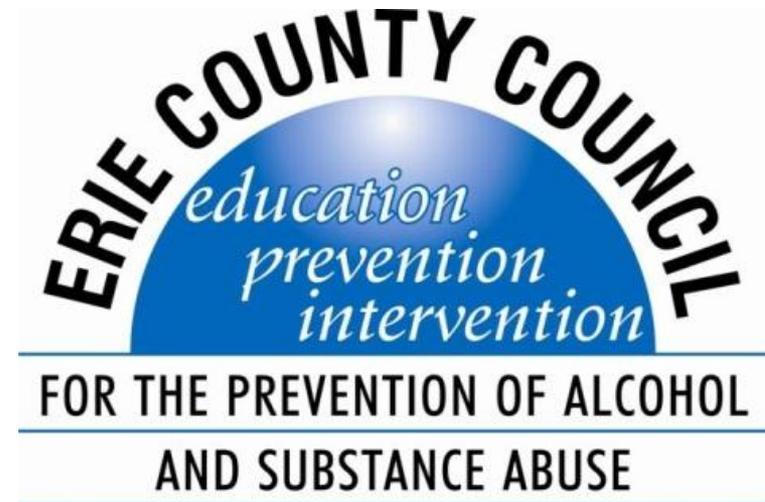


# Teach the Children Well:

A Comprehensive Education Project for FASD Prevention & Intervention

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# Fetal Alcohol & Drug Effects (FADE)

## Prevention, Intervention, Education, & Support

- High school and college students
- Women in treatment & transition
- Educators, healthcare and human service providers
- Family Support Group



# Workshop Objectives

- Develop practical strategies for incorporating FASD education into the educational system at multiple levels.
- To gain a clear understanding of a 3-tiered school-based FASD program.
- To explore and practice interactive techniques for engaging students and educational professionals.



# Educational Groups - Trained in 2010-2011

1. Middle and High School Students – 2475
2. College Students - 237
3. Teachers and Other School-based Professionals - 325



# Take A Stand

*AGREE*  
*OR*  
*DISAGREE*

# School Health Curriculum

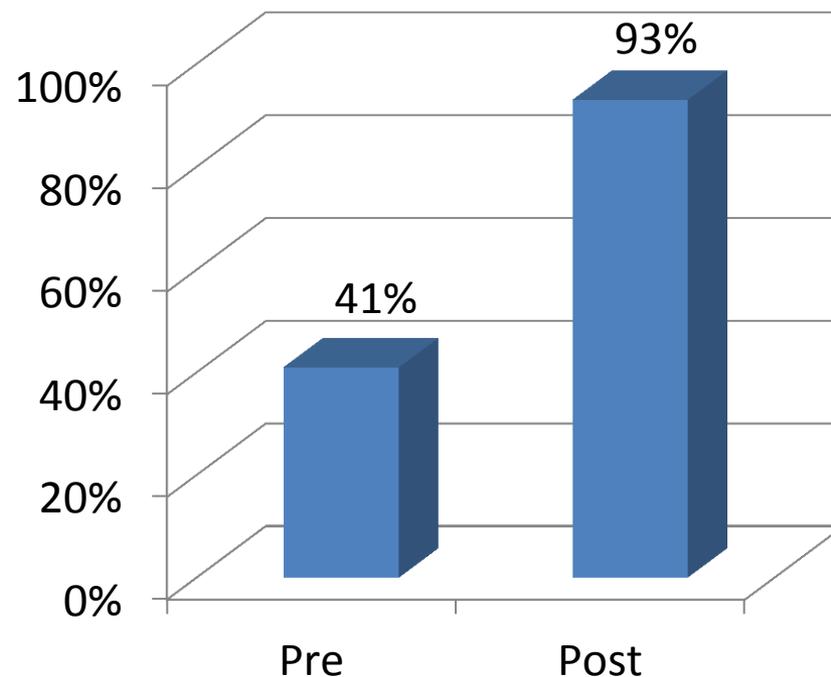
## Universal Prevention

- Students will learn that the consumption of alcohol during pregnancy can cause babies to be born with a **set of lifelong disabilities** identified as Fetal Alcohol Spectrum Disorders.
- Students will understand the **preventable** nature of this disability and will identify high-risk behaviors and choices for both females and males.
- Students will acquire skills to facilitate **making healthy choices** concerning the use of alcohol during pregnancy and to advocate for personal and community awareness.

