



Thinking Differently...

A RESOURCE IN SUPPORT OF
**Fetal Alcohol Spectrum Disorders
& Neurodevelopmental Differences
in Grey Bruce**

**3rd Edition 2021, Grey Bruce FASD
Leadership Team**

Grey Bruce Fetal Alcohol Spectrum Disorder Leadership Team

This resource was developed by the Grey Bruce FASD Leadership Team. The team is made up of community partners and parents of individuals affected by FASD in Grey and Bruce counties.

Our goals are to:

- establish a common language for parents, professionals and community partners
 - further develop a shared understanding of development and behaviour from a brain-based perspective
 - enhance collaboration across systems
 - shift paradigms and strengthen programs
 - contribute to healing
 - promote prevention
-

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How to Use this Book

Purpose:

- To explore resources available to individuals with FASD and their families
- To be a resource to refer to for families and community
- To provide a place to add important information about neurodevelopmental differences

What's Inside?

- Information regarding Fetal Alcohol Spectrum Disorder
- Supporting an individual with FASD or neurodevelopmental differences:
 - At School
 - In the Community
- Information about Adult Services
- A Resource Directory with descriptions of agency services and contact information

Tips for use...

Learning of a diagnosis of FASD or a neurodevelopmental disorder, and caring for an individual affected by it, may be challenging and stressful.

Pace yourself. There is a lot of information, and you don't need all of it now. Give yourself time to look through and absorb.

Go through the binder with someone. Sharing the learning can help lighten the load.

Collect your personal data. Collect reports, diagnostic information, notes from therapists, etc. and keep them in a file organizer for quick and easy access. Consider writing down family history, birth and developmental history information for your file as well. This will save you time and energy in telling and retelling your story.

Look after yourself. There are people who can help. This binder will help you find them.

WHAT IS FASD?

In this section:

What is FASD?	
Diagnoses	
Diagnoses Specifics	
Impulse Control	
Parent Support	
Navigating the Journey	
Common Characteristics	
Challenging Behaviour - What's Really Happening?	
The Sounds of Judgement	

What is FASD?

Fetal Alcohol Spectrum Disorder (FASD) is an umbrella term that refers to a range of deficits and challenges caused by prenatal exposure to alcohol.

Drinking alcohol during pregnancy can cause permanent birth defects and permanent brain damage to the fetus.

Prenatal alcohol exposure affects each individual differently, but neurological (brain) damage can be seen along the whole spectrum of FASD. Exposure to alcohol, drugs, or anything that can disrupt the development of an embryo or fetus, can have negative effects on the brain. It can be in the form of harmful drugs or chemicals, nicotine, even some types of medication and birth control pills.

Environmental agents and traumas kill brain cells and affect the *physical structure and function* of the brain.

Neurodevelopmental disorders are brain based conditions characterized by developmental deficits that typically show up early in a child's development, often times before the child enters elementary school, and can run throughout the individual's lifetime. These brain function deficits can affect a person's emotions, memory, abilities to learn, socialize and maintain self-control. They can be limited in nature, for instance to learning, or the deficits can be global and affect intelligence or social skills overall.

Deficits most often include mild to severe disturbances in:

- Cognitive (thinking) functioning
 - Behavioural functioning
 - Physical functioning
 - Emotional functioning
 - Social functioning
-

Diagnoses

According to the DSM V (Diagnostic and Statistical Manual, 5th Edition) (www.cmaj.ca/content/early/2015/12/14/cmaj.141593.full.pdf, 2015) there are two possible diagnoses which may be given, as well as a *designation*.

FASD with SFF (Fetal Alcohol Spectrum Disorder) (Sentinel Facial Features)

Or

FASD without SFF

Or

Designation of “At Risk” - At Risk for neurodevelopmental disorder and FASD, associated with prenatal alcohol exposure.

A **diagnosis of FASD** may be made if an individual meets either of the two sets of criteria below:

1. **FASD with SSF** (Fetal Alcohol Spectrum Disorder) (Sentinel Facial Features)
 - Simultaneous presentation of the three sentinel facial features AND
 - Prenatal alcohol exposure confirmed or unknown; AND
 - Evidence of impairment in three or more of the identified neurodevelopmental domains or, in infants and young children, evidence of microcephaly.

OR

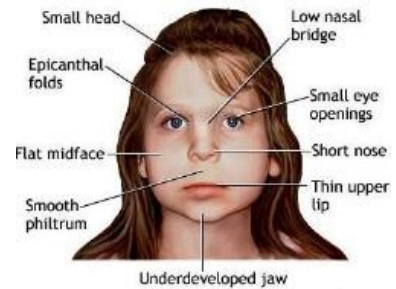
2. **FASD without sentinel facial features**
 - Evidence of impairment in three or more of the identified neurodevelopmental domains AND
 - Confirmation of prenatal alcohol exposure, with the estimated dose at a level known to be associated with neurodevelopmental effects.

*** At Risk for neurodevelopmental disorder and FASD, associated with prenatal alcohol exposure.**

This is not a diagnosis; this is a **designation** that should be given to individuals when:

- There is confirmation of prenatal alcohol exposure, with the estimated dose at a level known to be associated with neurodevelopmental effects;
- Criteria from 1. and 2. above are not met;
- There is some indication of neurodevelopmental disorder in combination with a plausible explanation as to why the neurodevelopmental assessment results failed to meet the criteria for substantial impairment (e.g., patient was too young; incomplete assessment).
- This designation may also be considered for individuals with all three sentinel facial features who do not yet have documentation or evidence of the requisite three or more

neurodevelopmental domain criteria or true microcephaly. *This designation should never be considered when prenatal alcohol exposure is confirmed absent.*



Diagnosis Specifics

Sentinel Facial Features:

1. **Small palpebral fissures:** short horizontal length of the eye opening, defined as the distance from the endocanthion to the exocanthion
2. **Smooth philtrum:** diminished or absent ridges between the upper lip and nose
3. **Thin upper lip:** with small volume

Most people with FASD do not have the three sentinel facial features.

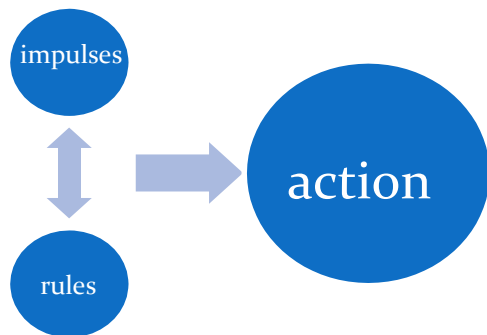
See [Common Characteristics](#) on page 13 for more information

Neurodevelopmental Domains: (requires 3 areas affected, 2 or more Standard Deviations below the mean)

1. Motor skills
2. Attention
3. Language – Receptive and Expressive
4. Cognition (thought processes i.e. reasoning, intuition, perception)
5. Adaptive Behaviour (ability of a person to effectively interact with society on all levels and care for one's self), social skills, social communication
6. Neuroanatomy or Neurophysiology
7. Academic Achievement
8. Memory
9. Executive Functioning (i.e. planning, working memory, problem solving, verbal reasoning, inhibition, mental flexibility, multi-tasking)
10. Affect Regulation

Impulse Control:

For most people, the part of the brain that has impulses and the part that knows the rules are in constant communication. We think about doing something, then we check it against acceptable rules of behavior, and we make a conscious choice about what action to take.



In people whose brains are alcohol or drug affected, the communications between these two parts of the brain can be damaged or missing. So, the person has an impulse and thinks about doing something. By the time the part of the brain that knows the rules is even aware of the impulse, the person has already completed the action.



Those affected by fetal alcohol or drug use likely know the rules and really want to follow them. People often get very upset or frustrated with their own behavior. They are unable to change their behaviour because the communication controls in the brain have been damaged and the messages can't get through in time.

Parent Support

After the diagnosis...

Even though you may have had questions about your child's development, hearing from a professional or reading the diagnosis in a report can still be experienced as a "shock" or a "psychological blow" to your system. There is no right or wrong way to experience the news.

For the vast majority of people, seeking and accepting support can make a huge difference in how well they maintain their own physical and emotional well-being.

You may experience:

- Shock, denial, guilt, ambivalence, self-doubt, anger, sadness, relief, anxiety or hopefulness



- Following your initial reaction, you may experience a cycle of grief



- At the same time, you may find yourself filled with hope, pride and joy as you delight in your child's gains and accomplishments.

Navigating the Journey

You can:

- **Ask Questions** - feedback after diagnosis should be an ongoing dialogue
- **Take Notes** - or bring along a support person to be a second set of ears and/or be your note-taker
- **Seek Information** - pace yourself, but get informed
- **Talk to Other Parents** - for helpful tips on websites or organizations, or join a support group
- **Have faith** in yourself as a parent and follow your intuition
- **Prioritize** problems or goals that you want to tackle
- **Share information** - as you feel comfortable, with family and friends; it is in the best interests of your child to share diagnoses with any professionals who may be working with your child

Do the Best You Can:

- Change is difficult and can take time
- There may be financial and other supports (see page 16) available to help:
 - Assistance for Children with Severe Disabilities
 - Disability Tax Credit
 - Special Services at Home
 - Disability Fitness Tax Credit
 - Registered Disability Savings Plan
- Take Care of Yourself:
 - If you are experiencing anxiety, burnout, depression, or difficulty controlling your anger, consult with a health care professional

Note: Please see the Reference Section for other agencies where you may be able to find help.

