He mokopuna He taonga

A child, a treasure

Ko tako tamaiti e noho

My child who lies within the

mai nei kei te kōpū

womb

I te huaki pouri

On the edge of darkness,

come forth

Nau mai, haere mai

Come forth into the world

He wahine, he whenua,

Women and land both

ka ngaro ai te tangata

provide sustenance and

nourishment and without

them the myriads of
descendants are lost
The Importance of Emotion Recognition and School Functioning in Children with FASD

Andi Crawford, PhD
8th March 2019
Papatuanuku is a painting by Stacey Austin (2013)
Presenter Disclosure

- No conflicts to disclose
Hawke's Bay

Napier

Hastings
Background:

- Individuals with FASD require life long support.
- Disability Service criteria based on ID diagnosis
- Adaptive functioning difficulties remain after accounting for IQ.
  - Social and emotional competence.
- Context is also important.
  - Adverse Childhood Experiences.
Process and partnership: Who was involved?

- Tamariki and whānau, Children and families.
- Whakapakari Tamaiti Wāhanga, Child Development Service.
- Te Wāhanga Hauora Māori, Māori Health Service.
  - He Taumata Rangahau
- University of Auckland, School of Psychology.
National level

The Crown (New Zealand Government) — Iwi

Te Tiriti o Waitangi

Local level

Hawke’s Hay District Health Board (HBDHB) — Ngāti Kahungunu Iwi Incorporated (NKII)

Māori Relationship Board

Service level

Child Development Service (CDS) — Te Wāhanga Hauora Māori

HBDHB Model of Practice

Research level

CDS Doctoral Research (University of Auckland) — Te Wāhanga Hauora Māori

He Taumata Rangahau
Partnership with Te Wāhanga Hauora Māori

- Planning
- Ethics
- Gathering Consent
- Data Collection
- Analysis and Interpretation
- Dissemination of Findings
Context of Aotearoa is important

- Pre-colonisation.
- Colonisation.
- Indigenous FASD prevalence is associated with historical and current trauma.
Context of Aotearoa is important

- Pre-colonisation.
- Colonisation.
- Indigenous FASD prevalence is associated with historical and current trauma.
- Cultural Renaissance.
Te Whare Tapa Whā (Durie, 1994)

Taha wairua – Spiritual well-being

Taha Tinana - Physical well-being

Taha hinengaro – Mental and emotional well-being

Taha whānau – Family & social well-being
Research hypothesis:

Impairments in social cognition but not IQ, will be associated with impairments in adaptive behaviour in children with FASD.
## Method: Participants

<table>
<thead>
<tr>
<th>Variable</th>
<th>FASD Group N=39</th>
<th>Comparison N=29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (years), M (SD)</td>
<td>9.51(1.12)</td>
<td>9.65 (1.12)</td>
</tr>
<tr>
<td>Gender (% male)</td>
<td>77%</td>
<td>69%</td>
</tr>
<tr>
<td>No Maternal HS Quals</td>
<td>72%*</td>
<td>38%*</td>
</tr>
<tr>
<td>No Maternal College Quals</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>Dep Index 7 - 8</td>
<td>15%</td>
<td>41%</td>
</tr>
<tr>
<td>Dep Index 9 - 10</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori</td>
<td>82%</td>
<td>72%</td>
</tr>
<tr>
<td>Pākehā</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>Pacific Nation</td>
<td>3%</td>
<td>10%</td>
</tr>
</tbody>
</table>
## Measures

<table>
<thead>
<tr>
<th>Domain</th>
<th>FASD</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Intellectual Functioning</strong></td>
<td>WISC-IV</td>
<td>WASI-II</td>
</tr>
<tr>
<td><strong>Executive functioning</strong></td>
<td>NEPSY-II: Animal Sorting and Inhibition</td>
<td>D-Kefs: Tower test</td>
</tr>
<tr>
<td><strong>Social Cognition</strong></td>
<td>TO PS-3</td>
<td>SC ST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DANVA: Facial Recognition</td>
</tr>
<tr>
<td><strong>Adaptive Functioning</strong></td>
<td>Vineland II: Parent</td>
<td>Vineland II: Parent and Teacher</td>
</tr>
<tr>
<td>Strengths/Resilience</td>
<td>Challenges</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Children living with whānau</td>
<td>Multiple placements</td>
<td></td>
</tr>
<tr>
<td>Connected to marae</td>
<td>Parental learning difficulties</td>
<td></td>
</tr>
<tr>
<td>Identification of strengths</td>
<td>High Adverse Childhood Experiences score</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Domicile in high deprivation areas</td>
<td></td>
</tr>
</tbody>
</table>
Results: Between group analysis

