




1


Class Guidelines



- Sign in by entering your name and location in the chat box (if you are not a foster parent, but need credit for this class, please email acrf@nwresource.org).
- Find the handouts and slides at www.acrf.org
- Our session will last about 1 hour, followed by Q&A.
- This session is being recorded and will be made available online.
- The same Zoom link will work for upcoming sessions.

2

Netiquette

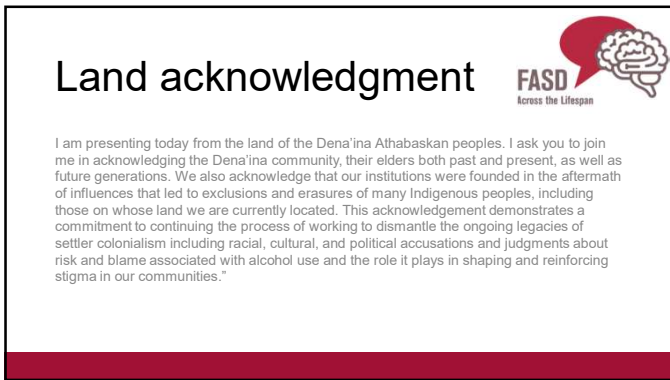


- Use the chat box to ask questions, or message one of the hosts for support.
- We will allow opportunity for phone questions at the end of the session.
- Be sure to maintain confidentiality when asking a question.

3




4



5



6



Jamie Bleakley, OTR/L
 A Better Tomorrow Therapy and Wellness Center, LLC
 Anchorage, Alaska
 jbleakley@abettertommorwak.com

7

OBJECTIVES:


- Recognizing brain-based differences that impact preschooler social interaction
- Understanding meaning behind behaviors impacting social interaction in preschoolers with FASD
- Be able to identify interventions to help the child engage within their environment

8

Social Disturbances

<ul style="list-style-type: none"> • Expected: <ul style="list-style-type: none"> • Following classroom routines • Sitting on their carpet for circle time • Respond to group directions from the teacher to clean up • Potty trained • Providing a kind, verbal response • Taking turns, playing with others 	<ul style="list-style-type: none"> • Unexpected: <ul style="list-style-type: none"> • Hyperactive, touching everything, wandering • Leaning on others or won't sit still • Staring blankly when given a direction or yelling "no!" • Messy eater, poor hygiene, bathroom accidents • Bossy • Tantrums with transitions
---	--


9



All behavior is a form of communication. Children use behaviors to get a need met or avoid a situation.

10


Expected skills at this age:



2y	3y	4y
Body balance	Strengthens fine motor skills	Outdoor activity
Emotional recognition	Identify & express emotions	Inspire imaginative play
Learning to solve a problem	Planning & logical thinking	Understanding time & routine
Speaking in sentences	Using longer sentences to describe things	Talking fluently & with confidence

- Becoming more independent with their adaptive living skills
- Developing sense of identity
- Increased awareness of others
- Social rules and applying them
- Beginning to be able to regulate their emotions
- Turn taking and cooperative play
- Creativity and imaginative play

11




Common Domains of Brain Impairment

- Attention/Hyperactivity
- Communication
- Learning & Memory
- Adaptive Living
- Sensory Integration
- Fine or gross motor
- Visual perception/motor integration
- Executive function

12

Common Overlapping Symptoms




<p>FASD</p> <p>Communication & Social language difficulties-desire to engage</p> <p>Sensory integration difficulties- in all sensory areas: visual, touch, auditory, proprioception, taste, distractibility might look like ADHD</p> <p>Executive functions- cannot control emotions, impulses, shift, initiate, have working memory issues, lack cognitive flexibility</p> <p>Poor adaptive functioning- dysmaturity, neural disconnects hampers their move toward age-appropriate/independence skills, hygiene issues</p> <p>Intellectual disability- most have average IQ but cannot reliably access it on daily basis</p>	<p>Autism</p> <p>Communication & Social language difficulties-might be more avoidant, lack eye contact</p> <p>Sensory integration difficulties-hyper focus on stimuli, objects rather than people, more likely to have repetitive/restrictive behaviors and oversensitivity</p> <p>Executive functions- cannot control emotions, impulses, shift, initiate, may have working memory issues unless preferred topic, lack cognitive flexibility</p> <p>Poor adaptive functioning- slower to achieve skills, hygiene issues</p> <p>Intellectual disability but many "high functioning"</p>	<p>Trauma</p> <p>Communication & Social language difficulties may not have developed receptive/social cues due to neglect, emotional abuse (dendrites were pruned when not used)</p> <p>Sensory integration difficulties-might be most impacted by loud or unexpected sounds, are visually hyper-alert, triggering events</p> <p>Executive functions- cannot control emotions, impulses, shift, initiate, have working memory issues, lack cognitive flexibility</p> <p>Poor adaptive functioning-were not taught behaviors/skills that their typical peers engage in, can learn with modeling</p> <p>Academic achievement may be behind but less likely to have an actual ID unless from another etiology</p>
--	--	---

