



REGISTRATION GUIDE

Conference dates:

Monday, November 21 and Tuesday, November 22, 2011

Conference Location:

Calgary Hyatt Regency Hotel
700 Centre Street SE, Calgary
T2G 5P6 (403) 717-1234

How to Register:

1. Read the concurrent session descriptions below and select one session from each of the A, B, C and D time slots. If you want to attend a session that is marked as “Part A”, you must also register for its’ “Part B”. All conference participants are automatically registered for the plenary sessions from 9:00 a.m. – 11:45a.m. each morning.
2. Go to <http://reg.conexsys.ca/fasd11> to register. Conexsys, the registration company, will email you a confirmation of your registration once the process is complete. Please note that online registration accepts credit card payments only - if you need to pay by cheque, please contact Amanda Amyotte at (780) 422-6494 before beginning the registration process.
3. If you require accommodation, please contact the Calgary Hyatt Regency Hotel at (403) 717-1234. A room block and special rates (\$189 per night plus applicable taxes, based on single or double occupancy) have been secured for conference delegates under the FASD Conference block. It is strongly advised that you book your room as soon as possible as the room block will fill up quickly.

Conference Schedule:

Monday, November 21

7:30 a.m. Registration and Light Breakfast (provided)
8:30 a.m. Opening Remarks
9:00 a.m. Plenary Session
10:30 a.m. Break
10:45 a.m. Plenary Session (continued)
11:45 a.m. Lunch (provided)
12:30 p.m. Presentation
1:00 p.m. Concurrent Sessions A
2:15 p.m. Break
2:30 p.m. Concurrent Sessions B
3:45 p.m. Closing Presentation and Remarks
4:00 p.m. Conference Day 1 ends
4:00 p.m. Community Showcase
and Networking Reception

Tuesday, November 22

7:30 a.m. Light Breakfast (provided)
8:30 a.m. Opening Remarks
9:00 a.m. Plenary Session
10:30 a.m. Break
10:45 a.m. Plenary Session (continued)
11:45 a.m. Lunch (provided)
12:30 p.m. Presentation
1:00 p.m. Concurrent Sessions C
2:15 p.m. Break
2:30 p.m. Concurrent Sessions D
3:45 p.m. Closing Presentation and Remarks
4:30 p.m. Conference Day 2 ends

Please visit www.fasd-cmc.alberta.ca for more information, including a link to online registration, Subsidy Program Application Form, Community Showcase Application Form, and a more detailed conference agenda.

2011 Alberta FASD Conference Concurrent Session Descriptions

A. Monday, November 21 from 1:00 P.M. – 2:15 P.M.

A.1. *Wisdoms From the Trenches*

Presenters: Pam van Vugt (McMan Youth Family and Community Services) and Tammi Crowley (Catholic Social Services)

Summary: Pam and Tammi are both supervisors of long-standing Alberta P-CAP programs with over 20 years experience. They will share learnings such as: How do you maintain relationships with a woman when you have just called Child Welfare on them? How do you support a woman through a PGO trial? How do you keep your spirit and hope alive when she has relapsed AGAIN? How do we put aside what we know (drugs and alcohol are bad for fetuses) and continue to provide non-judgmental support? Tammi and Pam will share tips on how to keep loving the very important work you do when things are not going well, how to continue to have hope, how to see the humor, how to deal with difficult service providers. We have lived and continue to love this difficult work and would love to share what keeps us going through both the good and bad times.

