



PATCHES Paediatrics and Rotary - Fetal Alcohol Spectrum Disorder (FASD) Leonora-Goldfields Pilot Project

2019 Report

Clinics conducted: 3 (Clinics with assessments April, July, October), 1 stakeholder visit.

PATCHES Team (Perth): James Fitzpatrick (Director and Paediatrician), Kate Campbell (Operations Manager), Nicole Caron (Administration Support Officer)

Leonora Team (Visiting): John Wray (Paediatrician), Juhi Sanghavi (Neuropsychologist), Dianne Raby (Speech Pathologist)

Based in Leonora: Sandra Evans (Aboriginal Worker)

Assessments and diagnoses

	Amount
Completed multidisciplinary assessments	15

Diagnoses

FASD	8
Autism Spectrum Disorder	1
At risk of FASD	3
Language disorder	9
At risk of learning disorder	1
Intellectual disability	1
ADHD	4

Achievements

Clinics

3 successfully attended clinics, 15 multidisciplinary assessments, diagnoses made and reports distributed.

Appointed local Aboriginal Worker

With the help of Bruce Dufty and Rotary, PATCHES successfully employed a local aboriginal woman (Sandra) in the role of healing assistant. This role is imperative to the development and success of the clinics. The PATCHES team in Perth as well as the visiting team provided training to Sandra and ongoing support. With help from the Leonora Community Resource Centre training in computer applications was also completed and new skills were learned for word processing and accessing and sending email correspondence. Unfortunately, Sandra has resigned from her role with PATCHES.





Community Information Sessions

2 Community information sessions were held by the visiting team in Leonora. Ongoing participation at the Youth Centre in Hip hop classes by PATCHES Neuropsychologist has formed a great way for the team to interact with the community.

Feedback to families

PATCHES has established pathways to continue feedback appointments with families, at the final clinic for 2019 families came for follow up appointments with the team. PATCHES visiting team also met with local mothers at the community resource centre to discuss the goals of the visiting team.



Continually strong relationships have been built in the community, including with Leonora District High School.



Car to Leonora

The car purchased by Rotary was driven out to Leonora and is now held at the mechanics in town. The car greatly assists the team when they are in town and to collect families to attend the clinic.

Lessons Learned

It is beneficial to have a PATCHES staff member from the community who is well connected to assist each clinic. This enables families to have a better understanding of why PATCHES is visiting and to have an ongoing link between clinical team visits.

Future Planning

2020 will see PATCHES continuing to provide diagnostic clinics in Leonora. We will also try to deliver two therapy clinics in 2020, this will enable PATCHES to deliver therapy to those we have already seen in diagnostic clinics to follow up with Therapy. Register families with NDIS.

Therapy for 2020

The National Disability Insurance Scheme (NDIS) is a scheme in which people with a diagnosed disability can register for funding plans to assist with their ongoing care.

In 2020 PATCHES will be working to establish a pathway for families to apply for NDIS funding. To do this PATCHES have employed a locally based person to work directly with families, using their diagnostic report written by the PATCHES team to register for NDIS. This role will provide a necessary link for families in understanding how to best access funding for their children.

Once families are registered with NDIS, the PATCHES Goldfields therapy team (which is currently in development) will work to provide therapy services to the community.



PATCHES will also seek more referrals for the Paediatrician and Speech Pathologist for children under 6 to ensure early intervention and to maximise time spent in clinic.

Upskilling Teachers

PATCHES will be seeking advice from Leonora District High School about ways to upskill teachers during visits. The clinical team will hold education sessions for teachers to attend.





APPENDIX

Diagnoses

FASD: Fetal Alcohol Spectrum Disorder (FASD) is a lifelong condition relating to permanent brain damage caused by fetal alcohol exposure. Alcohol exposure at critical periods of development can result in CNS abnormalities such as abnormal cell migration or cell loss, delayed dendritic development, disorganised cortical architecture, as well as structural abnormalities in regions including the cerebellum, corpus callosum, hippocampus, and basal ganglia. People with FASD have these neurological differences that give rise to disability because of functional impairments in a variety of areas, including cognition, memory, language, attention and executive functioning.

Autism Spectrum Disorder: Autism is a lifelong neurodevelopmental condition which affects social communication, social interaction and restricted or repetitive behaviours and interests. Autism Spectrum Disorder affects each person differently and it is important that individuals with Autism receive specialist support that understands their needs.

At risk of FASD: Means the child met some criteria for FASD and will need to be reassessed when they are older or more information is available.

Language disorder: Language disorders or language impairments are disorders that involve the processing of linguistic information. Problems that may be experienced can involve grammar (syntax and/or morphology), semantics (meaning), or other aspects of language.

At risk of learning disorder: A learning disorder is an information-processing problem that prevents a person from learning a skill and using it effectively.

Intellectual disability: Intellectual disability is a disability that:

- occurs in the developmental period and is characterised by sub-average intellectual functioning
- IQ is assessed as 70 or under, deficits in at least 2 areas of adaptive behaviour e.g. communication, self care, home living, social skills, self direction

ADHD: ADHD stands for attention deficit hyperactivity disorder. It is a medical condition. A person with ADHD has differences in brain development and brain activity that affect attention, the ability to sit still, and self-control. ADHD can affect a child at school, at home, and in friendships.