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FASD Parent Support Groups

Gibbons FASD Parent Support Group
 Meets every 2nd Wednesday - 7:00 pm at the
 Outreach Society in Gibbons.
 Contact Nikki Roback at 923-2646

Smoky Lake / Waskatenau FASD Parent Support Group

Please call Tom Diachyshyn at 358-2414 for more information.

Diagnostic Updates

Children's Diagnostic Team

By the end of May 2003, 84 children have been seen by the Children's FASD Diagnostic Teams.

1 - FAS without confirmed alcohol consumption

11 - Partial FAS

55 - Alcohol Related Neurodevelopmental Disorder

6 - Alcohol Related Neurobehavioral Disorder

11 - Unable to make a clear diagnosis



Adult Diagnostic Team

By the end of May 2003, 11 adults have been seen by the Adult FASD Diagnostic Team.

1 - Partial FAS

10 - Alcohol Related Neurodevelopmental Disorder



Lakeland Centre for Fetal Alcohol Spectrum Disorder

Transition Planning Issue

Volume 1, Issue 7

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Kikino School's Transition Plan

Children experience many transitions when attending school. They move from elementary to junior high, from class to class, experiencing new peers, teachers and expectations. Schools build in transition to make these steps successful and comfortable for their students.

If a child is diagnosed with Fetal Alcohol Spectrum Disorder the need for transition time is essential and the period of transition should be extended. Kikino School located at Kikino Métis Settlement, south of Lac La Biche is innovative in developing such a transition plan. Kikino School arranged a transition meeting with current staff, staff from the school the child will transfer to, family, Special Educator and the Lakeland Centre for FASD to ensure all necessary steps were taken for success.

- Family was consulted for

their expertise in what their child's needs are.

- The school the child will attend next year was given the IPP, an understanding of the child's diagnosis and the resources available.
- All successful strategies will be transferred and put in place for the following school year.
- The current aide will spend time at the new school to ensure staff understands the strategies and how they are implemented to continue the structure, routine and consistency.
- The child with the support of his aide will prepare in advance for the changes he will experience in the new school year. During the transition time the student will ride the bus to his new school; meet his teacher and peers, as well as have the opportunity to take part in the classroom activities,



Congratulations to Kikino School for a job well done!!!!

all with the support of his current aide.

The school put this transition plan in place with three months of transition time.

Kikino School has set the standard that other schools should strive to achieve when transition planning for students affected by FASD.

We are located:
Box 479
4807-51 Street
Cold Lake, AB
T9M 1P1

Phone: 780-594-9905
Fax: 780-594-9907
Toll Free: 1-877-594-5454

Feel Free to come in and browse our wide selection of resources including: CD's, video's, cassettes and much more on Fetal Alcohol Spectrum Disorder.



Our Vision

We envision a region with no new FASD births + where currently affected individuals are well supported

Mission Statement

To establish + ensure that information

FEELINGS

A Native American grandfather was talking to his grandson about his feelings.

The boy said, "I

feel as if I have two wolves fighting in my heart. One wolf is a vengeful, angry, violent one. The

other wolf is the loving, compassionate one".

The grandson asked his grandfather, "Which

Services Available

Information Clearing-house

Diagnostic + Support Services for Children
Diagnostic Services for Adults

We're on the Web!
www.lakelandfas.com

Transitions: Children with FASD

“Individuals with FASD often have a hard time making transitions”.

The Issue: Transitions - things change. Any changes in a child's life can be difficult. A transition can involve moving, starting school, changing classrooms or teachers, or moving from one grade to another. Children may also have trouble moving from one activity to another; moving from play to getting ready for bed; leaving home in the morning to go to school.

What can be done:

- Establish routines so that your child can know what comes next in the day. Whenever possible, stick to these familiar routines. This helps to ease the stress that

transitions already place on the child with FASD.

- Give adequate warning when familiar routines are about to change. This may be different from child to child.
- A 2 to 5 minute warning is helpful.
- A timer is a useful way to show the length of an activity or how much time the child has to get ready for something.
- If possible allow the child to complete the task they are on before changing.
- Help the child get ready for school the night before. Offer limited, structured choices.
- When you know there

will be a change in routine, prepare your child for it. It is also important for you to anticipate anything that might alter the new plans.

- Instructions need to be simple and clear. Make sure you have eye contact.
- Transition steps need to be small.
- For young children, a picture board indicating routine may be helpful.
- Anticipate-expect and plan for problems. Always have a plan “B”.
- Use role models for change - have others do activity first then have the child follow.

Effective Transition Planning

T-Taking advice from the student, teachers, therapists and community.

R-Reassessing student academic, social, vocational, and interpersonal skills

A-Adapting to new students, authority figures and environments.

N-Noting and evaluating the process.

