



*Alaska Native Cultural Traditions and Activities: Supporting a Sense of belonging of positive development for Individuals with FASD (WB1)*

**ALASKA NATIVE CULTURAL TRADITIONS AND ACTIVITIES:**  
*SUPPORTING A SENSE OF BELONGING AND POSITIVE  
DEVELOPMENT FOR INDIVIDUALS WITH FASD*

Strengths:

\*Memory – visual and movement (kinesthetic) patterns; repeating with rhythm or song\*

Traditional songs and Native dancing; movements for working fish net or fish wheel; cutting fish; cutting up moose; visual memory for where good berries are – visual memory for spotting berry leaves/plants

\*Visual Motor Skills - use of color, sculptural abilities, ability to make direct copies\*

Beads of necklace; skinning; carving; sewing;

\*Language Skills – often talkative, ability to learn vocabulary and understand single words\*

Storytelling; visiting; learn Native language – spoken not written; singing the words from a song in Native language;

\*Social and Behavioral Skills – likable, friendly, often kind\*

Visits; kind and helpful to Elders; sense of humor/laughter; inclusion in all activities;

\*Athletic Skills – individual sports requiring strength and endurance\*

Native games; hunting; running; dog mushing; snow shoeing; dancing;

*(\*from Working with Children with Fetal Alcohol Syndrome and Fetal Alcohol Effects: Practice: Applications for Social and School Needs – Sandra Clarren, Ph.D. & Sterling Clarren, M.D.)*

\*Needs to Address in Educational Programs for children with Fetal Alcohol Syndrome and Fetal Alcohol Effects\*

\*Verbal Comprehension Difficulties – solution suggestions: multisensory approaches to instruction (visual and kinesthetic methods and limited talk); rote learning of facts using songs, raps, rhymes\*  
Limited talk in teaching; keeping the youth active in ceremonies and activities;

\*Memory Weaknesses – solution suggestions: multiple repetitions, regularly scheduled review of procedures and concepts, use of memory aides – visual cues, auditory and movement cues in combination\*  
Stories are told over and over and over; learning is through watching, doing, and listening; value on memory for people, places, and skills rather than abstracts; dancing & singing with drum beat;

\*Incidental Learning, Judgment and Generalization Difficulties – solution suggestions: functional curriculum, model and practice self talk routines to stay on task\*  
Learning from Elders at ceremonies of potlatches; inclusion in community routines and activities; many things have been done close to the same way for thousands of years;

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