

# we cares

# facilitators' manual

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## A. introduction

*This facilitators' manual is designed to document the process of a one-day workshop for front-line staff working with adults who are affected by FASD. It is particularly appropriate for staff in services for the homeless.*

*The workshop has been tested once and reviewed by a panel of advisors with expertise in FASD. The development of this workshop format was guided by an understanding of how adults learn. Front line workers participating in a Focus Group on FASD and Homelessness and in the pilot workshop were instrumental in understanding and planning for the learning needs of workshop participants.*

*This facilitators' guide includes the following sections:*

- A. Introduction – describing the key players*
- B. Workshop Preparation – describing promoting the workshop and signing up participants*
- C. The Workshop – Annotated Agenda – providing scripts for the one-day workshop*
- D. Handouts*
- E. Overheads*

## B. host agency workshop preparation

### 1. registration

The host agency is responsible for:

- ❖ advertising the workshop
- ❖ registering participants (aim for registering 30 participants to get 20 in attendance)
- ❖ booking rooms and refreshments, audio-visual equipment
- ❖ providing participants with a pre-workshop questionnaire
- ❖ preparing a contact list of participants for distribution at the workshop
- ❖ having at least 2 people on-site during the training day to provide support for logistics: registration, room set-up, support with audio-visual, refreshment co-ordination, and clean-up. -- one person to be a facilitator for peer lightning in afternoon.

Attached is a sample flyer and a pre-workshop questionnaire.

we **cares** workshop  
practical **skill-building** for  
front-line staff working with  
**homeless adults** affected by FASD

*Sponsored by*

*the Government of Canada's National Homelessness Initiative, and  
(name of local host agency)*

date

time

location

*This workshop will be of particular interest to you if you provide support to individuals who:*

- *Have behavioural/learning problems that do not respond to normal interventions*
- *May have been affected by Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE)*

TO REGISTER, PLEASE CONTACT:

NAME TEL ETC

*(This workshop is free. Lunch will be provided)*

Registration is limited. If you find you are unable to attend after registering, please notify the registrar so that someone else may attend.

## 2. registration form

Name: \_\_\_\_\_

Title: \_\_\_\_\_ Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ postal code \_\_\_\_\_

work phone: \_\_\_\_\_ fax: \_\_\_\_\_ e-mail: \_\_\_\_\_

special food needs: \_\_\_\_\_

Any other special needs?

Yes \_\_\_\_ no \_\_\_\_ (specify)

### 3. pre-workshop questionnaire

Congratulations on signing up for the *we cares* workshop. This workshop is specially designed for people who are working day-to-day with adults who are homeless or at risk of homelessness. During the workshop, we'll be working with you around real-life situations that you're facing every day. So, this questionnaire will help you come prepared to talk about some of the things you find challenging.

Have you worked with a client recently who shows some of the following behaviour?

- doesn't do what is asked of them, even when it's repeated
- breaks the same rules over and over again
- takes the blame for others
- just sits there when other people need their help
- makes up stories or tells you what they think you want to hear
- crosses other people's "boundaries" and seems to "try" to make others mad
- behaves as if they're younger than you know they are
- takes things that don't belong to them; or gives away things of their own that are valuable to them

If so, then come to the workshop with one example in mind of a situation in which you were working with this person and you found yourself not knowing what to do to get through. ***Come with that story.***

If you don't have someone like this that you're working with, ask your colleagues if they have worked with anyone who shows these signs, and ask them about situations that they may have found difficult. ***Come with that story.***

#### ***What else to bring?***

- ❖ 25 business cards or contact info to hand out to others
- ❖ flyers about your program and how to refer.

## 4. participant list

*If possible, the host agency should arrange to have 1 person at the sign in table. When participants sign up for the workshop, ask them if they are OK with distributing their name and contact information. Have a copy of this list at the registration table and ask participants to correct their information. Have copies of corrected list for distribution by the end of the workshop. Ask participants to place their agency information on the resource table.*

<i>Name</i>	<i>Title/Position</i>	<i>Organization</i>	<i>address and postal code</i>	<i>voice</i>	<i>fax</i>	<i>e-mail</i>	<i>web site</i>

## C. the workshop

*The workshop that was piloted was one-day. However, it could be delivered in 2 evenings, with the first evening being an introduction to FASD and CARES, and the second evening being skills and network development.*

### 1. the players

This workshop requires a Process Facilitator, a Content Facilitator and a local host agency.

#### Process facilitator

The Process Facilitator should have a high level of expertise in group facilitation and a sensitivity to working with front-line staff in the homelessness sector. The process facilitator functions as the overall workshop moderator. This individual ensures:

- ❖ The workshop is appropriately paced for participant comfort and that there is a flow.
- ❖ Smooth transition from one section of the agenda to the next -- summarizing what's been achieved -- reminding participants of where they are with respect to agenda and learning objectives -- and introducing each new section and its rationale.
- ❖ Participants are engaged - checks in with them frequently before and at the end of agenda items to determine their understanding of the task/content at hand, ensures their questions are answered or documented for later attention.
- ❖ All participants have an opportunity to participate.
- ❖ A balance between the process for learning and the need to keep agenda on time
- ❖ Logistical support: overheads, video, pre-printed flip chart pages, markers, masking tape, participant manuals available.