Category: Awareness and Prevention

Level: Intermediate – some previous FASD knowledge recommended

A.2. *“My addiction was the solution - my problem is abuse”: The risks of ignoring the role of violence in the lives of women who are pregnant and substance using (PART A)*

Presenters: Jill Cory, Alexxa Abi-Jaoude, and Louise Godard (all of Woman Abuse Response Program, BC Women’s Hospital)

Summary: The association between woman abuse and substance use is well documented. Approximately 50% of women accessing treatment are currently in abusive relationships. Pregnancy is described as an opportune time to support women to improve their health, including efforts to decrease or stop substance use. For women experiencing violence, pregnancy can be an additional stress on an already volatile relationship and stopping her use may remove an important coping or safety strategy, putting her at greater risk. Women’s motivation and desire are commonly understood as the strongest factors that influence their engagement and success in recovery. FASD prevention strategies that presume women’s autonomy in decision making and focus primarily on protecting the fetus neglect the dominant role that abusive partners play in women’s substance use and can be unsafe. Findings from the provincial-wide study, “Building Bridges: Linking Woman Abuse, Substance Use and Mental ill Health” (N=460 Providers and 120 Women) will be discussed.

Category: Education and Training, Awareness and Prevention, Community Capacity and Collaboration

Level: Intermediate – some previous FASD knowledge recommended

A.3. *Youth Independence: It might be FASD if...they won’t live with you, but they can’t live without you*

Presenters: Shiona Watson and Helen Hoy (both of Guelph Downtown FASD Caregiver Support Group)

Summary: We explore the new challenges confronting caregivers by the personal, social, and legal independence of their “maturing” dependants, and investigate how setting realistic boundaries for caregivers, as well as teens, can help protect them from the usual hurdles of an FASD adolescence, and from the judgments of others. We offer ways to aid caregivers in continuing to support adolescents without losing themselves in the process. We will discuss challenges and strategies, exploring practical boundaries for the caregiver and ways for caregivers to let go of unrealistic expectations, rigid beliefs, and disciplinary measures, and build new, respectful, interdependent relationships with their teens. We focus on specific and practical examples, drawing on a 57-page group compilation, over the years, of sometimes humorous FASD moments, entitled “It Might Be FASD if...,” as in “It might be FASD if your seventeen year old asks, “why are you acting like my parent!?”

Category: Supports for Individuals and Caregivers

Level: Intermediate – some previous FASD knowledge recommended

A.4. *Translating Research into Practice (PART A)*

Presenters: Michael-Anne La France, Kennedy Denys, Katrina Kully-Martens, Sukhpreet Tamana, Lauren Baugh, Jacqueline Pei and Carmen Rasmussen (all of University of Alberta)

Summary: This two-part session will include snapshot presentations related to recent research studies at the University of Alberta on topics including:

1. Profiles of Executive Functions and Other Neuropsychological Domains in Children and Adolescents with FASD
2. Executive Functioning Training in Children with FASD
3. FASD: Neurobehavioural Screening, Quality of Life and Family Impact

4. Interventions Recommended after FASD Assessment

Focus will be on how to translate the research results into practice with individuals affected by FASD and their caregivers.

Categories: Research and Evaluation, Supports for Individuals and Caregivers

Level: Intermediate - some previous FASD knowledge recommended

A.5. From the Court Room to the Community

Presenters: Mary Kate Harvie (Provincial Court of Manitoba) and Dan Neault (FASD Youth Justice Program, Winnipeg)

Summary: In this presentation Provincial Court Judge Mary Kate Harvie will reflect on her experiences, as well as that of her colleagues in Manitoba, on how the diagnostic information forwarded to the court is considered as well the impact of diagnosis on the overall disposition. The FASD Youth Justice Program staff will discuss their role in developing and implementing community reintegration plans with relevant supports. The overall objective of this presentation is to provide participants with a basic understanding of how FASD relates to the Youth Criminal Justice Act and what considerations need to be made when planning for a community disposition.

Category: Community Capacity and Collaboration

Level: Intermediate – some previous FASD knowledge recommended

A.6. Learning the Ropes by Climbing Them

Presenter: Mary Harber-Iles (Thompson Rivers University)

Summary: This session will share the lessons learned about the development of a mentorship program using theatre as a learning model for social skill development. We often talk about the need for kinetic learning in the classroom but what about learning about social skills and navigating the day to day life? Theatre skills help to integrate youth's strengths and practical skills which assists in building a sense of competency, self esteem, self awareness, awareness of others and self empowerment. This provides an opportunity as "people living with FASD often model what they experience and know" (Kulp, 2000), making theatre a very 'real' method of education. Participants will have an opportunity to explore the use of theatre and mentorship as a tool to support youth and young adults with FASD. There will also be an opportunity to hear from the youth themselves in terms of what they have learned and see a short limited production in either real time or via video.

