

Fetal Alcohol Network NZ

“Everyone is part of the solution”

Fetal Alcohol Network New Zealand (FANNZ) is a group of people and agencies with a shared interest and expertise in Fetal Alcohol Spectrum Disorder (FASD) prevention and interventions. FANNZ is linked through an email information network, face to face meetings, educational activities and international affiliations.

Further information can be found on the FANNZ website:

www.fan.org.nz

Brain damage resulting from prenatal alcohol

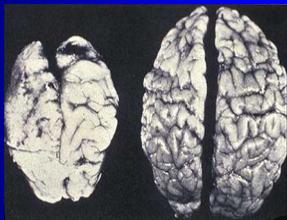


photo: Clarren, 1986

Whilst we need to be as aware as possible of the constraints of FASD, we must not be limited by these.



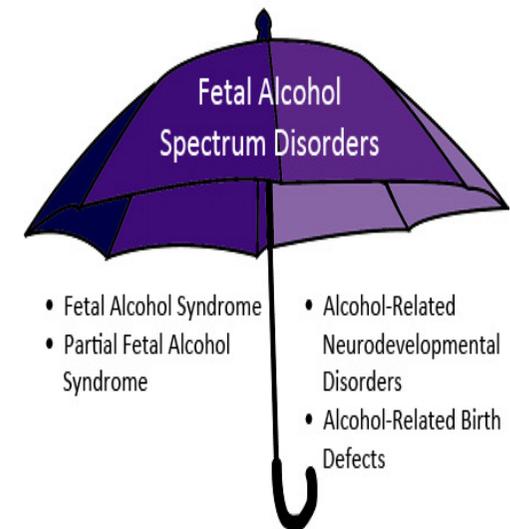
Fetal Alcohol Network New Zealand

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www.fan.org.nz

Could it be FASD ?



A spectrum disorder describing a range of adverse effects caused by pre-natal alcohol damage to the development of the brain.



FASD

Effects are specific to individuals but common effects can include:

Physical Effects:

Brain damage

can include facial dysmorphism (FAS), growth deficits and other health problems

Cognitive Effects

Difficulties in processing information

Academic, social and developmental immaturity

Impulsive

Doesn't learn from experience

Impaired memory retention

Poor reasoning and judgement

Rage

Lack of cause and effect thinking

Inflexible thinking

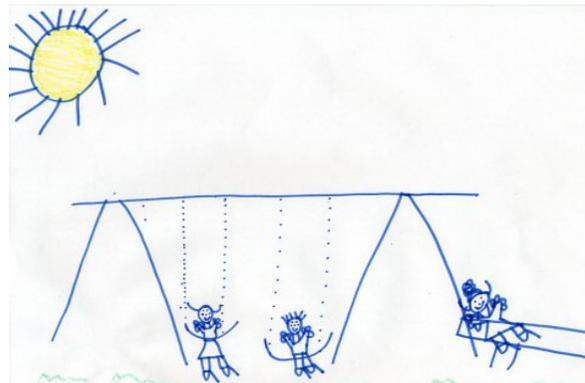
Difficulties with money and time concepts

IQ higher than other brain domains

Hidden talents and strengths

Strategies in the classroom

- Ensure a secure, well organised environment with clear boundaries and structured, predictable routines
- Use scaffolding and visual prompts to teach behavioural expectations
- Instructions that are simple, direct and given one at a time
- Repetition
- Scaffolding to support changes and transitions
- Specific teaching of social skills
- External brain—mindful support of all aspects of life
- A safe environment in which to calm down
- Opportunities to reflect with trusted adult and establish next steps
- More time for processing
- Prompts to support memory recall
- Extra support for academic learning
- Open communication with caregivers
- Paradigm shift from *won't* to *can't*



Unhelpful Strategies

Expectation to manage self

Unstructured unsupervised time

Behaviour Modification programmes

Incentives and star charts

Punishments

Extra Homework to upskill

Responses based on IQ alone

A child with FASD is more likely to succeed when those working with them, work differently. Instead of trying to change the child, change the approach.