



TRANSITIONS

TIPS & STRATEGIES

FASD 
NETWORK

Table of Contents

03 Childhood Transitions

08 Youth Transitions

14 Adult Transitions

©2015 FASD Network of Saskatchewan Inc.

Reproduction of this document is not permitted without express written consent from FASD Network of Saskatchewan staff.

Transitions

Life is full of change. As people transition through daily life routines, expectations, and roles can often change. Times of change can be confusing. People may be unsure how to adjust and be left feeling overwhelmed. However, transitions are a necessary part of life so no matter how small the change is, even if it is a daily transition such as going to work, it is best to be prepared.

Individuals with FASD have primary disabilities which can affect how they react to transitions. There is a wide variety of primary disabilities. They can be organized into four categories: physical, cognitive, behavioural, and sensory. FASD is a spectrum, each individual is affected differently and thus their responses to transitions will range. Transition planning can help to minimize difficulties. Transition planning involves understanding an individual's strengths, needs, and goals as well as the affect his or her disability may have on these.

Daily transitions can include any changes in activity or routine throughout the day. Planning for these transitions is very important and needs to be practiced daily. Be aware of these transitions and plan for appropriate, consistent support each day.

Life transitions can include any changes in routine and support throughout an individual's life. Advanced and long term planning is needed for these transitions. As individuals move through these transitions it is best to ensure consistent support is provided. Remember, follow up support will need to be provided for adjusting to the new life transition.

The following information includes potential transitions that may occur during childhood, youth, and adulthood. The tips provided for each transition were developed by caregivers of individuals living with FASD.

The content in this resource was developed by caregivers for caregivers.
The views and opinions are not a reflection of the Network.

Childhood Transitions

Common Transitions at Home

Personal care	<ul style="list-style-type: none"> • Model appropriate techniques • Have a routine or schedule for showering, brushing teeth, etc. • Use reward incentives
Brushing teeth	<ul style="list-style-type: none"> • Make it a routine • Post pictures of the steps of brushing teeth • Model behaviour for the child • Incorporate fun games for brushing teeth (Brushing for an entire song, the mouth wash that turns germs a different colour)
Clothing	<ul style="list-style-type: none"> • Model behaviour on how to get dressed • Check weather with them prior to getting dressed (decided on appropriateness from there) • Help pick out appropriate outfits that they like
Manners	<ul style="list-style-type: none"> • Start early • Repetition • Model this behaviour daily
New clothes	<ul style="list-style-type: none"> • Make sure to wash them first • Let the child help to pick them out
Haircuts	<ul style="list-style-type: none"> • Mark it on the calendar • Let them know ahead of time this is happening • Let them be a part of the decision (Pick the style they would like) • Be careful as this could be a sensory issue for some kids and they may not respond well to it
Bedtime	<ul style="list-style-type: none"> • No social media • No electronic devices • Use impulse control strategies • Have nightly routines
Day time to night time	<ul style="list-style-type: none"> • Limit electronic time (two hours before bed) • Stick to the same routine every night • Make sure to do something relaxing with individual (have a bath) • Try to do calming activities in the evening (lower their excitability)
Toddler bed	<ul style="list-style-type: none"> • Let them pick it out • Give them notice of it changing • Set it up ahead of time, and let them be a part of this
Sleepovers	<ul style="list-style-type: none"> • Let them know about sleepovers in advance • Let them take a personal belonging of theirs with them (Blanket, pillow, etc.) • Have a countdown, so they are reminded the event is coming up