Categories: Supports for Individuals and Caregivers, Awareness and Prevention

Level: Intermediate to Advanced – some previous FASD knowledge recommended

A.7. Sensorimotor Deficits in FASD – Functional Implications, Therapeutic Interventions

Presenters: Jean Anderson, Rosanne Buijs, Gillian Gish, Hannah Pazderka and Wanda Polzin (all of CASA Child, Adolescent and Family Mental Health)

Summary: We hypothesized that children with FASD would exhibit a predictable pattern of sensory processing deficits. Between 2008-2011, 22 children with FASD or an FASD-query were seen at CASA, half male, aged 5-10 (mean 7.5 [SD 1.8]) Families completed the Dunn Sensory Profile, and were coached by an occupational therapist in the use of appropriate sensorimotor strategies. Children with FASD showed a marked increase in the emotional reactivity, inattention, and sensation seeking dimensions, with over 80% showing scores >2.0SD above the mean. On the other hand, sensory sensitivity and sedentary activity dimensions were relatively preserved, with over 60% of children displaying normal functioning. This pattern of deficits is important because it both suggests specific therapeutic interventions and helps families understand and predict their child's behavior. Our workshop will present the program, details of our findings, and suggest sensorimotor interventions.

Category: Research and Evaluation

Level: Intermediate – some previous FASD knowledge recommended

A.8. A Casework Model for Children in Care with FASD – Developing Practice Knowledge for Children with FASD

Presenters: Dorothy Badry, William Pelech (both of University of Calgary) and Donna Debolt (Social Work Consultant)

Summary: Using a Community of Practice approach, the purpose of this project, which included five regions in the province of Alberta, was to examine the impact of enhanced case-management practice standards for children diagnosed or suspected to have FASD. The presentation will review the research findings and offer a focus on the FASD Community of Practice, what this means and ways to affect practice for children and youth in care with FASD. This presentation will be of interest to caseworkers for children, casework supervisors, and foster parents who provide homes and support children with FASD over many years. All the presenters have been associated with the FASD Community of Practice Project since 2003 and will share promising findings and learning from the project that will support children with FASD in care.

Categories: Research and Evaluation, Innovative Practices

Level: Intermediate to Advanced – some previous FASD knowledge recommended

B. Monday, November 21 from 2:15 P.M. – 3:30 P.M.

B.1. *Bound by the Clock: Manitoba Youth with FASD Leaving Child Welfare Care*

Presenters: Don Fuchs (University of Manitoba), Linda Burnside (Avocation Counselling, Consulting, Research and Training, Winnipeg), and Amy Reinink (University of Manitoba).

Summary: This workshop will focus on the voices of youth with FASD leaving child welfare care in Manitoba. Interviews were conducted with 20 youth with FASD about their hopes, worries and readiness for emancipation as they reached adulthood and the termination of their child-in-care status. Their remarkable insights and recognition of their needs provides a critical perspective that must be appreciated and addressed in child welfare service delivery throughout their transition out of care.

