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Adapting Early Childhood Environments to Support Children with FASD

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**Thank you to the Public Health Agency of Canada
for funding this project.**

Canada 

*The views expressed herein do not necessarily represent
the views of the Public Health Agency of Canada.*

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FASD 
NETWORK

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**No conflict of
interest to declare**

Learning Objectives

1. Describe the Canadian FASD Mentoring Project.
2. Demonstrate learning activities that support an understanding of FASD.
3. Apply strategies discussed in workshop to support children with FASD in early childhood environments.

Canadian FASD Mentoring Project

Project Mandate

To support a network of Mentors across Canada to deliver FASD workshops to Aboriginal Head Start sites in Urban and Northern communities.

Holding a Space





**What
have you
heard about
FASD?**

FASD



Dads and FASD



**Unique.
Lifelong.
Range of
abilities and
disabilities.**



Diagnosis of FASD



Born With Some Struggles



Adverse Outcomes



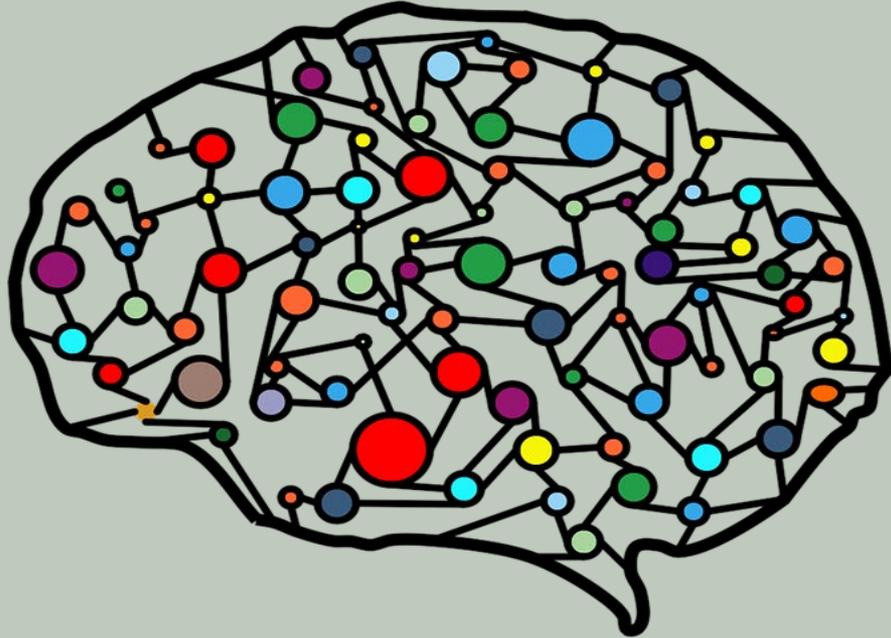
Best Approaches for Working with Young Children with FASD



Compassion and Acceptance



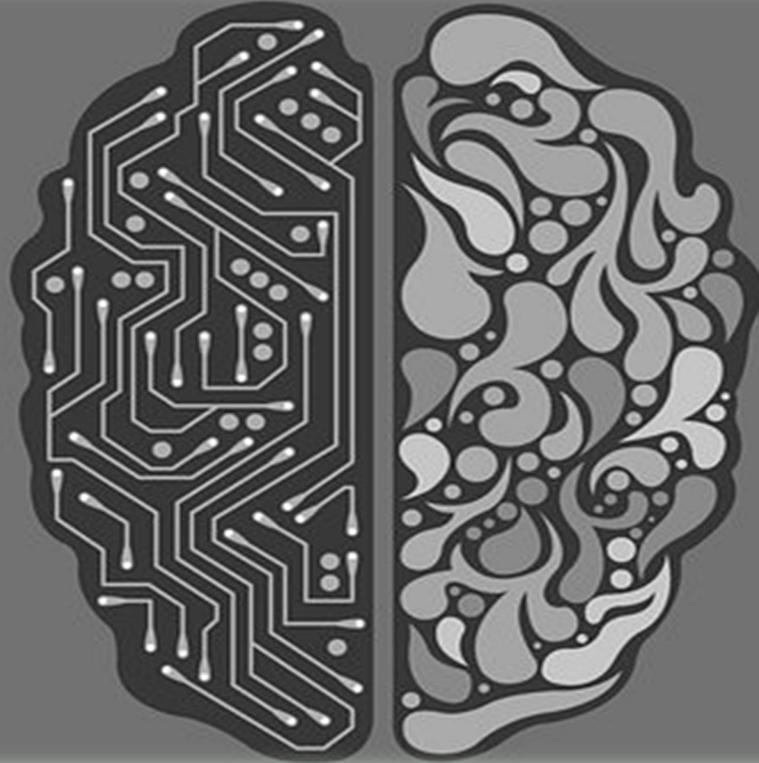
FASD: a Brain-Based Disability



Understanding Someone with FASD



Neuroplasticity



All children
want to
learn and grow.

