



FASD

Expanding the Systems of Care in South Dakota

July 19, 2011



Chiesman Foundation For Democracy, Inc.



The Chiesman Foundation For Democracy, Inc. is a nonpartisan, nonprofit organization that serves as a forum to provide greater awareness of the meaning of democracy and the importance of active citizen participation in the democratic process. The Foundation promotes and supports greater awareness of democratic ideals by citizens and organizations by providing programming for civic participation, education and research.

CHIESMAN STAFF

Dr. Helen Usera

EASD Project Director

Mr. Wes Brown

EASD Information Officer

Ms. Rebecca Andrew

EASD Program Assistant

Ms. Lin Quah

EASD Education Specialist

Ms. Nancy Sprynczynatyk

EASD Education Specialist

Ms. Dyan Eppen

Data Analyst & Technical Writer

Dr. John Usera

PACE Director

Ms. Patricia Schulte

IELE Director

Ms. DeVee Dietz

Civic Education Director

Ms. Rebecca Almy

Data Manager

Ms. Heather Morijah

SCF Training Coordinator



Welcome

Welcome and thank you for your participation in this conference, *FASD: Expanding the Systems of Care in South Dakota*. Today we offer multi-disciplinary professionals the opportunity to join together to improve FASD services within our communities and for the entire state. Participating in today's event demonstrates not only your individual commitment to your profession but also to the betterment of our society.

This event was made possible by a grant received from the Department of Health and Human Services to the Chiesman Foundation for Democracy to create an FASD Center. The Chiesman FASD Center is a clearinghouse to facilitate information dissemination, develop and implement public awareness and outreach campaigns, and design and conduct training seminars for educators, service providers, families and caregivers. Today's conference participants include professionals from the medical, educational, legal, and social services professions as well as elected officials, parents, and caregivers. It is our hope that you join us to increase awareness and support for individuals with FASD and their families and become an integral part of FASD prevention and treatment in South Dakota.



Table of Contents

Welcome.....	i
Chiesman Center for Democracy	2
FASD Center and Advisors	3
Schedule of Events	5
Dr. Helen Usera	6
Keynote: Dr. H. Eugene Hoyme	8
Breakout Session I.....	11
Dr. H. Eugene Hoyme.....	12
Mr. Roland Loudenburg	14
Ms. Nora Boesem & Ms. Nancy Sprynczynatyk	16
Breakout Session II	23
Ms. Nora Boesem & Ms. Susan Lorenzen	24
Ms. Marcia Maltaverne	32
Ms. Karen Red Star	44
Roundtable Discussion.....	49
Ms. Judy Struck & Mr. Roland Loudenburg	50
Dr. Helen Usera	52
Thank You	56

Chiesman Center for Democracy, Inc.



We believe that effective democracy requires:

- Developing the skills and processes involved in effective participation among individuals and organizations
- Democratic action from our youth and adults to keep democracy alive and flourishing
- Accountability of our people and programs to ensure that programs that foster democratic ideals are working
- Meaningful participation from all facets of our society who want to have a voice in democratic issues

Our projects cultivate Development, Action, Accountability, and Participation, and it is our hope that when it comes to democracy, you will start at The Center.

Fetal Alcohol Spectrum Disorders Center



The FASD Center is a clearinghouse to facilitate information dissemination, develop and implement public awareness and outreach campaigns, and design and conduct training seminars for educators, service providers, families and caregivers.

Funding is provided by the Department of Health and Human Services, Health Resources and Services Administration.

ADVISORY BOARD

Mr. Lorenzo (Jr.) Bettelyoun
Rapid City

Mrs. Nora Boesem
Newell

Dr. Amy Elliott
Sioux Falls

Dr. Dan Foster
Rosebud

Dr. Rebecca Foster
Rosebud

Dr. Mark Garry
Rapid City

Mr. Ben Geary
Rapid City

Dr. H. Eugene Hoyme
Sioux Falls

Ms. Valborg Kvigne
Sioux Falls

Honorable Janine Kern
Rapid City

Dr. Charles Schad
Spearfish

Mr. Judd Thompson
Rapid City

Mr. Troy Volesky
Rapid City

Schedule of Events

- 7:15 a.m. **Registration & Check-In**
- 8:15 a.m. **Welcome**
Helen Usera, Ed.D.
- 8:30 a.m. **Keynote Speaker:**
FASD: An International Perspective
H. Eugene Hoyme, M.D.
- 9:30 a.m. **Break**
- 10:00 a.m. **Breakout Session I**
Advances & Controversies in the Diagnosis of FASD,
H. Eugene Hoyme, M.D.
FASD Prevention Project,
Roland Loudenburg, M.P.H., ABD
Sensory Processing Disorder Across the Lifespan,
Nora Boesem, LPN & Nancy Sprynczynatyk, LPC-MH
- 11:30 a.m. **Lunch on your own**
- 1:00 p.m. **Breakout Session II**
FASD: Bridges of Understanding,
Nora Boesem, LPN & Susan Lorenzen, LPC-MH
Educational Strategies,
Marcia Maltaverne, LPC-MH
Using a Holistic Approach for Adults (Medicine Wheel
Concept), *Karen Red Star, BS*
- 2:30 p.m. **Break**
- 3:00 p.m. **Roundtable Discussion: Moderator:** *Helen Usera, Ed.D.*
FASD: Progress in South Dakota
Opening Remarks: *Judy Struck, Ed.D. & Roland Loudenburg, M.P.H., ABD*
- 4:30 p.m. **Closing Remarks:** *Helen Usera, Ed.D.*



Helen E. Usera, Ed. D.
President and CEO
Chiesman Center for Democracy, Inc.

Welcome

Dr. Helen Usera serves as the Project Director for the FASD Center. She has a doctorate in educational administration from the University of Kansas and is experienced in the areas of quality improvement, program evaluation, educational leadership, educational research and school and program improvement. She has worked in educational settings as an elementary and middle school teacher, elementary principal, and research assistant for the University of Kansas. Her position as a principal evaluator for the IELE has provided experience as a program evaluator for programs such as Girls Incorporated, Head Start, Early Head Start, and Boys Health Program. Dr. Usera has consulted and provided evaluation services for the Rapid City Area School District, Meade School District, Kids Voting South Dakota, Midwest Alliance for Professional Learning and Leadership (MAPLE), Rapid City Weed and Seed Program and the American Center for Credit Education.



H. Eugene Hoyme, M.D.
President, Sanford Research, Sanford Health
Professor and Chair, Department of Pediatrics
Sanford School of Medicine, University of South Dakota

FASD: An International Perspective

Dr. H. Eugene Hoyme is Professor and Chair of the Department of Pediatrics at the Sanford School of Medicine of The University of South Dakota, Chief Medical Officer of Sanford Children's Hospital and Senior Vice President for Children's Services at Sanford Clinic in Sioux Falls. He was recently named President of Sanford Research/USD. Until 2007, he served as Professor and Chief of the Division of Medical Genetics and Associate Chair of the Department of Pediatrics at Stanford University School of Medicine in Palo Alto, CA.

