

TIPS

For Parents
& Caregivers

A woman with dark hair, wearing a peach-colored long-sleeved shirt, is sitting on a dark leather couch. She is holding a baby in a white diaper and looking at the baby with a smile. The baby is wearing a blue earring. The background features a colorful abstract painting with red, yellow, and green tones.

FASD
NETWORK

These tips and examples were prepared by the FASD Network's parent-led Board of Directors. The information contained in these pages were compiled from years of experience as caregivers to individuals living with Fetal Alcohol Spectrum Disorder. The tips were meticulously researched and tested by the 12 member board that leads the Network.

CONTENTS

03

TIPS FOR DECISION MAKING

07

TIPS FOR FRIENDSHIPS

09

TIPS FOR STRUCTURE AT HOME

11

TIPS FOR UNDERSTANDING TIME

13

TIPS FOR DISTINGUISHING FACT
FROM FICTION

15

TIPS FOR COPING WITH SENSES

17

TIPS FOR TEACHING OWNERSHIP

19

TIPS FOR CHANGES

21

TIPS FOR MONEY MANAGEMENT

25

TIPS FOR DEVELOPING ROUTINES

27

TIPS FOR SPORTS & ACTIVITIES

29

TIPS FOR CAMPS

31

TIPS FOR HEALTHY & SAFE
SEXUALITY

33

TIPS FOR AVOIDING DRUGS
& ALCOHOL

35

TIPS FOR AVOIDING LEGAL
TROUBLE

37

TIPS FOR CARING FOR YOURSELF

TIPS FOR DECISION MAKING

Decision Making for Children

Everyday decisions are sometimes difficult for children living with FASD to make because their brains work differently. Children with FASD may not be able to clearly understand the consequences of their actions. They may also have trouble sorting out the facts when they make decisions. This sheet offers you some tips on how to teach your child about how to make good decisions and wise choices.

Example #1

It's a cold winter day and your child doesn't want to put on their coat, hat, or mitts.

How you can help:

- To understand your child's reasoning behind the decision you need to look at all of the factors affecting the decision. Is this a behaviour because of the disability? Your child may not feel the sensation of being cold. Therefore, he or she may not know to wear additional clothing as the weather changes. You could put up visuals showing the seasons and suggestions of what to wear. Your child may also be overwhelmed by the choices. Does he or she have more than one option for winter clothing? Is the closet cluttered, making it hard to tell what belongs to who? It also might be something as simple as the sensation of that clothing item. For example, if there is a tag inside of the mitten, it may be quite irritating if your child is over-sensitive.

Example #2

You're in a grocery store and your child opens a bulk candy bin full of brightly coloured candy. He reaches for some candy to eat. You tell your child that you'll first need to pay for the candy – it's not free. A few minutes later, he picks up an apple and takes a bite.

How you can help:

- This child is having trouble generalizing rules to different situations. You will need to repeat the rules in different settings and for different objects. Remind the child before you enter the store about these rules. If necessary, continue to remind him as you enter different departments of the store.

TIPS FOR DECISION MAKING

- Routine is important. Try to do things the same way every day. For example, your child needs to put his dirty clothes in the laundry hamper every time he gets into his pyjamas. Continue to repeat this each day.
- Try to keep your explanations short. Use the same words each time. For example, pyjamas are pyjamas every time – they are never PJ's or jammies. A rhyme may help your child remember the order of things to be done. For example, “Feed the cat, outside there's snow, wear your hat, off to school you go.”
- Use visual cues or hints whenever you can. For example, put a picture of a coat over the coat hook where your child should put his coat.
- Offer only two choices at a time. For example, “Do you want to wear your blue sweater or your red sweater today?”
- Try to cut down on things that distract the child. It's hard for him to focus when a lot is going on. For example, if a few children are getting ready to go outside, it may be easier for your child to get ready before or after the other children.
- It is important to leave enough time for a child with FASD to transition from one activity to another. It may help to set a timer for 3 minutes and let your child know that when it rings it's time to stop playing and get ready for school. Use a timer that visually counts down so that the child can see the amount getting smaller.
- Encourage your child when she makes a good decision. For example, “That was great that you didn't run into the street after your ball!”
- Try to stay calm and cool. If you get angry, your child may become excited or confused and lose control of his behaviour.

TIPS FOR DECISION MAKING

Decision Making for Youth and Adults

Decision making is a life-long challenge for people with FASD. They will need the aid of someone who can be trusted to help them make good decisions. But how do you help your teen or adult to be independent?

Teens with FASD are like most teens: they want to feel good about themselves, have friends, and be independent. They are likely to act first and think later because of the way their brains work. They are often more impulsive than their peers and quick decisions can lead to trouble.

Example #1

A teenager has a paper route. He does a great job delivering papers every day after school, but he forgets to pick up the customer's payments at the end of the month. Collecting money is not part of his daily routine.

How you can help:

- Help him make collecting money part of his routine. A parent or trusted friend could walk his route with him on collection day. This way he'll be reminded to collect the money and he'll have someone to help if he needs to make change for a customer. Explain that his job includes delivering papers, collecting money, and paying the newspaper business their share.

Example #2

An adult is on her way home from work and she has just enough money for the bus. While she's waiting for the bus to come, she gets hungry. She goes into the store and buys a chocolate bar. Now she doesn't have enough money for the bus and she is going to have to walk home.

How you can help:

- A monthly bus pass, or enough bus tickets to last her the whole month, would help her get home safely from work. Help her to pack snacks so that she has options if she feels hungry.

TIPS FOR DECISION MAKING

- Youth and adults with FASD need a long time to learn some things. You can help by being patient and explaining some things over and over again.
- People with FASD may need a lot of time to make good decisions. Try to give them plenty of time to make up their minds.
- Explain how a bus pass will let them use the bus as many times a day as they want and on any day of the week. It's less hassle than finding the right change. Help them consider the pros and cons.
- Try to have fewer things to distract them when they have to make a decision. For example, before the family orders food in a restaurant, talk about what meals are on the menu and help them decide what they want to eat and drink. Then let them order food first from the waitress or waiter. If you go to the same restaurant every time, they may feel more relaxed and less confused.
- Help them understand that everyone makes mistakes and that it's good to stay calm when you've made a mistake.
- Teach them to look around and see if there is someone they know who they can ask for help. If they don't know anyone, teach them that it is always OK to ask for help from their caregivers.
- Make sure you point out when they make good decisions.
- Talk about different situations and how what they decide to do could be a good choice or a poor choice. For example, what would you do if you missed the bus? Would you stay in the bus shelter and wait for the next bus? Or would you walk to work even if it's really cold out?
- Point out how everyone has responsibilities to themselves and to others. For example, it is our job to keep our bodies clean and to wear clean clothes.
- Take time to explain what can happen when money is spent on the wrong things or when a job is not done right. For example, if all the money is spent on new clothes, how will the rent be paid and food bought?
- Make their chores and responsibilities habits in their lives. If they have good habits and clear routines they will have less decisions to make every day.