Common Characteristics of People with FASD or Neurodevelopmental Differences

People with a diagnosis of FASD or those who have neurodevelopmental differences *may* show any of the following characteristics. All people are individuals; no two will show all of the same characteristics.

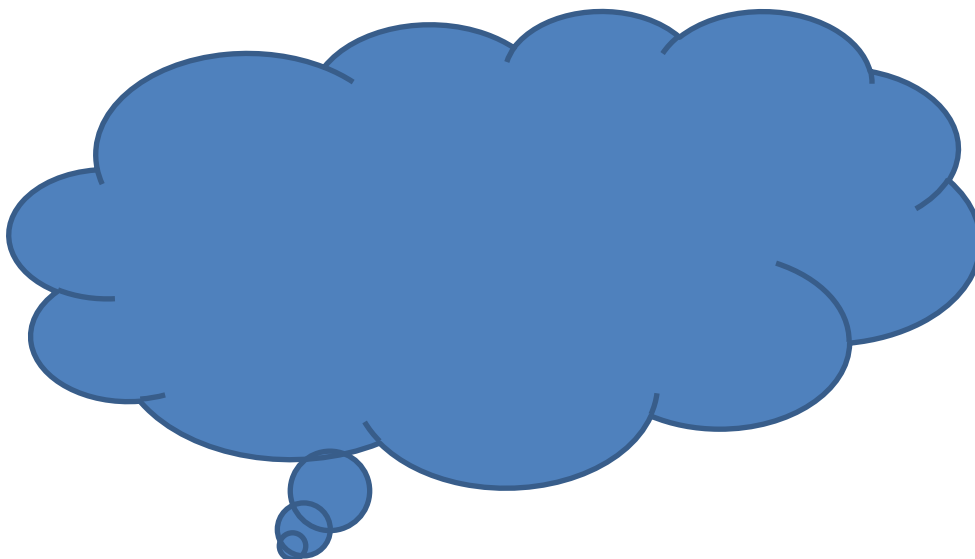
Characteristics at birth can include:	<ul style="list-style-type: none"> ● Abnormally small head circumference ● Underdeveloped or damaged brain ● Low muscle tone ● Less fatty tissue ● Identifiable facial features (philtrum, palpebral fissures, upper lip) ● Major organ malformations ● Vision problems ● Hearing problems, repeated ear & respiratory infections ● Seizure disorder and /or tremors ● Infantile irritability
Cognitive characteristics can include:	<ul style="list-style-type: none"> ● Mild to moderate developmental delays ● Speech and language disorders ● Expressive and receptive language deficiencies ● Mathematical deficiencies ● Difficulty with abstraction and comprehension ● Problems generalizing one situation to another ● Poor attention/concentrations skills ● Memory deficits ● Impaired judgement
Motor characteristics can include:	<ul style="list-style-type: none"> ● Motor delays ● Poor coordination/clumsiness ● Fine motor impairment ● Poor core strength
Behavioural characteristics can include:	<ul style="list-style-type: none"> ● Hyperactivity with or without Attention Deficit Disorder ● Impulsivity ● Lying & stealing ● Stubbornness & oppositional behaviour
Psychosocial characteristics can include:	<ul style="list-style-type: none"> ● Delayed socialization and communication skills ● Inability to consider consequences of actions ● Inability to interpret social cues, sullenness ● Lack of reciprocal friendships ● Social withdrawal ● Mood instability ● Teasing or bullying behaviours ● Periods of high anxiety and/or excessive unhappiness ● Mental illness

BEHAVIOUR	MAY LOOK LIKE	MAY BE
Non-compliance	<ul style="list-style-type: none"> • Willful misconduct • Attentions seeking • stubbornness 	<ul style="list-style-type: none"> • difficulty translating verbal directions into action • difficulty understanding
Repetition of mistakes	<ul style="list-style-type: none"> • willful misconduct • being manipulative 	<ul style="list-style-type: none"> • difficulty linking cause to effect • difficulty seeing similarities • difficulty generalizing
Failure to sit still	<ul style="list-style-type: none"> • attention seeking • interference with others • willful misconduct 	<ul style="list-style-type: none"> • neurologically may need to move while learning • sensory overload
Failure to work independently	<ul style="list-style-type: none"> • willful misconduct • poor parenting 	<ul style="list-style-type: none"> • chronic memory problems • difficulty translating verbal directions into action
Failure to complete homework	<ul style="list-style-type: none"> • irresponsibility • laziness • unsupportive parenting 	<ul style="list-style-type: none"> • memory deficits • difficulty transferring what is learned in class to a homework assignment
Lack of punctuality	<ul style="list-style-type: none"> • laziness, dawdling • poor parenting • willful misconduct 	<ul style="list-style-type: none"> • difficulty understanding the abstract concept of time • need for assistance to organize
Poor social judgment	<ul style="list-style-type: none"> • poor parenting • willful misconduct • effects of child abuse 	<ul style="list-style-type: none"> • difficulty interpreting social cues from peers • lack of knowledge of what to do
Physical intrusiveness	<ul style="list-style-type: none"> • willful misconduct • deviancy 	<ul style="list-style-type: none"> • hyper or hypo sensitivity to touch • difficulty understanding social cues re: boundaries
Stealing	<ul style="list-style-type: none"> • deliberate dishonesty • lack of conscience 	<ul style="list-style-type: none"> • difficulty understanding concept of ownership over time and space • immature thinking (“finders keepers”)
Lying	<ul style="list-style-type: none"> • deliberate lying • sociopathic behavior • lack of conscience 	<ul style="list-style-type: none"> • problems with memory and/or sequencing • difficulty accurately recalling events • attempt to please by telling you what you presumably want to hear

		<ul style="list-style-type: none"> ● confabulation (creating false memories – see glossary)
Self-centeredness	<ul style="list-style-type: none"> ● selfishness ● regard only for self 	<ul style="list-style-type: none"> ● ability to see only the superficial or concrete level of social behavior ● difficulty linking cause and effect
Volatility	<ul style="list-style-type: none"> ● poor parenting ● aggressive nature ● short temper 	<ul style="list-style-type: none"> ● exhaustion from stress of trying to keep up ● extreme over-stimulation
Inconsistent performance	<ul style="list-style-type: none"> ● manipulation ● sneakiness ● refusal to try hard enough 	<ul style="list-style-type: none"> ● chronic memory problems ● difficulty generalizing learning from one situation to another
Lack of motivation	<ul style="list-style-type: none"> ● poor parenting ● laziness ● lack of concern 	<ul style="list-style-type: none"> ● difficulty projecting into the future ● difficulty connecting today's decisions with future opportunities ● difficulty understanding cause and effect

Adapted from Deb Evensen, *Making a Difference*, 2006

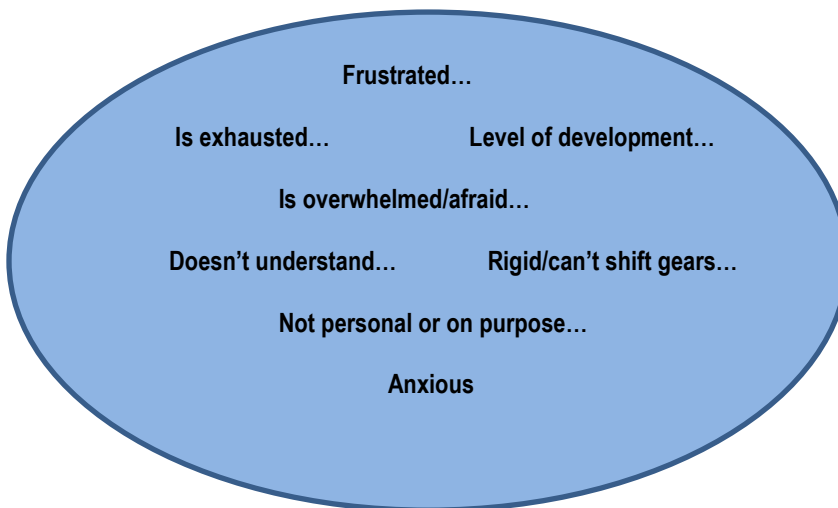
The Sounds of Judgment



You may be thinking....



Think differently...



WHAT TO TRY:

- ☐ Learn to see without judging
- ☐ Step back, depersonalize
- ☐ See the patterns of behaviour
- ☐ Understand where it's a poor fit
- ☐ Identify points of intervention and preventions
- ☐ Build on strengths

Diane Malbin, MSW, FASCETS

CHILDREN & YOUTH SERVICES

In this section:

Infant, Child and Preschool Services	
Ministry of Community and Social Services	
Transition to School	
How To: Get Ready for School!	
Transition to School Timeline	
Schools in Grey and Bruce Counties	
IEP - The Individual Education Plan	
Tips for Teachers of Students with FASD	
Transition from School to Community	

Infant Child Development Services, Special Needs Resource Program

1. **Grey County** - these services are accessed through Community Living

Community Living

Community Living Services are available specific to the area where you live. Please see the Resource Section for contact information.

Infant and Child Development Service

This program provides home visiting, play-based, early intervention activities and resources for families with infants, toddlers and preschoolers who may be at risk for delays in their development or are presenting with developmental delay or diagnosed condition. Services are available through tele-intervention and home visiting.

Special Needs Resource Program

This program provides a range of play-based, early intervention and strategies and on-site child care program consultations for children with developmental support needs. Special Needs Resource Consultants support and mentor ECE professionals working in licensed child care settings in Grey County. Transition planning for entry into kindergarten as well as modelling of inclusive best practices in child care settings is a focus of the program.