All children
can
learn and grow.





**All
behaviour
has a
purpose.**

Child's Behaviour	We believe they Won't	We believe they Can't	We believe they Can, but differently
Makes the same mistakes over and over	<ul style="list-style-type: none"> ▪ Willful ▪ Manipulative ▪ 'Stupid' 	<ul style="list-style-type: none"> ▪ Can't link cause to effect ▪ Can't see similarities ▪ Trouble generalizing 	<ul style="list-style-type: none"> ▪ Can, with practice, visual cues, and positive prompts
Not sitting still	<ul style="list-style-type: none"> ▪ Seeking attention ▪ Bothering others 	<ul style="list-style-type: none"> ▪ Can't sit still while learning ▪ Sensory overload 	<ul style="list-style-type: none"> ▪ Can, with fidget toy, special chair, or support
Hits other children	<ul style="list-style-type: none"> ▪ Poor parenting ▪ Willful ▪ Mean 	<ul style="list-style-type: none"> ▪ Not able to interpret social cues ▪ Doesn't know what to do 	<ul style="list-style-type: none"> ▪ Can, with social practice or social story

Family-Centred and Strength-Based



Developmental Relationships



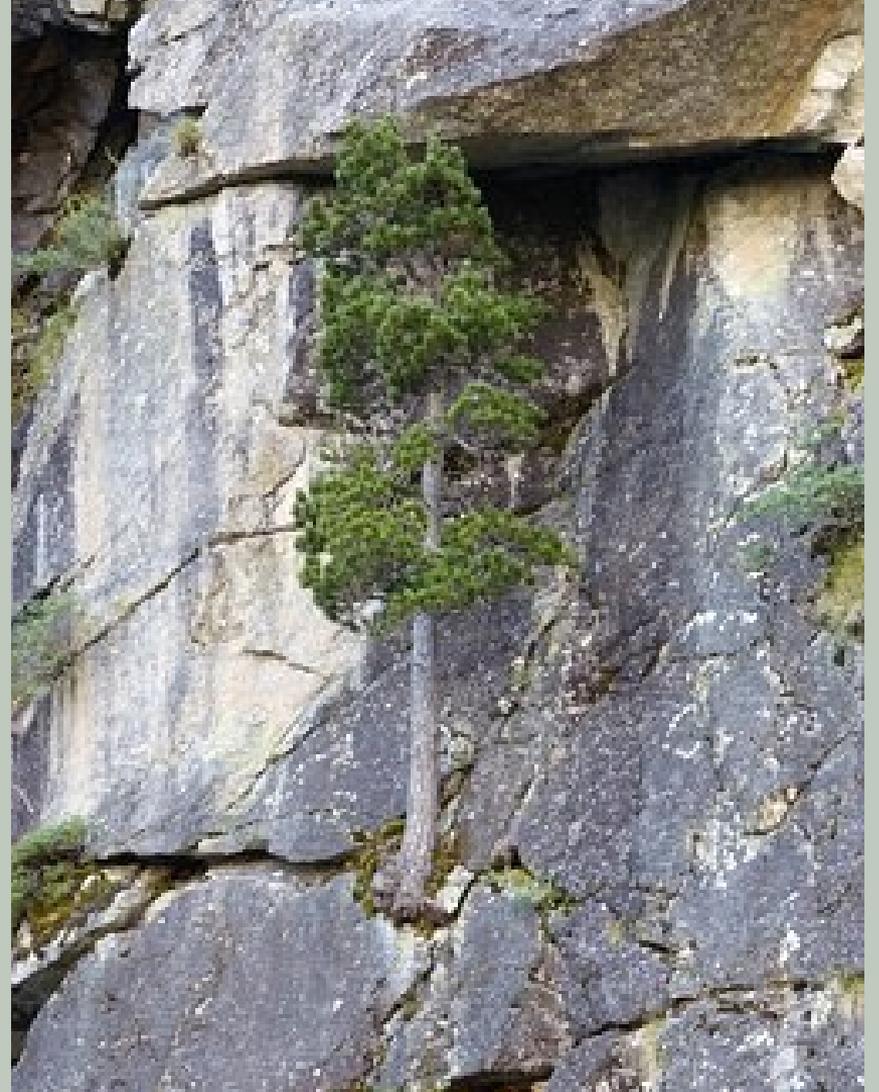
Culturally-Informed



Trauma-Informed Practice



Build Resilience



Pair and Share

What is one thing so far that resonates with you?

