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# FASD IN NWT CORRECTIONS



# The Problem

**334,547 X 398**





# The Answer

# 133,149,706

# An individual with an FASD

*Lives with a brain injury*

and may also be living with one or more of the following:


- **Developmental disability**
- **Cognitive impairment**
- **Intellectual disability**
- **Mental health issues**
- **Social development issues**
- **Behavioural issues or disorders**



# Strategies for Employment

## Service Specialists Elizabeth Russell

*While this book has a particular focus on Fetal Alcohol Spectrum Disorder, people with other disabilities or barriers may also be supported by the strategies in this book*



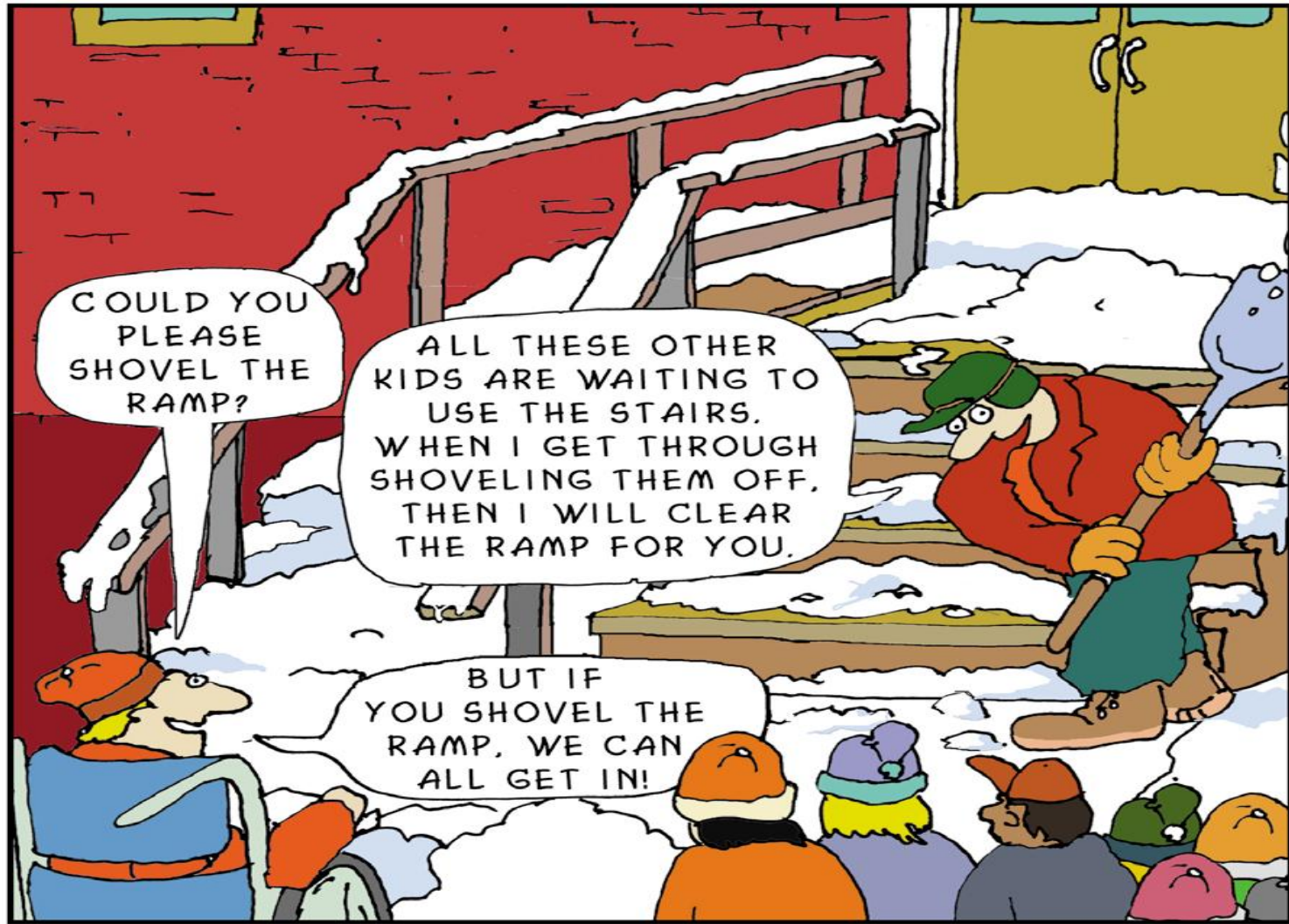
