

## Supplemental Information

### **SELECTED EVIDENCE-BASED INTERVENTIONS FOR CHILDREN WITH FASDS AND THEIR FAMILIES, INCLUDING ND-PAE**

All interventions described have been evaluated with children who have an FASD and their families. They are

considered evidence based, with studies using 1 of 3 methods: randomized controlled trial, intervention versus delayed intervention or standard of care control group, or pretest/posttest assessment of study group.<sup>96</sup>

### **SUPPLEMENTAL REFERENCE**

96. Petrenko CLM. Positive behavioral interventions and family support for fetal alcohol spectrum disorders. *Curr Dev Disord Rep*. 2015;2(3):199–209

**SUPPLEMENTAL TABLE 4** Evidenced-Based Studies

Program Name	Age Group Targeted	Brief Description	Source for Additional Information
Math Interactive Learning Experience	3–10 y	Six wk individual tutoring using specifically modified strategies and materials to address deficits in math skills and understanding. Includes techniques for establishing learning readiness.	Julie Kable, PhD, Emory Maternal Substance Abuse and Child Development Project, Emory University, Atlanta, GA; jkabl01@emory.edu. <a href="http://staging.web.emory.edu/msacd/Research/MILE.html">http://staging.web.emory.edu/msacd/Research/MILE.html</a> .
Parents and Children Together	6–12 y	12-wk set of interactive classes for children and parents targeting executive functioning by teaching children to recognize and correctly interpret their own bodily cues (eg, anxiety or impulsiveness) and giving them an external frame of reference (ie, “How is my engine running?”) with explicit, appropriate strategies for handling that cue. Based on Alert Program.	Ira Chasnoff, MD, Children’s Research Triangle, Chicago, IL; irachasnoff@gmail.com.
Alert Program	8–12 y	A 12-wk intervention to help children monitor, maintain, and regulate their level of alertness to match environmental needs. This program is similar to Parents and Children Together.	<a href="http://alertprogram.com">http://alertprogram.com</a> .
Good Buddies	6–12 y	12-wk set of interactive classes for both children and parents that fosters social skills, peer interaction, and social communication skills.	<a href="http://www.semel.ucla.edu/fas/news/13/may/21/parent-assisted-social-skills-training-project-good-buddies">http://www.semel.ucla.edu/fas/news/13/may/21/parent-assisted-social-skills-training-project-good-buddies</a> .
Fire and Street Safety virtual training	4–10 y	Two separate 30-min video games that teach specifics of fire and street safety by helping the dog “Buddy” avoid harm.	Claire D. Coles, PhD, Emory Maternal Substance Abuse and Child Development Project, Emory University, Atlanta, GA; ccoles@emory.edu.
GoFar	5–10 y	Video game to improve self-regulation by teaching and mastering a focus–act–reflect technique.	Claire D. Coles, PhD, Emory Maternal Substance Abuse and Child Development Project, Emory University, Atlanta, GA; ccoles@emory.edu.
Families Moving Forward	9–11 y	A 9-mo, low-intensity intervention for parents only that teaches skills for reducing disruptive behavior and advocating for needed services.	<a href="http://depts.washington.edu/fmffasd/home">http://depts.washington.edu/fmffasd/home</a> .
Caregiver Education for Behavior Regulation	3–10 y	Parent workshop to explain FASDs and specific parent techniques for establishing and supporting self-regulation and learning strategies.	Julie Kable, PhD, Emory Maternal Substance Abuse and Child Development Project, Emory University, Atlanta, GA; jkabl01@emory.edu. Note: Included as component of Math Interactive Learning Experience program described above.
Triumph Through the Challenge of FASDs	All ages	2-hr educational workshop for caregivers, educators, and service providers. Emphasizes understanding of developmental differences and behavior management techniques.	<a href="http://www.doublearc.org/triumph-challenges-of-fasd/">http://www.doublearc.org/triumph-challenges-of-fasd/</a> . Note: Not peer reviewed.
Parent FASDs Education Program	2–11 y	Didactic parent education about causes and behavioral outcomes of FASDs that uses specifically developed workbook titled <i>All About Me</i> .	Yasmin Senturias, MD, Carolinas Healthcare System, University of North Carolina, Charlotte, NC; yasmin.senturias@carolinashealthcare.org. Note: Not peer reviewed.
Break the Cycle	Infants and toddlers of substance-abusing parents	Relationship-focused intervention designed to reduce substance abuse, improve mother–child relationship, and improve maternal mental health.	Gideon Koren, The Hospital for Sick Children, Toronto, Canada; gkoren@sickkids.ca.