S-Starting long-range plans early to give students knowl-

edge of available supports.

I-Individualized Program Plans that meet the individual needs.

T-Taking responsibility for lifelong learning.

I-Involves students in planning for their future.

O-Open discussions with teachers or community members at the receiving end.

N-Non-confrontational and effective models of advocacy.

Alberta Learning Resources with Transition Planning Sections:

- Programming for students with special needs series.
- Teaching students with Fetal Alcohol Syndrome and Possible Prenatal Alcohol-related effects.

Through the Learning Resource Centre at : www.lrc.learning.gov.ab.ca



Note and evaluate the transition process.

LAKELAND CENTRE FOR FASD RECOGNIZED NATIONALLY & PROVINCIALLY

Ottawa. May 12, 2003. The Lakeland Centre for Fetal Alcohol Spectrum Disorder was recently recognized by Health Canada in Ottawa as a Best Practice Model for Canada. Recent funding made available to First Nations & Inuit Health Branch of Health Canada asked the Lakeland Centre for FASD to present its programs and outcomes to Health Canada officials, First Nations & Inuit leaders, and community organizations. This model is being considered as a Best Practice Model that other rural commu-

nities can adopt in order to deal with the needs of families struggling with FASD. Of particular interest was the First Steps Mentorship Program for women who are pregnant and have issues with alcohol/drugs.

Edmonton. May 21, 2003. The Centre was asked to present the programs and activities at the recent Children's Forum in Edmonton. The Children's Service Ministry has been working hard to address the issues for families dealing with individuals with FASD, for

many years. The Lakeland Centre for FASD's model of partnership, working together and continuum of service is considered a Best Practice Model that Alberta would like to see adopted by other Alberta communities.

For more information about the services of the Lakeland Centre for Fetal Alcohol Spectrum Disorder, please call toll free: 780.594.5454 or visit our website: www.lakelandfas.com



The Lakeland Centre for FASD's best practice model is one that Alberta would like to see adopted by other communities.

One in Ten US Women Drink Alcohol During Pregnancy

Reuters Health

New York (Reuters Health)-In spite of widespread educational campaigns about the dangers of drinking alcohol while pregnant, a new study found that more than 1 in 10 moms-to-be drink. The US Surgeon General warns that alcohol use during pregnancy puts a fetus at risk of a wide range of medical problems, including premature birth, mental and physical retardation and even death. In the current study, lead author Dr. Heather Flynn of the university of Michigan Medical School and colleagues looked at the responses of 1131 women who filled out a short questionnaire in the

doctor's office.

About 15% of women reported any alcohol use during their pregnancy, with the majority of women reporting one or fewer drinks per week. However, 6% of the women reported one or more binge drinking episodes (defined as 5 or more drinks during one occasion of drinking). Women who were most likely to binge drink were smokers or were at a very early stage of their pregnancy.

The researchers say that a very brief questionnaire given during a routine prenatal visit can help health care

professionals identify pregnant women who are drinking and offer educational information. The screening measure took less than 10 minutes to complete and, in most cases, were easily completed while waiting for their appointments. Moreover, the researchers stress that drinking habit information gleaned during the screening period could help health care professionals target certain women with alcohol education information.

For more information see MEDLINE-plus Health information.

“These findings support the feasibility and utility of routine screening in women seeking prenatal care.”

The Alberta Aboriginal Committee on FAS

The Alberta Aboriginal Committee on FAS was formed in the Spring of 1999 to ensure an aboriginal voice reached the Provincial Government. Representatives of more than 15 agencies as well as worker, parents, students participated with membership now exceeding 60 agencies. This volunteer committee meets monthly at Nechi institute. Membership is open and there are no fees.

Ruth Morin was the committee's representative to the Provincial table. A proposal to develop a Flip Chart Presentation Kit entitled, Learning about FAS, was submitted in February 2000.

A writer, Maria Keating is contracted to facilitate informational and awareness sessions of FASD. A poster contest was held in an Aboriginal school which generated the artwork for the kit.

Though the kit has a target audience of young people, it has been used with all age groups. Response has been very positive, generating enthusiasm for its ease of presentation, Aboriginal content was developed with input from Aboriginal groups. Young men and women, children and expectant parents were most interested in the possible effects of drinking during different stages of the pregnancy. The simplicity of the lan-

guage ensures its understanding by young people and others for whom English is not their first language.

For the past few months, the committee accesses the TeleHealth network which encourages participation for the more remote communities to participate through video-conferencing.

The next meeting is on Tuesday, June 24, 2003 in the Boardroom at Nechi from 9:30 to 12:30.

For more information contact Judy Blackburn, Nechi Institute at (780) 459-1884 or Toll Free at 1-800-459-1884.



The Learning about FAS Kit can be used with all age groups.