

Don't forget,
September 9
is FASD

Awareness Day!



Are you looking for
more information
or support? Call us!

506-862-3783

Please feel free to send
us your suggestions,
questions or ideas!

Joke of the Month!

Why don't elephants like
playing cards in the
jungle?
Because of all the
cheetahs!

Celebrate Successes

*"The expert in anything
was once a beginner."*

~ Helen Hayes



*"We all can dance when
we find music we love."*

~ Giles Andrea

Children and Youth with FASD and Transitions

September 2017

Issue 8

"Predictable environments reduce stress and enable a calmer child or youth who is ready and able to learn."

<http://wrapschools.ca/planning-for-transitions-cg.php>

For Simpler Transitions:

- ✚ Use clear and concrete language when preparing children and youth for change.
- ✚ Use specific time measurements, such as a timer or the length of a song.
- ✚ During transition times that are extra difficult for children or youth, try using a **concrete** visual schedule **or** simple list of steps/reminders.
- ✚ Before going somewhere, offer verbal and visual prompts and cues, in ten-minute intervals, beginning a half hour before leaving.
- ✚ Provide regular reminders in advance for children and youth when changing their regular schedules, for example, a trip (big or small), an expected visitor or a substitute teacher.
- ✚ Connect with school staff to have children or youth meet their new teacher and other school staff they will likely be seeing.
- ✚ Allow time for children and youth to understand what is about to happen; they may not respond well if they are not prepared.
- ✚ Celebrate each success, big or small, with children and youth during difficult transitions.
- ✚ Remember that all children or youth are different. What works for one, may not work for another.

For More Difficult Transitions:

Transition meetings between caregivers/guardians and teaching staff are a great way to help ease children or youth into a new grade or a new school. This ensures everyone is on the same page regarding the child or youth's strengths and weaknesses. It can also be an opportunity to share which techniques have worked and which have not worked with the child or youth.

Support for Developmental Age:

It can be complex; however, it is important to support and understand children or youth from their developmental standpoint, and not their chronological age.

To support their mental health, it is beneficial to teach, role model, and mentor necessary life skills for children and youth so that they feel more confident in their chronological age.

Transitioning to Adulthood:

- ✚ Youth often move away from supports they had when, realistically, they need **even more** supports to handle a transition of this magnitude.
- ✚ One common roadblock to successfully transition into adulthood is not having begun transitioning early enough.
- ✚ Involve youth with development of a plan; have them inform you of their dreams and ambitions.
- ✚ When youth is about 16, begin to place them in semi-independent situations.
- ✚ Gauge youth's functional abilities, areas of success and other strengths they have.
- ✚ Know what works and what doesn't work regarding supports for youth.
- ✚ Focus on life skills, employment training and supervised work placements other than academics.
- ✚ Formulate a workable, strength-based plan, including supports needed for youth to be successful.
- ✚ Set clear, uncomplicated goals.
- ✚ Ensure youth understands why they may not be able to live entirely on their own, or on their own at all, depending on their level of functioning.
- ✚ Realize it may take a few tries before youth is able to handle a life away from home.
- ✚ Give yourself plenty of time to find supported housing, such as Assisted Living.
- ✚ **Help youth find committed, supportive individuals (roommate, landlord, employer, colleagues) who understand youth's limitations and can be counted on. More people make a stronger team.**
- ✚ Do not lose sight of the goal – having youth be successful!

Sources: <http://wrapschools.ca/planning-for-transitions-cg.php>, *FASD Strategies not Solutions*, EFAN

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“Once you learn to appreciate small victories, there is no need for a finish line.” ~ Author Unknown

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FASD Success Stories:

<http://www.fasdontario.ca/cms/news-events/success-stories/>

<http://www.canadianliving.com/health/prevention-and-recovery/article/a-mom-s-fetal-alcohol-syndrome-story>