



# FASD SUPPORT RESOURCES FOR YOUR TOOLKIT

Collaboration in Aotearoa New Zealand

Christine Rogan, Alcohol HealthWatch

Rose Hawkins, Oranga Tamariki ,Ministry for Children



# HISTORY OF COLLABORATION

## Christine Rogan

### Qualifications:

- Health Promotion Advisor
- Alcohol HealthWatch
- 20+ years working to prevent/support re FASD





# WHAT CHRISTINE KNEW

- **Health promotion includes addressing policy, reorienting services and generating supportive environments**
- **FASD implications were largely invisible**
- **Intervention leads to harm reduction and prevention**



# WHAT CHRISTINE DIDN'T KNOW

- **How each system and service functioned internally**
- **How best to achieve in-service FASD-informed practice**



# HISTORY OF COLLABORATION

## Rose Hawkins

### Qualifications:

- **Regional Disability Advisor**
- **Ministry for Children**
- **Big problems to solve**
- **Ignorant about FASD**





# WHAT ROSE KNEW

- **Child Protection and other services**
- **Key stakeholder roles and responsibility**
- **Approaches that could generate interest in adopting FASD-informed practice**



# WHAT ROSE DIDN'T KNOW

“Prevalence estimates of overall FASD in foster care settings ranged from 30.5% to 52%...” (Ospina and Dennett, 2013)



## SYSTEMATIC REVIEW ON THE PREVALENCE OF FETAL ALCOHOL SPECTRUM DISORDERS

MARIA OSPINA, MSc, PhD (c)

LIZ DENNETT, MLIS



# WHAT ROSE DIDN'T KNOW

- Banksia Hill Project - unprecedented levels of severe neurodisability amongst sentenced youth
- 89% - at least one form of severe neurodevelopmental impairment
- 36% - Fetal Alcohol Spectrum Disorder

Published British Medical Journal-published *BMJ Open*

Nine out of ten young people in detention found to have severe neuro-disability

Ref:  
Telethon  
Kids  
Institute





**“ONCE YOU SEE IT  
YOU CAN’T UN-SEE  
IT.”**



# GETTING STARTED

Providing a pathway





# THE PATHWAY

- 1. Building awareness of FASD**
- 2. Showing that there can be success for FASD**
- 3. Giving resources to show what YOU can do**