### **Principles of Adult Education**

*(Malcolm Knowles)*

- ❖ *Set a cooperative learning climate*
- ❖ *Create mechanisms for mutual planning*
- ❖ *Arrange for a diagnosis of learner needs and interests*
- ❖ *Enable the formulation of learning objectives based on the diagnosed needs and interests*
- ❖ *Design sequential activities for achieving the objectives*
- ❖ *Execute the design by selecting a variety of methods, materials, and resources*
- ❖ *Evaluate the quality of the learning experience while re-diagnosing needs for further learning.*

## Content Facilitator

The Content Facilitator functions as the overall FASD and Homelessness content expert. They should have extensive experience working with homeless people who are affected by FASD, and they should have advanced knowledge of behaviours associated with FASD. This individual ensures:

- ❖ Provision of content information is paced to the comfort level of the audience.
- ❖ A variety of presentation/learning methods and processes are employed.
- ❖ Participants understand content and are involved through their provision of personal interpretations or examples.
- ❖ Regular assessment of the audience to determine their existing knowledge about the topic with revisions to content provided as necessary.

## Host Agency

Ideally, the local Host Agency should be prepared to play an ongoing co-ordinating role to help grow the network of professionals and agencies that are able to work effectively with people affected by FASD. The host agency provides:

- ❖ registration of participants including provision of name tags and non-toxic markers for participants to write their name and agency
- ❖ participant list for correction and then copying and distribution
- ❖ if available, material for resource table, including directory of local services
- ❖ reservation and appropriate set up of room including registration table, display/resource area, and refreshment area
- ❖ availability of AV equipment, overhead with additional bulb, 3 flip charts with lots of paper, TV and VCR system, extension cords and who to contact for equipment malfunctions
- ❖ refreshments (during registration, 2 breaks and lunch – also perhaps an opportunity for suggestions of healthy options) and
- ❖ provides a time keeper function for facilitators.

## 2. annotated agenda

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
7:30-8:00	<i>Host Agency</i>	Room set up 4 round tables of 6-8	Comfortable room ready for participants and facilitators	<p>Ensure TV, video &amp; VCR, 3 flip charts overhead (with extra bulb), extension cords have arrived and are in good working order</p> <p>Provide masking tape, non-toxic (water based) coloured markers.</p> <p>Set up sign in table and chairs, resource table</p> <p>Arrange chairs, check room temperature</p> <p>Follow up on arrival of refreshments and staff for sign in table</p> <p>Tape down any cords</p>

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
8:30 –8:45 a.m.	<i>Host Agency</i>	Welcome, Refreshment & settle in.		Refreshments Sign in process <ul style="list-style-type: none"> <li>· Welcome</li> <li>· Sign in sheet that captures telephone, e-mail and mailing address</li> <li>· Participants kit</li> </ul> Name tags <i>(make sure to include participants' agency and name on name tags -- use big markers)</i>
<b>Part One: Introduction to FASD and CARES Model</b>				

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
8:45-9:00a.m.	Welcome <i>Process Facilitator</i>	<ul style="list-style-type: none"> <li>• Welcome participants to workshop on Fetal Alcohol Spectrum Disorder for Front Line Workers working with Adults who are homeless or at risk of homelessness.</li> <li>• Introduce facilitators &amp; their personal relevance to content</li> <li>• Describe <b>intended outcomes</b><sup>1</sup> of workshop-refer to flip chart page</li> <li>• Review process, &amp; have observers introduce themselves</li> <li>• Introduce participants manual <i>briefly walk through the table of contents so everyone knows what's in the manual</i></li> <li>• Introduce resource table</li> <li>• Review day's <b>agenda</b> – refer to page in kit</li> <li>• Identify Washrooms, lunch location etc.</li> <li>• Check if participants have any questions before workshop begins.</li> </ul> <p>Introduce <b>parking lot</b> concept (<i>a flip chart sheet that is marked "parking lot" and where the facilitator can list things that come up that aren't on the immediate agenda but are important to address by day's end</i>)</p>	Understanding of expected outcomes of workshop	<p>Flip chart page listing <b>workshop outcomes</b> (see <b>page 1 in we cares manual</b>)</p> <p>Flip chart for <b>parking lot</b> list</p> <p>Contents of <b>we cares</b> manual</p>
9-9:15	Introductions <i>Process Facilitator</i>	<b>Introduction Instructions:</b> <i>Have participants introduce themselves, their position, including agency where employed and role -- talk about agency services related to adults affected by FASD, if applicable</i>		
9:15 - 9:40	<b>Introduction to FASD</b>	<i>"Working with people with FASD is like going on an adventure without a map. So, what are some of the things</i>	Introductory understandi	overhead

<sup>1</sup> all items marked in this font are "flip chart pages"