2. **Bruce County** - these services are accessed through Bruce County Social Services

Bruce County Social Services

[Preschool Resource Program](#)

The County provides Special Needs Resourcing services through their directly operated Preschool Resource Program. The intent of the program is to assist children with special needs to maximize their learning opportunities by providing individualized programs, supports, and services.

Please see the Resource Section for contact information.

Ministry of Children, Community and Social Services

Special Services at Home

The Special Services at Home program helps families who are caring for a child with a developmental or physical disability. It is funded and managed by the Ministry of Children, Community and Social Services.

The program helps families pay for special services in or outside the family home as long as the child is not receiving support from a residential program. For example, the family can hire someone to:

- help the child learn new skills and abilities, such as improving their communications skills and becoming more independent
- provide respite support to the family - families can get money to pay for services that will give them a break (or "respite") from the day-to-day care of their child

The amount of money a family receives depends on:

- the type and amount of service the child needs
- what other help is available in the community
- what kind of support the family is already receiving

Contact Phone: 519-376-1951 Toll Free: 1-800-265-3790

Transition to School:

Information and strategies to assist families and children in preparing for the new expectations, routines, and challenges that may occur when entering Kindergarten or a new school.

Suggested Strategies

- Bring any previous screenings or assessments. Parents should review information and sign consents to allow the information to be shared with the school.
- Request a transition meeting to share information about your child's strengths and needs. Parents may inquire who may be attending and suggest additional support people, such as, currently involved service providers or cultural representation.
- Determine the contact person at the school should you have additional questions or information to share before school starts.

How to Get Ready for School

You May Wish To:

- Create a social story to be read over the summer – the story could include photographs of your child, the classroom, teacher, playground, activities
- Arrange a classroom visit to allow your child to become more familiar with the school environment
- Arrange play dates over the summer with children who will be in the same class
- Arrange a practice ride on the school bus – this is usually planned in the late summer by the bus company
- During the summer, play on the school playground
- Use a countdown calendar to help your child anticipate the start of school
- Allow your child to practice packing, unpacking and carrying their backpack
- Allow your child to practice using a lunch kit, zip lock bags, plastic containers, etc.
- Gather additional comfort items that can be left at school
- Through the summer practice the *school day*
 - Practice morning routine, getting up, getting dressed
 - Packing backpack
 - Eat lunch and snacks on school schedule
 - Do some school “work” throughout the day

Once School Starts:

- Work with the Teacher to establish a daily communication book to be passed between home and school
 - Details about your child’s evening and morning may be helpful
-

Schools in Grey and Bruce Counties

- Bluewater District School Board
Phone: 519-363-2014
Toll Free: 1-800-661-7509
Email: info@bwdsb.on.ca
Website: <https://www.bwdsb.on.ca/>
- Bruce Grey Catholic School Board
Phone: 519-364-5820
Email: bruce_grey@bgcdsb.org
Website: <https://www.bgcdsb.org/>

*Both these school boards offer a French Immersion Program

In addition, Bruce Grey offers a variety of privately funded schools.

IEP - The Individual Education Plan

An Individual Education Plan (IEP) is a working, legal document that describes areas of strengths and needs, learning expectations, teaching strategies, special education services and assessment strategies for an individual student.

Tips for Teachers – of Students with FASD

• Meet the Challenge	Believe we can promote success in students with FASD or neurodevelopmental differences. Commit to be part of the solution, by working with others.
• FASD and Families	Try to understand and respect the strong emotions facing families. Remember: our knowledge, beliefs, judgments, and personal issues around alcohol can influence our interactions with families.
• Try a Different Approach	Realize that people do the best they can with the understanding they have. When they repeatedly make the same mistakes try differently , not harder.
• Establish a Structure	Put structures in place for success, and teach habit patterns as a pathway to understanding. Structure is a life-long need for those with FASD.
• Observe Behaviours	When an academic or behaviour support is not working with an individual, use S.O.A.P. (Stop action. Observe. Assess. Plan)
• Interpret Behaviours	Consider misbehaviour as coming from lack of understanding, rather than non-compliance.
• Physical Environment	Understand how sensory input and processing affect a student's ability to be successful in a school environment. Modify, to enable a learning environment.
• Use Concrete Language	Talk to students in a way they can understand – use literal language.
• Memory	Understand the role that memory plays in a person's ability to learn and to <i>sustain a consistent level</i> of performance. Never punish for forgetting; help them remember.
• Academic and Social Skills	Realize that a damaged brain cannot process information in a typical manner. This causes life-long difficulties in learning academic and social skills. Individuals will need extended time and assistance to grasp important concepts.
• Transitions	Pay attention to all transitions; from micro: one activity to another, to macro: transitioning to adulthood (begins early, continues well beyond adolescence and requires ongoing teaching of daily living skills well into adulthood).
• Measure Success	Redefine success. Recognize and applaud accomplishments, in both our students and ourselves.
• Care for Yourself	Prevent compassion fatigue by taking care of yourself.

Deb Evenson 2010

Transition from School to Community

Transition from school to community can be an ongoing process that begins shortly after a student's entry into secondary education. Planning for this transition can be a collaborative effort involving the student, family members, school personnel, community service and cultural support providers.

ADULT SERVICES

In this section:

DSO Developmental Services Ontario

Help for adults with developmental disabilities find services and supports within their community

O.D.S.P. Ontario Disability Support Program

The Ontario Disability Support Program helps people with disabilities who are in financial need pay for living expenses, like food and housing

Income Supports

Employment Supports

Discretionary Trust/ Absolute Discretionary Trust/ Henson Trust

Inheritance / Insurance Policy

Accommodations

Bruce County

Grey County

Community Living

Education

Georgian College

Adult Learning Centers

Employment Options

Community Living

Supported Employment

DSO – Developmental Services of Ontario

www.dsontario.ca

Developmental Services Ontario agencies can help adults with developmental disabilities find services and supports in their community. They can also provide information and help you or someone you care for with planning for the future.

<http://www.dsontario.ca/Overview>

Wherever you live, DSO can help you or someone you care for to connect with available

- residential supports
- caregiver respite
- community participation supports (like recreation, volunteering, employment, or in-home supports)
- professional and specialized services
- person-directed planning
- and other supports to help people with developmental disabilities become more involved in their communities

DSO South West Region serves the following

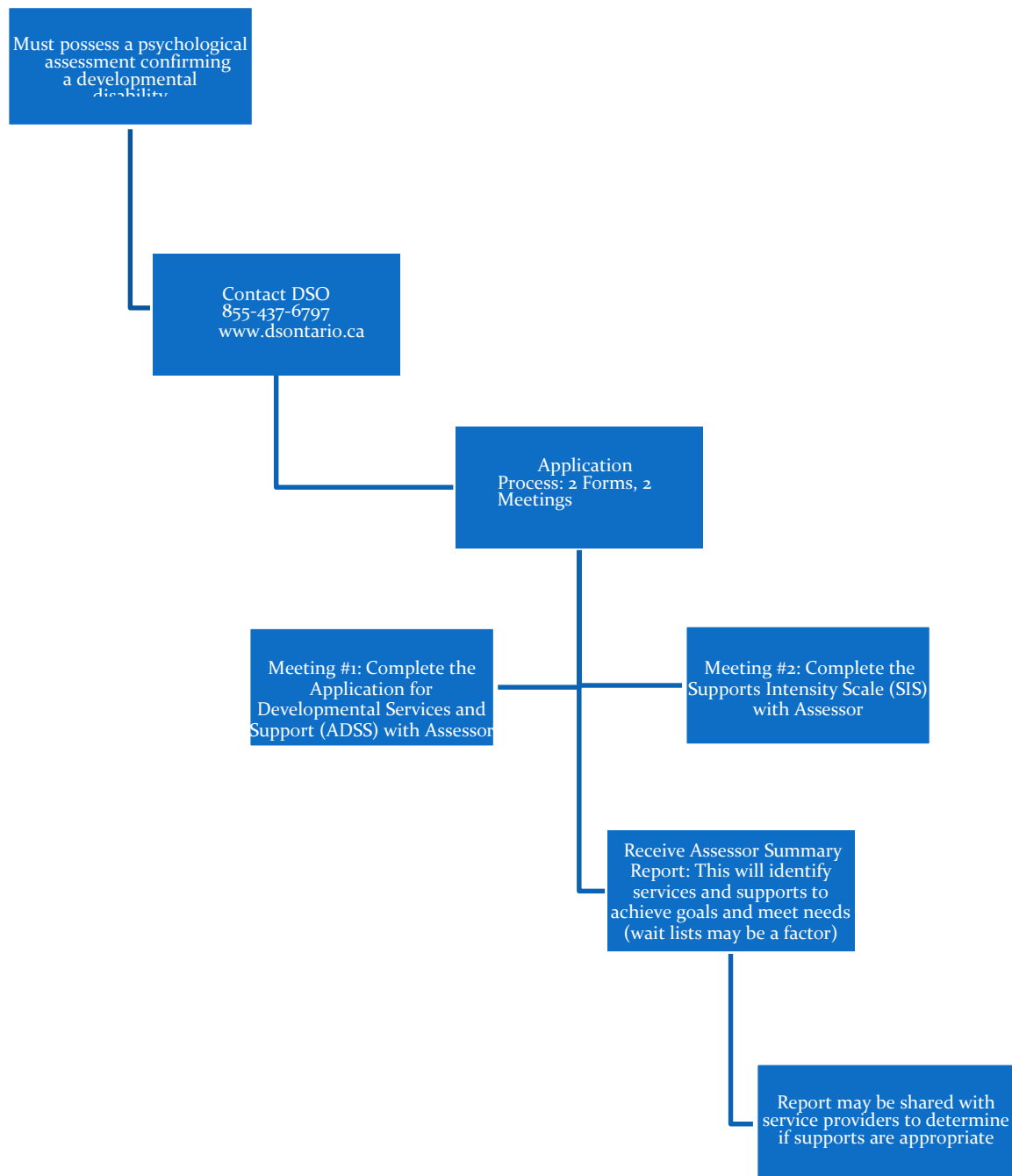
areas: www.dsontario.ca/agencies/dso-southwest

- Bruce County
- Chatham-Kent
- Elgin County
- Grey County
- Huron County
- London-Middlesex
- Oxford County
- Perth County
- Sarnia-Lambton
- Windsor-Essex

DSO can provide you with information about community services and resources. It is “your access point for adult developmental services” funded by the Ontario Ministry of Community and Social Services across the south west region.