# BUILDING AWARENESS

## Risking It All: True Stories

### Fetal Alcohol Spectrum Disorder

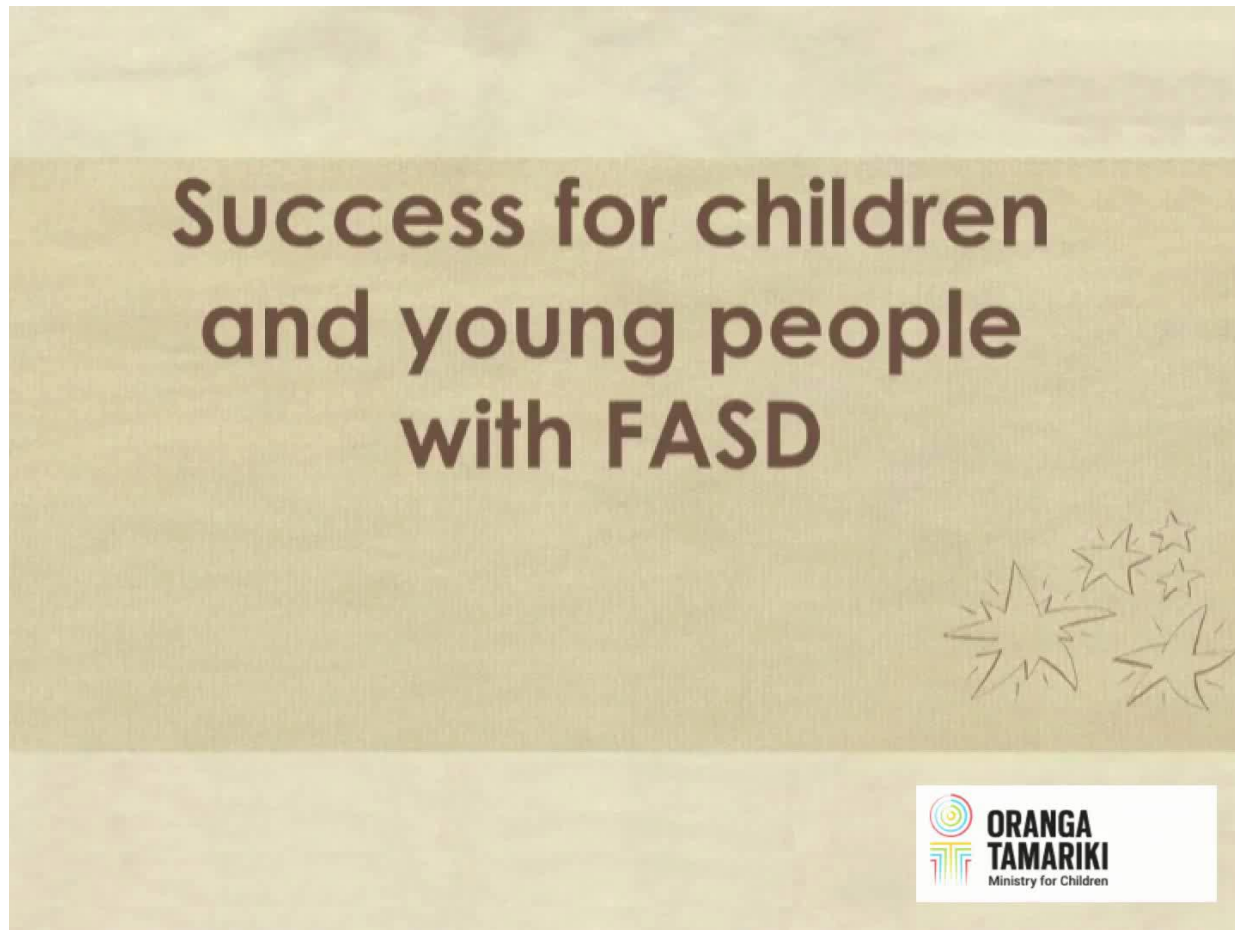
*Prevention for a Brighter Future*

Extract from Video made  
as a collaboration of  
Alcohol Healthwatch,  
Child, Youth and Family,  
and Attitude Pictures Ltd  
New Zealand 2013





# THERE CAN BE SUCCESS





# WHAT YOU CAN DO

Fetal alcohol spectrum disorder  
**FASD - Social work in action**

**Launching FASD eyebite cards**

 **ORANGA TAMARIKI**  
Ministry for Children

The 5S Model:

**S**tructure  
**S**upport  
**S**upervision  
Keep it **S**imple  
Build on **S**trengths

**Anticipate problems**

Reduce demands

**Can't**

not won't

**Change the environment**

Not the person

**Decide for**

Based on the relationship and knowing the person

**Support**

not consequences

**De-escalation - come underneath**

Not above  
Not control  
Not restraint

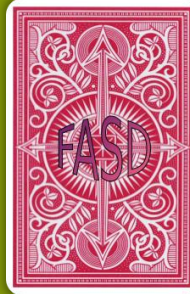
**Don't reason**

because they can't

**Every day is a New day**

**Give your Attention**

Not "he's attention-seeking"



**It's in the brain**

So don't take it personally

**Lifelong support**  
changing over time

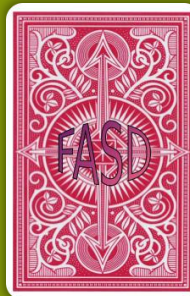
Manage across the **whole day – Routines**

Clear directions - **one step instructions**

**Oppositional?**

Overwhelmed or confused

Set up **Positive social interactions**



**Enable and reward success**

**Supervise like a younger child**

**No wriggle room**

**Talk to like a much younger child**

Teach one thing at a time

**over and over again and again and again** ....

**Visuals**

rather than verbals

Are they definite or insistent? Or, maybe stuck on a topic?

