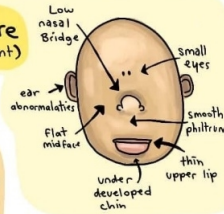


F.A.S.D.

fetal alcohol spectrum disorder

facial feature
(not often present)



FASD often goes undetected until kids go to school. Learning difficulties + behaviours then begin to become apparent.



caused by Alcohol Exposure to an unborn child

memory issues

difficulty storing + retrieving info

Impulsive Distractible disorganised !

difficulty actioning instructions

Poor abstract thinking (maths, time) money

Slowed thinking

Struggles with Emotional Regulation

Poor cause + effect Reasoning

- cant predict outcomes or understand consequences

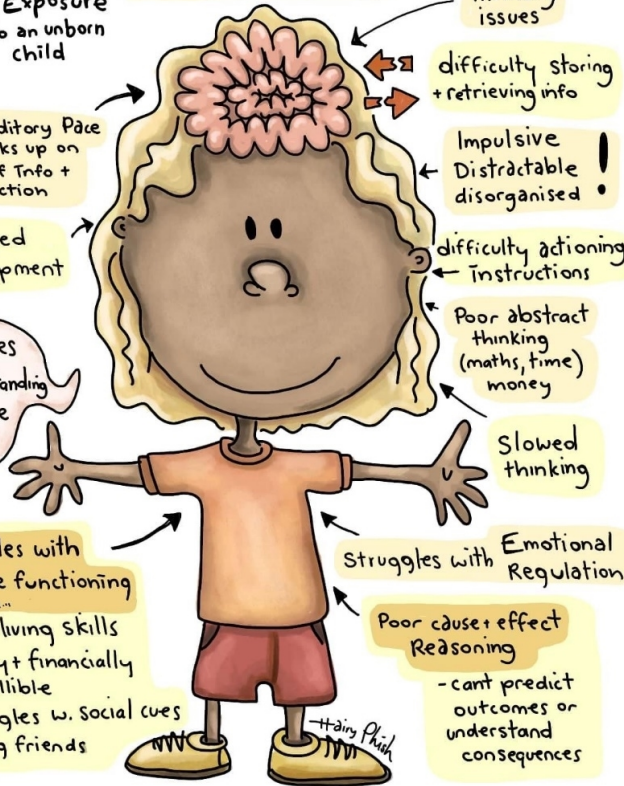
Slow auditory Pace - only picks up on Pieces of Info + Instruction

Delayed development

struggles in understanding language

Struggles with Adaptive functioning may include...

- daily living skills
- socially + financially gullible
- struggles w. social cues
- making friends



Foetal Alcohol Spectrum Disorder (FASD) Project

One Adoption South Yorkshire



What is FASD?

“FASD results when prenatal alcohol exposure affects the developing brain and body. FASD is a spectrum. Each person with FASD is affected differently. While more than 400 conditions can co-occur, FASD is at its core a lifelong neurodevelopmental condition. All people with FASD have many strengths.”

(Source: FASD: Preferred UK Language Guide, Seashell Trust/National FASD, 2020)



Key Facts

FASD - Key Facts

FASD is the most common yet unrecognised neurodevelopmental condition in the world



FASD is the most common known cause of neurodevelopmental disability and birth defect in the western world.

In the UK, 1 IN 20 PEOPLE COULD HAVE FASD compared to 1 in 94 with ASD

FASD is thought to affect 3-5% of the general population making it more common than Autism or ADHD.

People with FASD may be able to work and live independently

With the right support, and early intervention, skills can be developed which can lead to employment and independent living



FASD is known as a 'HIDDEN DISABILITY'



90% of people with FASD have no distinct facial features

FASD is a 'hidden disability', affecting the brain and body. You cannot tell by just looking at someone if they have the condition. Around only 10% of individuals have the specific facial features indicative of PAE.

SCOTLAND

ASD HUB

Pervasive and long-standing brain dysfunction defined by severe impairment... in three or more of the following neurodevelopmental areas of assessment

The 10 Brain Domains*

There are potentially 10 brain domains (or functions) that can be affected by prenatal alcohol exposure. Because it is a **spectrum condition**, each individual will present differently; no two people with FASD will be affected in the same way and will each face **different challenges** and have **different strengths**.



*(Areas of assessment as detailed in [SIGN 156 Clinical Guidelines](#))



Executive Functioning

Planning, problem solving, transitions, time management)



Motor (& sensory) Skills

Co-ordination, writing, reactions to sensory input



Memory

Following instructions, long and short term memory, daily routines.