Dr. Hoyme received his BA from Augustana College in Sioux Falls and his MD from the University of Chicago Pritzker School of Medicine. He completed his pediatric residency and clinical genetics fellowship training at the University of California, San Diego. Among his professional affiliations, he is a member of the American Academy of Pediatrics, the American Pediatric Society, the American Society of Human Genetics and the American College of Medical Genetics. In 2007-2008, he served as the President of the Western Society for Pediatric Research. In 2011, he received the Joseph St. Geme, Jr., Education Award from the WSPR for outstanding contributions to pediatric education.

He has served in numerous leadership roles in regional and national clinical and research organizations in pediatrics and medical genetics. His research focuses on the delineation of genetic and malformation syndromes, with a specific emphasis on fetal alcohol spectrum disorders. He has authored over 300 original articles, monographs, book chapters and research abstracts.

Breakout Session I

Roosevelt-Lincoln-Jefferson Room **page 12**

Advances & Controversies in the Diagnosis of EASD
H. Eugene Hoyme, M.D.

Amphitheater I **page 14**

EASD Prevention Project
Roland Loudenburg, M.P.H., ABD

Amphitheater II **page 16**

Sensory Processing Disorder Across the Life Span
Nora Boesem, LPN
Nancy Sprynczynatyk, LPC-MH



H. Eugene Hoyme, M.D.
President, Sanford Research, Sanford Health
Professor and Chair, Department of Pediatrics
Sanford School of Medicine, University of South Dakota

Advances & Controversies in the Diagnosis of FASD

Dr. H. Eugene Hoyme is Professor and Chair of the Department of Pediatrics at the Sanford School of Medicine of The University of South Dakota, Chief Medical Officer of Sanford Children's Hospital and Senior Vice President for Children's Services at Sanford Clinic in Sioux Falls. He was recently named President of Sanford Research/USD. Until 2007, he served as Professor and Chief of the Division of Medical Genetics and Associate Chair of the Department of Pediatrics at Stanford University School of Medicine in Palo Alto, CA.

Dr. Hoyme received his BA from Augustana College in Sioux Falls and his MD from the University of Chicago Pritzker School of Medicine. He completed his pediatric residency and clinical genetics fellowship training at the University of California, San Diego. Among his professional affiliations, he is a member of the American Academy of Pediatrics, the American Pediatric Society, the American Society of Human Genetics and the American College of Medical Genetics. In 2007-2008, he served as the President of the Western Society for Pediatric Research. In 2011, he received the Joseph St. Geme, Jr., Education Award from the WSPR for outstanding contributions to pediatric education.

He has served in numerous leadership roles in regional and national clinical and research organizations in pediatrics and medical genetics. His research focuses on the delineation of genetic and malformation syndromes, with a specific emphasis on fetal alcohol spectrum disorders. He has authored over 300 original articles, monographs, book chapters and research abstracts.

Roland Loudenburg, M.P.H., ABD

Owner,

Mountain Plains Evaluation, LLC



FASD Prevention Project

Roland Loudenburg, M.P.H., ABD has 25 years of experience in research and evaluation of human service programs at the local, state, and national level. His past professional positions include Interim Vice-President for Research at the University of South Dakota, Associate Director and Director of Population Studies at the USD Center for Disabilities, and Chief Administrative Officer of the American Association of University Affiliated Programs.

Mr. Loudenburg has served as the evaluator and data analyst for many projects on topics that include the 4-State FAS Consortium, Offender Recidivism, Methamphetamine Treatment, Reducing DUI Recidivism, AIDS/HIV, and Mental Health. He has authored peer-reviewed articles and professional reports related to substance abuse and related behavioral risk factors. Mr. Loudenburg is past Chair of the University of South Dakota Institutional Review Board on Human Subjects Protection for the Sanford USD Medical School. Mr. Loudenburg holds a Masters of Public Health from the University of Michigan and has completed the required course work for a Ph.D. in Research and Statistics in Educational Psychology and is completing his dissertation.

Nora Boesem, LPN

Parent
Newell, SD

Sensory Processing Disorder Across the Life Span



Mrs. Nora Boesem is the mother to nine children affected by FASD with many associated medical needs. She is blessed to have fostered over 60 children in 10 years for the state of South Dakota, and enjoys being able to learn from her children everyday and being allowed to share this knowledge with other families.

Founder of *Roots to Wings* FASD support group she has worked with Behavior Management Systems to co-facilitate a six-week parenting core group followed by monthly support group meetings.

Nora has worked on FASD awareness and family mentoring for the past eight years. In 2004, Nora and her husband, Randy won *Rapid City's Citizen of the Month*. In 2007, Nora won *Person of Compassion* for her work in FASD awareness. She was recently recognized with the *Western South Dakota Child Protection Award*.

Roots To Wings **FASD Support Group**

Roots To Wings is a parent assistance & support group, providing parents and family support services including mentoring, respite, education, advocacy.

When: second Tuesday of each month

Where: General Beadle Elementary School
10 Van Buren Street, Rapid City

Time: 5:45pm

Nora Boesem

(605) 431-8492 • nora@stopfasd.com



Nancy Sprynczynatyk, LPC-MH
FASD Educational Specialist,
Chiesman Center for Democracy, Inc.

Sensory Processing Disorder Across the Life Span

Ms. Nancy Sprynczynatyk, a licensed Mental Health Counselor, has worked with diverse populations in a variety of settings, including agencies, hospitals, prisons, and private practice, for more than twenty years. Nancy co-founded Westwind Consulting Center, a clinic providing mental health services and business consultation. Sprynczynatyk was named North Dakota Counselor of the Year as well as Teacher of the Year while at Dickinson State University. She wrote a business column for the Bismarck Tribune and trains thousands of business professionals across the region. Sprynczynatyk is an entrepreneurial and creative individual as evidenced by her successful turnaround of the struggling Women in Transition Program in Missoula, Montana and her development of first-time projects in Maryland, North and South Dakota (involving group home living for severe-profound DD population, federal prison sex offender treatment and economic development in impoverished communities, respectively). Currently, Sprynczynatyk is an adjunct faculty member in the Psychology department at Black Hills State University. She serves on both local and national Red Cross Disaster Response Teams. She was deployed to Louisiana during Hurricane Katrina and recently returned from field experiences in Tanzania, Africa, in 2007.

