




Welcome to FASD Across the Lifespan
A training series for Alaska families



In this series

- Introduction and Diagnosis
- Infant Learning and Early Intervention
- Preschool and Social Development
- School Age and Learning
- ➔ Middle School and Challenging Behaviors
- High School and Transition to Adulthood
- Adulthood and Interdependence



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- Currently working at AK Child & Family as Associate Director of Community Programs
- Previously employed at State of Alaska Office of Children's Services and Volunteers of America Alaska
- Spent 3 years in Lower 48 building programming to address FASD interventions in Residential Treatment
- Master of Science, Counseling Psychology from Alaska Pacific University
- Bachelors of Science in both Psychology and Criminology from Southern Oregon University
- Member, Governor's Council on Disabilities & Special Education FASD 5 Year Strategic Plan group and Co-Chair of Community Outreach and Engagement
- Trainer of FASD 101 and 201 and FASD into Action
- Member of the Rotary International Vocational Training Team sent from Alaska to Western Australia

Who am I? Why am I presenting?



- I was born and raised in Alaska.
- I survived junior high at Mears Junior High in Anchorage.
- I was a good student meaning that I made good grades and did not receive any behavioral interventions.
- I struggled socially in junior high; the stress manifested itself physically; I love volleyball, yet could never figure out overhand serve.
- I experience prenatal exposure to alcohol and continue to need accommodations daily to be successful.

Poll

Would you redo middle school years?



- Of course, those were the best years of my life.
- Maybe if the you offered me enough money.
- No way, no how, Just Say NO!


Close your Eyes and Imagine



- That you are back in middle school
- That you are leaving from your first period class and going to your second period class
- Think about what your brain has to do in order to accomplish this task
- Now in the next 1 minute type in the chat what your brain has to do in order for this to occur

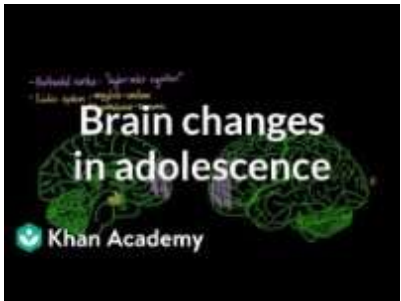


Assumptions of Presentation



- Prenatal Alcohol Exposure causes brain damage that results in Fetal Alcohol Spectrum Disorders
- This brain damage impacts the way that the brain interacts with the environment
- Individuals impacted by prenatal alcohol need accommodations in order to bridge the gap between what the brain is capable of doing and what the environment demands the brain be able to accomplish
- If accommodations are not provided to bridge that gap, then mental health symptoms will develop, and if accommodations are still not implemented challenging behaviors will develop

Typical Brain Developmental Tasks in Middle School



Gaps in Brain Development

Prenatal alcohol exposure damages the brain in three different ways:

- Kills brain cells
- Impacts myelination
- Impacts neuron migration

FASD is a whole brain disorder, yet the following areas are often significantly impacted

- Prefrontal Cortex
- Amygdala
- Hypothalamus
- Corpus Collosum

Typical Developmental Tasks of Middle School

Social Skills - Peer Relationships take priority	Starting Identify Formation	Puberty and Body Changes	Self-Governance
Self-Direction	Time Management	Organization	Planning and Implementation of plan
Move from Concrete Conceptualization to the ability to Abstract Thinking		Emotional Regulation	

Brain Dymaturity & Developmental Tasks

Social Skills

Executive Functioning:

- Self-Direction
- Self-Governance
- Problem Solving
- Decision Making
- Planning
- Organization
- Cognitive Flexibility
- Abstract Thinking


Emotional Regulation

HELP: Please Provide Accommodations!
Brain going into Fight, Flight or Freeze

- Easily Tired/Fatigue
- Psychosomatic symptoms
- School refusal
- Depression
- Anxiety
- Withdrawn/Isolating

- Shut Down/Flat Affect
- Withdrawn
- Negative Self-Talk
- Frustrated/Short Fuse/Angry
- Talk Back/Argumentative
- Oppositional

Typical Responses
*Irony in action:
 they only make things worse*



Punish	Lecture	Allow Natural Consequence to Play
Shame/Blame	Reward	Therapeutic Interventions