TIPS FOR FRIENDSHIPS

Making & Keeping Friends

It can be hard for children with FASD to get along with others their own age. Children with FASD tend to have the social skills of children much younger than their peers. To cope with daily life, children with FASD need to use a lot of energy focusing on themselves which can sometimes lead them to miss the subtle messages and habits of friendship. For example, they may not wait their turn or they may stand too close to others and get into their 'personal space'.

It can be very lonely and frustrating when other children don't want to play with them. This makes them in danger of being taken advantage of or bullied by others. For a parent it is hard seeing your child not 'fit in'.

Example #1

When your 10 year-old with FASD comes home from school, he wants to play with the 6 year-old down the street and not with his 10 year-old neighbour. He feels more comfortable playing with someone younger. He likes the games played by the 6-year-old more.

What to do:

- Your child just may not be able to play well with children his own age. Avoid situations where his lower maturity level makes it hard for him, such as in competitive sports. Encourage supervised playing when he is around younger children.

Example #2

Your 7 year-old son is at the pool and he's trying to join a group of teenage boys who are jumping off the diving board.

What to do:

- He doesn't understand that the teens don't want him. Help your child become sensitive to body language and facial expressions. Look at pictures of people in books and magazines together and ask him what he thinks the people are thinking or feeling. Explain how humans 'talk' in many ways, not just by using words. Play act together and see if your child can figure out what emotions you are expressing.

TIPS FOR FRIENDSHIPS

- Find games and activities that help your child build social skills. Safe and supervised groups such as Scouts, Girl Guides, Air Cadets, or swimming and skating lessons are great.
- Don't expect that your child will have a large group of friends. One or two close friends who have known her for many years will not only be good friends but care enough about her to help her stay safe.
- Keep an eye on your child when he plays with others. This way you can explain why things may have gone wrong and how he might want to act the next time to get along better with his friends.
- Children with FASD usually feel best in a place they know and in situations they can predict. Avoid large sleepovers and parties because they can be too confusing and overwhelming to a child with FASD. A sleepover with one friend in her own home would be best. A birthday party with two friends over for a short time would be more successful than a large party with many children and a lot of chaos.
- Over and over again, teach them the social skills of listening, taking turns, not talking when others are, and taking an interest in other people by asking them questions. Your child will need help and lessons on all these subtle ways of friendship.
- Talk to your child's teachers and ask them to make efforts to include your child in activities and groups. Thank them for their efforts; your child's teachers will be more likely to help if they see you notice their extra care.
- Sometimes children don't notice that they are different. Even though we know they are less mature than their peers, if they are happy the way they are, then that's great.
- If you see that some children are being cruel to your child, you may need to step in and stop them. Try to do this gently, so that your child is not embarrassed. Then, when there's a chance, talk to the children about how great it is that we're all different, and how boring it would be if we were all the same. Ask the other children how they might feel if they were left out or teased.
- From a very young age, children learn a lot from their friends. All parents need to keep an eye on the friends their children make. Like other parents, you may need to forbid your child from being with certain kids.
- Supervise, supervise, and supervise. Keep a close eye on your child and her playmates so you can step in and help her sort things out at the first sign of overexcitement, stress, exhaustion, misunderstanding or trouble.

TIPS FOR STRUCTURE AT HOME

Children with FASD often have a hard time when there is a lack of structure in their lives. When we structure our day, we arrange our busy lives into an order that makes sense to us. Some people get up early and go to bed early. Some people get up late and go to bed late. We should always do what works well for us.

Children with FASD need structure to help with all their daily activities. The use of reminders is helpful in giving structure to our daily lives. These reminders can be like having an 'external brain'. Things like day planners, wall charts, timers, verbal reminders, and school agendas all help as reminders.

Example #1

A child with FASD is playing in the yard. Her father calls out that it is time to go to the doctor. The child has been told many times that they will visit the doctor today. The child becomes upset and does not want to go. She refuses to leave the back yard.

What is happening:

- The child has trouble remembering she has an appointment and gets upset because she does not want to leave the fun she is having in the yard. She may not have understood the words that were used to tell her of the appointment. She may not understand the days of the week or the structure of the day without external reminders. She does not understand that most appointments need to be booked ahead for a set time during the day.

How you can help:

- When your child gets up in the morning, use both a verbal and visual cue to remind her about the appointment. Help her understand what time the appointment is. Use words she understands such as after breakfast, before morning recess, or after her favourite TV show. Remind her several times. Write it in her school agenda or on the back of her hand. If you use a visual calendar, write it down so she can see when the appointment will be in her day.

Example #2

A child with FASD always wants to eat and asks over and over again when the next meal is. Mom has said that lunch is not for another hour, yet the child keeps asking for food.

How you can help:

- Use visual reminders for meal times. If a meal has just ended, show the child on a chart when the next meal is. Teach your child that we eat meals at set times. Your child may not feel full or feel hungry due to sensory impairments. Be mindful of how much she is eating and how often.

TIPS FOR STRUCTURE AT HOME

- Mealtimes offer a simple way of having some structure in daily life. Plan meals for the same time everyday. For example, mealtimes could be 7:00 a.m. for breakfast, 10:00 a.m. for a snack, and 12:00 p.m. for lunch. Having this structure can cut down on the child's stress about eating. The child could also learn to see structure in their day by using meal times as markers. You can explain that an activity is happening "before lunch" or "after supper."
- A weekly calendar that has pictures can help children with FASD understand the days of the week. It is helpful to split the day into three parts: morning, afternoon, and evening. You can place a picture of an event on the day it will happen.
- For example, a picture of a church on Sunday morning or a picture of a child in her Brownie uniform on Monday evening. This will help the child remember activities.
- Keep the same activity patterns every day. Children with FASD thrive on routine and structure. School gives structure to the day. Staying up really late on weekends or holidays can make your child feel out of sorts. This can lead to poor choices and behaviours that are upsetting for the whole family.
- When your child keeps asking about an activity, have him check the calendar and then tell you what activity is on the calendar. Every time he asks, have him check the calendar. It can be his job to check the calendar and let you know what his schedule is. This teaches him to use the calendar as an "external brain."
- Family activities can be colour coded. All activities for Jamie are in blue and all activities for Anna are in red. Mom's activities are in green and Dad's are in orange.
- When changing from one activity to another, children with FASD need time to adjust. Warn your child about a change in plans.
- Helping your child use structure in her day will lead to a better understanding of the passage of time, the days of the week, the weeks in the year, and even the seasons of the year.

TIPS FOR UNDERSTANDING TIME

Understanding time is hard for people with FASD. Time is an abstract idea. There is the telling of time, like reading a watch or a clock on the wall, and then the passage of time, such as playing for 30 minutes while waiting for supper. There is also being on time, being early, or being late. Time involves numbers and numbers can be very confusing. People with FASD learn best when they can touch and see things, but time cannot be touched or seen.

Example #1

A parent tells a child that he may go bike riding after lunch. The child really wants to ride his bike, so he makes a peanut butter sandwich, eats it for lunch, and is out riding his bike by 9:30 a.m.

What is happening:

- The parent gave clear and simple directions for when the child could ride his bike. The child knew he could not go riding until after lunch. He made lunch, ate it, and left. The parent used the word ‘lunchtime’ to mean the child could ride his bike in the afternoon. The child understood he needed to eat his lunch before he could ride his bike.