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
	<p><i>Content Facilitator</i></p>	<p><i>that come to mind when you think about going on an adventure like that?" (people call out ideas)</i></p> <p><i>I'd like to give you a little bit of a window into what it's like to live with FASD. Any adventurers in the room?</i></p> <p><b>Ice breaker</b> Put overhead with colour words on. Ask one volunteer to try to say the actual colour that the word is written in</p> <p><b>Debrief:</b></p> <ul style="list-style-type: none"> <li>❖ so, what was that like for you?</li> <li>❖ it's like our brains get scrambled and we are not able to connect meaning with words in the way we're used to</li> <li>❖ it's hard to generalize about how FASD affects people -- but many people actually have trouble connecting meaning to words and symbols in a predictable and consistent way.</li> </ul> <p><b>Presentation:</b> <i>So, just so that we're all on the same page, I'd like to give you some basic information about FASD and how homelessness is related to it. (Overhead presentation)</i></p>	<p>ng of FASD</p>	
<p>9:40 - 10:10</p>	<p><b>Video</b> <i>Process Facilitator</i></p>	<p><b>Introduce Video – FAS Forward</b></p> <p><i>This video is intended to help you see what it's like for people affected by FASD -- we'll be hearing the stories of 2 adults -- 1 from the perspective of a parent of Sindi, a 17 year old affected by FASD, and the other from the perspective of Ray, a man who's able to work with the support of his fiancé. Both of these people have pulled their lives together with the support of loved ones. They've both been through tough times.</i></p>	<p>Develop sensitivity to strengths and challenges of those affected by FASD</p>	<p>AV equipment to view video Video ordered and on site -- cue up after the twins --</p>

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
		<p><b>Process Facilitator: After video</b></p> <p><i>So, what struck you about these people's lives?</i></p> <p><i>What does this tell you about what it's like to be affected by FASD?</i></p> <p><i>What are the implications for people you work with who may be affected by FASD, do you think?</i></p>		
10:10-10:40	<p><b>Your Experiences with FASD</b></p> <p><i>Content Facilitator scribe on flip chart and share personal experiences</i></p>	<p><b>Content Facilitator</b> initiates the following:</p> <p><i>So now, we're going to have a look at how we typically have responded in the past or how we've seen others respond.</i></p> <p><i>How many people know that they have worked with people affected by FASD? (show of hands) (If no one has, then turn to case study of David)</i></p> <p><i>What did you see in these folks? (Probe)</i></p> <ul style="list-style-type: none"> <li>o <i>What did you observe about physical signs?</i></li> <li>o <i>What about thoughts and cognitive ability?</i></li> <li>o <i>How about time management?</i></li> <li>o <i>What about related to job?</i></li> <li>o <i>Housing?</i></li> </ul> <p><i>Page 14 summarizes some of the signs that you might see in adults affected by FASD.</i></p> <p><i>Are there others in the room who have worked with people who have shown signs like this? You know, what we're going to be learning today will help you with those people, whether they're diagnosed as having been affected by FASD or not.</i></p>	Understand own responses to a client affected by FASD	

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
		<p><i>It's not unusual to find behavior like this aggravating and confusing.</i></p> <ul style="list-style-type: none"> <li>○ <i>What kinds of thoughts go through your mind?</i></li> <li>○ <i>What about feelings?</i></li> <li>○ <i>What have you sometimes found yourself doing, or seen others doing?</i></li> </ul> <p><i>Yes, working with adults affected with FASD can be very trying and frustrating unless you adjust your own expectations and sometimes your own programming. After the break, we'll look at what's really going on behind what you see, and we'll get into the CARES approach.</i></p>		Overheads of manual content
10:40 - 11:00	Break			Refreshments
11:00 - 11:15		<p>Content Facilitator Teaching: <i>So, let me give you some more food for thought -- here's something that was developed to help RCMP understand what could really be going on with someone if they're affected by FASD.</i></p> <p>2 overheads:</p> <ul style="list-style-type: none"> <li>○ <b>What you might think and what's really going on</b></li> </ul> <p>This is on page 20 and 21 in your manual</p> <p>This is why it's very important to use a different approach when working with someone with FASD. There's no two people with FASD who are the same.</p> <p>So you need to "Get Curious" -- this is on page 25 --</p> <ul style="list-style-type: none"> <li>○ <b>Get Curious</b></li> </ul> <p>What might get in the way of "Getting Curious" in your day</p>		

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
		<p>to day reality at work? <i>(A few people call out)</i> Yes, it's really not easy to shift into this mind set in the middle of a busy day. That's why we're suggesting that you set up connections with others -- (see page 29 in Manual) -- by connecting with people here today and staying in touch with them. This afternoon we're going to be giving you a peer lightning method that can be useful in getting ideas for working with people.</p>		
11:15-12:00	<p><b>Working with FASD-affected clients</b></p> <p><i>Content Facilitator engages participants' draws out their experiences and relates to CARES approach</i></p> <p><i>Process Facilitator Scribes on flip chart</i></p>	<p>Content Facilitator</p> <p>OK, we're going to be working with David's case <i>(on page 15 of manual)</i> over the rest of the morning, as a way to get familiar with the manual.</p> <p>Let me introduce you to the <b>CARES approach</b>. <i>(overhead)</i></p> <p>Turn to page 18 in your manual. <i>Briefly review what's behind each aspect of CARES</i></p> <p>OK, let's think about working with David's situation in terms of CARES --</p> <p><i>(turn to <b>worksheet on pp 27-28</b> in manual)</i></p> <p>What are some of the goals that the worker and David could be working on together here in this case? <i>(group discussion -- put agreed goal on overhead)</i></p> <p>What challenges are they facing at this point in reaching this goal? <i>(fill in challenges as they're called out on overhead)</i></p> <p>OK, now using the CARES approach, what are some <b>cues</b> that this worker might use?</p> <p>What about helping people around change their <b>attitude</b>? Any ideas on other aspects of CARES -- repetition, Environment, structure? <i>(fill in as group calls out).</i></p>	<p>Develop Understanding of what helps adults affected by FASD</p>	<p>overhead with worksheet pp 27-28</p> <p>Flip chart page of CARES approach</p>