Daycare to home	<ul style="list-style-type: none"> • Prepare them for the transition • Set up a routine (consistent time of when you will be picking them up) • Let them know who will be picking them up ahead of time • Allow them to take personal toys/fidgets along with them
Getting ready for school	<ul style="list-style-type: none"> • Start routine early • Give warnings (we are leaving in 10 minutes) • Try to be organized and do prep work ahead of time • Distracting them • Structured tasks • Prompt them when necessary • Giving reminders and giving the visual prompting • Getting them to help out • Let them be independent for the things that they can do (getting dressed, brushing their teeth) • Keep their things in specific spots (this way it is easy for them to find) • Repetition (continue with the same schedule daily) • Labeling (pictures and words) • Lists (schedules) • Immediate rewards • Stay calm
Visits with Biological parents	<ul style="list-style-type: none"> • Connection to the parent • Stability (take this into account) • Ensure both parents on the same page • Structure & routine
Parental changes	<ul style="list-style-type: none"> • Give them as much notice as possible • Try and follow similar routines within both homes • Have some of their belongings at each place of residence
New siblings	<ul style="list-style-type: none"> • Talk about the new individual coming into their life • Teach proper interactions with new siblings (especially with a baby) • Introduce slowly if needed • Make sure to maintain support for the individual throughout changes • Involve the child in the planning and process of planning for new siblings
Friendships	<ul style="list-style-type: none"> • For a younger friend the individual can be encouraged to act as a mentor to them • Siblings (these relationships can model what other friendships should be like) • Explaining (explain the dynamics of friendships – what’s okay and what is not) • Think about enrolling them in preschool for early social activities • Encourage them to be positive • Talk to other parents (let them know about your child’s disability) • Keeping them in the same activities (consistent people are a great starting point) • Teaching boundaries (what is okay and what is not in a friendship) • Advocating

New pets	<ul style="list-style-type: none"> • Give them as much notice as possible • Include them in the decision • Take them to meet someone else's pet ahead of time • Let them meet the animal before it comes home with you
Visitors	<ul style="list-style-type: none"> • Give them as much notice as possible that visitors are coming • If you can, make a routine out of it (Ex. Aunty comes over for coffee every Wednesday night at 7:00) • Make sure they have a private place to go during visits
Electronics	<ul style="list-style-type: none"> • Monitor all electronics (make sure they are using them properly and not being taken advantage of online) • Have allotted time for these things (Ex. No electronics an hour before bed time) • Know what they are doing online (might mean installing security)
Summer Holidays / Breaks	<ul style="list-style-type: none"> • Camps (gives a break) (make sure camp fits the disability) • Other activities (sports, swimming) • Planning ahead of time (giving them a schedule or a plan) • Giving them a lot of notice • Still have a routine • Keep them organized and structured • Making them apart of the conversation for plans • Talk to camp staff, coaches, etc. • Make time for yourself during holidays and breaks
Chores list	<ul style="list-style-type: none"> • Get this started early • Make sure it remains fairly consistent • Make sure chores are based on developmental level rather than chronological age • Mark each task with a price for allowance
Weather	<ul style="list-style-type: none"> • Teach differences in weather and how to dress for it • Check tomorrow's weather the night before so they are prepared • Always ensure the child is dressed appropriately • Help the child make responsible choices about attire
Meal times	<ul style="list-style-type: none"> • Stick with a routine • Make sure everyone is aware of meal time rules • Everyone has their own spot at the table for meals
Changing activities	<ul style="list-style-type: none"> • Give reminders • Have countdowns • Give sufficient time between activities to transition
Potty training	<ul style="list-style-type: none"> • Having consistent methods between all caregivers (home, preschool etc.) • Use pictures • Reward methods
Weekends	<ul style="list-style-type: none"> • Try not to differ too much from your normal routine (when possible) • Find activities that they enjoy and look forward to • Count down to the weekend (reminders)

Transitions Involving Health

Illness or hospitalization	<ul style="list-style-type: none"> · Bring in some of their own belongs to comfort them · Try and have a familiar face with them at all times
Coping with FASD Diagnosis	<ul style="list-style-type: none"> · Observing · Coping with emotions · Early diagnosis · Connect them socially · Teaching social cue's · Early intervention · Routine, Structure · Teaching Boundaries · Becoming a mentor for younger kids · Sensory strategies (fidgets, weighted blankets)
Getting ready for appointments	<ul style="list-style-type: none"> · Verbal timers · Reminders · Making them have a part in the conversation · Using concrete language · Simple statements

Transitions During Activities

Getting coaches to treat all the children equally	<ul style="list-style-type: none"> · Give explanation of child's disability to coaching staff · Make sure your child is able to be involved · Get them into the inclusion model · Out-right ask what training they have on FASD and provide them with references or resources · In small/rural communities there may not be programs to assist, you'll have to do it yourself
Sports (success, motivation, and confidence)	<ul style="list-style-type: none"> · Routine · Flash cards (Pictures and words) · Immediate rewards and consequences