What you can do:

- If your child can tell time, say “You can ride your bike at 1:00” instead of after lunch. Many watches have simple alarms that can be set to ring to notify a child when they can do an activity. You may also want to put up a picture of the time next to the clock. This will give them a visual to match up to the clock.

Example #2

Your child asks you over and over again when an event is going to happen. “When is Barney on?” “When is it supertime?” “When is Daddy coming home?” are just some examples. You are going crazy because he asks the same questions twenty times a day.

What is happening:

- A child with FASD has no internal clock. The passing of 10 minutes or 1 hour feels the same to him. He looks at the clock on the microwave and it says 8:00. He does not know if it means 8:00 in the morning or 8:00 in the evening. He needs help keeping his day organized. Many children with FASD get thoughts stuck in their heads (this is called perseveration). This causes them to ask the same question over and over again.

What you can do:

- A digital clock is much easier for a child to understand than a clock with hands. Be very consistent with how you say the time to your child. We understand that 2:45, fifteen minutes to one and quarter to one all means the same time. A child with FASD may think you are giving him 3 different times.

TIPS FOR UNDERSTANDING TIME

- Establish routines that will help to develop habits. The habits will serve in place of the inner clock.
- Use an egg timer for activities like showering and brushing teeth. Teach your child how to set the timer.
- Use the timer on the oven to remind the child when it is time to pick up toys or go to bed.
- Write down what time the child is to leave for school. Tape this paper by the digital clock on the microwave. Tell your child, “When the numbers match, it’s time to leave for school.”
- Compare the passing of time to something the child might understand. “We will be at Grandma’s house in the time it takes to watch Rugrats.”
- Use the radio or TV to help the child understand when it’s time to do something. “It’s time to go when The Magic School Bus is over” or “We will clean up for one more song.”
- Link the time of day to an activity such as brushing teeth before bed or washing the dishes after breakfast. This will help the child develop good lifelong habits.
- FASD causes faulty memory. Teach your child to write down appointments and events in an agenda or daytimer and to refer to it often during the day.
- Be your child’s ‘external brain’. They need your help to understand what they need to do and when they need to do it.

TIPS FOR DISTINGUISHING FACT FROM FICTION

All children tell stories. Children see the world differently from the way adults do; children with FASD have a hard time knowing the difference between reality and fantasy.

Children may story-tell, over and over again, about many things. They aren't doing it intentionally; they may be having trouble with short-term memory, so they are filling in the blanks. They may be trying to please you by telling you what they think you want to hear. They may be having trouble thinking in a logical way, and because of the way their brains work, they might really believe that what they are telling you is the truth.

Example #1

You ask your son if he has brushed his teeth. He says he has but you see that his toothbrush is still dry. You feel mad because he seems to be willfully lying.

What is happening:

- He is telling the truth as he sees it. He HAS brushed, many times in the last month. Because of the way his brain works, his sense of time is different from yours. He doesn't connect your question with something that has happened in the last half hour. His answer shows that he processes information differently.

Example #2

One member of the family has lost \$20 while doing laundry. The rest of the family has been told that the money is missing. The next day your child with FASD finds the money. She insists that this \$20 was not the one that had been lost, even though she found it in the laundry room.

What is happening:

- The child with FASD may believe she is telling the truth. She can't connect the money she has found with the lost cash. After all, in her mind that money is lost – the money she found isn't lost! Even when something seems clear and obvious to you, it might not be to your child. You'll need to make an effort, over and over again, to fill in the gaps of what your child can't understand. For example, when talking to your child, ask questions like, "Do you think it might be that person's money fell out onto the floor when she was loading her clothes into the washer? Could this be her money? Could you have found that person's lost money?"

TIPS FOR DISTINGUISHING FACT FROM FICTION

- Can your child tell you when she has made a mistake or lied? There are times when you will need to help a child sort out the truth from a lie. It helps to have an open and honest relationship with each other.
- Learn to give very clear instruction like, “Go brush your teeth please.” A clear order is less confusing than asking questions.
- Encourage your child to tell you what is true, not what they think you want to hear.
- Practise storytelling with your child. Have your child tell you stories and praise her for having a good imagination. Tell her there are good times to make things up and bad times. Offer real life examples.
- Read stories with your child every day. Many books are based on make believe. Have your child tell you when he thinks the story might be true or when it is made up.
- Be very careful about what you allow your child to see, read and hear. Your child may have a lot of trouble separating reality from fiction in the things he sees. Be aware that a child may believe that what he sees on TV shows, movies and video games are “real”. Take the time to sit and watch the TV or a movie with your child. You will be able to help him sort out fact from fiction.
- Be your child’s ‘external brain’. Know what she has been doing and needs to do next. This way you will know what really happened and be able to guide your child to remember the facts.
- Help family members and school staff understand that your child may not remember things as they really happened. Be positive about it if you can and suggest some of the ideas mentioned here. Do this before there’s a problem, if you can.
- If you catch your child storytelling, try to remain calm. If you yell, they will get distracted and find it harder to understand what they have done wrong.

TIPS FOR COPING WITH SENSES

Some children with FASD are very sensitive to touch, movement, light or sound. Because of the way their brains work, children with FASD may be so focused on what they hear, see, or feel on their skin that they can't focus on other things. When children have over-sensitive senses, they may need to shut down or they might act out. This can be very hard for parents to cope with, especially when you are out in public.

It is important to remember that some children with FASD have sensory impairments. They may not know when they are hot or cold and some may not feel pain as much as other children can. Try to help these children dress in the right way for the weather and to check them for illness or injury.

Example #1

A parent takes her child to a puppet show at the library. All week he has wanted to go, but when they get there, the room is noisy and crowded and the child gets nervous. He plugs his ears and as he gets more frustrated he starts to yell, "shut up" at the kids around him.

What you can learn:

- This child is over-sensitive to sound. The noise in a crowded room is too much for him. He tries to cope by covering his ears. His sensitivity to noise makes him frustrated and over-stimulated. Assess an activity before you plan to attend it. Think about what sense may be over-stimulated.

Example #2

A 7-year old child takes off her socks as soon as she gets home from school. Sometimes she takes her socks off at school. When the girl is asked why she takes off her socks she says, "I can't stand to wear them."

What you can learn:

- She is over-sensitive to the clothing she's wearing. She can feel even the small seam in a sock and can't 'tune out' that feeling. This means she can only focus on the clothes that bother her and nothing else. She needs to wear clothes or adjust clothing so that they are comfortable for her. You may want to turn her socks inside out so that the seams don't bother her.

TIPS FOR COPING WITH SENSES

Try to find out what your child is reacting to so that you can avoid what's causing him or her trouble. Try not to go to places where your child may be over-stimulated by noise, light etc. You may also want to be proactive and have sunglasses or headphones ready. If a child is showing signs of over-sensitivity to something, and heading to a 'meltdown,' try to leave before the meltdown happens. As the child gets older, he or she can be taught why they are feeling over-sensitive, and how they can avoid these situations. An occupational therapist may be able to suggest some exercises or ways to reduce the child's sensitivities.