Sensory Processing Disorder: Across the Life Span

Presented by:
Nora Boesem, LPN
Nancy Sprynczynatyk, LPC-MH

Sensory Processing Disorder

- **HYPERSENSITIVE**-fearful and cautious or negative and defiant
- **UNDER REACTIVE**-withdrawn and difficult to engage and self absorbed
- **MOTORICALLY DISORGANIZED AND IMPULSIVE**-high activity, lack caution

Sensory Processing Disorder/Sensory Integration Disorder

- People with SPD/SID are not intentionally misbehaving. They are simply trying to gain the input that their body needs or avoid the extra stimulation in order to function properly.
- SPD's inadequately or unreliably interpret and organize sensory information from body and/or environment. (Lane, Miller and Hanft, 2000)

FASD and SPD

- SPD is 2 to 6 times greater in the FASD group than the control group among 2 to 19 year olds (Carr, Agnihorti & Keightley, 2010)
- Sense of touch most affected area
- Affect "adaptive behaviors"
 - Grooming, safety, follow school rules, ability to work, social skills, personal responsibility

SPD and adults

- Just like FASD...sensory processing disorder is present throughout the lifespan (May-Benson, 2011)
- Very important that the Occupational Therapist (OT) must understand the unique challenges and needs of the adult client
- From recent studies and review of records of adult clients with SPD it is found that there is little change in sensory processing from childhood to adulthood (May-Benson, 2011)

Let's Review

- Deficits in sensory processing may be a prominent issue faced by any person diagnosed under the FASD continuum. Sensory deficits may be related to problems with adaptive behaviors (Carr, Ahnhotri, Keightley, 2010)
- People with FASD demonstrate problem behaviors and sensory processing impairments at a high rate (Franklin, Deitz, Jirikowic, Astley, 2008)
- People with FASD scored significantly worse on sensory processing, sensory-motor, adaptive, and academic achievement measures, and demonstrated more problem behaviors at home and school. (Jirikowic, Olson, Kartin, 2008)

Impact on Behavior and Health

- Males who demonstrate high sensory seeking more likely to engage in risky sexual behavior and violence and sensory seeking is a predictor of substance abuse.
- There is a tie in the relationship between self-perceived stress, sensory sensitivity and physical symptoms.

• (May-Benson, 2011)

Impact on Occupations

- Affects ability to obtain employment and engage in leisure activities.
- Many people chose to be at home due to their inability to handle their sensory environment.
- Ability to drive, date, have social interactions and a huge impact on their self-esteem.

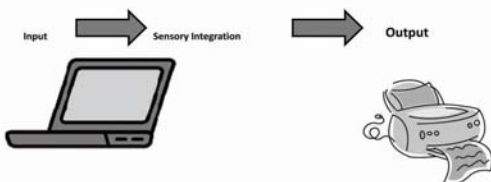
Interventions

- Champagne
 - Includes therapeutic use of self, group and individual sensorimotor activities, sensory-based modalities, sensory diet, and environmental enhancements and modifications.
- Pheiffer and Kinnealey
 - Home-based treatment protocol for adults
- May-Benson
 - Integrated intervention program composed of clinical and home-based interventions.

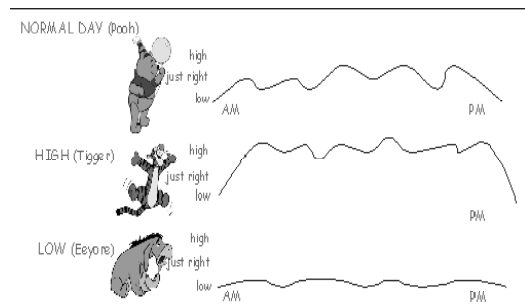
How does your engine run??

- The Alert Program
 - Goal: Help people learn to monitor, maintain, and change their level of alertness so that it is appropriate to a situation or task.
 - Incorporates sensory integration techniques with cognitive approaches
 - Originally developed for children ages 8-12.
 - Has been adapted for preschool through adult.

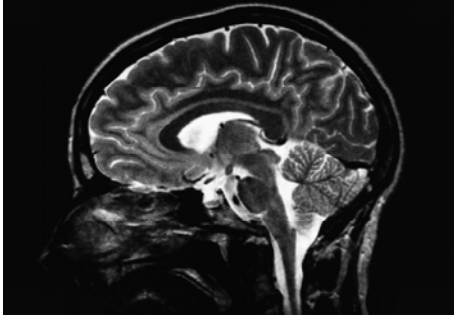
Understanding Sensory Integration



Arousal Levels



Inhibition – an important concept



Stages of the Alert Program

- Each stage consists of steps designed to help students reach their potential for self regulation.
- It is important to follow the exact order of steps.
- Kids must master each stage before moving on to the next stage.

STAGE ONE: Identifying Engine Speeds

- 1. Students learn the engine words.
- 2. Adults label their own engine levels.
- 3. Students develop awareness of the feel of their own engine speeds, using adult's labels as guides.
- 4. Students learn to identify and label levels for themselves.
- 5. Students label levels for themselves, outside of therapy sessions.

STAGE TWO: Experimenting with Methods to Change Engine Speeds

- 6. Leaders introduce sensorimotor methods to change engine levels.
- 7. Leaders identify sensorimotor preferences and sensory hypersensitivities.
- 8. Students begin experimentation with choosing strategies.

STAGE THREE: Regulating Engine Speeds

- 9. Students choose strategies independently.
- 10. Students use strategies independently, outside therapy sessions.
- 11. Students learn to change engine levels when options are limited.
- 12. Students continue receiving support.

Breakout Session II

Roosevelt-Lincoln-Jefferson Room	page 24
<i>EASD: Bridges of Understanding</i> Nora Boesem, LPN Susan Lorenzen, LPC-MH	
Amphitheater I	page 32
<i>Educational Strategies</i> Marcia Maltaverne, LPC-MH	
Amphitheater II	page 44
<i>Using a Holistic Approach for Adults (Medicine Wheel Concept)</i> Karen Red Star, BS	

Nora Boesem, LPN

Parent
Newell, SD



FASD: Bridges of Understanding

Mrs. Nora Boesem is the mother to nine children affected by FASD with many associated medical needs. She is blessed to have fostered over 60 children in 10 years for the state of South Dakota, and enjoys being able to learn from her children everyday and being allowed to share this knowledge with other families.

Founder of *Roots to Wings FASD* support group she has worked with Behavior Management Systems to co-facilitate a six-week parenting core group followed by monthly support group meetings.

Nora has worked on FASD awareness and family mentoring for the past eight years. In 2004, Nora and her husband, Randy won *Rapid City's Citizen of the Month*. In 2007, Nora won *Person of Compassion* for her work in FASD awareness. She was recently recognized with the *Western South Dakota Child Protection Award*.

Roots To Wings **FASD Support Group**

Roots To Wings is a parent assistance & support group, providing parents and family support services including mentoring, respite, education, advocacy.

When: second Tuesday of each month

Where: General Beadle Elementary School
10 Van Buren Street, Rapid City

Time: 5:45pm

Nora Boesem

(605) 431-8492 • nora@stopfasd.com



Susan Lorenzen, M.A., M.S., NCC, LPC-MH
Clinical Supervisor
Behavior Management Systems

FASD: Bridges of Understanding

For more than 30 years Susan has been providing individual, family and play therapy. Her specialty areas include psycho-social assessments, attachment and bonding, foster care, adoption, abuse and neglect, divorce adjustment, blended families and parenting. She has provided services to many children with FASD and their families. Susan is a clinical supervisor and experienced trainer.



Bridges of Understanding

Presented by
Susan Lorenzen
Nora Boesem

Behavior Management

SYSTEMS

Family Pathways/Children's Corner

Family Pathways

- In-home counseling, education and support
- Therapy or other support services in the child's school or other community location
- Case management including coordination with other service providers and agencies

Family Pathways

- Suicide intervention
- Crisis stabilization
- Psychiatric assessments and medication when needed
- 24-hour emergency services
- "Front end loaded"

Three BMS locations

- Rapid City 605-343-7262
- Hot Springs 605-745-6222
- Spearfish 605-642-2777
- www.behaviormanagement.org

Eligibility Requirements

- The child or teen exhibits behavior resulting in functional impairment which substantially interferes with, or limits participation in the community, school, family, or peer group.
- The child or teen has a mental disorder diagnosed under the American Psychiatric Association's Diagnostic and Statistical Manual, 4th edition (DSM-IV).