School

New teachers every year	<ul style="list-style-type: none"> • Make sure they meet the teacher a few times in advance • Get acquainted with the classroom • Make sure the teacher is aware of the individual's disability • Encourage constant communication between teacher and home about progress
Changing schools	<ul style="list-style-type: none"> • Make sure the child gets acquainted with the new teacher and class before entering • Visit the school • Make sure the school and teacher are aware of their disability
Homework	<ul style="list-style-type: none"> • Same routine every day • Make sure child is in good head space • Help them with homework if they need help
Recess	<ul style="list-style-type: none"> • Get them used to the schedule for recess time • Have fun activities prepared for recess • Think of it as a body break for the child
Informing teaching staff of your child's disability	<ul style="list-style-type: none"> • Being up front immediately about the disability and skill level • Inform the teaching staff (let them know what your child will need) • Allow time for individuals to alter their approach • Inform them in all areas that they may be dealing with (Ex. If your child need help toileting themselves)
Learning to ride the bus	<ul style="list-style-type: none"> • Checklist • City & school buses and field trips (try these out with them so they learn from it) • Go with the child • Advocating • Familiarize them with the driver • Knowing what to do if something gets left on the bus • Alarms for bus times • Have parent/caregiver go on a field trip
Going to school	<ul style="list-style-type: none"> • Transition items for them to go to school (Puzzle) • Coping with exclusion by including them in positive activities at home • Communication devices (setting boundaries, communication book between teacher and home) • Structure and Routine • Proper programs • Getting them to meet teacher ahead of time • Agendas – A way of communicating with the teacher • Supervision of electronic devices (dancers and safety, passwords, parent block) • Teaching healthy sexuality (having those awkward conversations) • Using pictures and words • Break down steps • White boards with schedules • Reward system • Reminders (visual and verbal) • Charts • Conferences (social worker, teacher, principal)

Youth Transitions

Common Transitions at Home

Cell phones	<ul style="list-style-type: none"> · Set guidelines (I pay for it so I am entitled to look through it) · Put parental controls in place · Limit usage
Time management	<ul style="list-style-type: none"> · Set timers · Teach them to read a digital clock · Phone call/text message reminders · Set up a schedule · Write things down (Appointments, meetings, work times, etc.)
Driving	<ul style="list-style-type: none"> · Take necessary practice steps · Have a check list to run through before beginning and ending drive · Have a parent/caregiver with them at all times when starting out
Money management	<ul style="list-style-type: none"> · Have a guardian or trustee involved in money management · Teach the value of money (Clothes should cost money than lunch)
Communicating	<ul style="list-style-type: none"> · Make sure you use concrete language that is easy to understand · When setting guidelines make them simple · Use pictures (in the bathroom this could be easier then consistently telling them) · Have them write things down so they remember
Changing furniture	<ul style="list-style-type: none"> · Let them know ahead of time about the change · Include them in the process of furniture shopping · Move things in slowly (not everything all at once)
Consequences	<ul style="list-style-type: none"> · Have rules in place · Make sure the consequences fit the crime · Make sure consequences are explained in easy to understand terms
Chores	<ul style="list-style-type: none"> · Have a consistent set of chores for the individual (Taking out the garbage everyday) · Have an allowance or money amount attached to each chore
Transportation	<ul style="list-style-type: none"> · Review schedule/route with them · Set timer for travel times · Practice map reading · Dealing with people (learning to interact)
Age appropriate	<ul style="list-style-type: none"> · Treated differently as they age · Level of discipline (may change) · Explanations (frequent reminders, labels, charts) · Transitioning toys in/out · Consistency (keeping same toys in the same room)
Advocating	<ul style="list-style-type: none"> · Over parenting (keeping all informed) · Provide structure · Talk to others (school/job)

