

Services for Adults with FASD Workgroup
Alaska FASD Partnership - MINUTES
June 18, 2012

Present: Art Arnold (DVR), Laura and Larry Rorem (parents/grandparents), Angel Gonzales (Alaska Youth & Family Network), Trish Smith (Volunteers of America-Alaska), Deedee Raymond (Dept. of Corrections).

I. Results from FASD Questionnaire:

The goal of today's meeting was to determine a direction on how to proceed and move forward with the workgroup's ideas. Following May's meeting, the committee reviewed common themes that came from a DVR study. The common themes were rated in relation to Services for Adults with FASD and the results compiled by Art. Along with the agenda, Art provided the results and they were discussed during today's meeting.

Common Themes - What's Working?

1. Working on relationship building across several areas and domains (regularly scheduled meetings, brown bag lunches, willingness to participate, strong stakeholders.)
A highlight to share: A 22 year old completed her Assets FASD assessment and the results a TANF worker was willing to modify.
2. Need to be a strong advocate.
3. Self Determination is vital to transition planning.
4. Successful secondary transition requires well prepared Community Service Providers.
5. Sharing the cost across funding agencies.
6. WRAP –Wellness Recovery Action Planning – ways to resolve conflict and crisis
[/www.mentalhealthrecovery.com/](http://www.mentalhealthrecovery.com/)
7. HANDLE Institute...a unique approach to multiple neuro-developmental disorders, including FASD.
8. NVC – Non-violent Communication promotes authenticity | communication increasing understanding.
9. Many of these points might work with a “solid foundation” in FASD.
10. Just because a person has completed FASD 101 doesn't mean they have a solid foundation. The group questioned if this was one issue that is “not working” verses on that is working. All agreed that a strong foundation in FASD is very important.

Common Themes - What' Not Working?

1. Students are not self-determined. Other people make decisions for students.

2. Ineffective social and community supports for youth (housing, homelessness, transportation, food, job, family, etc.).
3. Difficult to make the connection with home schooled kids.
4. Poor collaboration between agencies (turf wars, DVR, Districts, Community Providers, across providers, etc.).
5. Testing can be a significant barrier (HSGQE, literacy, testing of DEAF students).
6. Too many gaps in services (not enough waivers, waitlists for services, funding is of the inadequate, etc.).
7. Funding difficulties across all areas and agencies. Especially long term funding.
8. Many kids don't see themselves as having disabilities.
9. Kids take longer getting interested. Employment is not a part of school goals. Kids get frustrated and loose interest in the process.
10. Housing is an issue in many communities.

Common Themes - What can we do to improve things?

1. The use of technology must be pursued to prepare students for the 21st century (use of facebook, AT devices, use of texting, e-portfolios, etc.)

Technology, such as iPhones, iPads and the internet are options to use for this population. The internet, with PayPal, and other forms of taking advantage of people is a negative. It should be kept on the list because youth need it, but they also need to be educated and taught how to safely use the internet. For example, scheduling or texting are positive examples.

2. Start Transition Training Early. (Self Determination, E-Portfolios, elementary / middle school).

Transitions – It is important to start transitions early for youth to move towards adulthood and independence. Youth need to realize that as adults they will need to work, and make choices and stick with them. A new tool, Access, is available on-line that assists in storing job-related documents such as volunteer logs, resumes, and summer job records.

3. Create a DVR Link for every school. – Create an FASD link for every school district.

FASD Link – A DVR link for every school is currently in place. Someone suggested that it would be useful to have a FASD link. The FASD link could be a specialist in FASD who would be a linked to every school district. The FASD link could be similar to Monica Linberger position with the Lower Yukon-Kuskokwim school district. Monica travels to different schools as an expert in FASD to help teachers, parents and students that are effected by issues related to FASD.

4. Develop an e-module for training and dissemination. Emphasize parents, community providers, school, DVR.

FASD 101 and other training modules, FASD into Action: FASD into Action is a training program that moves beyond the classroom. Trish is a trainer, along with 7 others. While the trainers are already working in full time positions, they are willing to travel to different communities within the state. Tommie O'Malley is the lead on FASD into Action and recently brought Diane Maulbin up for training.

5. Create DVD/Video to describe "DVR 101" (CRP orientation, directions for students, parents, families and teachers.)

Creating a DVD – Questioned if this recommendation was along the lines of a FASD 101 video. The State has done well training individuals in 101 and 201, but the training doesn't replace practical experience. An example was given of an OCS worker that had been trained in 101 and had the potential to be very harmful because she refused to listen to parents with a great deal of experience and training specific to individuals with FASD. The FASD training opens the door and for professionals willing to learn more it is good.

6. Promote cross training in all areas of transition work (in service trainings, conferences, etc.)
7. Promote better relationships and connections between transition stakeholders (define regional contacts, encourage regular stakeholder meeting, define roles, establish MOAs)
8. Processes and supports need to apply to ALL students for it to have student support or interest.
9. Our job is to give students the experiences, ideas and opportunities to meet their expectation and desires for gainful employment. ("work centered focus" takes away the individual's power.)

Additional Recommendations:

- "Making a Difference" document provided a good set of usable information at the school level. Can use it to help identify what is not working. Questioned if Art should move forward to disseminate to schools. Trish indicated to talk to Teri and Deb first, because they may have already done this.
- Improve and expand services for adults with FASD transitions from foster care, secondary education, and correction systems—including assistance with housing, treatment, medication, employment, training, education, case management, etc.

II. Mark our calendars:

Month /Day

July

Possible Agenda Topics

Art will craft a July agenda. He suggested some of the things he's been working on can be considered for our workgroup to adopt and modify for Adults with FASD or Youth with FASD in transition. For example, Art developed a book on

how to do secondary transitions, which was based on a book out of Colorado. It is available on-line, for individuals to review to determine if we would like to modify it for transitions for youth with FASD.

<i>August</i>	Build agenda from outcome of July meeting.
<i>September</i>	Transition Resource Booklet - Art had been working on this tool, which could be modifying for our population.
<i>October</i>	Tangible Tools - Book Marks and Desk Marks – Art is working on wallet/ pocket reminders for reinforcements in terms of how to act in a meeting and other social skills.
<i>November</i>	Let's Self Evaluate - What's Working? for the FASD – Adult Services Workgroup What's Not Working? In the area of Service for Adults with FASD-Workgroup

III. Tasks:

- ✚ Art will send out the “Making a Difference” and Youth in Transition book (that is based on a book out of Colorado) for the Workgroup to review.
 - Making a Difference – Need to talk with Teri and Deb to see if it's been disseminated to all schools statewide.
 - Youth in Transition (CO model) – Need to decide if we want to modify this book for youth in transition with FASD.
- ✚ Workgroup can also review the following:
 - DVR online Access program/tool.
 - A WRAP –Wellness Recovery Action Planning – ways to resolve conflict and crisis /www.mentalhealthrecovery.com/
 - HANDLE Institute
- ✚ Art will craft the July agenda.

IV. Next Meeting:

July 16, 2012 at 9:00 am
3rd Monday of the Month at 9:00 am

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