Fetal Alcohol Spectrum Disorders (FASD) A Guide for Pediatricians and Mental Health Providers



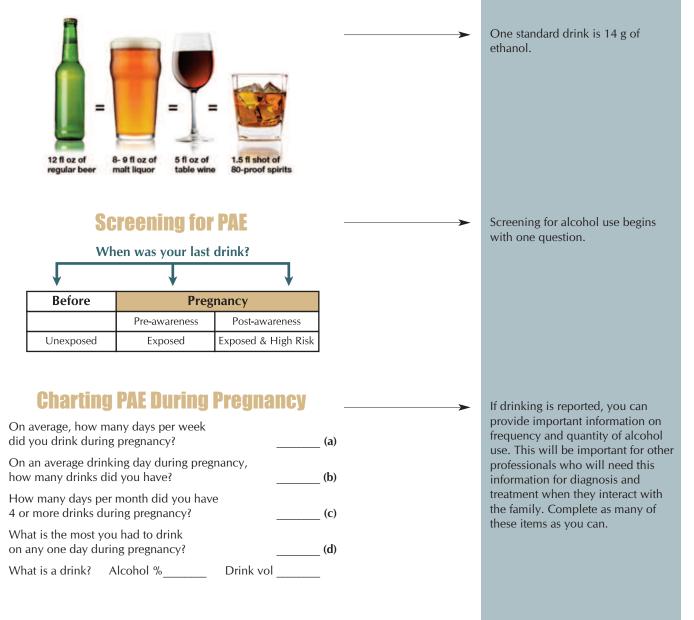
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Collecting Data About Prenatal Alcohol Exposure (PAE).

Some alcohol use occurs in about 40% of pregnancies. Prenatal alcohol exposure is a common cause of premature birth, low birth weight, birth defects, learning disabilities, heart defects, mental disorders, and life long problems with independent living.

In this section you can use the tools provided to examine alcohol use during pregnancy. It will be helpful to note that illegal drug use increases risk for alcohol use.



	PTP:::::::::::::::::::::::::::::::::::
	Pregnancy

Total Exposure Throughout Pregnancy		
Days Exposed	80	
Binge Days	80	
# Standard Drinks (14 grams)	960	
Hours Exposed	2,160	
Total grams ethanol	13,440	

Outcomes from drinking 4 beers each Friday and Saturday during the 40 weeks of pregnancy.

Drinking four beers results in about 17 hours of fetal exposure to alcohol.

You can learn about alcohol exposure in your location and population by going to www.online-clinic.com/calcs/calc-epid-expo-model.aspx

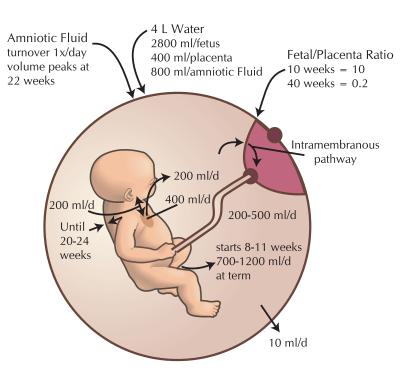
What PAE Forecasts				
Prenatal	Labor & Delivery	Postnatal		
 Smoking Drug Use Late and Infrequent Prenatal Care Depression Inadequate Nutrition Miscarriage 	StillbirthPrematurityBirth DefectsHospitalizations	 Neglect Abuse Birth Defects Poor Nutrition Smoking Parental Substance Abuse Violence Depression SIDS 		

Prenatal alcohol exposure (PAE) is strongly associated with an increased risk for exposure to other environmental adversity and a wide-range of outcomes.

You can learn about the cost and prevalence of FASD in your location from this tool www.online-clinic.com/calcs/calc-prev-cost.aspx

Did this person have prenatal alcohol exposure?	Very important information.
Yes. Alcohol use during pregnancy is confirmed.	
Uncertain	
No. We do not suspect PAE.	

Maternal-Fetal Compartment Pathways for Ethanol



See the PAE Pocket card for a detailed explanation of the pathophysiology of prenatal alcohol exposure. Additional information is provided in the papers:

Burd, L., Roberts, D., Olson, M., & Odendaal, H. Ethanol and the placenta: A review. Journal of Maternal-Fetal & Neonatal Medicine 2007, 20(5), 361-375.

Burd, L., Blair, J., & Dropps, K. Prenatal alcohol exposure, blood alcohol concentrations and alcohol elimination rates for the mother, fetus and newborn. Journal of Perinatology 2012 32(9), 652-659.