Social media	<ul style="list-style-type: none"> · Become aware of the social media that your child is being active on · Parental controls on their electronics · Open line of communication with them about social media and internet usage · Keep up to date on the new language/slang
Becoming more independent	<ul style="list-style-type: none"> · Provide opportunities to build independence (Finding an item at the store) · Build up their self-esteem, this can give them incentive to be more independent
Time	<ul style="list-style-type: none"> · Set alarms · Teach them to read a digital clock · Record their schedule in a book for them to follow
Accountability	<ul style="list-style-type: none"> · Make sure you know where your child is · Ask them where they are going · Drive them places (This ensures you know where they are)
Rules (expectations)	<ul style="list-style-type: none"> · Have consistent rules · Use language that is easy to understand · Make sure the punishment fits the crime
Routine	<ul style="list-style-type: none"> · Keep a consistent routine for the child · Set a bed time, supper time, Etc. · Set up a schedule (if anything is going to differ from the schedule give them plenty of notice)
Curfew	<ul style="list-style-type: none"> · Talk with your child and set a curfew · Set reminders on watch or phone to give them notice of their curfew approaching
Forgetting to eat / choosing not to eat	<ul style="list-style-type: none"> · Picking up from school at lunch time · Build up their self confidence · Find another place for them to go (somewhere more private) · Protein drink (instead of a meal) · Finding a meal they really like
Household responsibilities	<ul style="list-style-type: none"> · Assign them chores · Use visuals to assist them · Mentor (to encourage and model behaviour) · Checklist · Financial amount for each task · Starting early/making plans
Confabulation	<ul style="list-style-type: none"> · Do not brand it as lying · A lot of the time they don't realize · Questioning doesn't always help
Keeping tabs on them	<ul style="list-style-type: none"> · Find iPhone app · Phone/check in · Facebook (use for description and communication) · Drive them to where they are going (this way you know where they are)
Justice	<ul style="list-style-type: none"> · Combination of all topics (these can always lead to legal issues) · Vulnerable (peer pressure/want to please) · Let justice system know (card/medical alert)

School

Homework	<ul style="list-style-type: none"> • Set up a routine (Every day after school at 4:00) • Make sure someone is available to help (Parent, mentor, teacher, or sibling) • Homework period • Helper (Sylvan learning centre) • Build confidence • Parent/teacher conferences often (develops strategies/takes away excuses) • Fidgets
High school	<ul style="list-style-type: none"> • Prepare for the transition • Talk about the change • Take them to the new school ahead of time • Allow them to meet teachers and see classrooms before hand • Lack of help • Expectations increase • Less supervision • Visiting school first (get them acquainted with the school/ teachers) • Get to know class/teacher • All year classes (same spot) • Structure • Modified programs (if this will benefit the child) • Social cues • Mentor (friend)
No more recess (no more play time)	<ul style="list-style-type: none"> • Talk about this change with them • Give them plenty of notice of this
Changing classrooms	<ul style="list-style-type: none"> • Give them plenty of notice • Have a schedule for them to refer to • Have a consistent buddy to take them from class to class
Advocating (School/teacher)	<ul style="list-style-type: none"> • Falling through cracks • Book longer time for conferences • If there is a problem contact the parents ASAP • COMMUNICATION is key
Finishing High school	<ul style="list-style-type: none"> • Struggle to finish (be encouraging) • Freedom (guide them through what to do) • Find a supportive school • Take action to communicate • Driving them/bribes/home school
Leaving high school	<ul style="list-style-type: none"> • Talk about their future plans • Decide what their next step is and take action into making it happen (Post-secondary, full time job) • Prepare them for the big events to end off school year (graduation)

Work

Job training	<ul style="list-style-type: none"> · Try and find something that they are interested in · Talk to the employer about disability (they could help with consistency and routine) · Try to have a consistent routine step up for them
Maintaining part time jobs	<ul style="list-style-type: none"> · Explain to the employer about their disability (and best ways to support the employee) · Set up a consistent routine (Work every day at 5:00) · Set timers · Have someone remind the individual (through phone calls or text messages)

Activities

Extracurricular activities	<ul style="list-style-type: none"> · Get involved in an inclusive program for all individuals · Find something that the individual is interested in · Make a consistent routine with the activity · Try and stick with the same activity and the same team of peers
Changing in locker room	<ul style="list-style-type: none"> · Clothes underneath · Change in stall · Body image (build confidence) · History of sexual abuse may exist

Friendships & Relationships

Friends	<ul style="list-style-type: none"> · Peer pressure (communicate with them) · Drugs and alcohol (talk about it) · How they identify friend (ask questions) · Manipulate (not letting another kid take over or convince them of things) · Understanding their vulnerability (become informed) · Keep updated on new slang (friends with benefits)
Friends/peer pressure	<ul style="list-style-type: none"> · Help them maintain positive relationships with peers · Explaining (not understanding) · Show FASD DVD's or resources · Stereotyped (Brain damaged) · Visuals
Public/Friends	<ul style="list-style-type: none"> · Moving to smaller place · Monitoring · Create a sense of belonging · Accepting things from strangers (explain risks of this)
Relationships (stalking-how to approach this)	<ul style="list-style-type: none"> · Explain boundaries · Learning about relationships · Structured activities · Getting involved in good programs (build social skills slowly)