Developmental Services Ontario - South West Region is a division of the [Community Services Coordination Network](#).

DSO Chart: How to Access Support



O.D.S.P. Ontario Disability Support Program

www.mcss.gov.on.ca/en/mcss/programs/social/odsp

Owen Sound Office

Ministry of Community and Social Services
Ontario Disability Support Program
Income and Employment Supports
1400 1st Avenue West
P.O Box 697
Owen Sound ON N4K 5R4

Tel: (519) 376-1951
Toll Free: 1-800-265-3790
TDD/TTY: (519) 376-3307
Fax: (519) 376-4544

The Ontario Disability Support Program helps people with disabilities who are in financial need pay for living expenses, like food and housing.

The program provides eligible people with disabilities with:

- Financial help (This is called [Income Support](#) and it helps people with disabilities who are in financial need pay for living expenses, like food and housing.)
- Help finding a job (This is called [Employment Supports](#) and it helps people with disabilities who can and want to work prepare for and find a job.)

The Ontario Disability Support Program is managed and delivered by the Ministry of Community and Social Services.

Please note:

Everyone's situation is different. The information here is intended as general guidance only. It isn't meant to provide a full description of the Ontario Disability Support Program or to tell you whether you qualify for the program. To understand how this information applies to your situation, please contact your local [Ontario Disability Support Program office](#). Give them all the information you can about your personal circumstances. You may also wish to check the [Ontario Disability Support Program policy directives](#) for more detailed information.

O.D.S.P. Income Support

Income Support

Ontario Disability Support Program Income Support is one of Ontario's social assistance programs. Income Support provides financial help for people with disabilities who are in need. It can help pay for living expenses, like food and housing.

If you qualify for Income Support, the amount of Income Support you receive will depend on your:

- family size
- income
- assets, and
- housing costs

Benefits that may be available

If you qualify for Income Support, you and your family may also qualify for other benefits, such as:

- drug coverage
- dental coverage
- vision care
- hearing aids
- diabetic supplies
- help with transportation costs to medical appointments
- wheelchair/mobility device repairs and batteries
- help to support your guide dog
- help with work-related expenses

Working while receiving Income Support

We know that many people who receive Income Support can and want to work. Ontario Disability Support Program Employment Supports can help you get ready for a new job or a training program, and can help you keep your job if you are at risk of losing it.

Depending on your situation, you can work and receive Income Support at the same time. Let us know if you are working, and we may be able to help you with work-related costs, such as child care.

Potential applicants can apply online at: www.ontario.ca/socialassistance and can do a quick calculation to see if they are financially eligible on their own and should proceed with an actual application.

Income Support – Who Is Eligible?

You may qualify for Income Support if you:

- are 18 years of age or older
- live in Ontario
- are in financial need, and
- have a substantial physical or mental disability that:
 - is expected to last a year or more, and
 - makes it hard for you to care for yourself, take part in community life or work

To determine if you are eligible to receive Income Support, they look at your financial situation and disability status.

Financial eligibility

They consider yours and your family's income, assets, housing costs and the size of your family to calculate if you qualify financially for Income Support and, if so, how much you can receive.

Disability eligibility

You also need to meet the definition of "a person with a disability" as defined under the Ontario Disability Support Program Act.

O.D.S.P. Employment Supports

[Employment Supports](#)

We know that many people with disabilities can work and want to work. That's why there are Ontario Disability Support Program Employment Supports.

Employment Supports

If you have a disability, and can work and want to work...

Ontario Disability Support Program Employment Supports can help.

Employment Supports can help you get ready for work and find a job, or start up your own business.

Employment Supports can help even if you have never worked before, have been out of work for some time, or are in school.

Once you start working, you can also get assistance to keep your job or to advance your career.

Employment Supports – Who Is Eligible?

If you want to work, you may be able receive Ontario Disability Support Program Employment Supports.

To be eligible for Employment Supports, you must:

- be 16 years of age or older
- be a resident of Ontario
- be able to work in Canada
- have a disability that is expected to last a year or more, and
- have a disability that makes it hard for you to find or keep a job.

If you are a student and you wish to work part-time while you are going to school, you may be eligible for Employment Supports.

You do not have to be receiving financial assistance from the Ontario Disability Support Program to be eligible for Employment Supports. However, clients with a taxable income over \$51,000 need to contribute toward the cost of their supports.

When you are not eligible for Employment Supports

You cannot receive Employment Supports if you are:

- eligible for or receiving disability or rehabilitation benefits from other public or private sources, or
- receiving financial assistance from Ontario Works. (Ontario Works provides employment assistance.)

Discretionary Trust/ Absolute Discretionary Trust/ Henson Trust

Trust Fund Information

Funds Held in Trust

An ODSP recipient is allowed to hold certain **funds in trust**, without those funds being included in a calculation of the ODSP recipient's total assets.

This is helpful, because having assets over the ODSP limit could affect the person's entitlement to receive ODSP benefits.

The funds in the trust must have been received in an inheritance or as the proceeds from a life insurance policy.

To determine eligibility and rules of the trust, an ODSP recipient should seek legal advice, at their local Community Legal Clinic or with a private bar lawyer in the event that an inheritance is received. A lawyer can assist in ensuring that the ODSP recipient's income security is impacted as little as possible by the receipt of an inheritance.

Accommodation

Bruce County

[Housing - Bruce County, Ontario, Canada](#)

Bruce County Housing Corporation

325 Lambton Street
 Kincardine, Ontario N2Z 2Y1
 Phone: 519-396-3439
 1-800-265-3022
 Fax: 519-396-3499

The Social Housing division is responsible for the funding and administration of social housing programs in the County of Bruce and management of the Bruce County Housing Corporation buildings.

The Housing Stability Fund

The Housing Stability Fund is to assist individuals, couples and families who are homeless or at risk of becoming homeless to secure affordable permanent housing in Bruce County.

<https://www.brucecounty.on.ca/services/human-services/housing-stability>

Application Form available at:

<https://www.brucecounty.on.ca/sites/default/files/2021%20Housing%20Stability%20Fund%20Application%20Fillable%20AODA.pdf>

Grey County

Subsidized Housing: County of Grey – Colour It Your Way

<https://www.grey.ca/search/google/health%20social%20services%20subsidized%20housing#gsc.tab=0&gsc.q=health%20social%20services%20subsidized%20housing&gsc.sort=>

595 9th Avenue East
 Owen Sound ON N4K 3E3
 Phone: (519) 376-5744
 Fax: (519) 376-0445
 Toll Free: 1-800-567-4739

Grey County's Housing portfolio consists of units available to families, seniors and singles and these units are located throughout the municipality.

Grey County Sustainable Housing Benefit

The Sustainable Housing Benefit provides assistance to Grey County residents with costs to establish or maintain an affordable residence

<https://www.grey.ca/affordable-housing>

Application Form available at:

<https://www.grey.ca/affordable-housing/online-application>

Community Living – Residential and Supported Independent Living

Access to these services is managed by Disability Support Ontario. Please refer to the section on DSO for the contact information.

Supported Homes

Community Living offers a limited number of homes and locations which offer staff support 24 hours per day. These homes typically support 3 or 4 people and are long term in nature. The residents in the homes have a diverse range of unique support needs. Some clients participate in a day program Monday to Friday, others may be at school or involved in other community programs. The group homes are staffed 7 days per week.

Independent Living Services

Adults 18 years of age and older who live independently in the community can access support from staff to help manage their daily independent living routines. Support typically is limited to one or two hours per day although it can be higher during transition stages. Often people will have roommates to help share expenses.

Supported Independent Living

This program provides support to developmentally disabled individuals who are living independently in the community. These persons are not residing in their family home or in a group home, and do not receive Special Service at Home funding. They often require daily support and case management.

Adult Education

Georgian College

- Continuing Education
- Disability Services
- Ontario Learn
 - Georgian College is a member of the Ontario Learn consortium of Ontario Colleges. Our mandate includes shared development, expenses, and delivery of online courses.
 - Students have access to their course 24/7 and learn through a combination of curriculum delivered online and through print-based texts and workbooks. All courses are instructor led.

Adult Learning Centers

- The Adult Learning Centers help adults achieve the **math, writing** and **reading skills** they need for work and to fully enjoy the community.
- The services are free and confidential.
Our students must be at least sixteen years old.