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
		<p><b>Process Facilitator:</b> Great. So, now I'd like to ask you to dig a little more on this case. This manual has more detail in various areas -- Working in pairs, I'd like you to flip through the rest of the manual and see if there are things there that could help David. You have 15 minutes, and then we'll discuss.</p> <p><i>Circulate around room</i></p> <p>OK -- what did you find... any other ideas for David? (Group discussion)</p> <hr/> <p><i>Process facilitator summarizes morning</i></p> <ul style="list-style-type: none"> <li>- we've gotten a good sense of how FASD-affected adults are challenged</li> <li>- we've come to see that the key to working with people affected with FASD is to do differently ourselves</li> <li>- we've introduced the CARES model and started to use it to generate ideas for working with adults</li> <li>- I hope you've had a chance to use the manual and get familiar with it.</li> </ul> <p>We're going to have lunch -- and after lunch we'll find out about local resources and then do some peer lightning rounds. <i>Who has brought a case they'd like to think through with their peers? (Ask for show of hands) Can we talk to you over lunch?</i></p>	development of 3 case studies	
12:00-1:00	<b>Lunch</b> <i>Host Agency</i>	Facilitators to review case studies with participants and see if pre developed ones required		Copies of case studies for distribution if needed

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
<b>Part Two: Skills and Network Development</b>				
1:00 - 1:30	<b>Treasure Hunt</b>	<p><b>Process Facilitator:</b> <i>Welcome back. So now, before we settle into our afternoon, let's take some time to see what kind of gold we have here in our very own group here. We're going to go on a treasure hunt. The first person to have all their spaces filled in wins a prize! Hand out treasure hunt sheet and give a prize to the first person to get all 10 filled in</i></p> <p><i>Congratulations to our winner. So, let's see if we can all benefit from this and see what we found out. Go over each category one by one and have people call out their answers -- List on flip chart. Create a group list of resources from what everyone found (have this typed up to distribute by e-mail later)</i></p>	resources identified	need a prize to hand out --e.g. copy of Bonnie Buxton's book
1:30-3:05	<p><b>Small group Discussion on case studies</b></p> <p><i>Process Facilitator Describes process. All facilitates a group</i></p>	<p><b>1:30 - 2:15 Demo Round:</b> - 45 minutes Process Facilitator</p> <p>Provide a quick overview of the cases that people want to brainstorm.</p> <p>Choose one case to do with large group as a whole.</p> <p>Introduction: This process is designed to help generate ideas for the worker. The worker here is calling the brainstorm. For the rest of us, our overall task is to act as peer supports to the individual who identified the situation that has challenged them -refer to peer lightning process page in manual (page 26)</p> <ul style="list-style-type: none"> <li>· Walk through peer lightning approach. <i>In the peer lightning process, we'll have an opportunity to:</i> <ul style="list-style-type: none"> <li>○ <i>use a method that you can apply back in your workplace around cases that you're needing some fresh thinking with</i></li> </ul> </li> </ul>	Strengthen skills in helping adults affected by FASD	Peer lightning approach in facilitators kit

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
		<ul style="list-style-type: none"> <li>o <i>have an opportunity to tap into the experience in the room around 3 actual cases that people want some help with</i></li> <li>o The method is different than a typical case supervision, because it is designed to allow fresh ideas -- so the person presenting the case has limited time to speak and explain. This prevents them from giving others all the reasons, the "ifs ands and buts" why different tracks weren't take with the client yet -- it limits the EXPLAINING. However, the case presenter will have an opportunity to get back in there and explain more to the group -- after the first 10 minutes of group brainstorming.</li> </ul> <p>Process facilitator facilitates process with large group -- then, in second round, break into small groups around however many number of cases there are in the room.</p> <p>Process:</p> <ul style="list-style-type: none"> <li>· Participants will re arrange into groups according to their interest in a particular case study (<i>vote with their feet</i>).</li> <li>· Each group will elect a facilitator and a recorder--</li> </ul> <p><b>2:15 - 3:05</b> Peer Lightning Session around room</p>		
3:05 - 3:25	Break			
3:25 - 4:00		<p>Participants re-assemble as a large group.</p> <p><b>Process Facilitator:</b> OK, let's debrief as a group -- what</p>		

