

Executive Function

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Number 12



Do you want more information or support? Call us!

506-862-3783

Personal Care

Taking care of yourself isn't selfish.

It's necessary.

https://www.google.ca/search?q=prendre+soins+de+soi&client=safari&channel=iphone_bm&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjFhKu7wfXXAhWEm-AKHTHCBpQQ_AUICigB&biw=1240&bih=668#imgrc=SBblsTKeTeX-3M:

As you may know, children with FASD can have problems with their executive function.

Different aspects of executive function can be affected in children with FASD (e.g. planning, organization, problem-solving, ability to learn from errors, working memory, transitions and the ability to react to new situations).

For example, a child may:

- Have trouble with planning, follow-through, and problem-solving;
- Be impulsive and have trouble controlling their emotions;
- Have trouble with transitions and changes;
- Often repeat the same mistakes;
- Have trouble with consequences, abstract ideas and time management;
- Have trouble with cause and effect relationships;
- Have trouble transitioning from one activity to another.

As the child grows and develops, their executive function challenges will become more obvious (e.g. impulsivity, trouble controlling emotions and trouble with working memory and organization).

Questions to ask yourself:

- Can the child perform a task on their own or do they need to be reminded about the steps involved?
- Can they tell time?
- Can they follow several instructions at the same time? (e.g. "Put your backpack in your room, wash your hands and come for supper.")
- Do they understand the concept of consequences?
- Do they have trouble applying information to a new situation? For example, they can lace up their shoes but can't do the same thing if a shirt has laces.
- Are they inflexible and stubborn?

Strategies

- Take time to talk to the child; ask them questions.
- Ask them to help come up with a strategy.
- Be consistent when administering consequences. Impose a consequence immediately if possible and remind them about the reason for the consequence. Keep in mind that they might not retain the information.
- Help them solve a problem.
- Use a detailed visual daily schedule and a digital clock.
- Use social stories and drawings. These are effective in helping a child solve problems and understand expectations.
- Do role plays with the child to help them understand others' points of view.

Administering consequences when a child has FASD

- A consequence must be directly related to the behaviour and must be designed to correct and not punish.
- It must be short and concrete.
- Remember that the child may not necessarily learn from the consequence and may forget what they have learned at any time.
- Using a preventive approach to behaviour reduces the need to impose consequences.
- A child with FASD has impulsive behaviour and does not think about the consequences of their actions.

Routine – Repetition – Supervision

<http://www.vitalitenb.ca/en/points-service/mental-health/new-brunswick-fetal-alcohol-spectrum-disorder-fasd-centre-excellence/what-fetal-alcohol-spectrum-disorder-fasd>

à www.cmaj.ca/lookup/suppl/doi:10.1503/cmaj.141593/-/DC1

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<http://www.vitalitenb.ca/sites/default/files/guide-pour-familles-saf-28juillet2016.pdf>

http://www.vitalitenb.ca/sites/default/files/fasdeducators_en.pdf

Happy New Year 2018! 😊