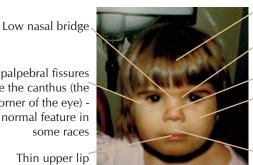
Does this child need evaluation for FASD or followup as a child with high risk due to PAE?

Use this section to determine if the child might have a fetal alcohol spectrum disorder (FASD). If a sibling has been diagnosed with an FASD, or if a sibling or the mother is dead, the risk for FASD is high.

Fetal Alcohol Syndrome

Short palpebral fissures obscure the canthus (the inner corner of the eye) a normal feature in some races

Thin upper lip



Small head circumference

Epicanthic folds

Short nose

Flat midface

Indistinct philtrum (an underdeveloped groove in the center of the upper lip between the nose and the lip edge)

Fetal Alcohol Syndrome:

The facial features of a child with fetal alcohol syndrome (FAS).

Other Essential Signs **Growth Impairment** Height Weight

Brain Damage/Dysfunction See chart on page 7.

The pocket card on diagnosis of FASD provides a useful guide on diagnosis and management.

It's important to remember that most people affected with a fetal alcohol spectrum disorder do not have the facial features of FAS.

About 85% of FASD is alcohol related neurodevelopmental disorder.

FASD is not Just FAS

Most cases do NOT have

- Dysmorphic features
- Growth Impairment

Majority 80+%

- Developmental Delay
- Cognitive Impairment
- Mental Disorders
- Substance Abuse Disorders

FAS SCREEN FORM

NAME/ID:				_ DOB://_	AGE:	SEX (circle one): F M
RACE (circle one):	Caucasian	Hispanic	Native American	African American	Other	
DATE OF EXAM:						CIRCLE POINTS IF PRESENT

HEIGHT	Inches	If < 5th percentile:	10
WEIGHT	Pounds	If < 5th percentile:	10
HEAD CIRC.	Centimeters	If < 5th percentile:	10
HEAD AND FACE	EARS STICK OUT (Protruding Auricles) SKIN FOLDS NEAR INNER EYE (Epicanthal Folds) DROOPING OF EYELIDS (Ptosis) CROSS-EYES, ONE OR BOTH EYES (Strabismus) FLAT MIDFACE/CHEEKS (Hypoplastic Maxilla) FLAT/LOW NOSE BETWEEN EYES (Low Nasal Bridg UPTURNED NOSE GROOVE BETWEEN LIP & NOSE ABSENT OR SHA THIN UPPER LIP CLEFT LIP OR CLEFT OF ROOF OF MOUTH (Prese	LLOW (Flat Philtrum)	4 5 4 3 7 2 5 5 4 4
NECK AND BACK	SHORT, BROAD NECK CURVATURE OF THE SPINE (Scoliosis) SPINA BIFIDA (History of Neural Tube Defect)		4 1 4
ARMS AND HANDS	LIMITED JOINT MOBILITY IN FINGERS & ELBOWS PERMANENTLY CURVED, SMALL FINGERS, ESPECIALLY PINKIES (Clinomicrodactyly) DEEP OR ACCENTUATED PALMAR CREASES SMALL NAILS/NAIL BEDS (Hypoplastic Nails) TREMULOUS, POOR FINGER AGILITY (Fine Motor		4 1 4 1 1
CHEST	SUNKEN CHEST (Pectus Excavatum) CHEST STICKS OUT (Pectus Carinatum) HISTORY OF HEART MURMUR OR ANY HEART D		3 1 4
SKIN	RAISED RED BIRTHMARKS (Capillary Hemangioma GREATER THAN NORMAL BODY HAIR, HAIR ALS AND BACK (Hirsutism)		4 1
DEVELOPMENT	MILD TO MODERATE MENTAL RETARDATION (IC SPEECH AND LANGUAGE DELAYS HEARING PROBLEMS VISION PROBLEMS ATTENTION CONCENTRATION PROBLEMS HYPERACTIVITY	(< 70)	10 2 1 1 2 5

COMMENTS:

Total Score:
(Refer if score 20 or above)

For additional forms or information on FASD, contact:

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THE ARND BEHAVIORAL CHECKLIST