- The child or teen has a long-term or very serious problem including one of the following:
 - the problem has been going on for at least one year; or
 - the problem is expected to continue for more than one year; or
 - the problem is of short duration and high intensity.
 - The child or teen demonstrates a need for one or more special services in addition to mental health.

What we do:

- **Assess the needs of young children and their families**
- **Provide specialized services**
- **Find resources to serve the whole child and family**
- **Their environment, specific to their family culture.**
- **Help families understand and meet their children’s developmental needs**

Who does Family Pathways serve?

- **Children’s Corner serves children ages birth through ten and their families**
- **Adolescent team serves children ages eleven through eighteen**
- **In the clinic, school, home, daycare or other identified environments of the child**

Therapeutic interventions can involve:

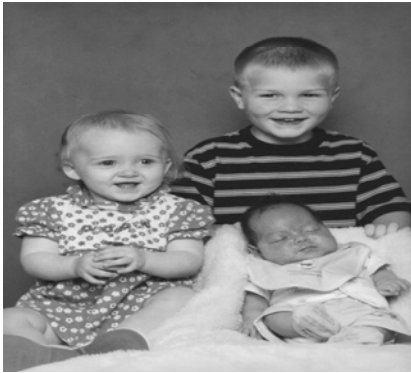
- **Play Therapy**
- **Parent-Child Interaction Therapy**
- **Theraplay**
- **Parenting Support and Education**
- **Social, Emotional, and Behavioral Assessments**

- **Groups for parents and children dealing with Fetal Alcohol Spectrum Disorder, Autistic Spectrum Disorder, sexual abuse, anger management, and other issues**
- **Collaboration with the service team members identified by the family**
- **Individual Therapy**
- **Family Therapy**
- **Referrals when necessary**

Children with FASD and their families

- **Assessment: observations in the home, school, daycare, after school care**
- **Gather detailed background information on prenatal history, developmental history**
- **Referral to formal evaluation**
- **Support parents through grief and loss**
- **Educate parents**
- **Work closely with teachers, schools, daycare programs to promote bridges of understanding**

The Beginning



Nora, foster mother, Susan, homebased therapist

- January, 2002
- When the student is ready, the teacher appears.
- Permanency: It's not so much what you ask the child to change, but more about what you have to change about yourself, your expectations to stabilize placement.

Vera Fallberg

FASD diagnosis

- USD Center for Disabilities
 - Sioux Falls
 - Rapid City
- Dr. Hoyme-Sanford Genetics
 - Sioux Fall
 - Rapid City at Black Hills Pediatrics outreach clinic

Nora does research

- What do children need?
- How to parent correctly...redirection and reminder
- Began building ideas for services needed for families and children with FASD in 2006.

Partnership with BMS

- FASD group started in Feb. 2007
- Serves parents and children with dual groups
- 6 week course
- Collaboration successful
- Teaming rather than us vs. them
- Promote bridges of understanding

Behavior Management Systems
Understanding FASD for Parents and Children

THE GROUP (BMS) is especially designed for youth with FASD and their birth, foster or adoptive parents. If you suspect that your child has alcohol related prenatal brain damage please feel welcome to join us. While the parents or parenting team is involved in education, supportive discussions and ensuring the children will gather in a separate group to work on developmental and behavioral issues.

When
The groups for both parents and children will meet for six weeks in the evenings, from 6:00 TO 7:30 PM. To find out about the next group series, please call 343-7262.

Where
Behavior Management Systems, 330 Elk Street, Rapid City, SD

Cost
Title II, Insurance, and Credit Cards accepted. Other funding may be available depending on eligibility. Screening and financial eligibility are required to qualify.

Presented by:
Julie Babbe has worked with the parents of special needs children for over 28 years and will facilitate the parent's group. Joining her with real life experience is Herve Besson, an adoptive mother of 4 children with FASD.

The children's group will be led by Janet Kuster and Sherril Thompson, both experienced in working with children who have FASD and their families.

Topics Included in the Parent's Group:	Topics Included in the Children's Group:
<ul style="list-style-type: none"> • FASD, FAS, AFASD, rFAS, FAE. • WHAT DOES IT ALL MEAN? • PARENTING WITH HOPE • THE SCHOOLS EXPERIENCE • PERMANENCY CHANGES IN THE BRAIN • ACCEPTANCE, AN ONGOING PROCESS • PRESERVING YOUR SANITY AND FINDING HOMEWORK NECESSARY 	<ul style="list-style-type: none"> • HOW DOES WHAT I DO AFFECT OTHERS? • PERSPECTIVE TAKING • SELF CONTROL: MANAGING EMOTIONS AND BEHAVIORS • AWARENESS OF FEELINGS AND WHAT TO DO WITH THEM • COOPERATING AND SHARING WITH OTHERS • HANDLING SOCIAL SITUATIONS

Children's Corner
To register or inquire a fee schedule, please CONTACT Susan LEBENZEN AT:
Behavior Management Systems Internet: www.behaviormanagement.org
330 Elk Street, Rapid City, SD Phone: 605-343-7262 Fax: 605-343-7263

Services after diagnosis

- Community wide
- State wide
- FASD specific
- After 18

Roots to Wings

- Founded 2009
- Non profit status filed for in 2010
- Support families and caregivers of persons with FASD. Also will support people who have FASD. We welcome anyone wanting to learn more about FASD. Provide trainings for the families and other groups. Provide mentorship services and advocate for services for people.

Roots to Wings support group

- Meet the second Tuesday of each month from 5:45 to 7:45 at General Beadle Elementary in Rapid City.
- Developing other groups and will help set up a group in any community. Will help set up through skype if interested. Please contact us.
- Speakers available upon request.

Roots to Wings Contact Info

- Nora Boesem
– (605)431-8492 or nboesem@sdplains.com
- Janet Larsen
– (605)484-3231 or jalane57703@yahoo.com

Marcia A. Maltaverne, M.S.

Education Strategist

Center for Disabilities

Sanford School of Medicine, University of South Dakota



Educational Strategies

Ms. Marcia Maltaverne serves as an Education Strategist for the University of South Dakota Sanford School of Medicine's Center for Disabilities. She has a Bachelor of Science degree in Elementary Education and Special Education and Master of Science degree in Education with an emphasis on Leadership and Development. She provides clinical evaluations for the FASD diagnostic clinic; consultation for individuals with, or suspected of having, an FASD; and provides workshops and trainings for groups who are interested in learning more about FASD.