Alaska Center for FASD

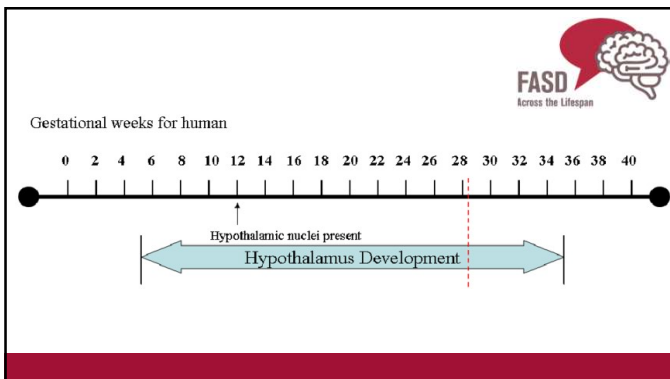
13

Attention/Hyperactivity



- Sleep disturbances
- Anxiety
- Depression
- Oppositional Defiant Disorder
- Learning Disabilities
- Bipolar Disorder
- Poor memory
- Processing disorders
- Sensory Integration dysfunction

14



15




TOOLS FOR CAREGIVERS

- Dressing in layers
- Prompting to respond to physical cues
- Having water readily accessible and encouraged
- Having mealtime routines
- Prompting to eat healthy snacks every couple hours
- Good sleep hygiene and routines
- Using a timer for use of the bathroom


16

Communication



- Expressive Language: putting thoughts into words or gestures used to communicate with others.
- Receptive Language: understanding the words/ sentences and meanings of information being provided (verbally or written).
- Processing of Language: the ability to understand verbal information and following directions.

17



TOOLS FOR CAREGIVERS

- Have the child tell you what they heard
- Ask clarifying questions to verify understanding
- Use clear, succinct language
- Rephrase your request
- Make sure that the child know that you are talking to them.
- Let the child know "what's next".
- Give preparation time for transitions
- Provide the child with modeling
- Allow "do-overs" and situations to practice

18

the pearl project

FASD
Across the Lifespan

TBRI:
Karen Purvis

Correcting
Empowering
Connecting

RE-DOS
TIME-INS
CHOICES
STOP & THINK

WATER
ROUTINES
HEALTHY SNACKS
SENSORY ACTIVITIES
PLAY MINDFULNESS
AFFIRMATIONS WARM EYES
LISTENING HEALTHY TOUCH

TRUST-BASED RELATIONAL INTERVENTION®

19




20

TOOLS FOR CAREGIVERS


- Be aware of your child's cues
- Be preemptive
- Limit information provided
- Be patient
- Provide choices/ set boundaries
- Allow opportunity for repetition
- Set up a "quiet space"
- Use visual schedules/ calendars

21


4 F's of stress:



- Fight
- Flight
- Freeze
- Flop



22



Learning & Memory

- Repetition and re-teaching
- Social stories
- Role playing/ Modeling desired behaviors
- Simple instructions (3-4 words max)
- 1-2 step directions
- Visual schedules
- Rewarding success
- Use of songs, sign language, gestures
- Be consistent

23




Fabrication

Many times, the children do not have the skills to remember and sequences events so their brain will fill in the blanks.

24

PROPRIOCEPTION

The sense that helps a child with body awareness is known as proprioception.

FASD
Across the Lifespan

28

Vestibular Sense

The vestibular sense contributes to our ability to maintain balance and body posture.

FASD
Across the Lifespan

29

SENSORY STRATEGIES



stretch	talk to a friend	use putty	bounce on a ball	listen to music
listen to songs for songs	do a puzzle	find a quiet place	write in your journal	hum a song
read a book	hug yourself	rest quietly	take a walk	imagine your favorite place
get a drink	color	count to 10	meditate	bounce a ball

ALLESBORN.ORG.COM

FASD
Across the Lifespan


30

Intrception

Intrception is a concept developed by H A Murray to describe those who process the world primarily through their feelings or emotions.


31



Theory of mind (ToM) is the ability to attribute mental states to ourselves and others, serving as one of the foundational elements for social interaction. Having a **theory of mind** is important as it provides the ability to predict and interpret the behavior of others.

32

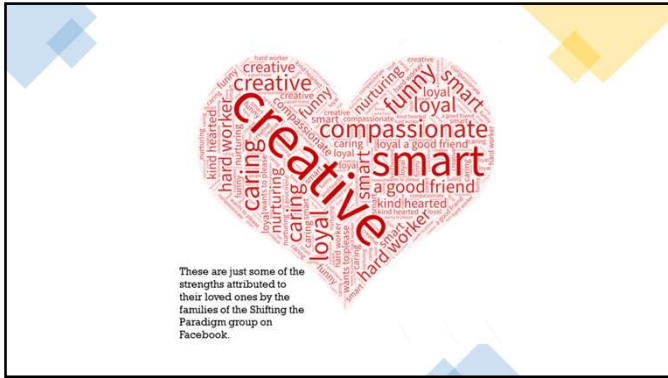
INTERVENTIONS:



Children may benefit from:

- Physical therapy for joint stability, coordination, body awareness, and adaptation to environments
- Occupational therapy for fine motor, visual motor/ perception, sensory integration, feeding, social interaction, daily living skills and executive functioning
- Speech therapy for expressive and receptive language skills, pragmatics, & theory of mind training
- Play therapy/ Parent-Child Interaction Therapy/ Filial therapy
- Trauma-Informed daycares/ schools

33



34



35

This series is brought to you by...

With funding from the State of Alaska FASD Program and the Alaska Mental Health Trust Authority.

36