**Distract, divert, re-direct**

**Do alongside**

rather than independence

**Give in**

Because they can't

**It's all about Relationship**

know the person



# USE OF FASD EYEBITE CARDS

**Multiple uses – non-exhaustive list – some examples:**

- 1. Carer to reflect on what just happened, or later in the day.**
- 2. Carers/families with professionals – a single card is a simple reference point for discussion/agreement/reflection/planning.**
- 3. Carers' groups – to use as a focus or reference for discussion.**
- 4. To help to explain a diagnosis of FASD, and what to do.**
- 5. For a person with FASD to reflect/explain (*with support*).**





# CROSS-CULTURAL USE OF FASD EYEBITE CARDS

Needs testing – needs research – feedback welcome

Cards are an adjunct to other support

Can be used flexibly in different situations as appropriate

Basic *human* messages related to

- enhancing connection
- managing primal need, calming of fight, flight, freeze....
- getting on in life

Good feedback in Aotearoa NZ so far

Some cultural approaches may *already* incorporate the FASD approach\*\*\*



# FIRST FUNDAMENTAL CARD

**“It’s all about Relationship” –  
None of this can work without the basis being relationship,  
connection, aroha.**



# SECOND FUNDAMENTAL CARD

**“5S model –  
Structure, Support, Supervision,  
keep it Simple, Build on Strengths”**





# FASD "5S" TEMPLATE

**FASD "5S" template**  
to focus on the right support for mokopuna with FASD or neurodevelopmental conditions

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Age: \_\_\_\_\_  
Present: \_\_\_\_\_

**The 5S Model**  
Structure  
Support  
Supervision  
Keep it Simple  
Build on Strengths

*It's all about relationships  
It's all about relationships  
It's all about relationships*

**Structure** Practice Triggers: Te Toka Tuomouira, Tikanga, Wairuatanga. Our notes: what we'll do. What are you going to do to create structure that makes sense to Mokopuna/Whānau/Caregiver/Professional? *It's all about relationships*

**Support** Practice Triggers: Manaakitanga, Whakamanawa, Te Aho. Our notes: what we'll do. What are you going to do to ensure better support/whānau support that makes sense to Mokopuna/Whānau/Caregiver/Professional? *It's all about relationships*

**Supervision** Like a much younger child. Practice Triggers: Kaitiakitanga, Wairuatanga. Our notes: what we'll do. What are you going to do to ensure supervision in a way that makes sense to Mokopuna/Whānau/Caregiver/Professional? *It's all about relationships*

**Keep it Simple** Practice Triggers: Tikanga. Our notes: what we'll do. How simple is everything? How can you simplify things? Consider sensory needs. *It's all about relationships*

**Build on Strengths** Practice Triggers: Whakamanawa, Manaakitanga, Rangapūratanga, Whakapapa, Mana aho e o ngā mokopuna, Te Ahuretanga. Our notes: what we'll do. What are the mokopuna's strengths and how do you encourage them? *It's all about relationships*

Adapted from FASD Eyebite Cards

# SO WHERE HAVE WE GOT TO?

- A lot more FASD assessments.
- Some good knowledge of FASD-informed practice.
- Use of FASD resources.
- Oranga Tamariki involved with NZ FASD Action Plan.
- Work in progress, and more to come.





# RESOURCES AVAILABLE

All resources available on the Oranga Tamariki –  
Ministry for Children Practice Centre:

<https://practice.orangatamariki.govt.nz/knowledge-base-practice-frameworks/fetal-alcohol-spectrum-disorder/>



