

Managing the Behavioural Symptoms of FASD

Proactive Strategies ← → Reactive Strategies

Modify the Environment

Supervise, supervise, supervise

- Provide structure
- Provide consistency
- Provide predictability
- Minimise stimulation
- Minimise distractions
- Avoid triggers

Use prompts e.g., visuals, posters

Modify Expectations

(Yours and others)

- Symptoms not behaviours
- Developmental age not chronological age
- Brain and skill deficits not purposeful wilful intent
- Change within limits

Modify Execution

Use strategies that match brain capabilities e.g., positive reinforcement, do-overs, role modelling, role play, simple, calm, one-step instructions

Repetition

Show don't explain

Avoid strategies that don't work i.e., consequences, yelling, time-out

Leave scaffolding in place

Behavioural Symptoms of FASD

- Impulsiveness
- Aggression
- Confabulation (Lying)
- Hyperactivity
- Repeating the same mistakes
- Perseveration
- Defiance
- Oppositionality
- Sexualised behaviours
- Stealing
- Meltdowns
- Risky behaviours
- Self-harm
- Threats of suicide

1. Regulate - Them and you!

E.g., calm voice, music, a bath or shower, physical pressure
No problem solving, no strategies, no consequences

2. Explain by Brain

What are the core brain and skill deficits occurring?

Impulse Control	Memory Issues	Emotional Regulation	Slow Processing
Inability to Link Cause and Effect		Receptive and expressive language	
Lack of Abstract Thinking		Intellectual Impairment	
Concentration and Attention		Social Skills Deficits	

3. Address the deficits

Empathise Teach Skills Problem Solve

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Informed by:
Malbin (2017); Greene (2014);
Perry (2009)