



## **OUTLINE**

**ACTIVITY:** Standard interpretation of behaviours, HO

**ACTIVITY:** The problem

**People with FASD have strengths**

**Take Care of Yourself**

### **What is FASD? Definition**

- Recognizes that this disorder encompasses a range of diagnoses and challenges for individuals
- FAS FAE/pFAS ARND
- Not ARBD
- Some people have all of the symptoms, while all people have some of the symptoms

### **Prenatal and postnatal development**

- Babies are smaller as they develop prenatally
- Are smaller as children, youth
- May have a growth spurt in early adulthood and catch up to their peers



## **Physical features**

- 3 features
- Affect a minority of individuals
- Tend to disappear as the individual approaches adulthood
- We need to be careful in...some features may be due to other birth defects or genetic factors

## **Brain Injury**

- Since the brain develops throughout pregnancy, the potential exists for injury any time a woman drinks during pregnancy
- This occurs because alcohol is a teratogen and a toxin
- Affects the individual for life...there is no cure
- When a woman drinks, the area of the brain that is developing at that time could be affected.
- When a woman is not drinking, the brain may develop normally during that period – clients may excel in some areas

## **Cognitive features**

### **Historical fact**

- FASD has been around since women began drinking alcohol
- References to the dangers of alcohol and pregnancy by many philosophers
- Reference in the Bible



## **Statistics**

- no statistics for Canada or the NWT
- estimated that 1 in 100 may have some impact of FASD
- estimated that the rate within the NWT is high

## **FASD is not intentional**

- No woman says she is going to drink alcohol so she can give birth to a child with FASD – DON'T BLAME

## **FASD occurs in all countries of the world.**

- Many people believe it is a disorder that impacts Aboriginal, remote, northern and/or poor people and communities
- The 2000 U.S. Census says that the woman most likely to drink in the U.S. is white, has an Associate's Degree or better and earns \$40,000 a year.....
- However, FASD is not specific to race, culture, or economic status.
- May occur whenever any woman drinks alcohol while pregnant.

**A CHILD MAY ONLY BE BORN WITH FASD IF THE MOTHER DRINKS ALCOHOL WHILE SHE IS PREGNANT**

**A WOMAN WITH FASD WILL NOT GIVE BIRTH TO A CHILD WITH FASD IF SHE DOES NOT DRINK ALCOHOL DURING HER PREGNANY**

Not all babies born to mothers who drink alcohol are born with FASD; many factors come into play

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## **Father's impact**

### **Incarceration or institutionalization?**

**Primary disability** – what an individual is born with

**Secondary disability** – what can happen if appropriate interventions are not put in place

**Visible disability**

**Invisible disability**

**Tip of the iceberg**

### **Development of individual**

- An individual's chronological age and developmental age may be different
- Developmental age may be lower than their peers
- Remember that these individuals have permanent brain injury
- We need to treat/provide supports that are appropriate
- Supports may need to be life long



## **Diagnosis**

- Research was conducted on the demographics and services related to FAS within Canadian Corrections in 2003.
- The NWT participated in the collection of data collection.
- Only 13 inmates throughout Canada (excluding Alberta) were reported to have had a diagnosis of FAS.
- The NWT reported a population of 176 offenders (168 males and 8 females).
- The NWT indicated that they did not have any rates of substance abuse
- Having a diagnosis for individuals allows us to
  - Collect data regarding surveillance and prevalence
  - Initiate planning programs, services and facilities
- However, a diagnosis is not necessary to begin identifying individuals who may have FASD and put in place strategies and interventions that meet their needs throughout the legal process.
- Identification and accommodation is a system-wide responsibility that can occur at any time/stage throughout the legal process.
- We need to learn all we can about this disorder and begin to be very observant when working with clients to become familiar with their difficulties and challenges so we can begin to implement strategies.

New national guidelines were publicized in 2005 that detail the criteria and the use of interdisciplinary teams, whereby there are medical people involved as well as others who are involved in an individual's life.