Language

Reaching developmental milestones, expressive and receptive language



Adaptive Behaviour

Understanding social cues and personal boundaries, emotional age, empathy



Attention

Sitting still, focusing on a task, impulse control



Affect Regulation

Managing and expressing emotions, adaptability



Brain Structure and Functioning

Brain and head circumference may be small ('Microcephaly')



Cognition

Attention, planning learning, organisation



Academic Achievement

Maths, reading, time, money, comprehension



Developmental stages of 18 year old child with FASD



One
Adoption
Agency
SOUTH YORKSHIRE

YOUR REGIONAL ADOPTION AGENCY

Key Project Deliverables

- FASD Pathway development and implementation
- Educational Psychologists contribute towards support for adopted children with FASD in school
- Work with the Integrated Care Board (ICB) to develop understanding of effects of FASD and develop initial support services
- Reduction of temporary/permanent exclusions for adopted children with FASD
- Development of SEND support plans for adopted children with FASD
- Work with virtual schools to design a single integrated offer across South Yorkshire
- Educational Psychologist to link with universities, national and international research to develop approaches for supporting children with FASD
- Educational Psychologists will work directly with adopted children with FASD

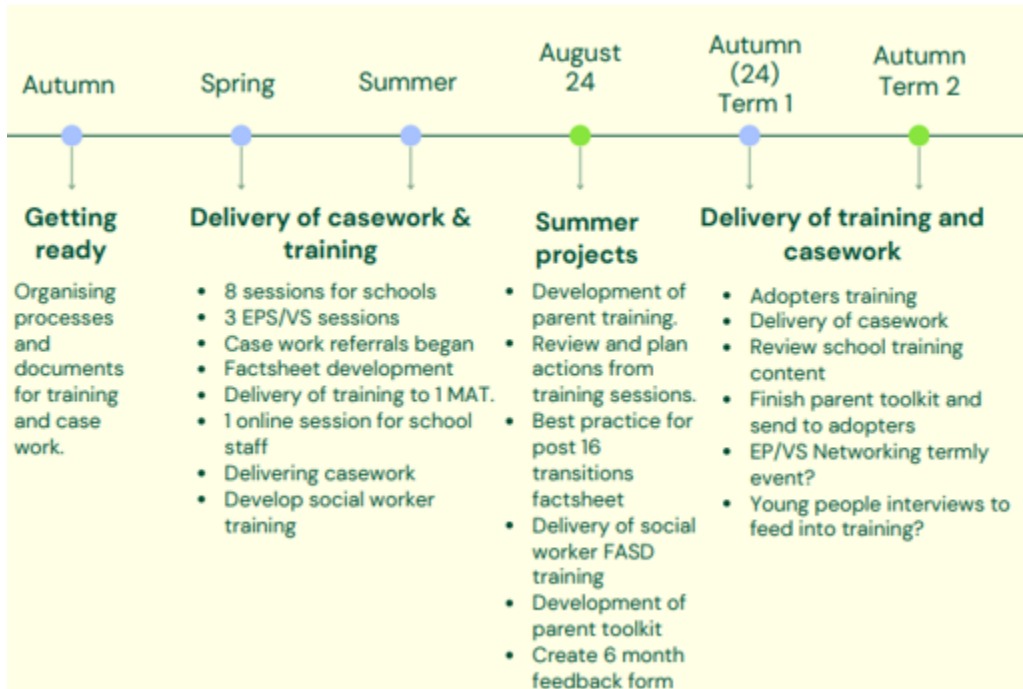


Work to date

- Formation of Steering Group
 - Oversight and guidance of project
- Prevention & Awareness working group
 - Led by Maternity Services and Midwives
- Intervention & Support
 - OASY's including service users with lived experience
- Assessment & Diagnostic
 - Not started as no clinical lead identified
 - Working group key attendees
- **Set up of Educational Psychology Service**



The last 12 months



Number of school staff across South Yorkshire = **192 of which 54 were Rotherham based**

Number of EPs and Virtual School staff = **59 of which 16 were Rotherham based**

Number of social workers = **40 of which 9 were Rotherham based**

Number of parents = **13**

Number of referrals to date and active involvement = **32**



Key challenges

- Recruitment to all positions (all positions filled Oct 2023)
- Identifying number of children with FASD in South Yorkshire
- Bench marking to demonstrate impact
- Identifying clinical staff as part of Assessment & Diagnosis working group
- Measuring the impact of the project across the two years due to FASD being currently under identified
- Ensuring development of FASD pathway is scalable beyond the One Adoption Service