Time Allotment	Agenda item & Facilitator/ Coordinator	Item Breakdown	Intended Outcome	Logistic Requirements
		<p>gems did you take away from this process -- either as a participant or as someone who was looking for help? (content facilitator takes flip chart notes) Probes:</p> <ul style="list-style-type: none"> <li>❖ Ideas for working with someone affected by FASD?</li> <li>❖ How did the CARES model get applied?</li> <li>❖ How did you use the Treasure we turned up in the Treasure Hunt?</li> <li>❖ Any ah hah's?</li> <li>❖ What about ideas for using this process back home? How did the peer lightning process work?</li> </ul>		
	<p>Closing Round and completion of unfinished business</p>	<p><b>Content Facilitator:</b> Summary slide – emphasize key points            Review parking lot re unaddressed items and determine how they might be addressed            Seek any remaining questions            Go around group and ask participants to identify key learning for themselves and what might they try differently when they return to work            Acknowledge and thank key contributors to workshop: participants, host organization, others            Next steps -- clarify (follow up with contact list, treasure hunt, cases that came out of peer lightning)</p>		
	<p>Evaluation &amp; Debriefing</p>	<p><b>Process Facilitator:</b> Feedback</p>		<p>Evaluation tool</p>

## D. Flip Charts

1. Welcome to the we CARES workshop

2. Objectives of the Workshop

This manual is designed to help you:

- ❖ have more understanding of:
  - your own responses to a client affected by FASD
  - some of the behavioural signs of FASD
  - the strengths and challenges of a person affected by FASD
  - what helps adults affected by FASD
- you will strengthen your skills in helping adults affected by FASD by strengthening your ability to discover the unique strengths and needs of each client
- you will develop experience in getting support from your peers in working with people who may be affected by FASD

It will not help you to:

- diagnose or identify whether someone is affected by FASD

3. Parking Lot (*a flip chart posted on wall where you can put ideas and questions that don't fit the agenda*)

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## E. handouts

# 1. agenda

we <b>cares</b> workshop AGENDA	
Time Allotment	Agenda item & Facilitator/ Coordinator
8:30 –8:45 a.m.	<i>Registration and Refreshments</i>
<b><i>Part One: Introduction to FASD and CARES Model</i></b>	
8:45-9:15a.m.	Welcome and introductions
9:15 – 10:10	Introduction to FASD
10:10-10:40	Your Experiences with FASD
10:40 - 11:00	Break
11:00 - 12:00	Working with FASD-affected clients
12:00--1:00	Lunch
<b><i>Part Two: Skills and Network Development</i></b>	
1:00 - 1:30	Treasure Hunt
1:30-3:05	Peer Lightning Process with case studies
3:05 – 3:25	Break
3:25 – 4:00	Closing Round and completion of unfinished business Evaluation & Debriefing

## 2. treasure hunt

<i><b>Find someone who can give you a tip about</b></i>	<i><b>Tip</b></i>	<i><b>Name and Card</b></i>
1. Where to go to get a client supports for Activities of Daily Living		
2. Who to call for advice about getting someone onto ODSP		
3. Someone to call for help in how to set up a set of routines for a person affected by FASD		
4. Substance use treatment that would be open to working with people affected by FASD		
5. A local physician who can help get a FASD diagnosis		
6. Someone who can coach you in talking with a client and family members about FASD		
7. Job coaches who can work with someone affected by FASD		
8. Community health professionals who have experience working with people affected by FASD around their physical/mental health issues		
9. Educational program staff that can work with someone affected by FASD to help them get some basic training		
10. Places that our team could call for more training or education about FASD.		

### 3. peer lightning process

*This process is designed to generate fresh ideas for a worker who's "stumped" with a case -- it's a little different than a brainstorm because there are times when the person who's asking for support is quiet and listens to their peers talk about ideas for their case. The purpose of this is to clear the way for fresh thinking. Later on, there'll be a chance for you to come back in and provide more information or ask more questions.*

Time allotted	Activity	Notes
5 minutes	The worker provides peers with a summary of the case and where you're challenged as a worker  Worker asks 1-3 questions for peers to help you with	
5 minutes	Peers ask clarification questions and worker responds	
10 minutes	peers brainstorm and worker takes notes	<i>this is the hard part -- because you'll want to jump in and give them more information -- and the peers may want to ask you questions</i>
5 minutes	worker gives information on what's helpful about what they've heard, where they want more discussion, and provides more info if needed	
10 minutes	Second round: peers brainstorms, worker takes notes	
5 minutes	Wrap up round -- were there any ah-hah's for anyone in the process?	

## 4. we CARES workshop feedback questionnaire

Please take some time to gather your thoughts about this training day and the resources provided... this questionnaire is designed to help you think of all the different parts.

1. when you signed up for this workshop  
what were you hoping for?