# Strategies for Employment

## Service Specialists Elizabeth Russell

*Other disabilities or barriers supported by the strategies:*

- Very long term unemployment (more than two years)
- Lack of confidence and self esteem
- Motivational problems
- Limited education, training or skills
- Limited independent living skills
- Mood disorders including depression
- Anxiety conditions
- Personality Disorders
- Anger/conflict/behavioural difficulties
- Poor communication/language skills
- Learning disorders
- Acquired brain injury
- Intellectual disability

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES




COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.


BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!

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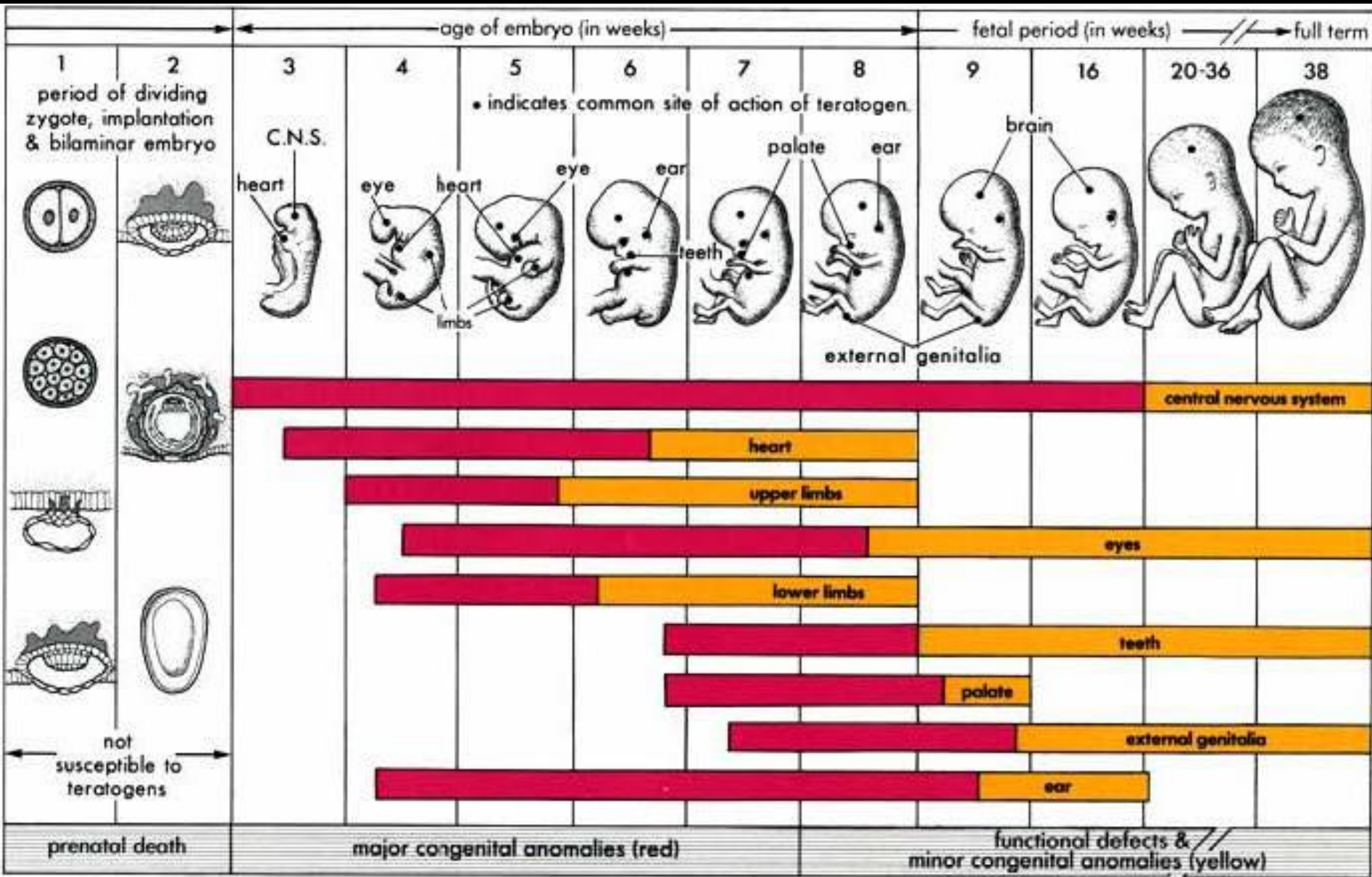