NAME/ID: DOB:	// AGE	: SEX (circle	one): F M
RACE (circle one): Caucasian Hispanic Native American African	American Other		
DATE OF EXAM://			
In order to complete this checklist: 1) Behaviors must be impaired for the age of the person being assessed. 2) Interviewer needs to have known the person being assessed for at least one results.	month.		
BEHAVIOR	Birth -3	3-6 YEARS	7 YEARS +
Hyperactive			
Poor attention			
Impulsive			
Disorganized			
Seems unaware of consequences of actions			
No fear			
Would leave with a stranger			
Poor social skills			
Few friends			
Will talk or interact with anyone			
Easily manipulated and set up by others			
Socially inept (inappropriate speech or touching)			
Difficulty staying on topic during conversation			
Always talking			
Cocktail speech - little content			
Too loud			
Can't remember from one day to the next			
Below average IQ (<85)			
Poor school performance			
Suspended or expelled from school			
Poor sleeper			
Can't follow routine - needs reminders to get dressed, brush teeth, etc.			
Temper tantrums			
Extreme mood swings			
Requires constant supervision			
Been in trouble with the law			
Inpatient treatment for mental health or substance abuse, or in jail for a crime			
Inappropriate sexual behavior			
Poor motor skills			
Has or needs glasses			
Had foster care or was adopted			
Medication for behavior - ever			
Mother used alcohol during any pregnancy (OPTIONAL)			
Mother used alcohol in last five months of this pregnancy (OPTIONAL)			
Mother has been in treatment for alcohol use (OPTIONAL)		I	1

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Larry Burd, Ph.D. 1301 N. Columbia Road, Stop 9037 Grand Forks, ND 58202-9037 701-777-3683 www.online-clinic.com larry.burd@med.und.edu **TOTAL CHECKED:**

14 16 (Continue assessment if score is greater than or equal to above) 20

Age based impairments in FASD and Alcohol Related Neurodevelopmental Disorder

Age	Cognitive	Motor Skills	Socialization	Behavior
Infancy	Developmental delay Learning games Attention	Tremor Poor suckle Low tone Floppy	Interactive activities and games Attachment Reading others expressions	Sleep disturbance Regulation of behavior Irritable Temperament Impaired settling Cuddling
Toddler	Speech-language Understanding Toilet training Attention Impulsivity Memory	Tremor Fine motor Gross motor Balance Late crawling or walking	Frustration Threshold Separation problems Attachment Group participation	Difficulty in group settings Tantrums Aggression Stubborn
Child	IQ Academic deficits (math, spelling, written language) Humor Memory Recall Speech-language comprehension	Fine and gross motor Coordination Balance Handwriting Hand tremor	Requires increased supervision Difficulty sustaining friendships Group activities Games – activities with rules	ADHD Increased frustration Lack of persistence Increased risk taking Impaired independence for age Impaired executive functioning
Pre-Adolescence	IQ Academic deficits (math, spelling, written language) Planning Memory and recall Comprehension Generalization of skills and behaviors	Coordination Balance Handwriting Clumsy	Independent functioning Needs increased supervision Exploitation by others Appropriate boundaries	ADHD Impaired executive functioning Impulsive Repeats problem behavior Poor response to demands Risk taking
Adolescence/ Adults	Ability to work independently Self-care Money and time management Household routines Generalization of skills and behaviors Limited benefit from treatment programs without adaption	Writing Fine motor Balance Coordination	Independent functioning Peer exploitation Increased supervision Interpersonal boundaries	Increased risk for substance abuse Depression Anxiety Repeats problem behavior Increased risk taking Impulse control Planning ahead Meeting deadlines Asking for help Organization Record keeping Peer exploitation

FASD is Mostly Behind The Face:

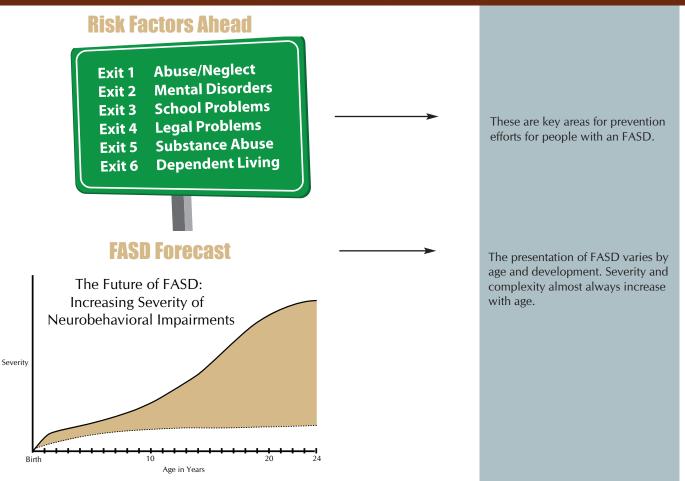
It's Impairment



Day to Day it Looks Like This



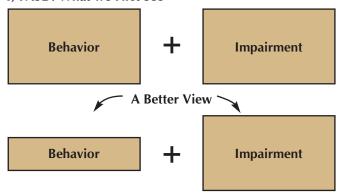
Does this child/family need management for current alcohol related problems, substance abuse for prenatal alcohol exposure, or as a person with FASD?