2. if relevant, how much were your  
hopes met by the workshop? (check one  
of the boxes in column b for each of your  
hopes)



column A	column B				
	very satisfied	mostly satisfied	partly dis-satisfied	very dissatisfied	Not applicable
a) find out more about <b>how to work with clients affected by FASD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) understand more about <b>myself and how I react to people affected by FASD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) learn how to <b>recognize someone</b> who may be affected by FASD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) learn more about what people affected by FASD <b>are able to do and what they're not able to do</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) <b>get practical tips on what I can do</b> to help someone affected by FASD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) understand more about what I can do <b>with my colleagues back at work to help all of us</b> work better with people affected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>column A</b>	<b>column B</b>				
	very satisfied	mostly satisfied	partly dis-satisfied	very dissatisfied	Not applicable
by FASD					
g) get information so I can make more <b>effective referrals</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) other (please describe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3. How helpful did you find each part of the workshop?

<b>column A</b>	<b>column B</b>				
	very helpful	mostly helpful	not very helpful	useless	don't know
<b>a) the CARES approach to intervention</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b) the "on the spot" manual</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c) the video</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d) the presentation about FASD (in the morning)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e) the exercise to reflect on how I react to people affected by FASD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f) the group discussion using the manual this morning to brainstorm about the case</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g) the treasure hunt to find out about local resources</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>h) the small group work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>column A</b>	<b>column B</b>				
	very helpful	mostly helpful	not very helpful	useless	don't know
<b><i>on the case studies</i></b>					
<b><i>i) the group discussion about the case studies this afternoon</i></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>j) meeting other people in my area</i></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>k) other things you found helpful (please describe)</i></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How do you think we could improve a workshop for front-line staff who are working with the homeless if we do it again?

5. What type of further support do you feel you now need to deepen your skills in working with people affected by FASD?

*Thank you very much*

## F. overheads

### 1. colour/word chart

Look at the chart and say the COLOUR not the word

<b>YELLOW</b>	<b>BLUE</b>	<b>ORANGE</b>
<b>BLACK</b>	<b>RED</b>	<b>GREEN</b>
<b>PURPLE</b>	<b>YELLOW</b>	<b>RED</b>
<b>ORANGE</b>	<b>GREEN</b>	<b>BLACK</b>
<b>BLUE</b>	<b>RED</b>	<b>PURPLE</b>
<b>GREEN</b>	<b>BLUE</b>	<b>ORANGE</b>

### **Left – Right Conflict**

**Your right brain tries to say the colour but your left brain insists on reading the word.**

## 2. introduction to FASD Slides

# FASD: How it Happens

## *Effects of Alcohol in Pregnancy*

- If alcohol is in a pregnant woman's body, it freely gets into fetus' blood stream – it's not stopped by the placenta
- The fetus is not able to “metabolize” or get rid of alcohol from its system – so alcohol stays longer in the fetus' blood and in the “amniotic” fluid around the fetus
- Increased risk for low birth weight, birth defects, brain and central nervous system damage – which can lead to health problems
- Harm can be caused before a woman knows she is pregnant

# Drinking Levels

- Where there's alcohol, there's FASD
- No safe time to drink during pregnancy
- No known safe limit
- All alcohol is harmful
- Safest approach is to not drink at all
- Binge drinking and heavy drinking are particularly harmful

# Five Factors Involved in Alcohol-Related Developmental Disorders

- The stage in the pregnancy at which alcohol is consumed.
- The amount of alcohol consumed during the pregnancy
- The pattern of alcohol consumption – binge drinking is particularly harmful
- Individual susceptibility to alcohol.
- Other factors such as lack of nutrition, smoking, and the use of other drugs

# Who Drinks During Pregnancy?

- Light/moderate/heavy drinkers
- Higher income, higher education, over age 30, successful
- Poor and isolated women
- Young women
- Multiple drug users and alcoholics
- Victims of violence (childhood, domestic)

# Partners' Role: Social Effects

- Women most often drink with their partners
- Partners who drink heavily have trouble giving their pregnant partners the support they need
- A partner's drinking after the baby is born could hurt the child's care

# Possibility of Misdiagnosis

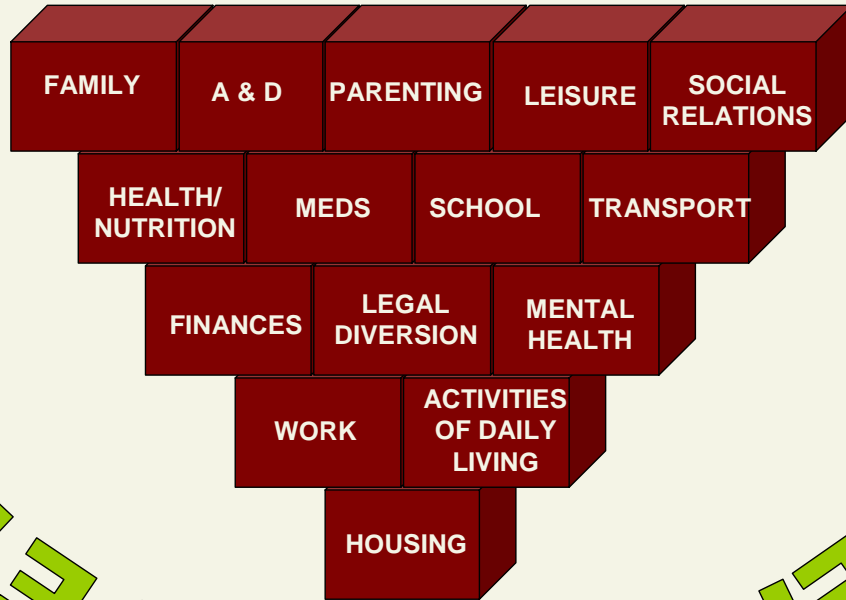
- Alcohol Related Neuro-developmental Disorders (ARND) can look like many other mental health diagnoses or developmental disabilities
- Individuals may be diagnosed with a mental health disorder or a developmental disability
- ARND might not be considered or recognized – it's not an official “mental health diagnosis”
- Even when ARND is recognized, another diagnosis is often used in order to get reimbursement for treatment