What does it mean in the work you do?



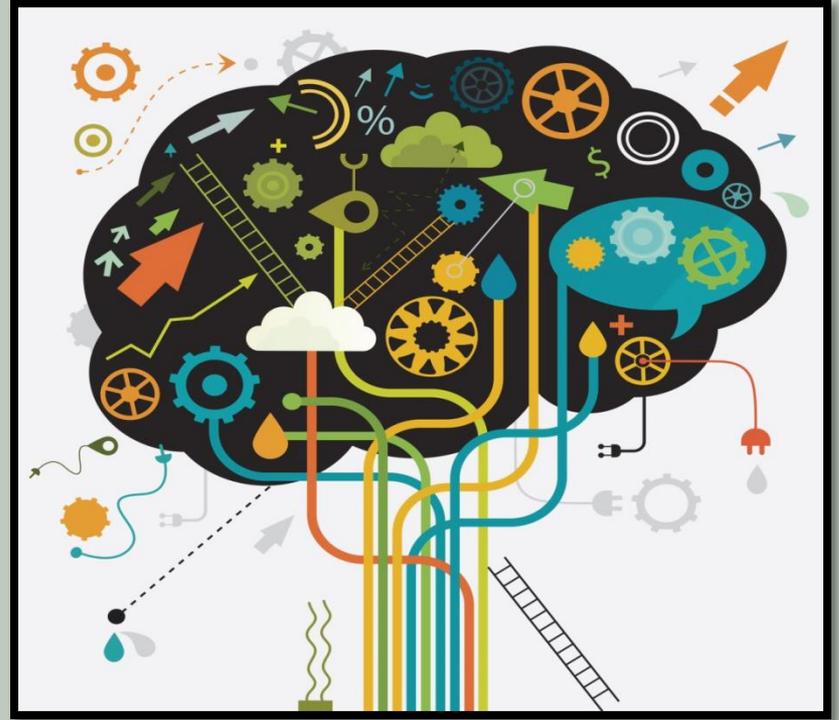
Strengths and Challenges



Common Strengths

- Generous and helpful
- Friendly and affectionate
- Value fairness
- Determined
- Athletic
- Talkative
- Caring - good with young children and animals
- Hands-on learner
- Remember what they see (long-term visual memory)
- Curious
- Artistic and musical
- Good with their hands (gardening, building, mechanics)

Challenge: Information Processing



Activity: Say the Colour

RED ORANGE GREEN BLUE

YELLOW BLACK BLUE BLACK

PURPLE RED ORANGE BLUE

GREEN BLUE YELLOW RED

BLACK PURPLE BLUE GREEN

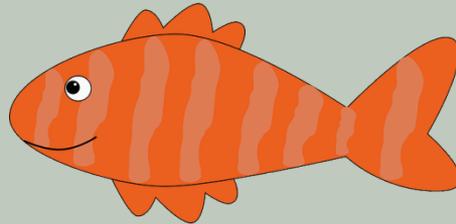
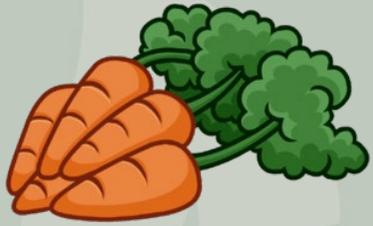
Activity: Write Your Name

Ben

Challenge: Memory







Challenge: Social Skills



Challenge: Emotional Regulation



Challenge: Language



Flingledobe and Pribin

Last Serny, Flingledobe and Pribin were in the Berdlink treppering gloopy caples and cleaming burly greps.

Suddenly, a ditty strezzle boofed into Flingledobe's tresk. Pribin glaped and glaped.

“Oh Flindgledobe!” he chifed, “that ditty strezzle is tunning in your grep!”

Challenge: Sensory Integration



Strategies to Support Success





**Ideas to address challenging
behaviours and support learning**

Strategies & Accommodations

- Build strong relationships with children
- Simple clear language; consistent messages
- Check for understanding
- Break down tasks into small steps
- Slow down; allow more time
- Reminders and prompts
- Visuals
- Positive, simple rules

- Repetition
- Consistent routines
- Let children touch, explore, hold, and do
- Practice time to learn new things
- Physical exercise before quiet work
- Build on children's strengths
- Support children to control impulses
- Teach children to play with others

- Talk about what you see children doing
- Boundaries to identify social space
- Avoid large groups, if needed
- Limit distractions
- Sensory support – fidget toys, chairs, weighted toys
- Model and teach calming behaviour
- Calming places
- Distraction

References

- Full list of references used to develop material for the Canadian FASD Mentoring Project will be available for participants at the session.
- For an electronic copy, please email bdrew@skprevention.ca.