- The comparison group scored significantly higher (p-values < .001) than the FASD group on all measures of:
  - Social cognition.
  - General intellectual functioning.
  - Executive functioning.
  - Adaptive functioning (Home and School).
### Results: Correlational Analysis

<table>
<thead>
<tr>
<th></th>
<th>FASD Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adaptive Functioning (Teacher)</strong></td>
<td></td>
</tr>
<tr>
<td>IQ</td>
<td>.46**</td>
</tr>
<tr>
<td>Executive Functioning</td>
<td>.34*</td>
</tr>
<tr>
<td>Social Cognition</td>
<td>.62***</td>
</tr>
<tr>
<td>Adverse Childhood Experiences</td>
<td>-.37*</td>
</tr>
</tbody>
</table>

*tp < .10, *p < .05, **p < .01, ***p < .001*
Results: Regression Analysis - FASD Group

IQ
Executive Functioning
Social Cognition

Teacher rated Adaptive Functioning
Results: Regression Analysis - FASD Group

$R^2 = 0.43 \ (F (3,32) = 7.89, \ p < .001)$
Results: Regression Analysis - FASD Group

$R^2 = 0.43 \ (F (3, 32) = 7.89, \ p < .001)$

IQ
Executive Functioning
Social Cognition

Teacher rated Adaptive Functioning
Results: Regression Analysis - FASD Group

Social Thinking
TOPs
SC ST
Recognising emotions (Adult faces)

Teacher rated Adaptive Functioning
Results: Regression Analysis - FASD Group

$R^2 = 0.38, (F(3,32) = 6.49, p = .001)$

Social Thinking
TOPs
SCST
Recognising emotions (Adult faces)

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Results: Regression Analysis - FASD Group

$R^2 = 0.38, \ (F\ (3,32) = 6.49,\ p = .001)$

Social Thinking
TOPs
SC ST
Recognising emotions (Adult faces)

Teacher rated Adaptive Functioning
Recognising Emotions

- First stage of social information processing.
- May affect relationship with the adults in their life e.g. teachers.
- Those that need increased support may be less likely to receive it because they are not connected to their teachers.
- Indicates the importance of a secure relationship.
So important.....

- Good social & emotional skills establish connection,
So important.....

- Good social & emotional skills establish connection,
- Connections build relationships
So important.....

- Good social & emotional skills establish connection,
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- Relationships fosters belonging,
So important.....

- Good social & emotional skills establish connection,
- Connections build relationships
- Relationships fosters belonging,
- Belonging creates identity.
Social thinking is especially important in Te Ao Māori.

- Society is organised by whakapapa.
- Connectedness vital for passing down values and beliefs.
- Tikanga required high levels of social and emotional competence.
- Whakawhanaungatanga is essential in creating a secure identity.
- Whakawhanaungatanga helps us advocate for ourselves.
He Awa Whiria – Braided Rivers
(Macfarlane, Blampied, & Macfarlane, 2011).
Service Delivery and Interventions – 3 levels
Service Delivery and Interventions:
Building skills in the child

- Assess Social & Emotional skills.
- Build social and emotional competence.
- This will help develop security in relationships.
Service Delivery and Interventions: Building skills in the whānau

- Have to recognise the role of stress for families and provide support.
- Parent education a key component.
- Whānau is not just immediate family – schools and community need to be included.
Service Delivery and Interventions: Cultural Responsivity

- For Māori relationship and connectedness form the basis of society and infrastructure.
- Security, belonging, identity and involvement.
- Holistic Māori models.
- Policy and service criteria need to change-holistic not silo.
Service Delivery and Interventions:

Taha wairua - Spiritual well-being

Taha Tinana - Physical well-being

Taha hinengaro - Mental and emotional well-being

Taha whānau - Family & social well-being
Policy and service implications

- 39% met Disability Services
- 5% met Mental Health Services
- Only 46% had previous contact with Specialist Education
Policy and service implications

- 39% met Disability Services
- 5% met Mental Health Services
- Only 46% had previous contact with Specialist Education

Institutionalised Racism - When systems are set up to meet the needs of the dominant race whilst penalising minority groups.

(Rangihau et al, 1988)
Service Delivery and Interventions:

- Taha wairua - Spiritual well-being
- Taha Tinana - Physical well-being
- Taha hinengaro - Mental and emotional well-being
- Taha whānau - Family & social well-being

The way services are contracted must replicate what we are expected to do in clinical and cultural practice.
And nothing should be done without:

- Partnership with Community
- Embedding research in the historical context.
- Interpreting findings from the community’s worldview.
Questions.....
Kia whakairia te tapu
Kia wātea ai te ara
Kia turuki whakataha a i
Kia turuki whakataha a i
Hui e! Tāiki e!

Restrictions are moved aside
So the pathways is clear
To return to everyday activities
Forward together!