Category: Supports for Individuals and Caregivers

Level: Intermediate – some previous FASD knowledge recommended

B.2. *“My addiction was the solution - my problem is abuse”: The risks of ignoring the role of violence in the lives of women who are pregnant and substance using* (PART B)

Presenters: Jill Cory, Alexxa Abi-Jaoude, and Louise Godard (all of Woman Abuse Response Program, BC Women’s Hospital)

Summary: The association between woman abuse and substance use is well documented. Approximately 50% of women accessing treatment are currently in abusive relationships. Pregnancy is described as an opportune time to support women to improve their health, including efforts to decrease or stop substance use. For women experiencing violence, pregnancy can be an additional stress on an already volatile relationship and stopping her use may remove an important coping or safety strategy, putting her at greater risk. Women’s motivation and desire are commonly understood as the strongest factors that influence their engagement and success in recovery. FASD prevention strategies that presume women’s autonomy in decision making and focus primarily on protecting the fetus neglect the dominant role that abusive partners play in women’s substance use and can be unsafe. Findings from the provincial-wide study, “Building Bridges: Linking Woman Abuse, Substance Use and Mental ill Health” (N=460 Providers and 120 Women) will be discussed.

Categories: Education and Training, Awareness and Prevention, Community Capacity and Collaboration

Level: Intermediate – some previous FASD knowledge recommended

B.3. *Functional Behavior Assessment and Positive Behavior Support*

Presenter: Karmen Krahn Schulties (Cognitive Disability Strategy of Saskatchewan)

Summary: The shift has begun: there are those deeply committed to advocating the organicity or the “brain-basis” of FASD behavior. Based on solid science, there are those who are dedicated to environmental adaptation. And there are shining models of longterm, integrated teamwork as only FASD support can be. Trouble is, our environments can be near-perfect and the behaviors persist. Why is that? Fully believing in the organic root of FASD behavior, some still resort to conventional forms of teaching and discipline. So what are the interventions that spring from this new belief? From screening to diagnosis, Canadian teams are multi-disciplinary yet our field-specific assessments sit in separate parts of the filing cabinet. Functional Behavior Assessment is a consolidation of assessments that delves beneath the presentation of FASD behavior in search of its function. The Positive Behavior Support Plan that follows offers a unique and comprehensive approach to behavior change. While environmental adaptations and teaching functional skills will not be unfamiliar, the positive support component can be a relief, a joy and a powerfully effective approach to supported independence.

Categories: Supports for Individuals and Caregivers, Innovative Practices

Level: Intermediate – some previous FASD knowledge recommended

B.4. *Translating Research into Practice* (PART B)

Presenters: Michael-Anne La France, Kennedy Denys, Katrina Kully-Martens, Sukhpreet Tamana, Lauren Baugh, Jacqueline Pei and Carmen Rasmussen (all of University of Alberta)

Summary: This two-part session will include snapshot presentations related to recent research studies at the University of Alberta on topics including:

1. Profiles of Executive Functions and Other Neuropsychological Domains in Children and Adolescents with FASD
2. Executive Functioning Training in Children with FASD
3. FASD: Neurobehavioural Screening, Quality of Life and Family Impact
4. Interventions Recommended after FASD Assessment

Focus will be on how to translate the research results into practice with individuals affected by FASD and their caregivers.

Categories: Research and Evaluation, Supports for Individuals and Caregivers

Level: Intermediate - some previous FASD knowledge recommended

B.5. *Sexuality: A Tool of Power or Control?*

Presenters: Pam van Vugt (McMan Youth Family and Community Services) and Heather Cobb (Alberta Health Services Sexual and Reproductive Health Program)

Summary: Sexuality can be used as a tool of both power and control especially in the world of persons affected by FASD. For some people having the ability to say yes or no is a powerful place to be. Some people may not care or understand that sexuality is a choice and that also gives them control. There is often an assumption when we think about sexuality and people affected by FASD, that the person is in either a victim or perpetrator role. Sexuality has many facets for all people. This workshop will give participants an opportunity to look at their own beliefs and values about sexuality and people with FASD. We will look at how sexuality can be used as a way of controlling and how it can give a person power. Strategies on how to present information in a concrete and understandable way in addressing sexuality issues will be presented.