Intervention Strategies

4 Keys to Success

1) FASD: What we First See



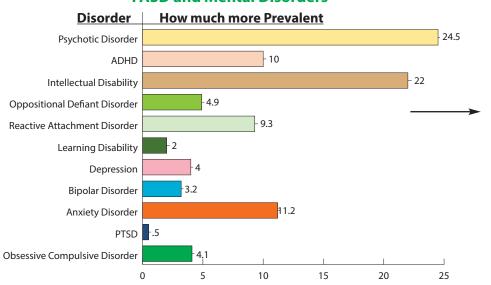
1) Most people with an FASD have fewer behaviors and more impairments than we first suspect.

2) Inconsistant Performance



2) This results in day to day performance that is HIGHLY variable.

3) FASD and Mental Disorders



3) It's not FASD **OR**... most of the time its FASD **AND**....

Intervention Strategies

4) Focus on Risk Reduction

- Abuse Neglect
- Speech and Language
- Foster Care
- ADHD
- School
- Social Development
- Self Care
- Look Ahead
- Adult Impairments

5) FASD: The Keys to Intervention

- Age & Development
- Dependent Phenotype
- Risk Reduction
- Long-term Plan
- Anticipatory Guidance
- Appreciate Impairment

6) FASD Management Keys

- Yearly Follow-up
- Few Live Independently
- Remember the Familial and Generational Effects of FASD
- Services MATTER
- Develop a 10-year plan (What do we see 10 years from now)

4) Key components of a case management plan.

It is crucial to remember that FASD changes over time and that intervention must include plans to prevent future problems.

5) The child will require ongoing assessments to have an optimal outcome.

It is much easier to prevent or minimize problem outcomes.

6) Begin a case management plan with the understanding that this is likely a lifelong disorder requiring lifelong management.

Parents or Adults with an FASD

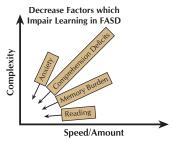
1) Does either parent have an FASD?

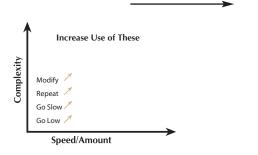
- Do they have Neurocognitive Impairment
- Useful Measures
- Intelligence Testing
- Adaptive Behavior Testing
- Selectively-More Detailed Neurocognitive Testing

2) Basic Cognitive Skills in Adolescents and Adults with FASD

Characteristics	Grade Level	Percent Affected	
Reading	5.0	Memory	80%
Reading comprehension	n 4.5	Attention (ADHD)	75%
Oral Comprehension	5.0	Executive Function	
		Impairments	80%

3) Learning in FASD





4) What should we change?

Think family history
FASD is often familial

Address one problem at a time

allow participants to learn and apply solution before moving on to next topic

Provide short directions

an essential key for successful interventions

Make it concrete

picture guides are helpful for teaching key concepts

Work in small groups

allow more attention to topical material

Minimize anxiety, which increases impairment

especially important in treatment of substance abuse, sexual abuse or PTSD

Understand impairments

some problems cannot be treated and we need to learn how to adapt to them and minimize the effects

Address mental health concerns

need appropriate treatment

Go slowly

Treatment or interventions need to last longer

Planning for aftercare following substance abuse treatment is essential

improves generalization of learned behaviors

5) Success rate of Substance Abuse Programs

It is important to understand how well your intervention programs work. Is the substance abuse program you use effective 5% or 40% of the time? The efficacy of the programs are important keys to participant success.

Key issues:

- 1) Adults with FASD have significant learning deficits which impact their ability to learn and remember.
- 2) This is common.

- 3) Useful strategies:
 Modify content
 Repeat important content
 Modify pace with participants:
 ability to learn and remember
 Short directions
 Simplify
- 4) Essential factors for development of case management plans for adolescents and adults.

5) Most programs serving this population need to make more accommodations in response to their participants' learning impairments. Otherwise the content of the programs is not readily available to the participants.

Drinking During Pregnancy

Full Baby Bottles				
Fetal Exposure to Absolute Alcohol in Oz.	135	270	1350	
Cumulative Fetal Exposure (Drinks per day x 270)	270	540	2700	
Drinks Per Day	-	2	10	