# Research Results

2009 and 2010 Results (890 matched pre and post)

## Permanent Condition

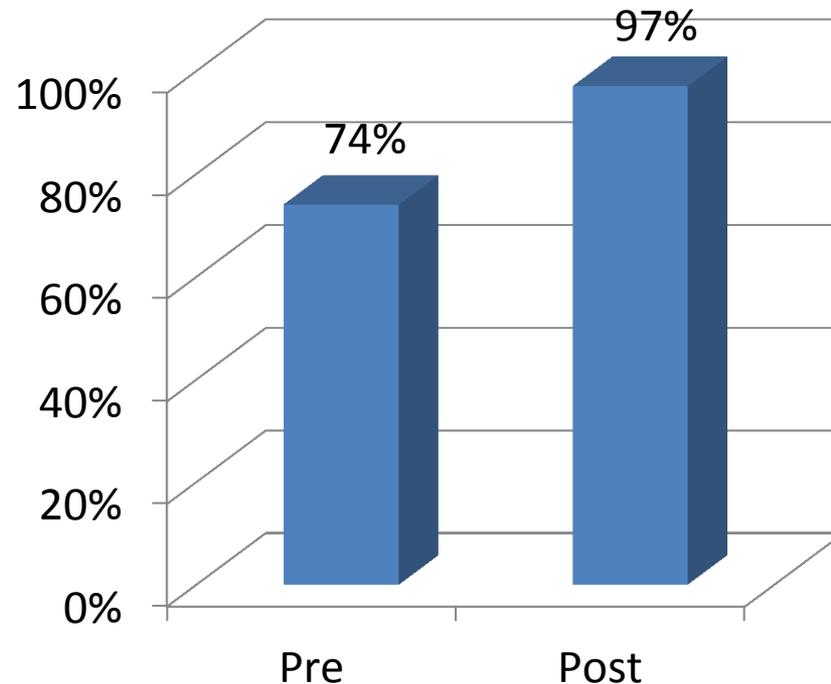


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# Research Results

2009 and 2010 Results (890 matched pre and post)

## Preventable Condition



# Outline of School Curriculum

- FAS Terms (Fetus, Standard Drink, Syndrome)
- 4 Components of FAS Diagnosis
- Alcohol and the developing brain
- Overview of FASD
- Why women may drink during pregnancy
- Internet resources



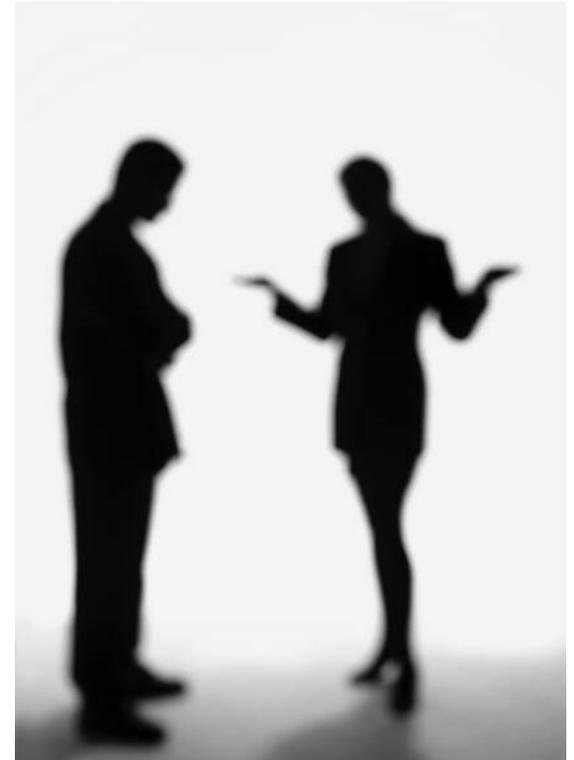
# Kathy



# Activities

Activities to reinforce learning at the Middle and High School levels:

- Agree/Disagree
- Jeopardy
- Panel of Experts



# College Program

## Prevention & Intervention

- Advantages of tapping into student teachers
- Prevention of FASD
- Professional Lives



# Teachers & Other School Personnel

## Intervention

- To gain awareness of the physical, cognitive, and behavioral challenges faced by their students who have been prenatally exposed to alcohol.
- To identify strategies that have been shown to help students with FASD meet these challenges.
- To motivate the application of learned information to promote success for their students with FASD while providing a quality learning environment for all students.