Categories: Awareness and Prevention, Education and Training

Level: Intermediate – some previous FASD knowledge recommended

B.6. *FASD Youth Justice Project*

Presenters: Cst. Brent Lorenz (Lethbridge Regional Police Service) and Sabrina Hacker (Peak Vocational and Support Services)

Summary: This presentation will give an overview of the Lethbridge FASD Youth Justice Project. In partnership with the Community Justice Project, the Community Project Officer facilitates a better practice for youth affected with FASD from the traditional court process within the Criminal Justice System.

Category: Community Capacity and Collaboration

Level: Intermediate – some previous FASD knowledge recommended

B.7. *Compassion Fatigue: What Helpers Need to Know*

Presenter: Michelle Hamilton (Beyond Balance Consulting)

Summary: This presentation will include critical information for those working closely with other people's emotional stress and trauma. The session provides a personal perspective on how helping professionals can be psychologically impacted by their work and will provide a context to better understand the meaning of the terms compassion fatigue and vicarious trauma. Participants will learn about the need for healthy self-awareness, and about self care practices that promote resiliency at the individual, peer group and organizational level.

Category: Supports for Individuals and Caregivers

Level: Introductory – no previous FASD knowledge required

B.8. *Hope and Strengths Tools for Adults with FASD*

Presenter: Wendy Edey (Hope Foundation of Alberta)

Summary: Adults who have FASD tend to speak and think about themselves and their future prospects in a highly negative manner. Their way of speaking and thinking discourages them, and also discourages the people who strive to assist them in coping with life's challenges. Hope and strengths tools enable us to bring positive emotions to the forefront of conversations. Brought to the surface, these emotions can play an important role in helping us respond proactively to troubling issues. Used in a group setting, they create an atmosphere of fun where problems can be addressed by a group in a cheerful and constructive context. Wendy Edey uses hope and strengths tools in counselling and group work at the Hope Foundation of Alberta. She will introduce some tools and games that have worked well with adults who have FASD.

Category: Innovative Practices

Level: Introductory – no previous FASD knowledge required

C. Tuesday, November 22 from 1:00 P.M. – 2:15 P.M.

C.1. *My Life With FASD*

Presenter: Francis Perry (Mi'kmaq First Nation Healing Society)

Summary: In this session, Francis will tell his story as a thirty-two year old Mi'kmaq man with FASD. Francis was diagnosed with Fetal Alcohol Syndrome at the age of nineteen. In 1975, when he was adopted at the age of three, FASD was just a label, and no one understood this invisible disability. Using "The Parable of the Beer Bottle", Francis will speak about his troubles with health, school, learning, being adopted, work, jail, issues of suicide, living on the streets, and his life today.

Category: Education and Training

Level: Introductory – no previous FASD knowledge required

C.2. *You Can Be Strengthened by Giving and Receiving Support: Peer Support Groups for Parents/Caregivers*

Presenters: Joan Bever and Mary Heraghty-Disley (both of the Parent Support Association of Calgary)

Summary: This presentation will review how the Parent Support Association of Calgary and the Calgary Fetal Alcohol Network partnered to provide Peer Support Groups for parents/caregivers whose children have/suspected a diagnosis of child/youth FASD. The presentation will provide participants with the benefits and challenges of peer support groups and the difference between peer support counseling and therapy. It will review the peer group structure that encourages group formation, cohesiveness, and problem-solving, as well as the role, responsibilities and qualities of the facilitator. The presentation will provide an opportunity to discuss the tools necessary in starting a peer support group, as well as address some marketing tips for sustainability and retention of members.

Category: Supports for Individuals and Caregivers

Level: Introductory – no previous FASD knowledge required

C.3. *International Classification of Function (ICF) Applied to FASD to Inform Assessment and Diagnosis*

Presenter: Gail Andrew (Glenrose Rehabilitation Hospital, Edmonton)

Summary: ICF was developed by the World Health Organization to form a common language and framework to describe function as influenced by health, environmental and personal factors. ICF moves from a medical model of impairment to what does that individual need in order to participate in meaningful daily activities and is very applicable to FASD. ICF considers assessment findings by a multidisciplinary team, current concerns in real life of that individual, and goals of the affected individual and their caregiver. Environmental factors can be both facilitators and barriers and can be physical, social and attitudinal in context. With the ICF model, the personal (strengths, mental health issues), health (brain damage, learning pattern), environmental (caregiver stability and commitment, community resources availability, support systems) inform the intervention and support plan. Case examples will be used to illustrate the use of the ICF in FASD.