Sensitivities to Noise:

- If you want or need to go to public places like malls or fast food restaurants, try to go at quiet times of the day. Fewer people go mid-afternoon or early in the day.
- Holding the child's hand will help him feel calmer and less confused by the hustle and bustle around them. Plan to stay for a short time only.
- Turn down the TV, radio, telephone etc. Do not have the TV and video games on in the same room. It is too much for the child with FASD to hear at one time.
- Speak to your child in a soft voice.

Sensitivities to Light:

- If a child seems sensitive to light, offer sunglasses, tinted goggles or a big sunhat.
- Use dim lighting when you can.
- Avoid flickering or blinking lights like the ones on Christmas tree decorations.
- Avoid TV shows, movies, and video games that use flashing lights and flashing things to make you notice the screen.

Sensitivities to Touch:

- Wash all clothing a couple of times before wearing.
- Turn socks and gloves inside out so the seams won't bother your child.
- Buy soft-feeling clothes and avoid stiff and scratchy clothes. Remove all tags.
- Bedding needs to feel comfortable for the child. Some children like heavy blankets on their beds (even in summer) and some like light blankets on their bed (even in winter).
- To some children, firm touch feels better than light touch. Some children like their hair stroked while some children like a firm backrub. Find out what kind of touch your child prefers.

TIPS FOR TEACHING OWNERSHIP

Children and teens with FASD often have trouble understanding what ‘ownership’ means. There are many reasons for this. First, they might be ‘living in the moment,’ and if they see something they want, they may take it. Or, if they have problems with short-term memory, they might not remember taking it. Or, they might have thought that it was theirs or that someone had given it to them. They also might lie and deny stealing because they are afraid of being in trouble. Finally, each day is new and different to someone with FASD. The child or teen may not remember that they had stolen before and that this was the wrong thing to do.

It is hard to know what to do when a child or teen with FASD steals something. Are they stealing because they are behaving badly or because they really didn’t understand that it is wrong to take things that belong to other people? You will need to use your judgment in each case and you’ll need to teach them over and over again about what ownership means.

Example #1

A child sees a blue jacket he likes at school, so he takes it and wears it.

What happened:

- The jacket doesn’t seem to belong to anybody. He doesn’t consider who owns it. It looks at that moment that no one does and his thinking is based ‘in the moment’. The way his brain works makes him unable to think ahead to what would happen when the owner of the jacket sees him wearing it.

Example #2

A teen with FASD asks her older sister if she can wear her sweater. The sister says “Yes”, but she assumes that she is loaning it and not giving it to the little sister. The teen with FASD argues that it’s now hers and that her big sister ‘gave’ it to her.

How to help:

- People in this teen’s life need to be very clear when they lend her things. “Yes, you can borrow my sweater for the dance but I’ll need it back before you go to sleep. This is not a gift to keep.”

Example #3

Some children are on the playground. One child has a skipping rope. Another child with FASD takes the skipping rope.

How to help:

- The child with FASD wants the skipping rope, and even though she knows it belongs to someone else, she picks it up and puts it in her backpack. This is something we might expect from a 2-year-old child. This may be the age this child functions at. Talk, over and over again, about how ownership works. Describe things as your jacket, my wallet, Jane’s skipping rope.

TIPS FOR TEACHING OWNERSHIP

- Most children will take something that is not theirs at least once while they are young. It is up to the parent or caregiver to teach a child about ownership and right from wrong. Be patient. Ownership is a hard thing to learn for children and teens with FASD.
- If your child takes something that is not theirs, ask her how she would feel if her favourite toy or shoes were stolen. Help her to understand that no one likes to have their things stolen.
- If your child takes something that doesn't belong to her, make sure she returns it with an apology. Practise how she will say sorry. Go with her for support.
- Mark the things your child owns with a sticker. For example, everything with blue stickers are his. If they don't have his sticker on them, he should not take or use them.
- If your child takes something that is not his, do not get caught up in an argument. Simply say, "This...belongs to..." Have him return the item. Stealing needs to be dealt with quickly, firmly, and with appropriate consequences.
- Valuables should not be left around where a child may come across them. Lock up things like cameras, money, and jewelry.
- Stores and malls are not good places for children and teens to "hang out." A good rule is that a parent must always go with the child or teen to the store or mall. Shoplifting can be a big problem with children and teens with FASD.
- Supervise, supervise, supervise. Children and teens with FASD need supervision at home, at school, during free time, and all the time. Be sure to look for opportunities for dynamic supervision such as mentors.

TIPS FOR CHANGES

Life is full of change. For children and teens, adults control many of the changes. Moving to a new home, starting school, changing classrooms or teachers, changes in the family, or moving to the next grade are changes children often face. But for children and youth with FASD, change can be very difficult to cope with. Along with the big changes, they may really struggle with simple everyday changes such as stopping play to go eat. There are many ways you can help your child or teen learn to cope with change.

Example #1

At school, a child with FASD is working on his math. The teacher tells all her students to stop and get ready to go to gym class. The girl with FASD starts shouting that she's not done with her math!

What is happening:

- It is hard for this child to get into her math work and then have to leave. Changing from one activity to another is harder for her than for most children. It would help if the teacher would give her advance notice before a change in class needs to be made.

Example #2

A teenage girl with FASD is being given a ride to a friend's home. On the way she asks, over and over again, which streets they will be going down and at which corners they will turn.

What is happening:

- She wants to make sure she'll get home. She's nervous about not having control of getting there and she believes there is only one 'right' way to get to her house.

Example #3

A child with FASD has an appointment at 8:00 a.m. so she gets to school a little late. She is really upset about being late. But instead of going into her classroom, she stands just inside the door and she can't move.

What is happening:

- Being late has changed her routine. She doesn't know what to do so she does nothing. She is a concrete thinker. It is hard for her to problem solve about what she should do next. If she usually hangs her coat up at 8:50, and it is now 9:05, what should she do?

TIPS FOR CHANGES

- Create routines so your child knows what comes next in the day. Try hard to stick to the same routines. This way no matter how much change is in her life, her home life will be secure. Structure helps ease stress.
- For young children, it is helpful to have a board with pictures that show the daily routine.
- Tell your child ahead of time if the routine has to change. Some children may need a full day's notice of change, and others may do best with just a few minutes' warning.
- Plan change occasionally. Talk with your child or teen about what might happen if the plan doesn't go the way you hope. For example, "What will we do if our car isn't fixed by tomorrow?"
- Sometimes it makes sense to plan for problems. Talking about a plan B or C can teach your child or teen about how decisions need to be flexible. For example, "Since our car is always breaking down, do you think we should look into getting a bus pass?"
- Break changes into small steps. For example, "First you need to put away your toys." "Okay, now let's go brush our teeth." "Good, here are your pajamas." A long list of things to do is very confusing for children and teens with FASD.
- Instructions need to be simple and clear. It helps to look each other in the eye.
- A countdown may be helpful for younger children. For example, "Play for five more minutes and then it's time for your bath. ...three more minutes...time to put the toys away; your bath is ready."
- Using an egg timer may help your child or teen 'see' how much time is left for a certain activity. For example, if you ask them to do homework for 15 minutes, they will hear the bell when the time is up.
- When you can, let your child finish the thing she is working on. Some children really like and need to take their time to finish things. They enjoy working on things at their own pace and like to finish a project.
- Organize yourself for the morning. Have school clothes out and ready to wear. Have backpacks packed and ready to go.
- Use photos of real people and places to help prepare a child for moves from one grade to another or to a different school or home. For example, a 'transition book' can help get a child ready for a move to the next grade. This book can have pictures of the child with this year's teacher and pictures of the child with next year's teacher. The book can hold pictures of the child's new classroom, where he should put his boots, what door to come in, etc. This may make it easier for him to adapt to a big change in his life.