# Addressing the Barriers

- What do you see as the barriers to providing FASD information to teachers and other school-based professionals?
  - ✓ Time & opportunity
  - ✓ Misconceptions about the diagnosis
  - ✓ Denial of need for training
- How can we address these barriers?
  - ✓ Flexibility
  - ✓ Setting
  - ✓ Forge a collaboration

# Advocacy in the Schools

- Attending CSE (Committee on Special Education) and other meetings with the family.
- Providing specific training for teachers and others who interact with a child with FASD.
- Why is there often resistance to accepting this diagnosis?

# Advice for Caregivers

- You are not an invited guest at your child's CSE meeting—you are an integral member of the committee.
- Do not let it be about you—it is about your child's success in school.
- Insist that FASD be listed on the IEP and that training is provided.



# Case Scenarios: Practicing the Skill

- Find others with the same scenario as you have.
- Read the scenario and questions. Discuss what you would want teachers and other school professionals to bring away from this exercise.
- Develop the “Talking Points.”



# Shauna

Shauna is a 10-year old girl in the 4th grade. Although identified with ADHD since first grade, she has now been diagnosed with FASD. Some of the staff who work with Shauna are unclear as to why she needs to be labeled with an additional diagnosis.

Some days Shauna is able to function very well, but on other days she cannot even get through the morning without causing a scene. Lunch and “specials” are particularly difficult for her. She wants friends very badly but most children are alienated by her immature and sometimes aggressive behavior. One day Shauna is caught taking another child’s lunch money and recently she followed a boy into the bathroom on a dare from some other girls. When the principal asked her why she did these things, she replied that she did not know. That was not an acceptable answer and resulted in suspension.

FASD is seriously impacting Shauna’s ability to be successful in school.

# Shauna

## Discussion Questions

1. What strategies could be employed to help Shauna with her peer relationship and self esteem issues?
2. What are some key points about FASD that all educators need to understand?

# Samantha

Samantha is a teenager who just found out that she is five months pregnant. You assist her in making her first prenatal visit to a health clinic. The baby is small but this is attributed to Samantha's poor diet. She is told to take prenatal vitamins & return in one month.

You talk to Samantha about what she needs to do to have a healthy baby, including the use of alcohol or other drugs. She confides in you that before she knew she was pregnant, she drank heavily but now drinks only occasionally to deal with all the stress. She asks you if she has permanently damaged her baby.

# Samantha

## Discussion Questions

1. Samantha asks you if she has permanently damaged her baby. How would you respond to her in an honest but caring way?
2. What can Samantha do now to give her baby a better chance for a healthy future?
3. Are there any other programs or resources in the school or community you could recommend to help Samantha during and after the pregnancy?

# Peter

Peter is a 16-year old Native American boy who is being raised by his grandmother. He is currently in the youth detention center charged with shoplifting and smoking marijuana. Though a likeable boy, he has a long history of problems in school and in the neighborhood. However, this is the first time he's been in trouble with the law.

His school records show that he struggled to keep up academically and his teachers thought he was manipulative and lazy. Peter never had many friends and is very easily influenced. You realize that physically, mentally, and behaviorally, Peter fits the profile of a child with FAS. Looking back at his Pre-K screening, you discover that at the age of 3 years, Peter was diagnosed with FAS. No one at home or in school ever used this information to access services or provide appropriate interventions for Peter.

# Peter

## Discussion Questions

1. Is there anything that could be done to advocate for Peter with the juvenile justice system?
2. Are there any local resources you could suggest to help Peter now or after the resolution of his current situation?
3. What could be done to prevent this from happening to other children like Peter? (What were the clues?)

# Mikey & David

Mikey is a 5 year-old child diagnosed with FAS who has recently joined Mrs. Smith's Kindergarten class. David is also 5 years old but does not have FAS. Both boys hit other children without provocation and have been labeled "behavior problems."

Mrs. Smith decides to try behavior modification and remove the boys to the hallway outside of the classroom when they act out. In this way, she feels they will realize that by hitting other children they will suffer the consequence of isolation. After 2 weeks of this strategy, Mrs. Smith is pleased to see that whenever David begins fighting with another child, he looks her way and stops the behavior as soon as eye contact is made.

Mikey, however, responds differently. When Mrs. Smith observes him fighting with another child, she is stunned to see him look at her, hit the other child and then run out into the hallway and assume the timeout position. There was a response, but not the one Mrs. Smith had expected.

# Mikey & David

## Discussion Questions

1. How did having FAS impact the way Mikey responded to the strategy that worked so well with David?
2. What positive strategies could you suggest that might be more effective in reducing Mikey's unwanted behavior?

# In Conclusion

The educational system provides multiple opportunities to address FASD prevention and intervention for the benefit of students, families, educators, and communities.



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