Category: Supports for Individuals and Caregivers

Level: Advanced – some previous FASD knowledge required

C.4. *FASD LifeSpan Program: A Lifelong Approach to Working with Individuals with FASD*

Presenters: Laura Elliott (McMan Youth, Family and Community Services Association)

Summary: This session will speak about the FASD LifeSpan program; discussing all three of the programs run under the LifeSpan name. Focus will be on the NEW Transition program explaining how and why the program is in existence, as well as how it is run. Discussions will be based on reviewing how the Life Coaches and Transition Worker deal with secondary disabilities typical of individuals with FASD and how to ameliorate the effects of those disabilities, as well as statistics on the outcomes of the program for the past two years. Real life examples of situations that have been encountered and the how they have problem solved in order to assist the clients will be presented.

Categories: Supports for Individuals and Caregivers, Innovative Practices

Level: Intermediate – some previous FASD knowledge recommended

C.5. *Straight From the Horse's Mouth: Engaging Communities in FASD Awareness*

Presenter: Danna Ormstrup (Foothills Fetal Alcohol Society)

Summary: Whether you talk to middle school kids, sit at a booth at a High School dance, give away a prize at a hockey game, or talk with your local MLA about FASD, awareness can be part of how you respond to the issues surrounding alcohol and pregnancy in your community. Learn from "The Little Agency that Could", the Foothills Fetal Alcohol Society, about their journey of having a mandate to provide both supports to families and individuals with FASD as well as prevention and awareness initiatives in rural communities in Southern Alberta. Be prepared to be part of the fun of being creative in your own ideas while we explore together how to "get the message out".

Level: Introductory – no previous FASD knowledge required

C.6. *Towards Self-Forgiveness and Self-Worth: Journeys of Birth Mothers of Children with FASD*

Presenter: Megan Wood (University of Saskatchewan)

Summary: Birth mothers of children with FASD have been historically blamed and shamed in Canadian society. This marginalization of birth mothers and birth families can impact the mental health of women, as well as access to services for birth mothers and their children with FASD. Attendees will learn about the presenter's qualitative research study with birth mothers experiences in Saskatchewan, which used hermeneutic phenomenology and a feminist standpoint to explore the experiences of birth mothers of children with FASD since the birth of their child. The presentation will describe themes from

the research, including the women's struggles with guilt and shame, experiences of blame, the women's experiences of mothering and their journeys of healing. The presenter will discuss what this research suggests for supporting birth families in a way that moves beyond blame and shame towards understanding and better outcomes for women and their children.

Category: Research and Evaluation

Level: Introductory – no previous FASD knowledge required

C.7. Sound Future: Music Therapy and the Power of the FASD Brain

Presenter: Jeffrey H. Hatcher (Manitoba Child and Family Services)

Summary: In this presentation Mr. Hatcher will discuss subjects related to his music therapy work in the field of fetal alcohol spectrum disorders. He will first describe some of the FASD community resources currently available in Manitoba, specifically in Winnipeg. He will then present findings from music therapy sessions with participants who live with FASDs. He will cite current research in the areas of music and the brain, neurophysiological studies that support theoretical frameworks within which music therapists have historically worked. He will demonstrate the efficacy of therapeutic music experiences in maximizing brain plasticity, developing new neural networks and strengthening existing ones, fostering the experience of success, and exploring emotions and creativity. Mr. Hatcher will present a selection of these findings and discuss future implications for the therapeutic use of music with client populations compromised by prenatal alcohol exposure.