Educational Strategies



Brain Based Methods (In other words – differentiated teaching)

- Visual
- Auditory
- Kinesthetic
- Technology

Visual

- Underline
- Use different colors
- Highlight
- Use symbols
- Flow charts and timelines
- Pictures, videos, posters, slides
- Spatial arrangement on page
- Flashcards
- Texts with diagrams and pictures
- Use gestures and descriptive language during lectures

Visual Focus/Enhancement (See adapting books assistive tech handout)



Reading Helper (A.D.D. Warehouse) - white plastic strip with yellow highlighting down the middle to help students track text as they read, 10 for \$13.95

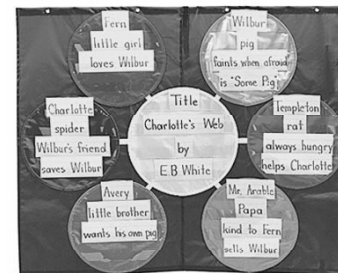
Laminate highlighter tape - to make your own "reading rulers"



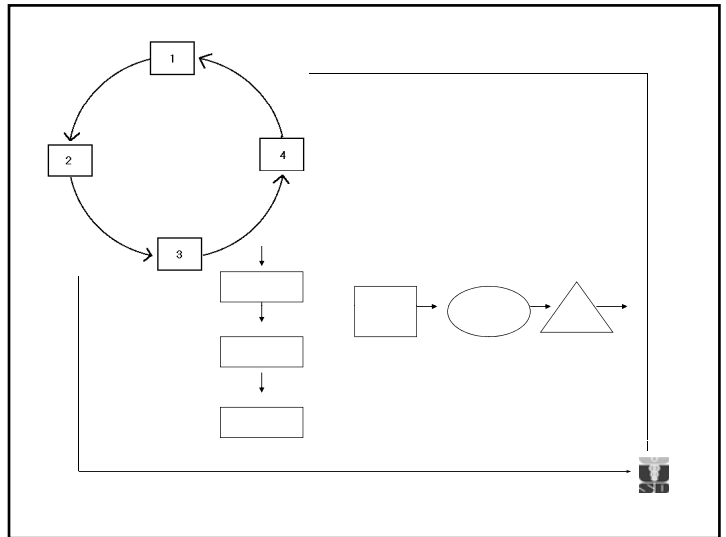
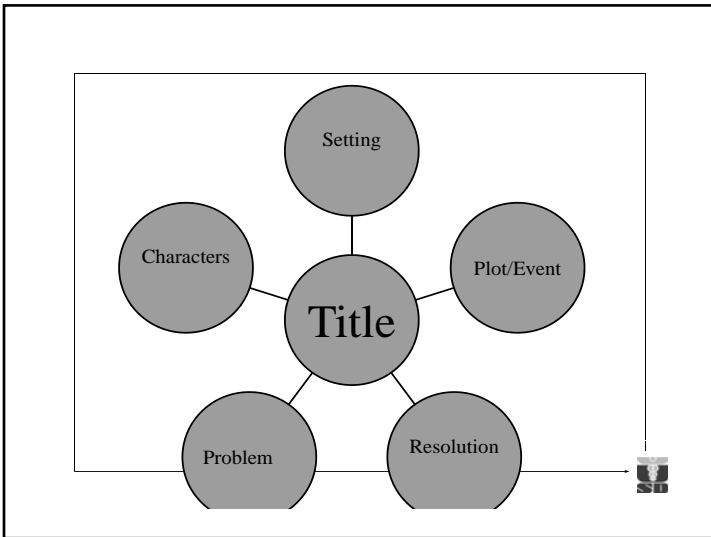
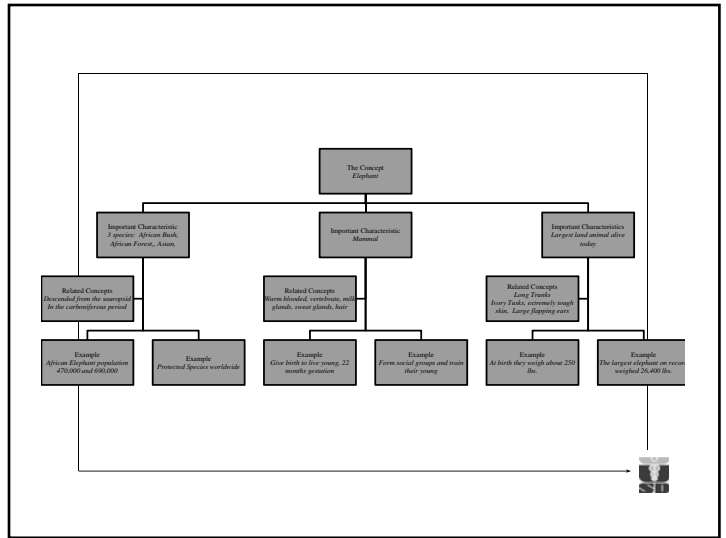
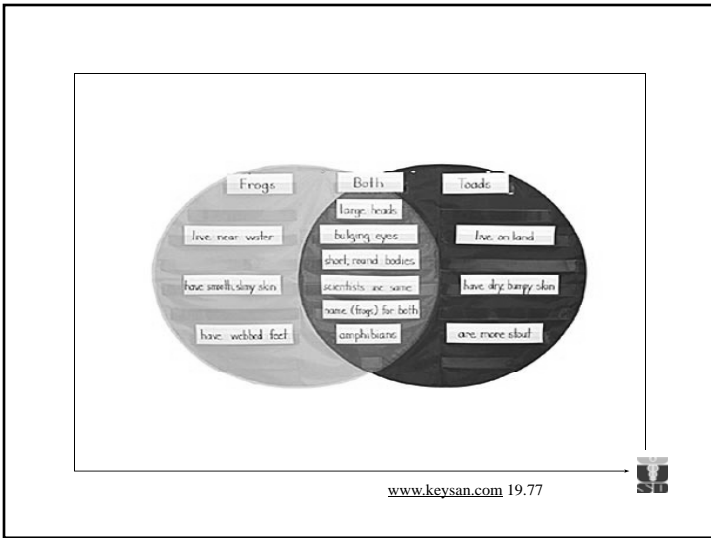
Word Whackers (Crystal Springs Books) - plastic "fly swatter" for framing words; cut out sections to fit the size of text to be viewed: \$.95 each

KWL Charts – Use for any subject – before, during, after

K – what I know	W – what I want to know	L – what I learned



www.Keysan.com 29.99



Example: Division
 $24 / 4 = \underline{\quad}$

- student draws tallies to represent dividend ("24").
 ||||| ||||| ||||| ||||| |||||
- student circles tallies by the value of the divisor ("4").

- student counts number of circles that represent the quotient ("6")
 $24 / 4 = 6$

Auditory

- Lectures
- Tutorials
- Discussions
- Explaining to others
- Adding rhymes or tunes
- Using tape recorder
- Interesting stories, examples, and jokes
- Describe visuals to someone who was not there
- Speeches
- Debates

Mnemonics

- Steps for developing a mnemonic device:
- **FIRST** (Mercer & Mercer, 1998)
-
- 1. **F**orm a word (that incorporates important parts of skill)-HOMES for name of each Great Lake
- 2. **I**nsert extra letters to form a mnemonic word if needed. (e.g. **BrACE** for remembering scientific objects that have never been seen – black holes, antimatter, cosmic rays, & earth's core.)
- 3. **R**earrange letters to form a mnemonic word (when order is not important)
- 4. **S**hape a sentence to form a mnemonic (see above example "Sally Likes All Nice Teachers")
- 5. **T**ry combinations of first four steps to create a mnemonic.



