

Transcripts for FASD Eyebite card videos

Distract, divert, redirect

Kevin Young, Youth Worker, Youth Justice Services and Residential Care: 'This is my card – 'Distract, divert and redirect'. An example of this card is when one of the boys, threatening another boy with the butter knife and my strategy to address this was 'Bro, we need this knife for dinner, bro. How we gonna make dinner?' So with that strategy, the boy gave the knife back and he eased down, calmed down from that situation and we were able to continue with our day.'

Anticipate problems

Atawhai Cowley, Team Leader Hillcrest, Youth Justice Services and Residential Care: 'The FASD card that I've chosen today is 'Anticipate problems, reduce demands'. The way that I've done that in my mahi is when I have to have a difficult conversation with the taiohi, I plan before I go into the conversation what I'm going to say and what the boys might say back to me. That's how I anticipate problems and then I also plan about some outcomes or some things I can say to them. An example of this is when a taiohi has been upset that he hasn't got a haircut. I obviously know he's gonna want one so when I go in there, I say 'Hey bro, I understand you're upset about this. Can we get your haircut tomorrow?''

Decide for

Michael Hartley, Manager – Community Residential Services Homes: 'The card that I have is 'Decide for based on the relationship and knowing the person'. The example I have is that I once worked with a young person who was known for escalating during court appearances. We decided between ourselves to come up with a strategy to de-escalate himself before it got to a point where his behaviour became a risk in that room. And during the court appearance, he was able to tell me that he was becoming upset and at that point, I made the decision on his behalf.'

It's in the brain

Sophie Bridgens, Case Leader – Hillcrest Community Home: 'I've chosen this card – 'It's in the brain'. I remember using this card when I first started in youth working and I'm quite a bubbly person. Some might explain me as loud. And so on wake-up duty, quite often the boys' response would be quite harsh. 'You're the last thing I want to hear in the morning.' You know, 'you sound like this' and 'you sound like that' first thing in the morning. But it's in the brain, you know, they don't want to be woken up, it's out of their usual routine so don't take it personally and the benefits of that, just, continued relationship, there's no conflict within the relationships and then you're able to support.'

Oppositional? Overwhelmed or confused

Tegan Hodges, Supervisor Social Worker, Tamariki and Whānau Services: 'I chose this card. It is 'Oppositional? or confused and overwhelmed'. So often when we're working with young people with FASD, we see defiant behaviours but if we apply a different lens, what we know is young people with FASD have troubles with memory, sequencing and have really abstract thinking. So instead of seeing the defiant behaviour, what we might see is that they're not understanding us or they're confused or they've forgotten what we've even told them. So we might need to take time to reflect ourselves on how we could approach it. We could revisit the conversation at another point. We might need to take a break, maybe we could reframe it or perhaps we need to give more pointers and more opportunity to repeat ourselves so that we know they've understood us.'

Change the environment

Kevin Young, Youth Worker, Youth Justice Services and Residential Care: 'Hey, I chose this card – 'Change the environment, not the person'. One of my personal experiences was when we had a houseful of boys and they were messing up the house, flipping couches, throwing books around and instead of telling the boys off or telling them that they're in the wrong, we just started cleaning up the house bit by bit and that kind of encouraged them just to slow down a bit and think about what they did. It was more in a way where it was natural, it wasn't like authority telling them, so and they started cleaning up the books, helping out with the couches, helping the staff kind of without realising they were doing it.'

De-escalation

Michael Hartley, Manager – Community Residential Services Homes: 'The card that I have is 'De-escalation – come underneath: not above, not control, not restraint'. An example of this in action is that at the home, we had a young person who was displaying risky behaviour that had the potential to cause harm to himself and everyone else. And instead of addressing the immediate behaviour, my approach was that I came in asking 'What's wrong? Is there anything I can support you with?', rather than to control the situation.

Positive social interactions

Atawhai Cowley, Team Leader Hillcrest, Youth Justice Services and Residential Care: 'The card I've chosen today is 'Set up positive social interactions'. The way we do this in our mahi is we get the boys involved in playing chess. There's rules in chess and through that they get to learn how to follow the rules so that they can win the game. It's also a good opportunity for staff to coach them on how to play chess. Give them some tips and some tricks. Yeah, and through this, the boys, like I said, they learn how to interact, how to learn patience, how to be when you lose, how to positively come away from a game

shaking the other person's hand. And those are the positive interactions that those taiohi learn through playing chess.'

Clear directions

Melissa Martin, Transition Advisor, Enabling Communities: 'Right, I chose this card: 'Clear directions – one-step instructions'. What I've found is that a young person with FASD, when you give lots of information, it kind of gets a bit jumbled so actually a clear, one step at a time, one thing is super important, and makes a massive difference to work with the young person.'

Manage across the whole day

Michael Hartley, Manager – Community Residential Services Homes: 'The card that I have is 'Manage across the whole day – routines'. The example I have is that at the Hillcrest home, we have a set calendar that is filled in at the beginning of every shift, the am shift and the pm shift. It is a requirement of the staff to ensure that throughout the entire shift from the beginning to the end has a plan for each and every young person in the home at the time. The reason for this is just to ensure that things are predictable for the boys. Because as we know, if things aren't predictable, that tends to, that's where we tend to see the more unpredictable behavior. Kia ora'

Do alongside

Melissa Martin, Transition Advisor, Enabling Communities: 'I chose this card: 'Do alongside, rather than independence' because the reality is actually doing things alone is actually quite scary and being able to not do it for them but alongside helps develop skills and helps the young person kind of see how things are done and so they feel supported.'

Can't, not won't

Michael Hartley, Manager – Community Residential Services Homes: 'The card that I have is 'Can't, not won't'. The example is that often when young people are being asked to do something and they respond with 'I don't wanna do that' or they use more colourful language. It's not them refusing to do it. It's often that they just don't have the ability to do it. And it's important that, as youth workers, we understand the difference.'