TIPS FOR MONEY MANAGEMENT

Money Management for Children & Youth

Managing money can be very confusing for people with FASD. Money and the value of money are hard to understand. Twenty dollars for a chocolate bar and twenty dollars for a pair of new shoes may both seem like good prices to the teen or adult with FASD. Money is an abstract concept. That means while you can touch money and hold it in your hand, what money can buy or what money can do are ideas.

How much is something really worth? What happens if you don't pay your phone bill and your phone gets cut off? Why should we try to save money? How do you get out of debt? These are concepts worth discussion.

Example #1

A 14-year old lends money to a friend. She is surprised and confused when she doesn't get the money back. This is not the first time she has lost money this way.

How you can help:

- It is okay to let this girl make mistakes by 'lending' small amounts of money. If she is broke because she never gets back the money she lends, maybe she will learn that lending money is not a good idea. If she is not learning from her mistakes, make it a rule that she needs to ask a parent or trusted friend before she lends money to anyone.

Example #2

A teen sells his new \$100 running shoes to a friend for \$5. He doesn't understand what he did wrong.

What you can do:

- Go with the teen and ask that his shoes be returned for \$5. Explain that we don't sell our things to other people without asking a parent or trusted adult. Try to explain the value of money in smaller things such as chocolate bars. "Your runners are worth 100 chocolate bars and all you got for them was 5 chocolate bars."

TIPS FOR MONEY MANAGEMENT

Teens with FASD usually 'live in the moment'. Living in the moment means that when they want something, they do not think about past mistakes or understand that what they do affects the future. You'll need to be patient and explain over and over again how to spend money wisely. You can help your teen or adult with FASD get into the habit of thinking before he spends his money.

If your teen lives at home:

- You can help your teen understand the value of money. Go shopping together. Give her a small list of items your family needs and tell her she only has \$20 to spend. Have her write down the prices of the items she puts in her cart and add the prices up on a calculator. This will help her understand that the foods she puts in the cart all cost money.
- Do not give her large amounts of money to spend all on her own. If she gets gifts of money at Christmas or birthdays, help her spend it wisely. If the teen insists on an expensive item like a stereo, have her save it in the bank for one month. This will allow her time to think things over before she spends a lot of money. Praise her when she makes good decisions.
- Have your teen spend some of the money she earns or receives from allowance (her money) on the things she wants or needs. This will help her understand that shampoo, clothes, and treats all cost money.
- Have your teen pay for a magazine subscription or his own phone or internet. When the bill comes in the teen's name, help him read the bill and find out what amount of money must be paid and on what date it must be paid.
- Teach your teen that it is cheaper to spend \$80 on food for 2 weeks than to spend \$5 a meal each day eating out.
- When your teen is about to leave home set up a system to support her. She will need to know who she can call any time she needs help.
- Give your teen the freedom to make small mistakes but try not to bail him out. We all learn from mistakes. Teens and adults with FASD need to make more mistakes before they really understand and remember.

TIPS FOR MONEY MANAGEMENT

Money Management for Adults

When an adult moves out of the family home, money is an important issue. Managing money can be very confusing for people with FASD. Money and the value of money are hard to understand. Money is an abstract concept. That means while you can touch money and hold it in your hand, what money can buy or what money can do are ideas. How much is something really worth? What happens if you don't pay your phone bill and your phone gets cut off? Why should we try to save money? How do you get out of debt?

Plan ahead the best you can to avoid serious money problems. Lack of money can lead to poor health, isolation, and dangerous situations for adults with FASD.

Example #1

An adult has just spent her entire cheque on things she wanted but didn't need. Now she doesn't have enough money to pay her power bill. She thought her bill was paid because last month she gave the money to a friend to pay it. Her power bill is now 2 months behind.

What you can do:

- If she is on social assistance, arrange a trustee so rent, power, water, and energy bills are paid directly. Cheques for personal cash can be given every 2 weeks instead of once a month.

Example #2

An adult meets a really nice person and begins to spend time with this person and thinks of him as a friend. He spends money on activities and invites his friend to his home. After a few visits, things start to disappear. CDs, movies, clothes, and even food disappear. Sometimes the new friend asks to borrow things, but mostly they are just taken.

What you can do:

- Teach the person that not everybody can be trusted. Hopefully this lesson will be learned when items are taken again and again, but expect that this will be hard to learn. Explain over and over that it is best not to lend your things out and that these items cost a lot of money. At Christmas and birthdays the items can be replaced as gifts. It is best not to give expensive gifts because they may disappear.

TIPS FOR MONEY MANAGEMENT

- Find a trustee. It's better if the trustee is not a family member or friend. A trustee can help to manage money before it becomes a problem. The trustee will give the person small amounts of money and supervise bill paying. There are agencies that act as trustees; call community organizations for ideas or referral to organizations that provide this service. You can also look under lawyers in the phone book for this service.
- If the adult is having trouble spending money wisely, you can help her out in many ways. Do not lend her money unless it is an emergency. If it is an emergency pay directly for the item, such as a power bill.
- Be careful when giving expensive gifts. These are often pawned for small amounts of cash and never bought back.
- If she is receiving social assistance, it can help if she is designated as a person with a disability. A doctor needs to fill out a form that states that this person has a disability that makes it hard for her to find and keep a job, and that the disability will last for longer than one year. There may also be rental supplements available.
- Avoid debit cards and personal cheques. It is harder to spend money if she has to go to the bank when it is open. If a debit card is used, set up a daily withdrawal limit with the bank. Make a rule that credit cards are not a good choice.
- Avoid big phone bills. Set up account restrictions with the phone company including no long distance calling out and no additional features like caller ID, call waiting, etc.

TIPS FOR DEVELOPING ROUTINES

Routines are important in everyone's life. Understanding that we do specific things at certain times every day helps keep us organized. Knowing what time the school bus comes on school mornings or what time we go to bed helps us feel secure because we know what to do.

Children and teens with FASD have a hard time being organized. Parents or caregivers can help them by creating routines. Routines will help a child learn good habits. A child with FASD may never fully understand why it's important to brush and floss his or her teeth everyday, but what is important is that they develop the good routine of brushing and flossing everyday.

Visual aids that show routines are very helpful. A chart with pictures of what a child needs to do can help the child see the steps needed to complete an activity. For example, a visual chart in the bathroom could include pictures of washing his face and hands, brushing and flossing his teeth, combing his hair, and putting on deodorant. Verbal prompts, when used with visual aids, are very helpful.

