

# Non-pharmacologic treatment for FASD

## Interdisciplinary Assessment and Diagnosis

Neuroanatomy  
Neurophysiology

Individual neurocognitive and psychosocial profile

FASD psychoeducation

Support groups

Financial supports

Attention

Executive  
function

Affect

Academics

Cognition

Memory

Motor  
skills

Language

Adaptive  
behaviour

Disruptive  
Behaviour

Anxiety  
Depression  
OCD

School problems

Motor planning

School problems  
Behavior  
problems

Participation

FASD informed  
Parent Behaviour  
Management  
Self-regulation  
Social Skills Training  
Supervision

Modified Cognitive  
Behaviour Therapy  
Individual  
Counselling

Individual  
Educational Plan  
Structured learning  
Tutor  
Repetition  
Direct skills  
teaching

Physiotherapy  
Occupational  
therapy  
Recreational  
activities

Speech and  
Language  
assessment  
Individual  
Educational Plan  
Simplify behavioral  
approach

Direct  
teaching  
Repetition  
Social skills  
training  
Adapted  
recreation  
Peer mentors  
Supervision

Medication

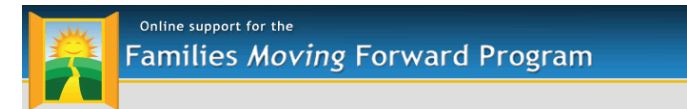
# Evidence of effective treatment: individuals with FASD benefit from targeted interventions (Reid et al 2015)



- **Understanding**

- Significant improvement in behaviour and parent satisfaction

Olson et al 2009; Pelech et 2013; Clark et al 2014; Petrenko et al 2014



<http://depts.washington.edu/fmffasd>

- **Relationships**

- Focused intervention to substance-abusing mothers and their young children

Koren et al 2014



- **Skills**

- Math skills

Kully-Martens et al 2018; Kable et al 2007, 2015 [www3cas.gsu.edu/themile](http://www3cas.gsu.edu/themile)

- Literacy

Adnams et al 2007

- Friendship training

O'Connor et al 2006,2012; Keil et al 2010

- Self-regulation

Williams and Schellenberger 1996; Wells et al 2012; Soh et al 2015;

Nash et al 2015

- Executive function

Coles et al 2015



[www.cdc.gov/ncbddd/fasd/treatments](http://www.cdc.gov/ncbddd/fasd/treatments)