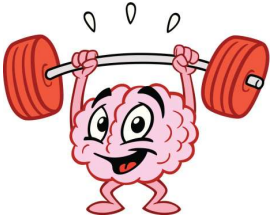
Challenging Behaviors that Scare us All

Brain stuck in Fight, Flight or Freeze

- Self-Harm
- Suicidal Ideation and Attempts
- Substance Use
- Physical Aggression
- Bullying (victim or aggressor)
- Sexual Boundary violations
- Unsafe use of electronics
- Criminal Activity
- Running Away/Elopement

Meet the Brain Where it is At

Providing accommodations is the *only* way to reduce the amount of time the brain is in fight, flight or freeze

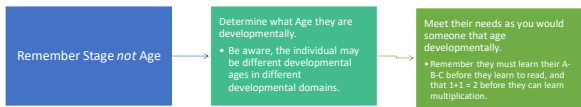



You can't use an old map to explore a new world.
 - Albert Einstein -

Accommodations – Filling the Gap

Meet	Meet sensory needs – utilize an Occupational Therapist <small>Proprioceptive ; Vestibular; Vision/Sight; Sound/Auditory; Smell; Touch/Tactile; Taste</small>
Adjust	Adjust expectations to meet the brain's developmental age
Support	Support development of social skills - when possible, utilize a Speech Pathologist or a social skills group
Check back	Check back for understanding by asking for demonstration
Accept	Accept the need to reteach – Repeat, Repeat, Repeat


Accommodations - Dysmaturity




Accommodations – Sensory Systems


- The seven domains: Touch, Smell, Taste, Sight, Hearing, Vestibular, and Proprioceptive
- Are they hypersensitive, hyposensitive, a combination of both?
- Are their sensory needs being met – if not they are not safe and will be stuck in flight, fight, freeze

Proprioceptive and Vestibular


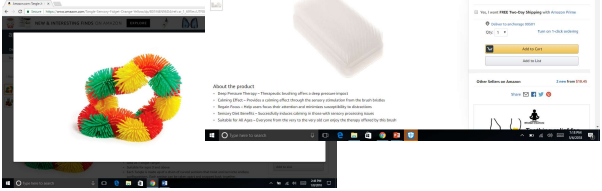




Auditory




Tactile






Language – Expressive, Receptive, and Social

- Don't Feel, Don't Trust and Don't Talk Rules need to be broken
- Must teach them feeling words: start out small and introduce more and more
- Introduce and model the "I Feel"...Statement
- Introduce the Anger Iceberg


- Recognize that they may be very proficient at parroting back information
- Ask for demonstration, not repeating of words
- Use Social Scripts – only demonstrate it the way that it needs to be done
- Specifically say what needs to occur – erase the word "don't" from your vocabulary

Processing Pace – Give Time







Can't rush processing – must allow for processing time. If it is going to take a minute, give a minute



Use multiple means of communication – Words, Signs, Pictures




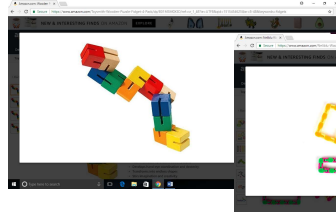
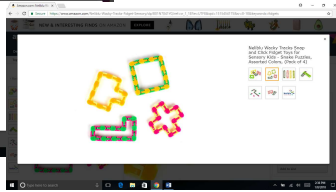
Provide multiple ways to respond




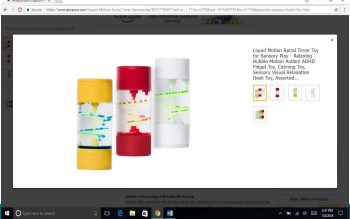

Provide limited choices

Processing Pace – Activate Midline



Processing Pace – Specifically helps with transitions

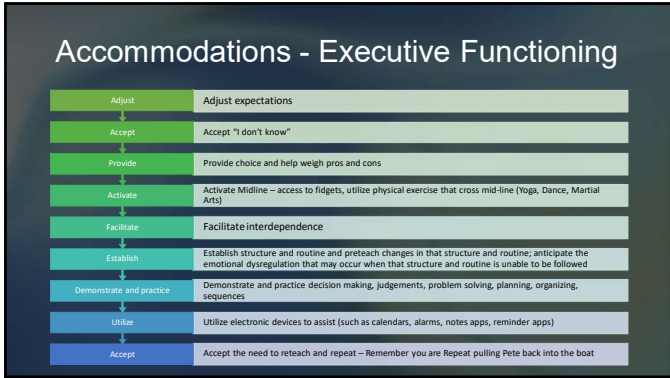




Motor Coordination & Visual/Spatial Relationship

Pick	Pick Your Battles
Utilize	Utilize Occupational and Physical Therapy
Emphasize	May impact how good they are at sports; therefore emphasize fun and good sportsmanship over proficiency