(Dubovsky, 2002)

# How are Homelessness and FASD related?

- The behaviours shown by someone affected by FASD can lead to
  - failure at school
  - stress within the family
  - difficulty keeping a job without support
  - difficulty with activities of daily living (ADL)
  - difficulty finding and keeping housing
  - Trouble with the law and difficulty adjusting to living outside of a correctional institution
- Repeated failure
  - loss of hope and self-esteem
  - substance use
  - loss of friends and family support
- All lead to higher risk of homelessness
- **Eighty percent of adults affected by FASD are unable to live independently**  
*(Streisguth et. al 1996).*

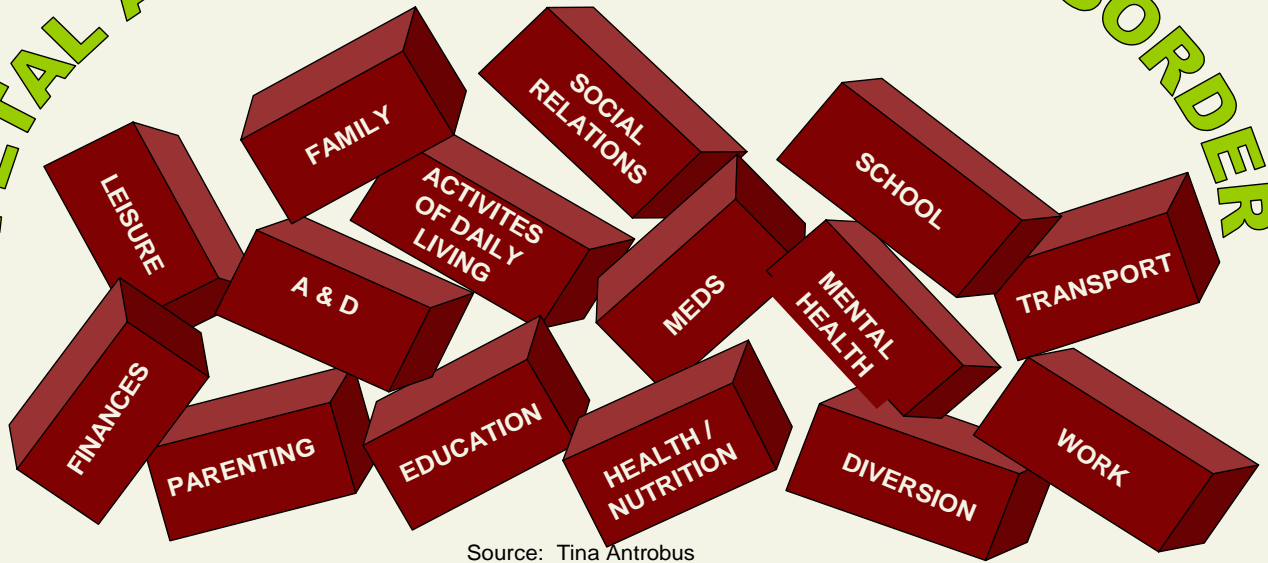
# FETAL ALCOHOL SPECTRUM DISORDER



Source: Tina Antrobus

Absence of Housing =  
Inability to Function.

# FETAL ALCOHOL SPECTRUM DISORDER



Source: Tina Antrobus

# FASD and Homelessness

The homeless use 33% more government services than those with permanent shelter, and are such heavy users of services that it would be more cost effective to provide them with decent stable housing.

Government of British Columbia (2001) *Homelessness-- Causes and Effects, Vol III: The Cost of Homelessness in British Columbia*, [www.hvl.ihpr.ubc.ca/pdf/EberleCosts2001.pdf](http://www.hvl.ihpr.ubc.ca/pdf/EberleCosts2001.pdf) (link provided by Tina Antrobus)

# The 7 S's of Supportive Housing

**SELECTION**  
**STRUCTURE**  
**SUPPORT**  
**STABILITY**  
**SAFETY**  
**SECURITY**  
**SUPERVISION**

# The Economics of FASD and Homelessness

(source: Ottawa's Community Action Plan to Prevent and End Homelessness 2002 – 2005)

## *Options for the Homeless*

- Emergency Shelter
  - with most supports: \$60-\$85/day
  - With some support: \$30 - \$43/day
- Drug and Alcohol Treatment
  - Detox Centre \$80 - \$185/day
  - Recovery \$40 - \$65/day
- Prison/Detention Centre \$90 - \$250/day; avg: \$124
- Psychiatric Hospital \$200 - \$600/day (avg: \$380)