Example #1

Every morning Brad has trouble getting ready for school. When he goes to his room to get dressed, he needs to be called several times to hurry up and get ready for school. He forgets to brush his teeth and wash his face. Then he can't find his school bag. The more the parent or caregiver tries to hurry Brad along the more stressed and upset he gets. Brad often leaves for school in tears.

What is happening:

- To get ready for school, Brad needs to do many things. He doesn't have a routine, so he is very disorganized. He knows he needs to get ready and out the door by 8:40 a.m. but can't understand all the steps needed to get him organized. Brad shows his confusion and frustration by becoming emotional. He may even shut down because he feels so overwhelmed by everything and that he can't do anything right.

What you can do:

- With your child, make a plan of what needs to be done to get ready for school. The night before school, help him pack his book bag and get his clothes ready. Some children like to lay their clothes out in the order the clothes go on. This activity helps them stay on track when they are getting dressed. A toaster on the counter with the bread, butter, and jam beside it, or a cereal bowl and spoon on the table will remind him what he is having for breakfast. Pictures of his bathroom routine will help him to leave home clean and neat. Be sure to walk him through the steps a few times before you let him try on his own.

TIPS FOR DEVELOPING ROUTINES

- Decide which parts of your day need routines. Some ideas are wake up and bedtime routines, mealtime routines, when to watch TV, play, or do chores. Simple routines like sitting in the same seat at the table or in the car are important.
- It is important for parents and caregivers to have routines in their own lives if they want to help children with FASD develop routines. Adults who have good routines have more energy to teach children how to develop good routines and habits.
- Keep routines simple and basic. Develop routines that build on your child's strengths.
- Think and plan ahead. Think about what could go wrong and make changes to the environment. For example, it can be noisy and confusing for a child when the entry bell rings at school. Having an adult routinely meet the child with FASD at the door to lead them through the maze of children to their classroom can be helpful.
- When asking your child or teen to do something use the same plain and simple phrase each time, such as "Sandra, time to get ready for bed."
- Teach the steps of a task in the same order every time. For example, when doing the dishes, teach the child to use 3 steps: scrape, rinse, and wash in hot soapy water. Your child may not understand why he should scrape the food off the plate, but we know it's a good way to do dishes.
- For some children, the first way they learn something is the only way they can successfully do something. Always plan for the future when you teach a child with FASD a new skill. They may not be able to change a routine once it is locked in their brains.
- Routines help children and teens with FASD to succeed and feel good about their life.

TIPS FOR SPORTS & ACTIVITIES

Many children love sports and want to join team sports and group activities. But for some children with FASD, the demands of teamwork, following instructions, improving skills quickly, and competition leads to more stress than fun.

Example #1

A child really wants to take swimming lessons. She's like a fish in water and loves swimming, but the swimming teacher says that she can't move to the next level because she didn't master all the skills she was supposed to. She is really upset by this.

What is happening:

- This child is gaining some new skills in the class. Regular lessons are quite rigid about what needs to be learned in a set amount of time. This can be frustrating for the child because she wants to do well and move up to the next level.

What to do:

- As a child moves up the levels in swimming, the skill level becomes more difficult. Many children need to repeat levels. If this child doesn't want to repeat a level until she gains the needed skills, many communities offer one-on-one lessons for children with special needs. The YMCA or YWCA would be able to help you find out more about lessons in your area. You could also pre-plan for the child to do each level twice. By letting the child and the instructor know this you may be able to avoid meltdowns. Remind the child about mastery to help them understand why.

Example #2

A 12 year-old boy wants to join a school soccer team because his best friend is on the team. You are nervous because the last time he tried a team sport, the coach complained that he didn't follow directions well and was distracting to the other team members.

What to do:

- Help his coach understand the disability and how to focus on his strengths and support his struggles. The parent may want to explain how important emotionally this is to this boy to play on the team. Look for other opportunities for the boy to be a part of the team such as coach's assistant or ball keeper.

TIPS FOR SPORTS & ACTIVITIES

- Don't be shy about talking to your child's coaches or teachers about the things that are hard for your child. Coaches and teachers care about children and want your child to have a good season on the team. If you share information about your child with the coach or teacher, they will know more about how to help your child succeed and help her deal with her frustrations.
- If your child has a close friend, try to have them join a group together. It will help your child to go with someone she or he knows.
- Look at opportunities for your child to do an individual activity where there is still opportunity for social interactions such as art class or yoga.
- Help your child to choose activities that she enjoys and has fun doing. This gives her a chance to be successful.
- Supervise. Go to your child's team practices and games. You can also take note of things that may be affecting your child's behavior and make accommodations, such as lighting at indoor soccer.
- Be there and help her by explaining things. Watch for inappropriate behavior and help her with relationship repair.
- Practise with your child in a safe setting to help him learn the new skills. If there are siblings, have them join in.
- Ask your child to tell you all about his or her activities. Ask many questions about the coach and the other players. Listen for things that are challenging for him and also things that he is doing well.

TIPS FOR CAMPS

Summer camp, whether it is a day camp or a sleep-away camp, can be fun and exciting. Camp can be a great way for children to explore the world. However, children with FASD may have trouble with the change of setting at camp. Children may find it hard to get used to not being in their own homes with routines they are used to. Meeting so many new children and adults is stressful to a child with FASD. All these stresses may cause the child to behave in ways we find difficult to understand. Some children act aggressively. Some may be in your face, invading your space. Some children ask questions and talk non-stop. Other children may shut down because they feel so overwhelmed by everything. They may need extra support and understanding to have a good time at camp.

Example #1

A camper wants to be helpful. She gets up very early and vacuums the cabin while others are sleeping and the counsellor is at a staff meeting.

What is happening:

- The child wants to be liked and believes that by doing extra chores the kids in her group will like her more. She knows it makes her mom happy when she vacuums at home. She does not grasp that waking up her cabin mates very early will annoy them.

How you can help:

- An unsupervised child usually means trouble. Make sure there is always someone in charge in the cabin. FASD causes a child to be impulsive and make poor choices. A child with FASD tends to 'live in the moment' and not see how her actions can upset others.

Example #2

A camper is sitting alone on a bench while other campers are having fun making tie-dyed t-shirts. He is just sitting there and it looks like he doesn't want to be with the other campers. Some of the other children think he is mad at them or doesn't like them anymore.

What is happening:

- The child with FASD often misses all or part of the instructions. He may not know where he is supposed to be or what he is supposed to be doing. The more he sees the others having fun, the more frustrated he gets with himself. He really wants to join in but is too confused to know what to do.

How you can help:

- Ask staff to be clear in their words and use actions to show how to complete the steps of an activity. Have the campers pair up so that they can guide each other.