Executive Functioning – Major Considerations

Develop interdependence	Anticipate dysmaturity
Staying 2 Steps ahead to break the ground and identify potential pitfalls	Must start at the general building blocks and build up <ul style="list-style-type: none"> Cannot read a novel if I've never been taught words; cannot learn Algebra if I didn't learn addition, subtraction, multiplication and division.
if they are not safe, this part of the brain is not activated	Anticipate and accept days when they "totally get it" and days when they "totally don't"



Memory

- Activate the Memory – tell them what occurred if you know what occurred; Asking is a set up confabulation
- Routine and Structure – allows for Role/Muscle Memory
- Keep It Simple, Simple (KISS)
- Charts
- Calendars and Alerts – utilizing their electronic devices
- Reminders – Broken Record – You are Repeat, They are Pete



Support Brain Development


What caregivers need

- Regulate, Regulate, Regulate – Engage Safety and Self-Care plans
- Pick your battles and avoid power struggles
- Utilize your own support system
 - To help process the grief and loss that occurs in this stage
 - To matter, to be heard, and to make sense of their world
- Updated Neuropsychological Assessment to identify accommodations/support needed
- Identify when expectations exceed brain ability and provide accommodations



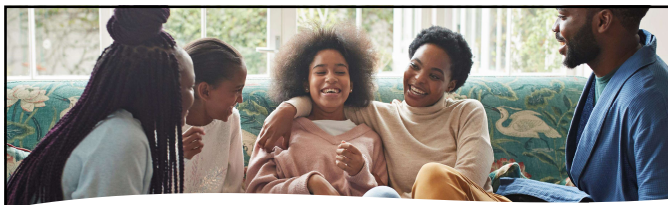
Support Needs Everyone Can Provide

- Remember I am doing the best I can do everyday
- Unconditional positive regard – I made a mistake, I am not the mistake
- To be reminded that my brain maybe damaged but I am not damaged
- I need structure and support – not control
- Fill my tank – remember the ratio 1:4 to 1:7, it takes at least 4 to 7 positive interactions to negate every negative interaction
- To matter, to be heard and to make sense of my world
- To listen and interpret when I communicate how my brain works
- Updated Neuropsychological Assessment to identify accommodations/support needed and for someone to explain what it tells me about how my brain has been impacted




Support My Brain Development

- Home to be the safe and fun house – where their friends can come and have fun within supervision
- Friends – peers who “get me” and “accept me”
- Inform those working/supporting with me that my brain is impacted and what accommodations I need
- Positive adults (outside of my family) who “get it” that can be champions for me
- Teach self-advocacy skills and practice them in different situations so I can use them when necessary
- Help me find my “niche” and support it – if this costs money, utilize community resources such as ISA funds and Mental Health Trust Mini-Grant



Resource Page

- FASD into Action: facilitated by either Stone Soup Group or Alaska Center for Children and Adults
- 8 Magic Keys: <https://www.youtube.com/watch?v=tKFV21waMe0>
- Alaska Center for Fetal Alcohol Spectrum Disorders: <https://alaskacenterforfasd.org/>
- Alaska Center for Children and Adults, Parent Support Group: <http://alaskacenter.org/faces/>
- NOFAS: <https://nofas.org/>
- University of British Columbia – International Research Conference on Adolescents and Adults with FASD
- Alaska Center for Resource Families – Trust Based Relational Intervention Training



Handouts included



- Create own Schedule
- DEARMAN
- Emotional Thermometer
- Feelings Chart, Feelings Wheel, 12 Core Feelings
- 99 Coping Skills Poster; Calm Down Strategies
- Sensory Chart; Sensory Heavy Work Chores
- Anger Iceberg

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"Tomorrow is a new day with no mistakes in it... yet."
 — L.M. Montgomery, *Anne of Green Gables*

"You're going to make mistakes in life. It's what you do after the mistakes that count."
 - Brandi Chastain

Grace means that all your mistakes now serve a purpose instead of serving shame.
 -Brene Brown

Thank you!

This series is brought to you by...



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