Examples

- **Colors of the Spectrum** - Roy G. Biv - Red, orange, yellow, green, blue, indigo, violet
- **Dessert**: When you eat "dessert", you always want to come back for the second "s".
- **Editing**: CLIPS (Use a paper clip as a visual cue.)
 - Capitalize
 - Leave space between words
 - Ideas are complete
 - Punctuation
 - Spelling
- **Order of Math Operations**: Please Excuse My Dear Aunt Sally (parentheses, exponents, multiply, divide and subtract).



Music/Rhythm

- Rat study, Preschool study
- Classroom songs website
http://www.songsforteaching.com/grammar_spelling.htm
- <http://www.songsforteaching.com/jackhartmann/coolbeats/test.mp3>
- <http://www.canteach.ca/elementary/songspems.html>



Music/Rhythm

- http://www1.teachertube.com/viewVideo.php?video_id=156
- **Mrs. Burk, the rapping math teacher, raps about how to change a mixed number to a simplified fraction.**



Songs

- http://www.songsforteaching.com/grammar_spelling.htm



5s.mp3

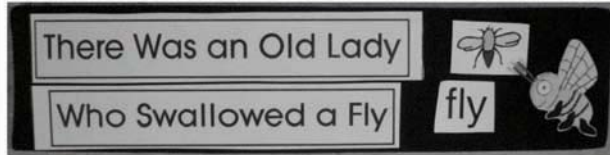


Movement/kinesthetic

- Use all senses
- Labs
- Field Trips
- Examples and demonstration
- Exhibits, samples, photos
- Give real life examples and engage in role play
- and drama
- Applications
- Hands-on approaches
- Trial and error
- Projects such as panorama, shadow boxes



Interactive/Kinesthetic Access to Story Text Through Symbols/Props



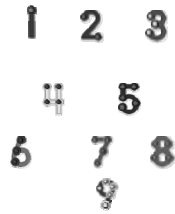
Power Teaching Demonstration

- <http://www.youtube.com/watch?v=XroJtR9gQc8>



The TouchMath method:

- Simplifies and clarifies all areas of computation
- Develops left/right directionality
- Reduces number reversals
- Reinforces number values
- Eliminates guesswork
- Helps develop a positive self-image



Name _____

Directions: Count by tens to find the value of dimes. Then write the total worth of the dimes in each row.

10¢ 20¢ 30¢ 40¢ _____ ¢ _____ ¢ _____ ¢

.10 .20 .30 .40 _____ _____ _____

8 dimes are worth 80¢ or .80

5 dimes are worth _____ or _____

6 dimes are worth _____ or _____

7 dimes are worth _____ or _____

© TouchMath Upper Grades Money Kit Counting Dimes 18

Technology

<http://boston.k12.ma.us/teach/technology/emmanuel/ATAadaptBks.pdf> low, medium and high tech adaptations

www.pppst.com/themes.html

Free powerpoint presentations on all topics

http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=10&PHPSESSID=0e2b4ad54624349d9c45286aa9a724b6#10

<http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html>



Websites for Math/Reading/Social studies/Science

- <http://www.internet4classrooms.com/k12links.htm>
- <http://www.crickweb.co.uk/>
- <http://www.readplease.com>



Worksheet Generators

- <http://school.discoveryeducation.com/teachingtools/worksheetgenerator/>
- <http://www.worksheets4teachers.com/mathsheets.php>



Intervention is Directed at Secondary Disabilities

- Early school dropout
- Alcohol and drug abuse issues
- Having children they can't care for
- Unemployment
- Homelessness
- Trouble with the law
- Mental health problems
- Premature death



Response Inhibition

- Example: Blurting out when someone else is talking instead of raising hand and waiting to be called on



Strategies

- Sitting close to the teacher
- 'talking stick'
- Gave 2 chips to each child they could spend by asking 2 questions once called on and 'giving up' a chip when blurting out before called on



Working Memory

- Example: continually forgetting things needed to bring home from school such as homework, assignment book, permission slips



Strategies

- Parent, teacher, and student came up with a list of things he needed to bring home each day
- Placed the list in a plastic sleeve and had student check off each thing after he completed it each day
- During the last 10 minutes of the day a teacher aide and the student went through the list item by item
- Eventually just prompting him to 'get out your checklist' was needed as a reminder



GETTING READY TO GO HOME

Steps to follow	Check when done
Hand in any homework assignments completed.	
Hand in any in-class assignments completed.	
Return any materials borrowed from classmates or teacher.	
Tidy up desk surface; check floor around desk.	
Gather all necessary materials to go home:	
1. Books	
2. Notebooks	
3. Folders	
4. Assignment book	
5. Worksheets	
6. Slips/notices for parents	
7. Clothing (hat, mittens, coat)	
8. Gym clothes	
9. Other:	
Place appropriate materials in knapsack.	
Ask myself, Am I forgetting anything?	

Self – regulation of affect

- Example: tantruming when a certain swing was being used by someone else and resisted taking turns with it once he got on it.

Strategies

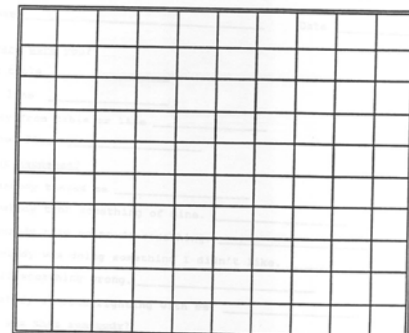
- Teaching of managing emotions
- Behavior contract for swinging the first 5 minutes of recess and if he gave up the swing without a fight, he could swing again for the last 5 minutes of recess.
- Taught self talk statement: “If I don’t get mad, I can have another turn” when getting off swing
- Practiced getting on and off the swing when other students weren’t around
- Praise for following his plan
- After time, teacher taught him to wait for a turn at the beginning of recess by self talk “I can wait; it will be my turn soon”

Sustained Attention

- Example: Not getting seatwork done; might start right away but become quickly distracted and get up to sharpen pencil, go to the bathroom, talk to other students. Keeping the student in for recess to finish assignments did not work to change the behavior!!

Strategies

- Asked student what made it hard to complete work and generated a list (got distracted and thought the work was tedious)
- Parents agreed that any day student got her work done she could watch a favorite TV show
- Student used a self-monitoring tape to circle yes or no indicating whether she was paying attention to her work when the tone sounded.
- Faded to using a sticker on her desk to cue to ask herself whether she was paying attention



My Checklist
 Student: _____ Date: _____
 Instructions: Check () if yes, 0 if no
 If my marks match my teacher's marks, I earn a point

Date:	Goal 1	Goal 2	Goal 3	Points and Teacher initial
Class				

Task Initiation

- Example: Difficulty starting homework promptly at the time set by parents

Strategies

- Made a homework plan when she came home from school – listed all homework and when she would start each one with built in breaks.
- Cued by bringing out the plan and prompted student to look it over then made sure she got started.
- Praised after each completed assignment
- Faded to independently making and following her homework plan

DAILY HOMEWORK PLANNER

Date: _____

Subject/Assignment	Do I have all the materials?		Do I need help?		Who will help me?	How I
	Yes	No	Yes	No		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

When will I take breaks?