TIPS FOR CAMPS

- Pick a camp with as much structure as possible. Call the camps in your area to ask questions about their programs. Ask about what kinds of structures and routines they have.
- Tell the camp director that your child has FASD and explain what this means to your child. Offer to answer all their questions and send them more information about FASD. Let them know they can contact the FASD Network so the camp staff can learn about FASD, make plans, and be prepared.
- Supervision at all times is key, even at 'free' time. Rules and supervision keep everyone safe. Supervision will help the child to follow the rules.
- Camp staff or counsellors should meet the child and have plans ready to put into place as soon as the child arrives at camp.
- A 'buddy' system with an older camper or a junior counsellor could be set up to give the child with FASD some extra help and a feeling of security.
- Verbal instructions must be short and simple. Be precise and concrete. Clearly tell the child what to do, rather than what not to do.
- Be consistent and clear with rules. Be sure to repeat them in different settings.
- Be ready to repeat and demonstrate instructions as many times as needed. Instructions may be needed each time an activity is presented as learning can take longer for children with FASD.
- Consequences for poor choices need to be immediate and short-term. Children with FASD have a poor understanding of cause and effect.
- Enjoy the creativity of children with FASD. They may excel in some areas such as crafts and drama.

TIPS FOR HEALTHY & SAFE SEXUALITY

Sexual feelings are normal and healthy. Youth and adults with FASD share the same physical changes and desires as everyone else but because of their brain injury, they are less mature socially and emotionally. For this reason people with FASD need extra support to learn about healthy and safe sexuality. Teaching and talking about sexuality needs to happen early and often. Sexuality is a sensitive topic and all talks about sexuality need to maintain the self-esteem and dignity of the person. Issues of health and safety must be stressed. The young person must feel that it is safe to share such personal details with you. Problems around sexuality may arise.

Example #1

Your son is attracted to an older girl at school. She smiles at him and is nice to him so he thinks they are boyfriend and girlfriend. He follows her home from school and phones her in the evening. He has tried to hug her at a school event. His actions at first bother her and then begin to frighten her.

What is happening:

- Because of brain differences some people with FASD may have trouble reading social cues, facial expressions, or knowing who is a good choice as a partner or date. They may think of a friendly smile as a sexual advance and then respond with behaviour that is inappropriate to the other person or situation. Individuals with FASD may be at high risk for committing sexual offences or being sexually exploited due to lack of understanding of social boundaries and socially accepted ways of showing affection. Be aware of relationships between older teens and younger children. It is important to stop all risky behaviour, like following or sexual advances, before the behaviour becomes criminal. Supervision is key.

Example #2

Your son comes home from school upset one day. The next day you are called to the school for a meeting to discuss concerns about your son masturbating in the locker room at school.

How you can help:

- Masturbation is a sensitive topic. Occasional masturbation is not cause for concern at any age. People with FASD need clear direction about safe and healthy masturbation. Your son or daughter may have trouble distinguishing when and where it is OK to masturbate. Make a clear rule like, “masturbation is only done in private, in your bedroom, at home.” This will help remove confusion between private and public spaces.

TIPS FOR HEALTHY & SAFE SEXUALITY

- Practise things like how to shake hands, hug, and touch others respectfully.
- Teach your child or teen to always ask permission to touch.
- Know where your kids are and who they are with when they go out.
- Ensure that the school reinforces what is being taught at home about sexuality and that as parents you know what is being taught at school.
- Use role play to teach about how to ask someone out on a date or how to say no to sexual advances.
- Supervision is important. A trusted friend, cousin, or sibling might be willing to double date or even go on practice dates.
- Encourage young couples to attend family events, meet up with friends or get involved in community activities. Let others know to provide extra supervision at events like school dances or camping trips.
- Be aware of the danger of the internet or cell phones. Monitor internet activity, set time limits, and rules that limit or avoid chat rooms. Look into parental controls to block dangerous internet sites.
- Talk about sexuality even if it is uncomfortable. If your son or daughter doesn't get information from you, he or she will get it from someone else. If this is hard for you, find a friend or another parent to help you in this task, you do not need to do this alone.
- When talking about sex, use language that is clear and simple. Use the appropriate name for sexual acts and body parts to avoid confusion and misunderstandings.
- Rules about sexuality need to be simple, consistent, absolute, and concrete. For example, teach that unprotected sex is never safe. Always use a condom.
- Demonstrate the use of birth control methods and show what birth control looks like.

TIPS FOR AVOIDING DRUGS & ALCOHOL

Drug and alcohol use is dangerous for youth and adults with FASD because they can become addicted quickly. For this reason, it is best if they completely avoid using alcohol and illegal drugs. It is difficult to avoid them, because alcohol use is widely accepted in our culture and drugs are readily available. People with FASD may have friends and family members that drink alcohol on a regular basis. Because those with FASD are easily influenced, they may want to join in. This is a big problem because of the differences in how their brains work. Addictions can be resistant to change and treatment, especially because traditional treatment approaches don't work well for people with FASD. Remember too that they can be at greater risk when under the influence of alcohol or drugs.

Example #1

Your daughter has gone out to a party with friends that you thought were trustworthy. She is 17 and has been taught that drinking is not allowed. When she comes home you can tell that she has been drinking.

How you can help:

- Stay calm. Wait until the alcohol has left her system before you talk about this. Remind your daughter that drinking alcohol is an illegal activity for a 17-year-old. Let her know that she does not have to use alcohol to fit in. Teach her about her health and taking care of herself. Help her understand that alcohol will make it hard for her to make good decisions and look after herself. Teach her to never ride in a car if the driver has had anything to drink. Help your daughter to go to events where there will not be drinking. In the future, consider providing additional supervision for parties.

Example #2

Your 24-year-old son has begun a new part-time job. He is very eager and wants the job to work out. He begins spending time with two of his new co-workers. You notice he has a different odor quite often. He seems disoriented and confused when he comes home. You suspect he has been smoking pot with his new friends, though he denies this.

How you can help:

- People with FASD can be easily influenced and learn by watching and imitating what others do. Your son may not have known the difference between cigarettes and marijuana when he first tried it. He may also be trying to fit in and be accepted by his new co-workers. Remind him that marijuana is illegal and that it is against the law to have it in your pocket, in your home, or to use it. Try to find out if he is using and why he is using marijuana. This will help you to decide what to do. Some people use pot to feel better about themselves or to calm down.

TIPS FOR AVOIDING DRUGS & ALCOHOL

- Begin to teach and talk about drugs and alcohol early and often. Use clear and direct language along with real life examples.
- Be specific about which drinks are alcohol and which drugs are illegal drugs. It can be confusing to know the difference between medicine and illegal drugs.
- Create family rules about drugs and alcohol. Be a good role model to members of your family.
- Teens need to know that it is against the law for them to use alcohol or drugs and that it is also against the law to have alcohol or drugs in their backpack, purse, room, or car even when it does not actually belong to them.
- Help teens and adults to find good role models and friends that do not use drugs and alcohol.
- Help them to find other activities that are fun and provide opportunities to experience success and feel a sense of belonging. A music group, team sport, or other recreational activity is a good choice and gives them something to do while building positive experiences.
- When problems arise, like sadness, boredom, or feeling alone, deal with these things in positive ways so that drugs or alcohol are not used to self-medicate or dull feelings of emotional pain.
- Use role play, practice and rehearsal to help teens or adults learn to avoid drugs and alcohol. Practise over and over how to say no and how to stay safe.
- Have a plan in place to deal with situations where drugs or alcohol are available and they find it is hard to say no to using. Encourage them to phone home or leave immediately.
- Support a healthy sense of self so teens and adults do not use drugs and alcohol to fit in or be accepted. Encourage safe alcohol-free activities with positive role models.
- If a person with FASD develops an addiction, contact the Network for information about FASD to share with the addictions counsellor. To improve the chances of success, the counsellor will need to accommodate the unique needs and recognize the brain differences of a person with FASD.
- Find someone to talk to and support you. Other parents can share ideas and help you to feel that you are not alone.

