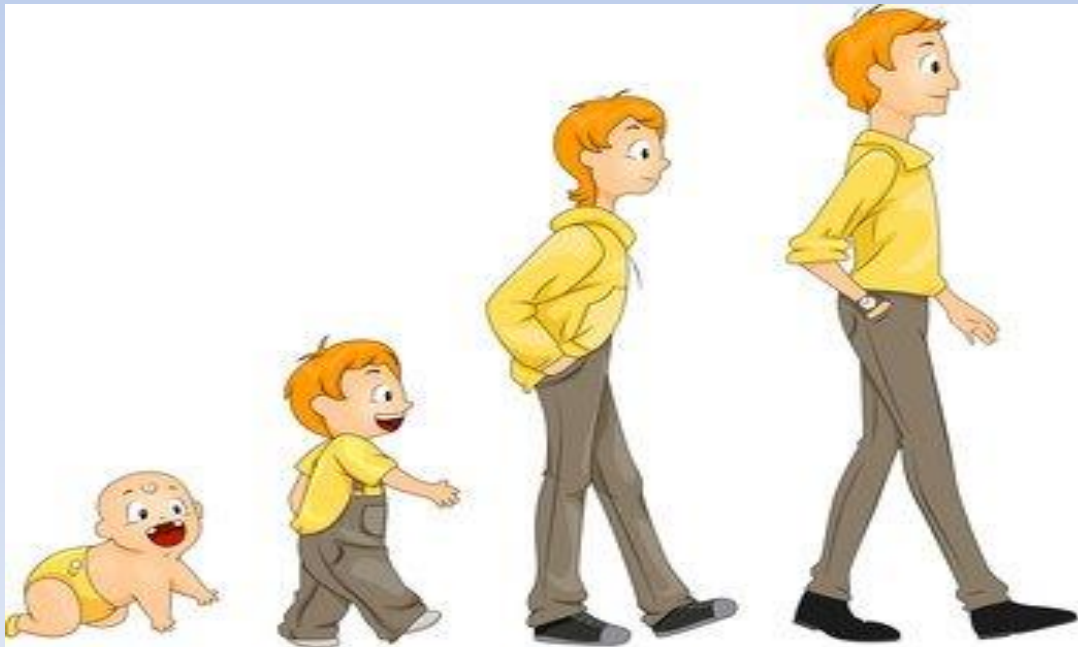
THE BRAIN'S CEO



Frontal Cortex

- Impulse control
- Judgment
- Problem solving
- Emotional processing & self-control
- Language
- Organization & planning
- Motivation
- Goal setting behaviors

25+ instead of 18



Avoid the Cliff !



Ask 4 Thoughtful Questions

1. What is my student/client'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 person ***does not understand***?
4. How can we help develop appropriate ***Habit Patterns of Behavior*** with or without current deeper understanding?

8 Magic Keys



C
C

R

R

S

S

S
S

8 Magic Keys

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

* Master Key

1. Concrete or Literal



2. Consistency



3. Repetition



4. Routine



5. Simplicity



6. Specific



7. Structure



8. Supervision



* Master Key

Trusting Relationship (Sister Suzette)



True Story

Tlingit Indian baby born near Hoonah, Alaska

- Mother late stage alcoholic
- Many episodes of abuse and neglect in early years
- His plight was neither caught by OCS nor the school system
- Rendered him basically homeless at the age of 11 in Juneau, Alaska

So.. What happened to our
little Tlingit baby boy?



meet Morgan Fawcett

Vision for the future.