**VS**

## *Permanent Housing Options*

- Mental health residential facility \$140 – 191/day
- Enhanced apartments (self contained with support on site and collective meal options) \$67 – 88/day
- Boarding House (housekeeping with daytime or 24 hour staffing) \$32 - \$38/day
- Public housing apartment \$14 – 20/day
- Group/shared home \$13+/day
- Non profit rooming house \$12 – 15/day

# Summary

- It's a Spectrum
- A Diagnosis is Not always available, but it Helps Everyone adjust Expectations
- Get Curious
- Be Prepared to Try Differently
  - Specifically, you can try differently by using
    - cues
    - attitude
    - repetition
    - environment
    - structure and supervision
- help others try differently by
  - explaining what you know to colleagues
  - accompanying the client
  - educating policy makers

### 3. what you think and what may really be going on

what you might think <sup>2</sup>	what may really be going on
<ul style="list-style-type: none"> <li>o won't co-operate</li> </ul>	<ul style="list-style-type: none"> <li>o doesn't get it -- memory problems</li> </ul>
<ul style="list-style-type: none"> <li>o repeat offender</li> </ul>	<ul style="list-style-type: none"> <li>o may be impulsive</li> <li>o not able to learn from consequences</li> </ul>
<ul style="list-style-type: none"> <li>o takes the blame</li> </ul>	<ul style="list-style-type: none"> <li>o easily led by others</li> <li>o wants to please</li> </ul>
<ul style="list-style-type: none"> <li>o lazy</li> </ul>	<ul style="list-style-type: none"> <li>o tries and is exhausted or</li> <li>o can't start, disorganized</li> <li>o does not want to fail again</li> </ul>
<ul style="list-style-type: none"> <li>o lies</li> </ul>	<ul style="list-style-type: none"> <li>o fills in the blanks</li> <li>o willing and compliant -- tells you what s/he thinks you want to hear, <i>i.e. how was the doctor's appointment? It was great! Even though they may have forgotten the appointment</i></li> <li>o slow pace of hearing -- may only get every third word</li> <li>o can say words but doesn't connect words with meaning</li> </ul>
<ul style="list-style-type: none"> <li>o doesn't care/shuts down</li> </ul>	<ul style="list-style-type: none"> <li>o defensive</li> <li>o hurt</li> </ul>

<sup>2</sup> adapted from RCMP Division D (2002) *Fetal Alcohol Spectrum Disorder: A Message to Police Officers about FASD*, Direct Focus Marketing Communications Inc fas@directfocus.com

what you might think <sup>2</sup>	what may really be going on
	<ul style="list-style-type: none"> <li>○ abused</li> <li>○ frustrated</li> </ul>
<ul style="list-style-type: none"> <li>○ looks uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>○ can't show feelings</li> </ul>
<ul style="list-style-type: none"> <li>○ resisting</li> </ul>	<ul style="list-style-type: none"> <li>○ doesn't understand</li> <li>○ has trouble paying attention</li> </ul>
<ul style="list-style-type: none"> <li>○ trying to make others mad</li> </ul>	<ul style="list-style-type: none"> <li>○ can't remember</li> <li>○ over-excited</li> </ul>
<ul style="list-style-type: none"> <li>○ immature, acting younger</li> </ul>	<ul style="list-style-type: none"> <li>○ an adult affected by FASD may have same skills as a normal eight year old</li> <li>○ being late for supper and missing out on dessert can be absolutely devastating and a reason to tantrum</li> </ul>
<ul style="list-style-type: none"> <li>○ thief</li> </ul>	<ul style="list-style-type: none"> <li>○ doesn't understand value and ownership</li> <li>○ has trouble predicting consequences</li> </ul>

#### 4. CARES: the basics of working with someone affected by FASD

**C**ues

**a**ttitude

**r**epetition

**E**nvironment

**S**tructure and  
Supervision

**get curious** about the way they see the world

- ❖ first, notice your own reactions
- ❖ second, catch yourself in the act
- ❖ next, observe and ask

- watch to see how they **respond to disruption** of routine
- ask them to **show you how they understand** by walking through the steps
- **observe** them interacting with others --
  - do they take things **literally**?
  - do they pick up on **unspoken signals** from others?

## 5. case worksheet

*The client's and worker's goal with this case:*

<b>Challenges in reaching the goal</b>	<b>What you might try</b> <i>use the manual Cues, Attitude, Repetition, Environment, Structure and supervision</i>
<i>physical</i>	
<i>thinking and behavior</i>	
<i>relationships</i>	
<i>time and money management</i>	
<i>mental illness and substance use</i>	

Challenges in reaching the goal	<b>What you might try</b> <i>use the manual  Cues, Attitude, Repetition,  Environment, Structure and  supervision</i>
<i>environment</i>	
<i>housing</i>	
<i>employment</i>	
<b><i>Complete this exercise by listing the agencies and/or professionals in your area that could be helpful in working with this client.</i></b>	