TIPS FOR AVOIDING LEGAL TROUBLE

There are many tough issues faced by families and caregivers as children reach their teenage years. Helping a teen or adult stay safe and avoid getting into trouble is one of these tough issues. Even when you do your best to help avoid trouble with the law, it can happen. Individuals with FASD can be easily convinced to do things that are unsafe or illegal. They may take the blame for things they did not do, things they do not remember or events they do not understand. Risky activities with peers can also create a sense of belonging. Risks of carrying out criminal behaviour or being the victim of criminal acts are greater because they may be impulsive and take risks, be seeking social interactions and a sense of belonging, have a poor understanding of what might happen next, not understand which actions might get them into trouble, have a poor understanding of ownership and personal boundaries, or repeat offences due to problems generalizing and learning from mistakes.

Example #1

You find several music DVDs that do not belong to your teen in her backpack. The DVDs are still wrapped and not the kind of movies she enjoys. You know she does not have the money to buy these items. At first she claims that a friend gave them to her, then later says that she found them.

How you can help:

- Stay calm. Seek support or guidance if you feel unsure. It usually takes a bit of talking, but try to find out how the DVDs got into her backpack. If the police become involved, it helps if FASD and your teen's unique needs are explained to the police. If at all possible, request alternative measures or restorative justice instead of legal charges. A person with FASD must realize there are consequences; the consequences just need to be ones that are understood.

Example #2

Your 25-year-old son Brian has been charged by the police because of damage to property. He was at a party and was involved in a fight. Later, the headlights of a car were smashed. Brian admits that he smashed the lights and witnesses confirm that it was him.

How you can help:

- There is no easy answer or quick solution. Brian needs to be supported to understand his emotions and to learn ways of solving problems without violence and aggression. Many people with FASD have trouble making friends, understanding and using social skills, solving problems, and controlling emotions. Advocate for a person with FASD when they get involved with police, lawyers, and judges. Gather resources and provide information to those who need to understand FASD.

TIPS FOR AVOIDING LEGAL TROUBLE

- Talk about important issues like safety, ownership, right and wrong. Begin these talks early and repeat often.
- Teach about these ideas in real-life settings. Practice the skills by using role play and demonstration to teach about right and wrong.
- Teach rules that are understood at home in different settings.
- Create a circle of support with friends and family. Each member can act as an “external brain” for a person with FASD. An external reminder, like a phone call to remind about curfew, can help with decision making and help avoid impulsive acts.
- Minimize negative influences. Look for ways to create structure and build stable routines into everyday life. Provide chances for safe activities that promote success. Look for strengths. Everyone has things that they are good at. When we can use our strengths and are supported we can avoid problems or deal with our legal troubles in better ways.
- Some adults carry a card that states they have FASD. The card has contact information for a support person or parent and explains that due to a brain injury they do not understand their legal rights and do not consent to a search or admit to criminal acts.
- It is the right of an individual charged with an offence to understand the charges and the legal process. Everyone has a right to fair representation. Because of the brain injury, people with FASD will need things explained in a way they understand and is fair. Be sure that your child’s representation understands that there is a brain-based disability there.
- Advocate for police officers, lawyers, and judges involved in the case to use plain language. What they say is very important and needs to be stated clearly to help with understanding. Gather documents and information about diagnosis, assessments, the supports available and the supports needed. Provide information to lawyers, judges, police officers, and others involved.
- Advocate for restorative justice, mediation, or a sentencing circle. Try to make sure that the individual understands what to do and is actually able to do what is instructed or expected. They will need support in carrying out or complying with conditions. You may want to use visuals to simplify the conditions.
- Remember, you do not have to face difficult situations alone. Look for support and someone to talk to.

TIPS FOR CARING FOR YOURSELF

Being a parent or caregiver can be a great experience, but it is also tiring and challenging. Families with children with FASD are often under a great deal of stress. Others don't always understand the issues they face everyday. This can make one feel alone and overwhelmed. You and your family need you to take care of yourselves. If you are stressed and tired, you won't be able to see clearly or give your kids all that they need.

Example #1

Your son's teacher tells you that he's doing fine, but you know that he has a 'meltdown' most days when he gets home from school. You dread the time between school and supper.

What is happening:

- Your son is probably trying really hard at school. He's putting so much effort into his work that he's exhausted. He knows that home is a safe place and he can relax. He does this by letting his feelings loose and letting go of feelings that have been building up all day.

What to do:

- You can help your son develop some good relaxation habits. Listening to his favourite music with the headphones on or quietly watching a favourite movie can help him unwind. Maybe some quiet time in his room is what he needs to help him calm down, or a bike ride will help him relax after school. Find out what works for your son, and encourage him to relax in a positive way.

Example #2

Your family has been invited to spend Christmas Day with your partner's parents. You know your children will be uncomfortable because they are out of their routine but you don't want to upset your in-laws.

What to do:

- You know from experience that your children need structure and routine but your in-laws don't understand this. Share information about FASD and how it relates to your child. Ask them to come to your home for Christmas or go to their home for a short visit – maybe for breakfast – and then spend the rest of your day at home.

TIPS FOR CARING FOR YOURSELF

- All parents have dreams for their kids. It may be hard for parents of children with FASD to deal with disappointment or guilt. A counsellor, religious leader, or elder may be able to help you.
- Think about what helps you to relax and make a real effort to do it every day or at least every week. Have coffee with a friend, take a long bath with the bathroom door locked, call a parent you like, go out with your partner, go to a support group, hire a babysitter or share and swap childcare.
- Find someone to talk to who understands what it's like living with children with FASD. This could be a family member who is close to you, or another parent of a child with FASD. If you don't know any other parents, call the FASD Network of Saskatchewan (our number is 1-866-673-3276). We'll connect you with another parent.
- Sometimes, the only place your children can truly 'shine' is in your own home. Let them be at home a lot and don't feel badly about celebrating holidays and birthdays at home where your children feel safe and comfortable.
- Many children with FASD become very stressed when a family leaves home to go on holidays. It can be hard for them to leave a familiar area and routine or stay in a strange hotel room. It will be good for everyone if your children can stay in their routine.
- Give your relatives some information to read about FASD or have them call us at the FASD Network Saskatchewan .
- Arrange for a break for you and/or your partner. Hire a mature babysitter who understands your child and train him or her about FASD and the importance of routine.
- Take time to laugh. Rent a funny movie. Think about the funny side of some of the things your kids do.
- Rest, relax, exercise, walk and try to look at the big picture. You are doing the very best job you can.
- Think about all the things that you love about your children and all the things you admire.
- Educate yourself. Knowledge is empowering.

FASD NETWORK OF SASKATCHEWAN

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