Links

Georgian College, Owen Sound, ON – 519-376-0840

[Continuing Education @ Georgian |](#)

[Disability Services - Student Success](#)

[Ontario Learn Online Courses](#)

Adult Learning Centers

Owen Sound, ON – 519- 376-6623 ext. 3

Kincardine, ON – 519-396-6004

Walkerton, ON (QUILL) – 519-881-3858

Wiarton, ON – 519-534-4911

Saugeen Shores, ON – 519-389-2302

[Adult Learning Centers Grey Bruce Georgian](#)

FINANCIAL ASSISTANCE

In this section:

Assistance for Children with Severe Disabilities (ACSD)	
Assistive Devices Program	
Child Disability Benefit	
Disability Tax Credit	
Jordan's Principle	
Easter Seals - Incontinence Supplies Grant	
Registered Disability Savings Plan	
Special Services at Home	

Financial Assistance Programs

Program	Information	Web link
Assistance for Children with Severe Disabilities (ACSD)	The Assistance for Children with Severe Disabilities Program helps parents with some of the extra costs of caring for a child with a severe disability.	ACSD Assistance for Children with Severe Disabilities
Assistive Devices Program	Devices covered by the program are intended to enable people with physical disabilities to increase their independence through access to assistive devices. i.e. Hearing aids, wheelchair/ mobility, visual and communication aids.	Assistive Devices Program- Public - MOHLTC
Child Disability Benefit	The Child Disability Benefit (CDB) is a tax-free benefit for families who care for a child under age 18 with a severe and prolonged impairment in mental or physical functions.	Child Disability Benefit (CDB)
Disability Tax Credit	Individuals who have an impairment in physical or mental functions that is severe and prolonged use this form to apply for the disability amount.	Disability Tax Credit
Jordan's Principle	Jordan's Principle makes sure all First Nations children living in Canada can access the products, services and supports they need, when they need them.	Jordan's Principle
Easter Seals – Incontinence Supplies Grant	The program is for children and youth between the ages of 3 to 18 years with chronic disabilities (physical or developmental) that result in irreversible incontinence or retention problems lasting longer than six months and requiring the use of incontinence supplies.	Easter Seals Ontario » Incontinence Supplies Grant Program
Registered Disability Savings Plan	A Registered Disability Savings Plan (RDSP) is a federal tax-supported savings vehicle that is intended to encourage people to save for the future needs of a person with a disability.	Registered Disability Savings Plans
Special Services at Home	The Special Services at Home program helps families who are caring for a child with a developmental or physical disability.	Special Services at Home

REFERENCE SECTION

In this section you will find...

Agency Information

FASD Dictionary

Acronyms and Short Forms

Additional Resources

Agency	Contact Information
Dial: 211 Provides a directory of social services in Grey Bruce	Phone: 211
Adult Protective Services of Bruce & Grey Counties Clients must be age 18 or over, live in Bruce & Grey Counties, have a developmental disability, & be living on their own, or planning to, and have limited social supports. We assist clients to live safely & securely in the community. Support is individualized and provided in the community. We provide support primarily through Case Management & Advocacy. We work with clients to set goals & make a plan to reach them, help access and maintain community and government services (i.e., financial assistance, housing, employment programs, legal services, recreation, medical & dental care, counseling etc.) and provide support at appointments when necessary & requested. We assist clients to report abuse and support clients to understand and exercise their rights. Involvement in the program is voluntary. The program is administered by Bruce Grey Child & Family Services.	Address: 202-836 2 nd Ave. E., Owen Sound, ON N4K 2H3 Phone: (519)371-4453 ext. 4410 Fax: (519)376-7910 Toll Free: 1-855-322-4453 To Apply: Call Developmental Services Ontario (DSO) at 1-855- 437-6797, ask for intake.
Bruce County Social Services <u>Ontario Works</u> Ontario Works is a program which provides financial assistance and employment supports to eligible individuals and families. The intent of the Ontario Works program is to help people in temporary financial need find sustainable employment and achieve self-reliance through the provision of effective, integrated employment services and financial assistance. Children's Services <u>Childcare Subsidy</u> Child care subsidy is available for families who are working, attending school or in need of support for themselves or their children. Subsidy is available in Licensed Child Centers and/or with Approved Bruce County Home Child Care Providers. If you wish to apply or require more information please see our website.	Address: 30 Park Street Walkerton, ON NoG 2Vo Phone: 519-881-0431 Toll Free: 1-800-265-3005 Fax: 519-881-4324 Website: www.brucecounty.on.ca

<p><u>Preschool Resource Program</u></p> <p>The County provides Special Needs Resourcing services through their directly operated Preschool Resource Program. The intent of the program is to assist children with special needs to maximize their learning opportunities by providing individualized programs, supports, and services.</p> <p>Available to any child residing in Bruce County aged 2-6 years who experiencing delays in two or more developmental areas.</p> <p><u>Ontario Early Years Centre</u></p> <p>The Ontario Early Years Centre Bruce-Grey-Owen Sound sites provide services for children aged newborn to six and their parents, grandparents and other caregivers. The centers provide interactive early learning, literacy and school readiness activities that help give children a healthy start in life. They offer support and education to parents, and provide links and information about other early years services in the community.</p>	<p>Email: childcare@brucecounty.on.ca</p> <p>Find Walkerton and Kincardine OEYC sites on Facebook</p>
<p>Bruce Grey Child and Family Services (Formerly Grey and Bruce Children's' Aid Society)</p> <p>Bruce Grey Child & Family Services works under the mandate of the Ontario <i>Child & Family Services Act</i> and is responsible for protecting children from abuse, neglect and other forms of maltreatment.</p> <p>We are committed to working with families to provide a safe and nurturing environment for their children.</p>	<p>Address: 640 2nd Ave East Owen Sound, ON N4K 2G8</p> <p>Phone: 519.371.4453 Toll Free: 1.855.322.4453 Fax: 519-376-8934</p> <p>Website: http://www.bgcfs.ca/</p>
<p>Canadian Mental Health Association- Grey Bruce Branch</p> <p>Services for individuals with serious mental illness and their families; includes a crisis line, case management, court support services, counselling, community leisure access, leisure links, Employment Services and Identification Clinic, Grey Bruce Friends and Neighbors (FAN) Club, Mental Health First Aid, public education and Safe Talk.</p>	<p>Address: 1024 2nd Ave East Owen Sound, ON N4K 2H7</p> <p>Phone: 519-371-4120 Crisis Line 1-877-470-5200 Court Support: Owen Sound 519-371-4129 ext. 180 Hanover: 519-364-7788 Court Support Bruce County: 519-507-6500 Counselling Southampton: 519-797-2880 Counselling Kincardine: 519-396-4523 Bruce Shoreline Team: 1-877-</p>

	888-5855 http://gb.cmha.ca/programs-and-services/
Chippewas of Nawash: Maternal Child Health Services Maternal Child Health Services are located at the Health Centre. The services are available to assist all aboriginal families in providing the best opportunities for healthy development for children up to 6 years of age. An equally important goal is to ensure that children at risk have access to services and support that will address their needs.	Address: 23 Lighthouse Road Lion's Head, ON NoH 1Wo Phone: 519-534-3911 Fax: 519-534-4932 Email: ahs_fasd@gbtel.ca
Community Accessible Services Team (CAST) Outreach CAST is a team of professionals and volunteers working along the Lake Huron Shoreline who are focused on assisting people and their families in the transitioning stage between the age of 16 and 26. The team provides appropriate, engaging, and on-going supports in a safe manner so that individuals and families living with FASD can both recognize and realize their full potential.	Phone/txt: 519-832-8293 Email: castoutreach@coracomputers.com
<u>Community Living Services</u> Bruce Peninsula Association for Community Living Supports provided by BPACL include Family support, referrals, individual support for special needs adults and children, adult day program, residential supports, recreation and leisure programs like Special Olympics.	Address: 314 George Street, Wiarton, ON NoH 2To Phone: 519-534-0553 Fax: 519-534-2739 Website: www.communitylivingbp.org
COMMUNITY LIVING Hanover and Area – HARC INC. Community Living Hanover and Area is a non-profit, charitable organization that has been providing services for over 40 years to people with developmental disabilities and their families, living in Hanover, Neustadt and area. Our goal is to provide support to people enabling them to live, work and become active members within their community through opportunities and supports. The agency is governed by a volunteer Board of Directors and receives funding from the Ministry of Community and Social Services. We currently provide supports and housing to individuals through our residential homes. Our services also include Day Support Services, Supported	Address: 521 11th Ave Hanover, ON N4N 2S3 Phone: 519-364-6100 Fax: 519-364-7488 Website: www.clhanover.com