## **Diagnostic Categories**

### **Diagnostic Team**

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### **Model of legal process**

- How many clients who progress through the legal system might have FASD/brain injury/developmental disability/cognitive impairment/intellectual disability/

### **Involvement in the legal system**

- the actual prevalence of FASD in the Canadian offender population is unknown
- Justice Vickers believes that a significant proportion of criminals live with a mental disorder
- Ritchie states that studies indicate that more than half the prison population was likely exposed to high levels of alcohol prenatally
- There is very little information on the impact of FASD upon the youth criminal justice system.
- However, Dr. Nanson found that approximately 50 percent of young offenders appearing in Saskatchewan provincial court were affected by FAS.
- Professor Chartrand states that up to 61 percent of adolescents and 58 percent of adults who experience conflicts with the legal system have ARND.
- Offenders with a developmental disability, which includes FASD, represent up to 10 percent of the adult prison population and more of the young offender population even though they comprise only two to three percent of the general population
- They are over-represented because of personal characteristics, or their social or learning environments that predispose them to participate in criminal activities.
- They are more likely to be charged, convicted, and incarcerated.
- Their most frequent criminal activities are ones against other individuals and property crimes.



- Sex offences and arson are also over-represented.
- Many of these offenders are not identified, and there is also a lack of resources, resulting in their needs not being addressed as they progress through the legal system.
- Offenders quite often will not know or understand their legal rights, do not understand the warning/caution given to them at arrest and will, many times, provide self-incriminating evidence
- Are more vulnerable while incarcerated
- Show higher and quicker rates of recidivism
- Victims with FASD

### **Characteristics of adolescents and adults with FASD**

- Their brain injury and developmental level results in characteristics (and special issues) that are different from their peers

Many things we put in place to help individuals with FASD will help others who may have cognitive, developmental or other disabilities as well.....accessibility

### **Environment**

- Consider the senses. People may be under or over stimulated...make adjustments.

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## **Structure**

- Structure is not control.
- If it is to make things easy for the person in charge, it is control
- If it is set up to help the individual, it is structure.
- Don't give the person a lot of choices, they will be overwhelmed.
- If you want to give choices, give only two or three options.
- Free time is not a good thing...can be very disastrous!

## **Supervision**

- Always have person where you can see him/her
- Know where he/she is at all times

## **Abstract and Concrete Concepts**

- Person thinks in a concrete way...see, feel, touch, hear
- Communicate using concrete words.

## **Question**

WHAT ARE SOME ABSTRACT WORDS, PHRASES YOU USE...HOW CAN YOU CHANGE THEM TO BE CONCRETE?

## **Time**

- People many not understand past or future as well as length of time, i.e. 15 minutes, one hour, etc.



## **Learning**

- You may have to teach a person who is not impacted with FASD a few times before they learn a skill...however, you may need to teach a person with FASD 1000 times and they may never learn the skill  
(The fishing philosophy)

...each day is a new day

...each situation is a new situation

## **Information Processing**

- We need to change our way of thinking in order to accommodate their needs, we may have made false assumption or have misconceptions about their abilities
- We may think they won't do what we want them to do, maybe they
- You are taking in information now...you are working harder than I am
  - you need to listen what I am saying
  - Your brain has to take in the information
  - You have to process what I say
  - You have to choose what information you will use and how you will use it and ignore the rest.
  - I am simply relaying the information to you

**WE NEED TO SHIFT OUR WAY OF THINKING IF WE WANT TO DO WHAT IS BEST FOR OUR CLIENTS**



## **Generalizations**

- They may not be able to generalize from one situation to another...each situation is new
- i.e. what they were able to do in one gym, they may not be able to do in another...you may have to teach them again.

REPEAT, REPEAT, REPEAT

## **Transitions**

- They may have difficulty moving from one activity to another...they persevere...get stuck on tasks.
- You need to find ways to successfully transition them or they may act out.
- They may need assistance transitioning from being a youth to becoming an adult

## **Communication**

- Talk slow
- Use as little words as possible.
- Give limited directions, no more than 2 or 3 at a time
- tell them what you want them to do, not what you don't want them to do  
"Jimmy, put your feet on the floor, now."  
[who?] [what?] [when?]  
Not "Jimmy, take your feet off the coffee table"
- Be specific, say what you mean and mean what you say (

DO NOT USE IDIOMATIC PHRASES

## **ACTIVITY: PLAIN LANGUAGE**

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## **Fact or Fantasy**

## **Taking Behaviour**

## **VIDEO “Life Sentence” AND DISCUSSION**

### **Identification:**

A person with a DD, including FASD may

- Have some distinctive physical features
- Behave in a way that draws notice
- Show some physical or sensory disability

Three ways to identify an intellectual disability

- Gather information/history
- Observe appearance and behaviour
- Conduct task performance

### **\$ Top Points**

### **Misconceptions of behaviour**

### **Completion of Feedback Questions**

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