Dating	<ul style="list-style-type: none"> · Explain the guidelines of dating someone · Make sure the feelings are mutual and wanted · Talk about safe sex · Explain boundaries
Boundaries	<ul style="list-style-type: none"> · Explain the idea of boundaries (Use hula hoop) · Model appropriate boundaries · Talk to the individual about boundaries with others outside of the home (what you can do with your parents may differ from what's appropriate in public with others)
Sex	<ul style="list-style-type: none"> · Explain boundaries · Talk about safe sex · Make sure they have the necessary materials to be safe (Birth control) · Take them to a doctor to talk about safe sex
Peer pressure	<ul style="list-style-type: none"> · Talk with them about healthy friendships · Teach them right from wrong (give examples) · Become aware of what they are doing in their free time · Meet the individuals they are hanging out with

Health

Personal grooming	<ul style="list-style-type: none"> · Have a schedule/routine (Shower and brush your teeth every-morning) · Model behaviours – Show them how to brush their teeth · Post pictures in the bathroom for them to follow
Hygiene	<ul style="list-style-type: none"> · Make a pattern · Teach them independence · Using visuals (what comes first, what to do next) · Washing clothes (not just using freshening spray) · Creating a schedule
Puberty (Hormonal changes)	<ul style="list-style-type: none"> · Prepare them for changes by talking about it with them · Give them examples of what they can expect · Get them used to the idea of their body changing (watch videos or read books about changes)
Emotions	<ul style="list-style-type: none"> · Being physical (physical displays of anger/violence are illegal) · Don't assume it will get worse (but find help for it to get better)
Mood swings (verbally abusive)	<ul style="list-style-type: none"> · Understanding triggers (this takes time) · Finding them someone to talk to · Medication (Birth control helps with hormones)
Medications	<ul style="list-style-type: none"> · Manage medications effectively (monthly medication boxes – pharmacy can do this) · Set reminders to take medication · Have someone remind them (if this seems to work better)
Other diagnosis	<ul style="list-style-type: none"> · Coping with other diagnosis can be difficult, ease into this · Let them know they are supported · Get second opinions

Drugs and alcohol	<ul style="list-style-type: none">· Providing information· Find other tastes they like· Born with addiction (struggle to fight craving – help support them through this)· Peer pressure (help them avoid this, encourage good friends)· Out of sight, out of mind· No consequences· Talk to your kids about drugs and alcohol (and the effects)· Encourage them to make healthy choices· Model abstinence from substances (In front of your children)· Keep it out of the home (out of sight, out of mind)
-------------------	---

Adult Transitions

Common Transitions at Home

How to get up	<ul style="list-style-type: none"> • Set alarms • Phone calls/text message wake ups • Establish times to go to bed
Transportation	<ul style="list-style-type: none"> • Find a consistent transportation routine that works • Make sure that individual is aware of bus schedules • Go with them the first few times (modeling)
Post-secondary	<ul style="list-style-type: none"> • Find a school that fits their needs • Programming that allows for body breaks • Availability of extra help if needed • Plan this in advance, get them thinking about it ahead of time • Find a mentor/tutor
Maintaining a job	<ul style="list-style-type: none"> • Role play (how to be interviewed/apply for a job) • Have someone phone them reminding them to get up and make lunch • Weekly plan with them (make lunches in advance) • Give them a digital alarm clock • Make sure transportation is figured out (bus/schedule) • Talk with employer (make sure they are aware of the disability and how to best support individual) • Repetition (have a consistent routine - Ex: make a daily schedule) • Model behaviour • Write things down (teach them how to do this – what’s important to include) • Job coaching