<p>Independent Living and ODSP Employment Support Services.</p> <p>Employment Services As a service provider for the Ontario Disability Support Program we support businesses to employ people with any combinations of disabilities to obtain meaningful employment, including: job readiness, resume writing, job searching, development with potential employers and job coaching. To be eligible for Employment Supports individual must be 16 years of age or older. For full participation in this program, a final approval/referral through ODSP- Employment Supports is necessary.</p> <p>Community Living Kincardine District CLKD is a not for profit organization providing support to people in the municipalities of Kincardine, and Huron-Kinloss. Using a Person Centred approach supports are developed which are directed by the person or family to assist the person who has a developmental disability to participate in community life.</p> <p>Community Living Meaford Provides support to individuals with a disability and their families. CL Meaford is a non-profit agency, governed by a volunteer board of directors, and funded through the Ministry of Community and Social Services.</p> <p>CL Meaford primarily supports adults over the age of 18 and requires a referral from Developmental Services Ontario to access service.</p> <p>Provide services to four residential homes, a Supported Independent Living program, a Day Services program and a Wood Working Department. Is an ODSP employment supports provider.</p> <p>Community Living Owen Sound and District Community Living Owen Sound and District provides person- centered support services for children, adults and families. Our approach to supporting people is to always put the person and their family's goals at the forefront. We believe in being proactive through early intervention and involvement.</p>	<p>Address: 521 11th Ave Hanover, ON N4N 2S3</p> <p>Phone: 519-364-6100 ext. 7 Fax: 519-364-7488 Website: www.clhanover.com</p> <p>Address: 286 Lambton Street PO Box 9000 Kincardine, ON N2Z 2Z3</p> <p>Phone: 519-396-9434 Fax: 519-396-4514 Website: www.clkd.ca</p> <p>Address: 76 Sykes Street North, Meaford, ON N4L 1R2</p> <p>Phone: 519-538-3277 Fax: 519-538-4331 Website: http://www.communitylivingmeaford.ca/</p> <p>Address: 769 4th Ave East Owen Sound, ON N4K 2N5</p> <p>Phone: (519) 371-9251 Fax: (519) 371-5168 Website: www.communitylivingowensound.ca</p>
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<p>Community Living Walkerton and District</p> <p>CLWD provides supports and services to individuals with a developmental disability. Through Family Support Services, individualized support can be provided to assist families in accessing community resources, supports and services. The Infant and Child Development program is a play based service that is available for infants and young children who have been diagnosed or who are at risk for delays in development.</p> <p>Application for Adult Services including Supported Independent Living, Employment Services, Group Living and Passport Funding can be completed through Developmental Services Ontario. CLWD provides support through the ODSP Employment Supports Program</p> <p>South-East Grey Support Services (SEGSS)</p> <p>Support adults with a developmental disability using an individualized model of support: A philosophy of providing individuals choice.</p> <p>Eligibility does not necessarily rely on a certain geographical catchment.</p> <p>Services can be purchased with Passport or individualized funding through the Ministry of Community and Social Services (MCSS).</p> <p>Intake for services for persons turning 18 years old is now completed through Developmental Services Ontario (DSO). When a vacancy is available at SEGSS, the DSO is notified of it and SEGSS is then provided with name(s) of the individuals that are next on the DSO waitlist and match the available resources.</p> <p>*End of Community Living Section</p>	<p>Address:</p> <p>Box 999 19 Durham St. East Walkerton, ON NoG 2Vo</p> <p>Phone: 519 881 3713 Fax: 519 881 0531 Website: www.clwalkerton.org</p> <p>Address:</p> <p>Box 12 24 Toronto Street Flesherton, ON NoC 1Eo</p> <p>Phone: 519-924-3339 Fax: 519-924-3575 Toll Free: 1-800-363-1923 Website: www.southeastgreysupportservices.com Email: segss@bmts.com</p>
<p>Community Mental Health Teams</p> <p>Grey Bruce has five (5) Community Mental Health Teams that provide adult mental health services in Grey Bruce. The Teams are based in the communities of Markdale, Owen Sound, Wiarton, Hanover and Southampton. As well there is a satellite office in Kincardine and regular outreach to the communities of Chesley, Walkerton, Durham and Meaford. The Teams are operated by Mental Health Grey Bruce, three local organizations working in partnership to provide accessible, coordinated mental health services.</p>	<p>North Bruce Community Mental Health Team</p> <p>369 Mary Street, Room 111 Warton (Warton Hospital, Allied Health Building) Phone: 519-534-4388</p> <p>North Grey Community Mental Health Team 1800 8th Street East, Owen Sound Phone: 519-371-8850</p>

<ul style="list-style-type: none"> • Canadian Mental Health Association, Grey Bruce Branch • Grey Bruce Health Services <p>The goal is to provide mental health services which are effective, coordinated and as close to home as possible. Team members work with each other and with other community supports and services to ensure that people with mental health needs and their families do not “fall through the cracks”.</p> <p>People aged 16 years and older are eligible for services. Our main focus is to assist people with serious mental illness, their families and people who are in acute need of mental health services.</p>	<p>South Grey Community Mental Health Team 27 Main Street West Markdale Phone: 519-986-3030</p> <p>Central Grey Bruce Community Mental Health Team 425 10th Street Unit Hanover Phone: 519-364-7788</p> <p>Bruce Shoreline Community Mental Health Team 353 High Street Southampton/Kincardine Phone: 519-797-2880 Toll-Free Number: 1-877-888-5855</p>
<p>Grey-Bruce Community Legal Clinic Provides free legal services in the areas of law that most impact on low-income or vulnerable communities living in Grey and Bruce. Our main office is in Owen Sound, and we have satellite locations in Wiarton, Kincardine, Port Elgin, Hanover, and Flesherton. Our areas of law include: social assistance, disability, government pensions, landlord tenant, employment standards, health and consumer and debt, among others. We do not provide services for family or criminal law matters.</p> <p>Full representation can only be provided to those clients who meet our income and asset restrictions, however those restrictions do not apply for our summary advice and brief services, which are available to anyone who calls in. No referral is needed to access our services. New clients should call ahead to make an appointment in Owen Sound or in a satellite location, or alternatively, call or drop in between 9:00 and 11:00 on any weekday morning at our Owen Sound office.</p>	<p>Address: 945 3rd Ave East, Suite 2 Owen Sound, ON N4K 2K8</p> <p>Phone: 519-370-2200 Fax: (519)370-2110 Toll Free: 1-877-832-1435 Website: www.gblegalclinic.com</p>
<p>Grey Bruce Health Services, Dual Diagnosis Program Adult Mental Health Service (16 and up), serves people with a Developmental Disability & Mental Health Need. If a developmental disability has not been confirmed we can help by making referrals for testing; or for other services.</p>	<p>Address: 1800 8th Street East Owen Sound, ON N4K 6M9</p> <p>Phone: 519-376-2121 ext. 2486 Fax: 519-372-4060</p>

<p>We can help people navigate the mental health system and provide information on various mental health questions or concerns</p> <p>No formal referral required</p>	<p>Website: http://www.gbhs.on.ca/mental-health-addiction-services</p>
<p>Grey Bruce Health Unit</p> <p>With the community as our partner, we work to prevent disease and provide leadership in health protection and promotion. Good health requires positive influences and choices at all ages and stages of life, from preconception to the senior years. Public health encourages good health through the following programs:</p> <p>Dental Services - Dental hygiene, dental screening, the provincial treatment programs (CINOT) for children in need and Healthy Smiles Ontario (HSO)</p> <p>Family Health - Information on planning a pregnancy, pregnancy, parenting children and teens, and adult issues</p> <p>Immunization - Vaccinations and information for all recommended immunizations for adults and children</p> <p>Nutrition - Information on healthy eating for all ages</p> <p>Sexual Health - Birth control, clinical services, sexually transmitted infections and AIDS prevention, pregnancy testing, sexual counselling</p> <p>Healthy Babies Healthy Children Program Referrals from Age 0-6yrs. High risk home visiting by a Public Health Nurse and Parent Support Worker</p>	<p>Address: 17th St East Unit 101 Owen Sound, ON N4K 0A5</p> <p>Phone: 519-376-9420 Fax: 519-376-1287 Toll Free: 1-800-263-3456</p> <p>Website: www.publichealthgreybruce.on.ca</p>
<p>Grey County Social Services (GCSS)</p> <p>Ontario Works (OW) A program to help people in temporary financial need find sustainable employment and achieve self-reliance through the provision of effective, integrated employment services and financial assistance. 16 years of age and up</p> <p>Children's Services including Child Care Fee Subsidy and the Private Home Child program Depending on circumstances, a referral from physician</p>	<p>Address: 595 9th Avenue East Owen Sound N4K 5N8</p> <p>Phone: 519-376-7112 OW Fax: 519-376-4920 Children's Services Fax: 519-376- 5640 Toll Free: 1-800-265-3119</p> <p>Website: www.grey.ca</p>

<p>of Bruce Grey Child & Family Services maybe required for child care subsidy. Offers accessible, affordable and quality childcare services within the County of Grey. Direct delivery of a Home Child Care program where children are cared for in a home setting.</p> <p>GCSS also provides limited assistance with the cost of homecare services and OW Discretionary Benefits for recipients of the Ontario Disability Support Program (ODSP). The Sustainable Housing Benefit is jointly delivered with the Grey County Housing Dept.</p>	<p>OW Satellite offices are located in Durham (Rockwood Terrace), Markdale (Grey Gables) and Hanover – 425 10th Street.</p>
<p>The Healthline thehealthline.ca is a directory that puts health and community services at the fingertips of people across Ontario</p>	<p>Website: www.thehealthline.ca</p>
<p>Healthy Smiles Healthy Smiles Ontario is a government-funded dental program that provides free preventive, routine, and emergency dental services for children and youth 17 years old and under from low-income households.</p>	<p>Website: www.ontario.ca/page/get-dental-care</p>
<p>Keystone Child, Youth and Family Services Keystone is a family engaged counselling and coordinating Lead Agency that is dedicated to providing compassionate, responsive services to children, youth, families, and community members.</p> <p>Programs include: Counselling, Live-In Treatment, Prenatal to 6 Community Support, Coordinated Access Mechanism, Coordinated Service Planning, the FASD program and respite.</p> <p>The FASD program provides support and education to families of children and youth with FASD or suspected FASD, while also providing education and awareness within the community. Eligibility is for children/youth under the age of 18, or between 18 and 21 and still in school. The FASD Coordinators provide individualized training on brain differences and help parents develop strategies to manage some of the challenging behaviours. Monthly newsletters with parent tips, local and provincial training opportunities & resources are delivered. The coordinators run a variety of caregiver workshops. Coordinators can also support parents & caregivers at school meetings and coordinate services with other providers.</p>	<p>Address: 1793 3rd Avenue, West Owen Sound, ON N4K 6Y2</p> <p>Phone: 519-371-4773 Fax: 519-371-6397</p> <p>Website: https://www.keystonebrucegrey.org/</p>