EP Team

- Training numbers declining
- Referrals – rationale and rate
- Questions around diagnosis



Achievements

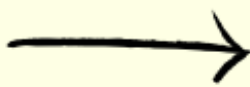
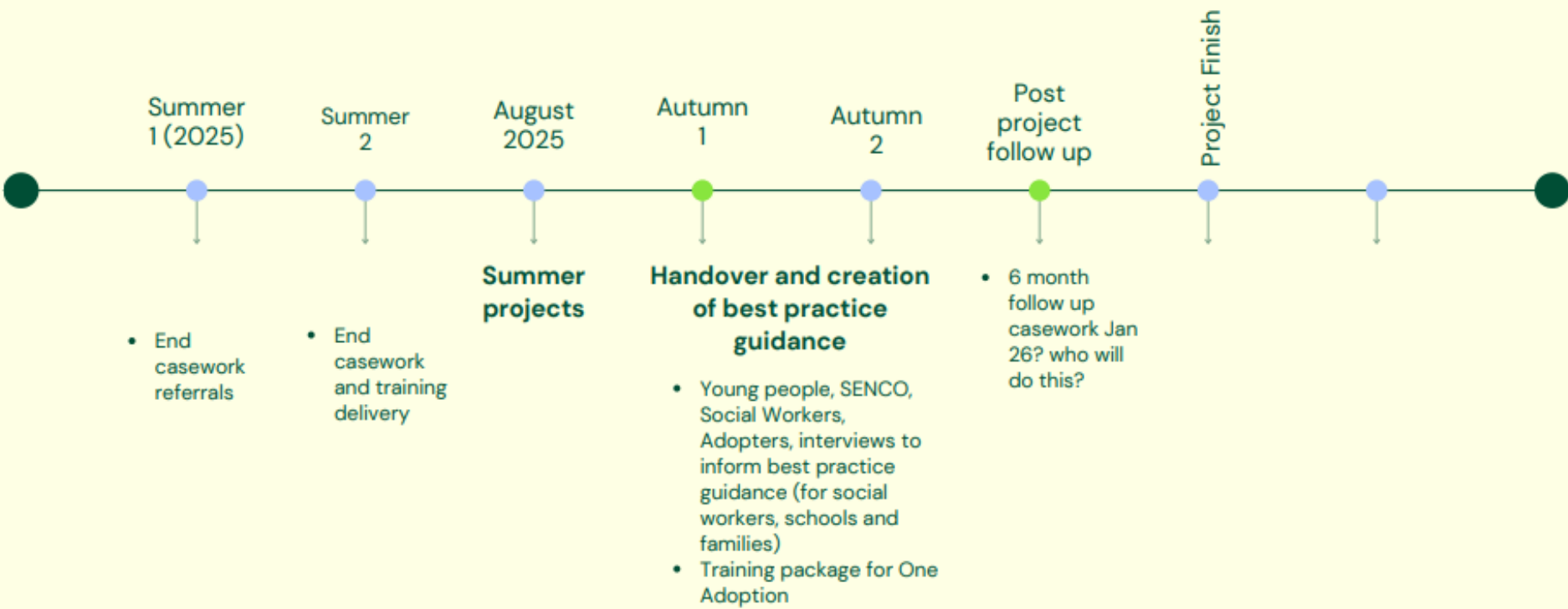
- Clinical supervisions opened to all four authorities
- Engagement with local MP who is tabling a motion around FASD and requesting a hosted FASD meeting with speaker of the house
- FASD WhatsApp group increased membership
- Three of the four authorities have FASD working groups
- FASD key aspect of Public Health across authorities
- Requirement for midwives to ask about alcohol use at all appointments
- Yorkshire Community of Practice set up

EP Team

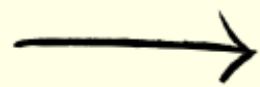
- Referrals:
 - Increased access to EPS for children and young people. Different levels of SEN
 - Across the age range, across South Yorkshire
 - Involvement over time
- Use of baselines/screening tools to inform assessment
- Multi-agency working
- Training delivery
- Attending events to raise profile of the work that we are doing



One Adoption FASD Project Timeline



Ongoing throughout the project



- Delivery of school requests from training (where possible)



YOUR REGIONAL ADOPTION AGENCY

Any questions?