Category: Innovative Practices

Level: Intermediate to Advance – some previous FASD knowledge recommended

C.8. Transition Planning for Youth into Adulthood

Presenters: Megan Tucker and Lisa Murphy (both of Lakeland Centre for FASD)

Summary: This is an interactive presentation where the participants will go through the steps of transition planning to have an advanced understanding of what the process entails. Participants will learn multiple methods of client engagement as well as participation. Participants will come out with an enhanced understanding of the challenges associated with the abstract concept of planning for individuals with FASD. Participants will also gain tools to aid in overcoming many of these challenges.

Categories: Innovative practices, Supports for Individuals and Caregivers

Level: Intermediate – some previous FASD knowledge recommended

D. Tuesday, November 22 from 2:15 P.M. – 3:30 P.M.

D.1. Alcohol Use and Pregnancy Consensus Clinical Guidelines

Presenter: Doug Wilson (University of Calgary)

Summary: In this presentation, Dr. Wilson will give an overview of the "Alcohol Use and Pregnancy Consensus Clinical Guidelines" recently developed by the Society of Obstetricians and Gynaecologists of Canada, and discuss implications for both medical professionals and those working with women at risk of having a child with FASD.

Categories: Awareness and Prevention, Education and Training

Level: Intermediate – some previous FASD knowledge recommended

D.2. Talking to Children with FASD about their DisAbilities

Presenters: Dorothy Schwab (Manitoba FASD Centre), Sarah Schwab (Child Guidance Clinic, Winnipeg)

Summary: This session will focus on the importance of talking to children with FASD about their diagnosis, as well as their unique brain differences and strengths, after a medical diagnosis has been made. Practical information and suggestions for caregivers, educators and other professionals on how and when to talk to their children about their diagnosis will be addressed. Additionally, a model of discussing brain differences used in the early years FASD classrooms in Winnipeg school Division will be discussed and demonstrated. This model is tied in with the Canadian Diagnostic Guidelines for FASD and clearly links the results of assessment during the diagnostic process with an understanding of the child's unique brain strengths, differences and learning style. This process has proven to be very beneficial in helping children with FASD understand their brain differences, thereby empowering them to advocate for themselves as to how they learn best. This program can also be adapted for use within an integrated classroom setting for all students, thereby helping foster understanding not only for the students with FASD but also for all students within the classroom environment.

Categories: Education and Training, Supports for Individuals and Caregivers

Level: Intermediate – some previous FASD knowledge recommended

D.3. U-Turn Program: Turning Lives Around

Presenter: Sara Dewar (PLEA Community Services)

Summary: This presentation will introduce audiences to PLEA Community Services and The U-Turn Program, a program demonstrating best practices, community collaboration and highest level of support for youth and their caregivers. An overview of our services from referral to intake, specific supports, struggles and success stories will be included throughout the presentation. Each youth comes to U-Turn with significant challenges including but not limited to addiction, mental health, anxiety, attachment and very often FASD. All of our staff and caregivers approach experiences through an FASD lense and make the necessary accommodations. Many youth entering U-Turn have had multiple placements, unsuccessful school experiences and lack the key relationships imperative for growth and quality of life. All components including mental, physical, spiritual and emotional will be tended to while in the U-Turn Program.

Categories: Community Capacity and Collaboration, Innovative Practices

Level: Introductory – no previous FASD knowledge required

D.4. Learning from Women with High-Risk Substance Abuse: Phase 1 – Characteristics of Women Who Have Completed a Mentoring Program

Presenters: Linda Burnside (Avocation Counselling, Consulting, Research and Training, Winnipeg), John McDermott (McDermott Consulting, Vancouver), Sherri Tanchak (Faculty of Social Work, University of Calgary), Amy Reinink (Siloam Mission, Winnipeg), and Pamela Gough (Penache Communications, Toronto)

Summary: For more than a decade, several jurisdictions in northwestern Canada have established mentoring supports for women with high risk substance use whose children may have been prenatally exposed to alcohol. Many of these programs are based on the Parent Child Assistance Program (PCAP) which originated in Seattle, Washington. Led by one of the Network Action Teams (NAT) under the auspices of the Canada Northwest FASD Research Network (CanFASD Northwest), this workshop will present initial findings from the first phase of research into the experiences of women with high risk substance use, focusing on the characteristics of women who completed a three-year mentoring program, comparing their characteristics before and after program completion.