<p>Ministry of Children, Community and Social Services- Youth Justice, Probation Services: Provincially mandated service directed at services for young persons who have been in conflict with the law. These youth are between the ages of 12 and 17 at the time of their offence commission(s).</p>	<p>Address: 1400 1st Ave West, P.O. Box 8, Owen Sound, ON N4K5P1</p> <p>Phone: 519-376-1330 ext. 269 Fax: 519-376-9865 Toll Free: 1-866-275-5945</p>
<p>M'Wikwedong Native Cultural Resource Centre Serving: Aboriginal/Metis/Inuit, Isolated, Low Income, Rural/Remote, Single Parents, Teen Pregnancy/Parent, Urban The M'Wikwedong Native Cultural Resource Centre was established to address the social, spiritual, mental and physical needs of the Urban Aboriginal population of Owen Sound and surrounding area by providing a safe environment for the Aboriginal peoples to participate in their community and to break down the cultural and systemic service barriers between local Aboriginal and Non-Aboriginal populations. The Centre is host to a wide range of programs and services for all ages, beginning with pre-natal all the way through to senior citizens that holistically address the needs of the individual and the community. Programs that have specific FASD/FANB mandates for prevention and support are the Canadian Prenatal Nutrition Program, Community Action Plan for Children, the Akwe:go children's program, Life Long Care program and Urban Aboriginal Healthy Living Program.</p>	<p>Address: 1055 3rd Ave. West Owen Sound, ON N4K 5W6 Phone: (519) 371-1147 Fax: (519) 371-6181</p> <p>Website: www.mwikwedong.com</p>
<p>Regional Support Associates RSA offers a team-based and collaborative Bio Psycho Social approach in working with people and their support system(s) to provide the following services; Short-term direct treatment in challenging situations, Dual Diagnosis Consultation, Specialized Assessments including: Psychological, Behavioural, Cognitive, Psychiatric, Speech-Language, Swallowing, Nursing. They provide Training and Education and Dual Diagnosis Justice Case Management (DDJCM).</p> <p>Please note that all referrals except Dual Diagnosis Justice Case Management are made through Developmental Services Ontario (DSO)</p>	<p>Address: 911 Yonge St. Walkerton ON N0G 2V0</p> <p>Phone: 519.881.0922 Fax: 1.519.421.4249 Toll Free: 1.800.640.4108 ext. 2212</p> <p>Website: www.regionalsupport.on.ca</p>

<p>Southwest Ontario Aboriginal Health Access Centre Grey-Bruce/Owen Sound Site (SOAHAC) FASD Services: SOAHAC staff can provide FASD education, screening, and diagnosis for First Nations, Inuit, and Métis people. We also provide further support to individuals and caregivers who are affected by FASD by assisting them to navigate the diagnostic process, and through advocacy, access additional referrals, resources and strategies.</p> <p><u>One to One Support</u> SOAHAC staff will support you to gain knowledge of FASD and to practice strategies for dealing with FASD. This can include using your culture-based knowledge, such as the use of medicines, ceremonies, teachings, and cultural activities. We will develop a plan of care that is holistic and client-driven.</p> <p><u>Group Support</u> Plans are underway to create community-based peer and caregiver support groups. Participants will be able to access FASD information, culturally-specific knowledge, and a sharing circle, as well as wisdom and support from others who are walking the FASD journey.</p> <p><u>FASD Assessment & Diagnostic Clinic</u> The clinic is in the final stages of development and is now taking referrals</p>	<p>Address: 733 9th Avenue East, Unit 3 Owen Sound, ON N4K 3E6</p> <p>Phone: 519-376-5508 x 2125 Fax: 519-376-1845</p> <p>Website: https://soahac.on.ca/</p>
<p>The Women's Centre Provides 24/7 emergency shelter for women and children who have experienced violence. Services include: emergency shelter, a crisis/helpline, second stage housing, transitional support, counselling, court support, groups work, life skills, and an anti-trafficking program.</p>	<p>Phone: 519-371-1600 Toll Free: 1-800-265-3722 Text: 226-974-0755</p> <p>Website: https://www.thewomenscentre.org/</p>
<p>Women's House Serving Bruce and Grey Women's House will provide many services, within supportive environments, to women 16 years of age and older, and their children, who have or are experiencing abuse, sexual violence and homelessness. We base our work from a feminist, anti- racist, anti-oppression framework that embraces diversity, inclusiveness and equity. Our commitment is to social change through education and advocacy in order to achieve social justice for all women.</p>	<p>Business Line: 519-396-9814 Support Line: 519-396-9655 Toll Free: 1-800-265-3026</p> <p>24hr Sexual Assault Services 1-866-578-5566</p>

FASD Dictionary

Aberrant	Wandering or deviating from the normal or usual course
Acetaldehyde	Compound formed when the body metabolizes alcohol (ethanol)
Activities of Daily Living	Activities that are typically associated with self-help tasks such as eating, dressing, grooming, or domestic activities such as cooking and cleaning.
Accommodations (Education)	Providing support so the student can complete curriculum successfully i.e. providing a scribe, additional time to complete activities etc. This is different from modifications in that accommodations do not change the curriculum.
Adaptive Behaviour	The individual's ability to adjust to and apply skills to new situations (i.e. environments, tasks, objects, people).
Adaptive Intelligence	Day to day functioning and meeting of social expectations. Adaptive Quotient (AQ) often provides a more useful indication of FASD than Intelligence Quotient (IQ).
Adipose	Accumulated fat
Advocate	Someone who takes action to help someone else; also, to take action on someone else's behalf.
ARBD (Alcohol Related Birth Defects)	Congenital anomalies, including malformations and dysplasia in which there was a history of prenatal alcohol exposure
ARND (Alcohol Related Neuro-developmental Disorder)	A term used previous to 2016 describing a spectrum of alcohol-affected prenatal brain damage, <i>without</i> facial features and <i>without</i> specific growth features.
Alternative/ Augmentative Communication	Any approach used to support, enhance, or supplement the communication of those who are unable to communicate verbally in all situations. This can include low-tech systems (e.g. sign language or pictures) or high-tech systems (e.g. voice output devices).
Anomalies	Differences from the normal, especially a result of congenital (dating from birth) or hereditary defects
Anoxia	A condition characterized by an absence of oxygen supply to an organ or a tissue (e.g. during birth when umbilical cord is wrapped around the neck)
Apraxia	The ability to understand spoken language and sometimes written text, but the inability to speak. The lack of praxis or motor planning. When seen in children, this is a sensory-

	integrative dysfunction that interferes with planning and executing unfamiliar tasks.
Assessment	<p>A collecting and bringing together of information about a child's needs. May include: social, psychological, or educational evaluations to determine services</p> <p>A process using observation, testing and test analysis to determine an individual's strengths and weaknesses in order to plan service.</p>
Atrial/Ventricular Defects	Defects in the heart's chambers. The upper two chambers of the heart are called the atria, the bottom two the ventricles.
Auditory	<p>Pertaining to the sense of hearing.</p> <p>Auditory processing difficulties involve difficulties in recognizing and interpreting sounds, especially the sounds composing speech.</p>
Behaviour	Observable actions and responses to thing in the environment. These actions and responses are also influenced by internal factors such as understanding, feelings, and emotions.
Best Practices	Strategies, activities, or approaches that have been shown through experience, research and evaluation (proven) to lead reliably to a desired result or outcome. Also known as Effective Practices, Evidence-Based Practice and Outcome-Based Practice.
Brain Domains	Ten measurable categories of brain functions, or domains, which produce outward, observable behaviours. See page: 9
Case Manager	Person who coordinates the services and professionals in your child's life.
Child and Youth Worker (CYW)	Person who has unique training focused on children and youth including behaviour, emotion, mental health, development, environment and therapeutic relationships.
Co-existing Disorders	Other disorders that may exist along with FASD. These include impulse-control disorders, psychoses, obsessive-compulsive disorder, seizures, mood and anxiety disorders, and developmental delays. Also called co-morbid disorders or differential diagnosis.
Cognitive	<p>The process people use for remembering, understanding, and using judgment.</p> <p>In special education terms, a cognitive disability refers to a disability in learning.</p>
Communication	An interactive process that conveys information and ideas from one person to another.