What will be my reward for fo

Planning

- Example: Leaving projects until the last minute and then having no idea what the expectations of the project were. This resulted in meltdowns and frustration of parents and teacher.

Strategies

- Collaborated with school to use a weekly progress report stating when long term projects were assigned and due
- Used a long term planning project sheet to draw up a plan for each assignment, planning each step and writing a deadline on the calendar which the student could check every day
- Faded to doing the planning and checking the calendar independently

LONG-TERM PROJECT PLANNING SHEET

STEP 1: SELECT TOPIC

What are possible topics?	What I like about this choice:	What I don't like
1.		
2.		
3.		
4.		
5.		

Final Topic Choice:

STEP 2: IDENTIFY NECESSARY MATERIALS

What materials or resources do you need?	Where will you get them?	When will you get them?
1.		
2.		
3.		
4.		
5.		

STEP 3: IDENTIFY PROJECT TASKS AND DUE DATES

What do you need to do? (List each step in order.)	When will you do it?	Check off when done
Step 1:		
Step 2:		
Step 3:		
Step 4:		
Step 5:		
Step 6:		
Step 7:		
Step 8:		

Organization

- Example: Messy desk, losing assignments and worksheets



Strategies

- Set up a weekly desk cleaning time each week for whole class and provided a desk cleaning checklist
- Devised a simple system using two folders of different colors; placed given assignments in one folder and once finished with an assignment placed it in the other folder.
- At the beginning of each class, student took out both folders to see if she had any assignments to hand in for that class and set the other folder on her desk to be ready for any new assignments she might get that class period.
- Coaching everyday to discuss whether student remembered to follow the plan.



DESK CLEANING CHECKLIST

STEP 1: GATHER NECESSARY MATERIALS

Materials needed	Check all that apply
Wastebasket	
Empty file folders	
Three-ring binders	
Paper clips	
Stapler	
Manila envelopes	

STEP 2: FOLLOW DESK-CLEANING PROCEDURE

Procedure	Check when done
Empty out desk	
Sort everything into two piles: <i>Save/Don't Save</i>	
Throw <i>Don't Save</i> pile in wastebasket	
Sort <i>Save</i> pile into two piles: 1. School stuff (books, unfinished assignments, assignments that are completed but the teacher wants me to save, pens, pencils, etc.) 2. Home stuff (notices/slips to give parents, assignments I want to save but don't have to keep for teacher, uneaten snacks, etc.)	
Put "home stuff" in knapsack to go home (in folders or manila envelopes if necessary)	
Sort "school stuff": one pile for each subject, one extra pile for "other"	
Organize each subject pile following teacher instructions (e.g., placing materials by date in three-ring binders or folders)	
Decide what to do with the "other" pile	
Put all school materials neatly back in desk	

Time Management

- Example: Getting work done at the last minute or asking for extensions (late work)



Strategies

- Taught student to better estimate how long it took to do things using a time estimation form; he would look at his homework for the day and write down how long it might take him to complete it. When he did his homework he wrote down the actual start and finish times and compared them to his estimates. He learned that it took him longer to complete the tasks that he thought.
- He began to improve his estimates and plan his time better.
- Daily coaching showed that student tended to commit himself to too many activities which helped him make decisions about which activities to keep and which to give up – (life skill)



CLASSWORK PLANNING SHEET

Date: _____

Assignment: _____

What materials do I need?

- Worksheet Writing materials
 Textbook Calculator
 Workbook Computer
 Other (describe): _____

How long will it take me to complete this assignment? _____

What do I need to do in order to stay focused on this task? (e.g., sit away from distractions, don't talk to classmates, remind myself "Get back to work," tell myself I'm doing a good job staying on task, etc.)



When do I plan to start? _____

ACTUAL START TIME: _____

TIME TASK COMPLETED: _____

How did I do? Circle one:

Great! Pretty good Could have done better Had a hard time today

What could I do differently the next time to be more successful?

Persistence

- Example: Student doesn't realize how short term objectives (high school grades) relate to long term goals (becoming an archeologist); "what does algebra have to do with archeology?"



Strategies

- Coach and student set marking period goals and how to earn them
- Set up a plan outlining the steps to take to meet short term grading goals
- Emailed her study plan to her coach daily
- Faded to coaching once weekly



Flexibility

- Example: Student struggles with transitions to new situations and has difficulty in the first weeks of a new grade or term; in upper grades the transitions became even more difficult and took longer to habituate to expectations of increased independence.



Strategies

- Check in every morning and altered expectations or 'pre-taught' expectations
- Developed a personal schedule to estimate how much time his work would take which taught him what an 'estimate' meant and then worked on flexibility of expectations through daily coaching



Metacognition

- Example: student made many mistakes in math work. Often failed to note the operation he was supposed to perform resulting in low grades



Strategies

- Taught a self talk strategy as he began each problem; "Am I adding, subtracting, multiplying, dividing?"
- Practiced together and communicated with his parents so they could encourage the same strategy
- For multi-step problems, the teacher taught him a notation procedure as a reminder; he wrote down each step and a notation for it as a reminder (M = multiply, etc...) and as he completed each step he crossed off the letter describing the step



Karen Red Star, BS

**Director, Health Education Program
Oglala Sioux Tribe**



Using a Holistic Approach for Adults (Medicine Wheel Concept)

Wicahpi Luta Win (Red Star woman-Karen) is a full blood Lakota woman who was raised by her grandmother (Unci) Katie Fools Crow. Through her grandmother's teachings and encouragement, she graduated from High School and then college where she earned her Bachelor of Science degree in Human Services.

"My grandmother was instrumental and influential in everything that I did, she believed in me and said that when I graduated from college, to remember who I am, where I come from and be proud of my Lakotanness and help families and children." said Ms. Red Star

During the 1980's, she attended an FAS/FAE Conference in Minnesota and left wanting to do more. With a sponsorship from Running Strong for American Indian Youth and Billy Mills, she organized and planned seven FAS/FAE Conferences held in Rapid City with judges panel, breakout sessions, and speakers from all walks of life. During this time she met and developed a lasting friendship with Valborg Kvigne, who is a South Dakota FASD advocate and an advisory member of the FASD Center.

Ms. Red Star was Community Wellness Champion 2007-2008 sponsored by Aberdeen Indian Health Service and Great Plains Tribal Chairman's Health Board. Presently, she is the director for Oglala Sioux Tribe Health Education Program and has worked for the Oglala Sioux Tribe for fifteen years as Oglala Sioux Tribe Health Educator.