Category: Supports for Individuals and Caregivers

Level: Introductory – no previous FASD knowledge required

D.5. This is Me – My Life Book

Presenters: Deidre Bissonnette, Erin Klimpke and Teresa Brown (all of Manitoba FASD Youth Justice Program)

Summary: “This is Me – My Life Book” is a Pilot Project federally funded by the Youth Justice Fund called “Understanding Youth with FASD and Making Accommodations Project”. The FASD Youth Justice Program develops a strength and ability based communication tool to help youth living with FASD, to better understand themselves and communicate with others in a positive way. The communication tool, which is a portfolio created by the youth, called “This is Me-My Life Book”, can assist the youth and their caregivers in reframing their perceptions while providing education, identification and encouragement of strength and abilities, continued support, and promote success. Books have been referred to as “mini FASD training on one particular youth” as each book is individualized to that youth. The presentation will discuss how the project came about, how the books are created, sample book pages, and current observations.

Category: Innovative Practices

Level: Intermediate – some previous FASD knowledge recommended

D.6. Mindfulness Meditation: For Self Care and Patient/Client Care

Presenter: Catherine L. Phillips (University of Alberta)

Summary: This workshop will introduce the concept and practice of mindfulness, review burgeoning research and neuroscience, and discuss potential benefits and applications of mindfulness for self care and patient/client care. Mindfulness refers to paying attention in the present moment with acceptance and non-judgment. One theorized mechanism of action is reduction of stress physiology; mindfulness practice can thus be a powerful resource for managing professional and caregiver stress. Structural and functional brain changes have also been demonstrated; mindfulness practice affects executive function of the prefrontal cortex, including attention, emotional and behavioural regulation, and working memory – areas of potential benefit to individuals with FASD. Fundamental to benefiting from mindfulness or integrating it into professional care is experiential practice. Workshop attendees will acquire a conceptual knowledge of mindfulness and its research base as well as direct experience that they can apply in their personal and professional lives and in clinical applications.

Categories: Supports for Individuals and Caregivers, Innovative Practices

Level: Introductory – no previous FASD knowledge required

D.7. The Wellness Resiliency and Partnership (WRaP) Project: Supporting Success for Junior and Senior High School Students with FASD

Presenters: Sandra Swaffield and Colleen McClure (both of Edmonton Public School Board)

Summary: The Wellness, Resiliency and Partnership (WRaP) Project embarked on an innovative approach to support students with FASD, families and school staff. Following completion of the second year of the project, findings will be shared on how the WRaP Project supports student engagement, academic achievement and the social, physical and emotional well being of students. Opportunities to discuss strategies to support students with FASD, families and school staff will be provided.

Categories: Education and Training, Innovative Practices

Level: Intermediate – some previous FASD knowledge recommended

D.8. Estate Planning Needs for Families with Special Needs Children

Presenters: Annie VanderLeek and Gordon VanderLeek (both of Disability Advocates)

Summary: This seminar is for anyone working to support a special needs child and focuses on planning for a future to ensure your child is cared for. We spend so much of our lives as parents, caregivers and workers ensuring that our special needs child has the help and supports needed for a safe and happy life. Making sure that the same is done for planning into the future is also very important to ensure that all those supports set up will not be lost through poor future planning. Topics covered include general planning concepts, will planning, Dependent's Relief Act, AISH, Powers of Attorney and Personal Directives, and Registered Disability Savings Plans (RDSPs).

Category: Education and Training

Level: Introductory – no previous FASD knowledge required