	A social skill that has the potential for influencing others and gaining some control over one's environment.
Concrete Thinking	Mental processes characterized by literalness and the tendency to be bound to immediate sense impressions, as well as by a lack of generalization and abstraction.
Confabulation	The creation of false memories, perceptions or beliefs, often as a result of neurological or psychological dysfunction. May result from mistaking a guess or imagining for an actual memory or from the confused application of true memories.
Congenital	Existing at or dating from birth.
Consequence	Something that occurs as a direct result of action or effort. Can be pleasant and reinforcing or unpleasant and punishing.
Developmentally Delayed	A term used to describe the development of children who are not able to perform the skills other children of the same age are usually able to perform.
Developmental Dysmaturity	With FASD - refers to the gaps between the person's chronological and developmental age in different brain domains - need not include cognitive delays or lowered I.Q.
Developmental Pediatrician	A doctor who specializes in childhood illnesses and disorders. Referrals can be made through family physicians.
DSM-IV Diagnostic and Statistical Manual, 4th Edition	The guide used by clinicians in "measuring" developmental disorders. For each diagnosis in the DSM-IV there are certain characteristics or features that must be present.
Direct Therapy/ Service	Therapy/ service provided when a worker interacts directly with the individual.
Dyspraxia	Difficulty with smooth, coordinated voluntary movements involved in speech. Poor praxis or motor planning. A less severe but more common dysfunction than apraxia.
Early Childhood Educator (ECE)	An educator trained in child development with a focus on preschool years - creates programs to help young children develop age-appropriate skills in schools, pre-schools, child-care centers.
Early Childhood Resource Consultant	Support for children (parents and child-care staff) up to age six who have more than one area of developmental difficulty. Assess child's skills and needs, connect with services and resources, and coach child care-staff in planning and developing program.

Educational Assistant (EA)	Person who helps support children with special needs in the school setting, under the supervision of the classroom teacher.
Emotional Regulation	<p>The ability to manage one's emotions, including internal feelings and physiological, cognitive and behavioural responses to them.</p> <p>Recognizing, enhancing or reducing emotions as needed.</p>
Epidemiology	Study of the incidence of a disease in a population and factors that influence it, goals of these studies is to find ways to prevent the disease.
Ethanol	The type of alcohol found in wine, beer and hard liquor
Executive Function	Describes the collection of brain processes responsible for conscious control of behaviour. These include decision making and follow through, cognitive flexibility, abstract thinking, rule acquisition, emotional regulation, initiating appropriate actions and inhibiting inappropriate actions, and selecting relevant sensory information.
Expressive Language	<p>The language that an individual uses to communicate with others.</p> <p>May also refer to gestures, signing, communication through pictures and objects, or writing.</p> <p>Oral expressive language refers to a person's ability to express thoughts, feelings, and desires through oral speech.</p>
Facial Dysmorphia	<p>Three distinctive features of the face, necessary to meet criteria for FAS (smooth philtrum, thin upper lip, small palpebral fissure).</p> <p>Other features may also be present, such as an underdeveloped upper jaw, or flat mid-face.</p>
FAS - Fetal Alcohol Syndrome	The term "fetal alcohol syndrome" was first used to describe the cluster of birth defects due to prenatal alcohol exposure (including growth restriction, craniofacial abnormalities and intellectual disabilities) with lifetime consequences.
FASD (Fetal Alcohol Spectrum Disorder)	A diagnostic term relating to a spectrum of alcohol-affected, prenatal brain damage with specific facial features <u>and</u> criteria on specific neurodevelopmental domains.
Fetus	Unborn offspring in the post-embryonic period after major structures have been outlined, from the 7 th or 8 th week after fertilization until birth.
Fine Motor Skills	Activities requiring the coordination of the smaller muscles of the body, especially those of the hand.

Functional Behaviour Assessment	<p>A method of evaluating behaviours of an individual by carefully observing what happens before and after the behaviour occurs.</p> <p>Examines specific behaviours in terms of the purpose of the behaviour and the functions the behavior are serving for the individual.</p>
Functions of Communication	The purpose or reasons to communicate – i.e. to request, protest, or comment.
Generalize / Generalization	<p>Term used to describe the ability to learn a skill in one situation and be able to apply it flexibly to other similar but different situations.</p> <p>“Over-generalize” refers to the tendency of those with FASD to use a skill in all settings just as it was taught, without modifications that reflect differences in a situation.</p>
Gestation	The period of development from the time of fertilization of the ovum until birth.
Gross Motor Skills	Activities using one’s larger muscle groups, such as sitting, walking, and jumping.
Intervention	Actions that parents and service providers agree to take in order to help a child grow to his or her potential. Also called “treatment”
Identification	<p>The process of detecting which children in our community might be affected by FASD.</p> <p>Specific screening and assessment tools are used to help confirm whether a child has FASD or another disorder.</p>
Intake	The process of gathering information to help inform others that you have a concern about your child’s development.
Kinesthetic or Tactile Learning	A style of learning characterized by moving and doing, by carrying out physical activities, rather than primarily by looking, listening or reading and writing.
Language	A system of communication that everyone understands including gestures, pointing, written and spoken words.
Learning Theory	Refers to a set of beliefs about how people learn, and includes assumptions about basic brain function (memory storage and retrieval, forming associations, abstracting and others). It does not appear to encompass brain differences associated with FASD.
Modifications	Changes to curriculum, the support system, the environment or teaching strategies to match individual needs (strengths and deficits).

	Adaptations ensure that the student can participate actively and as independently as possible.
Motor Planning	The ability of the brain to conceive of, organize and carry out a sequence of unfamiliar actions. Also known as “praxis”
Multidisciplinary	A team approach involving specialists from more than one discipline i.e., a team made up of an occupational therapist, speech-language pathologist, social worker, developmental pediatrician and other specialists as needed.
Neurobehavioural	Having to do with the way the brain affects emotion, behaviour, and learning.
Neurologist	A physician who diagnoses and treats disorders of the nervous system. This includes diseases of the brain, spinal cord, nerves and muscles.
Palpebral Fissure	The opening between the eyelids. One of the three facial features that discriminate individuals with or without FAS. See pg. 9
Perseveration	A tendency to repeat or continue a particular response, such as a phrase or activity, despite the absence or cessation of the original stimulus, usually caused by a neurological disorder.
pFAS	Partial Fetal Alcohol Syndrome. A term used previous to 2016 describing a spectrum of alcohol-affected, prenatal brain damage with some of the facial features, <u>but without</u> specific growth features.
Philtrum	The depression in the flesh extending vertically from the nose to upper lip. The smoothness of the philtrum and the thinness of the upper lip are assessed, as they are one of the three facial features that discriminate individuals with or without FAS.
Placenta	Organ surrounding the fetus during pregnancy which joins the mother and fetus and supports growth and development during gestation.
Postnatal	After birth
Pragmatics	The practical aspect of using language to communicate in natural context. It includes rules about eye contact between speaker and listener, how close to stand, taking turns, selecting topics of conversation and other requirements to ensure that satisfactory communication occurs. Many of the rules have a cultural base.
Prenatal	Before birth

Prompt	A form of assistance or cue that is given to help someone complete a task. Prompts can be physical, gestural, verbal and/ or visual.
Pronoun Reversal	Switching of pronouns such as “I” or “me” with “you” or “them” i.e., “you want a cookie” when child actually means “I want a cookie”
Receptive Language	The ability to understand what is being said, signed, or read
Reinforcement	A pleasant event that occurs immediately as a direct result of an action and that increases the strength of the action or the likelihood that the action will be repeated.
Respite Care	Opportunities for the primary caregivers (parents) to get temporary breaks from the demands of caring for a person with severe disabilities.
Screening	Brief assessments designed to identify children who may need a more comprehensive evaluation.
Sensory Processing Disorder	Over and under sensitivity to sensory stimuli, including touch, visual, auditory, taste, smell, pain, and temperature.
Social Interaction	The process through which individuals act in relation to one another.
Social Skills	Positive, appropriate social behaviours that are generally considered necessary to communicate and interact with others.
Standard Deviations	Statistic indicating how spread out or tightly clustered figures are around the average (or mean) in a set of data.
Stereotypy	Self-initiated, repetitive movements performed (presumably) to relieve stress (i.e. rocking, flapping, spinning, finger-flicking etc.)
Symptoms	The signs that a disorder is present.
Syndrome	A condition characterized by a group of co-occurring symptoms that have a specific effect on a group of individuals.
T.B.I	Traumatic Brain Injury
Teratogen	An agent or factor which may cause abnormalities of development or differentiation in an embryo or fetus.
Toxemia	Metabolic disturbances in pregnancy characterized by hypertension (high blood pressure) and edema (swelling or fluid retention).
Toxin	Poisonous substance

Transition Cue	A verbal or visual cue that serves as a reminder of the targeted task.
Transitions	<p>Changes from one environment to another, such as from an early childhood program to school.</p> <p>Changes from one activity to another.</p> <p>Typically very difficult for a child with FASD.</p>
Visual Adaptations/ Supports	<p>Written schedules, lists, charts, picture sequences and other visuals that convey meaningful information in a permanent format for later reference.</p> <p>Allows for individuals to function more independently without constant verbal direction.</p>
Visual Schedule	A group of pictures or objects showing the order of event or activities.

Add your own:

Additional Resources

Websites

www.fasbookshelf.com

www.fasdjustice.ca

www.fasdontario.ca

www.faslink.org

www.canfasd.ca

www.motherisk.org

www.fasalaska.com

www.facets.org

www.davidboulding.com

www.skfasnetwork.ca

www.thehealthline.ca

www.fasdconnections.ca

www.fasdmanitoba.com/research.htm

www.fasd.alberta.ca

<http://www.ihe.ca/news-events/news/consensus-statement-on-legal-issues-of-fetal-alcohol-spectrum-disorder-fasd-available/>

<https://www.fasdinfectsaf.ca/en/>