

# FOSTERING THE YOUNG CHILD WITH FASDS



## INTERVENTIONS FOR SUCCESS

# Your child arrives



- **Circle the wagons**
- **Engage in quiet, low-key activities**
- **Begin to acclimate to the routine of the family**
- **Do not allow well meaning friends and family to intrude**
- **Do not go anywhere**
- **Keep the environment quiet and sensory calming**
- **Do not bring home lots of toys, video-games, and sensory rich items**

# A significant indicator of future success is family



- **Consistency - do the same thing, the same way, every day**
- **Structure – no surprises, limited free time, always lots of supervision**
- **Cues...lots and lots of cues**
- **Modeling desired behavior**
- **Calm, low sensory environment (limited television, no video games, little visual stimulation)**
- **Supervision 24/7 for a lifetime**

# Typical vs Exposed Behavior

## Typical

- **Pretending to not know what “hand me the cup, please” means and having to repeat the request a couple of times before compliance.**

## Our child

- **Refusing to hand over the cup, and holding it up in the air for 4+ hours**

# Typical vs Exposed Behavior

## Typical

- **Chipmunking, but a completed meal in less than an hour**

## Our child

- **Attempting to feed the child a food they love for 4 hours; once they see that you've finished they make themselves vomit the contents of their stomach with a smile on their face (and darkness behind the eyes).**

# Typical vs Exposed Behavior



## Typical

- **Playing in their crib/bed until they gently fall asleep, or attachment issues (fussing so they might sleep with mommy and daddy).**

## Our child

- **Hyperactive chatting and whispering throughout the night until falling asleep around daybreak.**

# Typical vs Exposed Behavior



## Typical

- **Wary of strangers, if friendly they are simply a little too chatty**

**Diary of an FASD Mommy:**

<http://fasdmommy.wordpress.com/>

## Our child

- **Yearns for a strangers attention. Will reach out to anyone. If the stranger were to pick them up and walk away, your child would not look back to see your location.**

# Environment



- **Monitor:**
  - Light – natural light, indoor lighting, wall color,
    - ✦ Choose soothing, calming, low contrast colors and textures
  - Sound – from electronics, neighbors, other children
    - ✦ Limit exposure to noise at home, school, out in public
  - Visual stimulation – finishes, art work, electronics, toys
    - ✦ Keep décor simple, put toys away, close closet doors, ensure classrooms are not cluttered



# Manage Transitions



- **Plan ahead**
- **Give cues about what is happening next**
- **Give 15, 10, and 5 minute warnings...even 2 and 1 minute warnings**
- **Minimize the number of transitions**
  - House to car
  - Car to school
  - Classroom to playground
  - Playground to classroom
  - Each activity within the classroom is a transition

# Transitions Continue



- **Use pictures to show what is next**
- **Make your own picture books of big transitions:**
  - A new school
  - Moving to a new house
  - Learning to ride the bus
- **Pictographs can show the progression of the day**
  - Place them in the house, on door frames, the bathroom mirror
  - Tape them to the child's desk and on the classroom door
  - Use them to help a child feel the passage of the day