**The National Organization on Fetal Alcohol Syndrome (NOFAS) defines Fetal Alcohol Spectrum Disorder (FASD) as:**



**Fetal Alcohol Spectrum Disorders (FASD) is an umbrella term describing the range of effects that can occur in an individual whose mother drank alcohol during pregnancy. These effects may include physical, mental, behavioural, and/or learning disabilities with possible lifelong implications. The term FASD is not intended for use as a clinical diagnosis.**





This diagram illustrates the timeline of human development from the zygote stage to full term, highlighting the periods of susceptibility to teratogens. The x-axis represents the age of the embryo in weeks, divided into the period of dividing zygote, implantation, and bilaminar embryo (weeks 1-2), the age of embryo (weeks 3-8), and the fetal period (weeks 9-38). The y-axis lists various organs and structures. Red bars indicate periods of major congenital anomalies, while yellow bars indicate periods of functional defects and minor congenital anomalies. A legend at the bottom explains the color coding and the timeline.

# Cognitive Features

- **Memory problems - difficulty storing and retrieving information**
- **Inconsistent performance**
- **Impulsivity**
- **Distractibility**
- **Disorganization**
- **Slow auditory pace**
- **Ability to repeat instructions but inability to turn them into action**
- **Difficulty with abstractions – math, time, money management**
- **Inability to predict outcomes or understand consequences**

Laporte, Annette et al. Fetal Alcohol Spectrum Disorder - FASD Guidebook for Police Officers

<http://www.asantecentre.org/pdf/latestfasguide.pdf>

# If Dad Drinks Alcohol...

*Sperm develop over a three-month period and may be damaged by alcohol. Damaged sperm can still fertilize an egg. If this happens, the following may occur:*

- Infertility and miscarriage
- Stillbirth
- Low birth weight
- Birth defects
- Learning disabilities

# Secondary Disabilities

*A 1996 Seattle study of over 400 clients with FAS/E found the following statistics:*

- 60% - disrupted school experience
- 60% - trouble with the law
- 50% - go to jail or institution
- 50% - inappropriate sexual behaviour
- 30% - substance abuse
- 80% - unable to live independently
- 80% - problems with employment
- 90% - mental health problems

# Timelines and FASD

Skill	Developmental age equivalent
Chronological Age	=====> 18
Expressive Language	=====> 20
Comprehension	=====> 6
Money, time concepts	=====> 8
Emotional maturity	=====> 6
Physical maturity	=====> 18
Reading ability	=====> 16
Social skills	=====> 7
Living skills	=====> 11

# Diagnostic Categories

1. **Fetal Alcohol Syndrome (FAS, after excluding other diagnoses)**
2. **Partial Fetal Alcohol Syndrome (pFAS), after excluding other diagnoses**
3. **Alcohol-Related Neurodevelopmental Disorder (ARND), after excluding other diagnoses**
4. **The term alcohol-related birth defects (ARBD) should not be used as an umbrella or diagnostic term, for the spectrum of alcohol effects. ARBD constitutes a list of congenital anomalies, including malformations and dysplasias and should be used with caution**

# Diagnostic Team

*The Team should consist of the following professionals with appropriate qualifications, training and experience in their particular discipline:*

- Coordinator for case management (e.g., nurse, social worker)
- Physician specifically trained in FASD diagnosis
- Psychologist
- Occupational therapist
- Speech-language pathologist