Relationships

Relationships	<ul style="list-style-type: none"> • Talk about/practice/role play boundaries • Try to connect them with positive role models • Encourage safe activities • Role modeling (healthy relationships) • Teach self-respect • Find group activities for the individual to take part in • Positive supports
Sexuality	<ul style="list-style-type: none"> • Use clear and simple language • Remember your expectations should be for the individual’s developmental age not their cognitive level • Teach and role play boundaries • Teach safe sex
Connecting with birth family	<ul style="list-style-type: none"> • Make sure connecting with their birth family is what they want • Make the process slow • Make sure the birth family is going to be a good influence

Health

Food & Nutrition	<ul style="list-style-type: none"> • Model healthy eating habits • Teach nutrition in simple terms • Remembering to eat (schedules/timers) • Remembering that these individuals can have food sensory issues • Making a meal plan/grocery list
Hygiene	<ul style="list-style-type: none"> • Make picture reminders • Make a routine (Same everyday) • Demonstrate brushing teeth, washing hair, etc.) • Reminders and consistency
Appointments	<ul style="list-style-type: none"> • Set timers – phone reminders • Calendars • Get someone to go with the individual • Use concrete language when talking with this client • Make a routine for appointments (Same day of the week and time) • Write things down – so they don't forget
Addictions	<ul style="list-style-type: none"> • Keep track of progress for staying clean • Find one on one counselling for addictions • Manage money better – find a trustee • Focus on successes • Make sure individual has positive relationships • Make sure they are aware of the risks of drug and alcohol usage
Finding supports	<ul style="list-style-type: none"> • Research what is available in your community • 211 Saskatchewan (www.sk.211.ca) • Ask other service providers what they know of • Advocate for services and supports • Ask other parents and caregivers • Don't be afraid to ask questions
Medication	<ul style="list-style-type: none"> • Make daily doses container (pharmacies can make these for you) • Use of timers to help them remember when to take medication • Make sure it is written on a daily schedule/calendar • Phone calls/text messages may be helpful reminders • Modeling (this can begin with vitamin taking every morning)
Mental Illness	<ul style="list-style-type: none"> • Connect with services (Mental Health and addiction services) • No shame • Become educated (Start talking about FASD) • Know what community resources are available • Lines of communication need to be open

Responsibilities

Accountability	<ul style="list-style-type: none"> • Have someone who consistently checks in with them • Get them to write everything down to keep track
Time Management	<ul style="list-style-type: none"> • Use calendars • Digital clock • Timers • Planners • Phone calls/text message reminders

Life Skills	<ul style="list-style-type: none"> • Model life skills • Teach these at a young age • Give them responsibilities • Use pictures as reminders • Make check lists to follow • Model appropriate interactions
Housing	<ul style="list-style-type: none"> • Assist in finding accommodations • Research services that can help with housing (QUINT, CUMFI, Housing coalition) • Have a mentor to check in with them • Consider supportive living environments
Advocating	<ul style="list-style-type: none"> • Know your child's strengths and weaknesses • Don't be afraid to ask questions • Find community supports that will help you advocate (SACL) • You are your child's biggest advocate
Money Management	<ul style="list-style-type: none"> • Make a budgeting plan • Use calendars to show when things are due • Go with individual to pay bills • Teach the individual the value of money (What you pay for rent is more than what it should cost for supper) • If individual is on assistance make sure rent comes directly out of it • Set up savings account with monthly deposits • Consider a trustee/guardianship if individual is willing
Justice	<ul style="list-style-type: none"> • Mental health court is available • Make sure the lawyer knows about FASD • Carry something on their person that they can show to police explaining FASD (The FASD Network has wallet card templates) • Teach them 'right and wrong' to avoid vulnerability • Advocating within the justice system • Find community supports that can help with the process • Implementing safety strategies
Danger vs Safety	<ul style="list-style-type: none"> • Implement safety strategies • Role play different situations so individual can learn the difference • Find positive supports (Mentor)
Parenthood	<ul style="list-style-type: none"> • Modeling good parenting behaviours and techniques • Advocate for respite • Role play with parents for different situations • Find mentor support • Scheduling • Implementing safety strategies within the home • Consider parenting classes and one on one parenting support
Aging / parent aging process	<ul style="list-style-type: none"> • Talk about end-of-life plans • Start end-of-life planning • Make sure wills are updated • Find another individual to be a guardian or trustee

FASD NETWORK OF SASKATCHEWAN

510 Cynthia St
Saskatoon, SK
1-866-673-3276
www.saskfasdnetwork.ca