FASD: Expanding the Systems of Care in South Dakota

Adult Tools and Interventions

Wicahpi Luta

Karen Red Star

MEDICINE WHEEL CONCEPT

- PHYSICAL –(TA CAN)
- limitations/handicap
- Bonding
- Relationships
- Interactions
- Medication
- High risk for alcohol/drug use

MENTAL – TA WA CIN

- Mental Retardation
- Forgetfulness (memory loss)
- Affects all parts of everyday living
- School – may not complete
- Home – child discipline, no boundaries
- Job – late, need reminders, may be terminated or quits, forgetting equipment almost always

EMOTIONAL -

- Little or no self esteem
- Consequences for behavior
- Don't get it (doesn't seem to understand)
- Talks about anything, it doesn't matter if it is private or not
- Bonding, nurturing
- Easily influenced
- Trust issues

Spirituality – Wacekiya

- Family Support—may attend ceremonies
- There is a Higher Power, they will follow through visual and observations.
- Unconditional love, patience
- Being there for them
- Special, relatives always helping
- Extended family

CHALLENGES

- Resources
- Incarceration
- Learning disabilities
- Consequences
- Start and don't complete
- Easily influenced
- Easily distracted

BARRIERS

- Advocacy
- Policies
- Education and awareness—continuous
- Collaboration
- Net-working
- Sharing resources

EXPERIENCES

- Getting educated, teachers e.g. Valborg
- Teaching in a different kind of way, showing through hands on
- Drop outs
- Alcoholism
- Teen age parents
- Prison
- Structured environment

LILA WOPILA

- Thank you for sharing your time
- Thank you to the Chiesman Foundation
- Thank you to Valborg Kvigne

Notes:

Roundtable Discussion

FASD: Progress in South Dakota

Roosevelt–Lincoln–Jefferson Room

Opening Remarks: Judy Struck, Ed.D.
Roland Loudenburg, M.P.H., ABD

Moderator: Helen Usera, Ed.D.

Judy Struck, Ed.D

**Executive Director,
Center for Disabilities
Sanford School of Medicine, University of South Dakota**



Dr. Judy Struck is the Executive Director of University of South Dakota Sanford School of Medicine's Center for Disabilities and an Associate Professor in the Department of Pediatric in Sanford School of Medicine of The University of South Dakota. As an Executive Director of the Center for Disabilities, she oversees multiple programs and services including NOFAS-South Dakota (The National Organization of Fetal Alcohol Syndrome in South Dakota). Ms. Struck received her doctorate degree in education from California Coast University in 2010. She has many years of experience in the Special Education field working as a teacher and specialist. In addition to being a grant writer and reviewer for both state and national levels, Ms. Struck has authored numerous articles on the facets of alcohol use during pregnancy. Ms. Struck has served as a consultant for a number of agencies including Center for Substance Abuse Prevention/Substance Abuse and Mental Health Services (CSAP/SAMHSA) FAS Center for Excellence, Health Resources Services Administration (HRSA), and Office of Indian Education Programs.



Roland Loudenburg, M.P.H., ABD
Owner,
Mountain Plains Evaluation, LLC

Roland Loudenburg, M.P.H., ABD has 25 years of experience in research and evaluation of human service programs at the local, state, and national level. His past professional positions include Interim Vice-President for Research at the University of South Dakota, Associate Director and Director of Population Studies at the USD Center for Disabilities, and Chief Administrative Officer of the American Association of University Affiliated Programs.

Mr. Loudenburg has served as the evaluator and data analyst for many projects on topics that include the 4-State FAS Consortium, Offender Recidivism, Methamphetamine Treatment, Reducing DUI Recidivism, AIDS/HIV, and Mental Health. He has authored peer-reviewed articles and professional reports related to substance abuse and related behavioral risk factors. Mr. Loudenburg is past Chair of the University of South Dakota Institutional Review Board on Human Subjects Protection for the Sanford USD Medical School. Mr. Loudenburg holds a Masters of Public Health from the University of Michigan and has completed the required course work for a Ph.D. in Research and Statistics in Educational Psychology and is completing his dissertation.



Helen E. Usera, Ed. D.
President and CEO
Chiesman Center for Democracy, Inc.

Dr. Helen Usera serves as the Project Director for the FASD Center. She has a doctorate in educational administration from the University of Kansas and is experienced in the areas of quality improvement, program evaluation, educational leadership, educational research and school and program improvement. She has worked in educational settings as an elementary and middle school teacher, elementary principal, and research assistant for the University of Kansas. Her position as a principal evaluator for the IELE has provided experience as a program evaluator for programs such as Girls Incorporated, Head Start, Early Head Start, and Boys Health Program. Dr. Usera has consulted and provided evaluation services for the Rapid City Area School District, Meade School District, Kids Voting South Dakota, Midwest Alliance for Professional Learning and Leadership (MAPLE), Rapid City Weed and Seed Program and the American Center for Credit Education.



FASD ROUNDTABLE

July 19, 2011



ROUNDTABLE OBJECTIVES

- Collaborate professional and personal expertise to promote comprehensive FASD efforts
- Identify resources available in South Dakota
- Determine potential gaps in resources and services
- Prioritize needs and strategies to maximize efforts for FASD Center grant

FASD CENTER GOAL

The overall goal of the proposed project is to improve long-term social, emotional, academic, and health outcomes for individuals with FASD and their families.

FASD CENTER OUTCOMES

- To increase knowledge of signs and symptoms of FASD among families, educators and service providers.
- To increase early diagnosis and treatment of individuals with FASD.
- To improve intervention and treatment options for individuals with FASD.
- To increase family, educator, and provider knowledge of FASD using evidence-based learning strategies.

GROUND RULES

- The Roundtable centers on discussion and deliberation. It is not a debate.
- One person speaks at a time.
- All points of view are acceptable.
- We are active listeners.
- There is an attempt to understand the speaker.
- All ideas will be recorded whenever it is appropriate.
- Respond to the point of view, not to the person.
- The sponsors of the roundtable do not have any predetermined opinions or choices about the outcomes of the deliberation.
- The moderator will facilitate the process to reach specific roundtable goals and is not a participant.

ROUND 1

What services and programs currently exist for children and adults with FASD?

—In South Dakota

—In other states

ROUND 2

What potential gaps exist in the current services and programs available in South Dakota to individuals with FASD?

ROUND 3

Based on the goal and outcomes of the grant, what areas should be given top priority? Why?
(Identify 3 with written rationale)

NEXT STEPS

- Results of roundtable
 - Advisory Group
 - Report
- Evaluation of roundtable
- Conclusion

Notes: _____

Thank You

The Chiesman Foundation For Democracy, Inc. wishes to thank the Best Western Ramkota Hotel and Conference Center and its staff for their gracious hospitality and the use of their facility. We wish to thank Senator Tim Johnson and Senator John Thune and their offices for their ongoing support of FASD issues. The U.S. Department of Health and Human Services has been equally indispensable and we thank them for their continuing support in meeting the needs of individuals with FASD and their families.

A special thank you is extended to conference presenters and to the Chiesman FASD Center Advisory Board for their expertise and continued guidance on making advances for individuals with FASD, their families and for our communities.

Please take what you have learned and actively disseminate it to others who may benefit. We wish to recognize and thank each of you who have made this event possible.

For more information contact:

**Chiesman Foundation For Democracy, Inc.
Fetal Alcohol Spectrum Disorders Center**

1641 Deadwood Ave., Rapid City, SD 57702
Phone: (605) 341-4311 • Fax: (605) 341-3902
Email: fasd@chiesman.org • www.chiesman.org