*Additional members may include addiction counselors, childcare workers, cultural interpreters, mental health workers, parents or caregivers, probation officers, RCMP, psychiatrists, teachers, vocational counselors, nurses, geneticists or dysmorphologists, neuropsychologists, family therapists.*

# Experts believe the following:

- **Justice Vickers (BC):** a significant proportion of criminals live with a mental disorder, including FASD
- **Bruce Ritchie (ON):** studies indicate that more than half the prison population was likely exposed to high levels of alcohol prenatally. He further asserts that the current rates of FASD are grossly under-diagnosed and under-reported.
- **Dr. Josephine Nanson (SK):** FAS affected approximately 50 percent of young offenders appearing in Saskatchewan provincial court
- **Chartrand et al. (Justice Canada)** state that up to 61 percent of adolescents and 58 percent of adults who experience conflicts with the legal system have Alcohol Related Neurodevelopmental Disorder (ARND)



*Compared to the general population, people with developmental disabilities are:*

- **More likely to be victims of crime**
- **Less likely to have their offenders brought to court and convicted**
- **More likely, if charged, to be convicted and incarcerated**

Law Courts Education Society of B.C. and Kindale Developmental Association 2003 Developmental Disabilities and the Justice System: A Training Package

<http://www.lawcourtsed.ca/index.cfm?act=main&call=4D406983>

# *The most frequent crimes of offenders with Developmental Disabilities are:*

- Sexually-related
- Municipal
- Drug-related
- Assault
- Theft
- Arson
- Murder

Program for Developmentally Disabled Offenders , New Jersey, 2002, as cited in Law Courts Education Society of B.C. and Kindale Developmental Association 2003 Developmental Disabilities and the Justice System: A Training Package

<http://www.lawcourtsed.ca/index.cfm?act=main&call=4D406983>

# *People with Developmental disabilities are victims of:*

- Assault
- Sexual assault
- Robbery
- Physical and sexual abuse

*More often than are members of the  
general population*

# Victims With FASD

*Dr. Sterling Clarren and other researchers in their study of women who had children with a diagnosis of FAS in Seattle, Washington found that:*

- One hundred percent of these people were seriously abused. It was a universal experience. The sexual abuse stories were so horrible that the nurse who did these interviews generally needed therapy herself after she completed these interviews. These folks had really been abused.
- With respect to children, who will grow to be youth and adults in society, Dr. Clarren also stated, “Seventy five percent of kids we see in our clinic have had seen physical abuse. We are not seeing Fetal Alcohol Syndrome folks, we are seeing Fetal Torture Syndrome”.

*Intelligence is the ability to **learn**  
and **apply** knowledge.*

*To **learn** includes the ability to:*

- Pay attention and focus
- Understand information
- Remember information

*To **apply** includes the ability to:*

- Use abstract thinking
- Use problem-solving
- Generalize knowledge

## *A person with a Developmental Disability may:*

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

# Deficits vs. Success

Dr. Bertram says that many of the current therapies or interventions being used with children with FASD focus on their *deficits* – for example, anger management therapy for a child who is acting out in school or extra time devoted to reading or math for a child struggling in those subjects.

“Traditional intervention programs have these kids doing things their brains are not adept at doing, and their success rates are not great. We flipped things around and said, ‘Why don't we build intervention programs based on *things they are good at.*’”

McIlroy, Anne Jan. 29, 2010 [Motor-skill activities hold promise of rewiring children's damaged brains](http://www.theglobeandmail.com/news/technology/science/motor-skill-activities-hold-promise-of-rewiring-childrens-damaged-brains/article1450205/) *Globe and Mail*

<http://www.theglobeandmail.com/news/technology/science/motor-skill-activities-hold-promise-of-rewiring-childrens-damaged-brains/article1450205/>

# Working and Living with an FASD Individual

*Structure, structure, structure*

- Reduce choices
- Prearrange environments
- Prepare individual for changes

*Less talk, more visual/kinaesthetic learning opportunities*

- Visual cues
- Asking questions

*Be concrete – Don't assume anything*

- Difficulty generalizing
- Poor problem solving skills

*Be aware of the 'time bombs'*

- Stimulation levels
- Difficult periods



