

Final Report: 2016 Elder's Gathering and Coalition of Chairs Annual Gathering  
Prepared by: The Looking After Each Other Project Working Group  
June 8 – 10, 2016

Prepared:  
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***Looking After Each Other***  
A Dignity Promotion Project

## Final Report: 2016 Coalition of Chairs Annual Gathering

On June 9<sup>th</sup> and 10<sup>th</sup>, the Healthy Child Manitoba Office (HCMO) hosted the Coalition of Chairs Annual Gathering. Once again this year, the event brought together members from the FASD coalitions across Manitoba, along with other members of the FASD community, to further the work of the Looking After Each Other (LAEO) project and to network and learn from each other.

This year's event also included an additional one day event on June 8<sup>th</sup>, which brought together FASD service providers and Elders from across Manitoba to participate in a day of networking and sharing.

### Overview of Activities

#### **Day One – June 8, 2016- Networking and Teachings with Elders**

HCMO partnered with the Department of Indigenous and Municipal Relations, the Ma Mawi Wi Chi Itata Centre and an Elders Advisory group to host an additional one day event on June 8<sup>th</sup>. This event provided an opportunity for FASD service providers and Elders from across Manitoba to participate in a day of networking, sharing cultural teachings and exchanging ideas on how to increase support to children and families impacted by FASD in a more culturally relevant manner. In total, 112 participants attended the event. Forty percent of participants were from Winnipeg, thirty percent were from northern Manitoba and thirty percent from rural Manitoba.

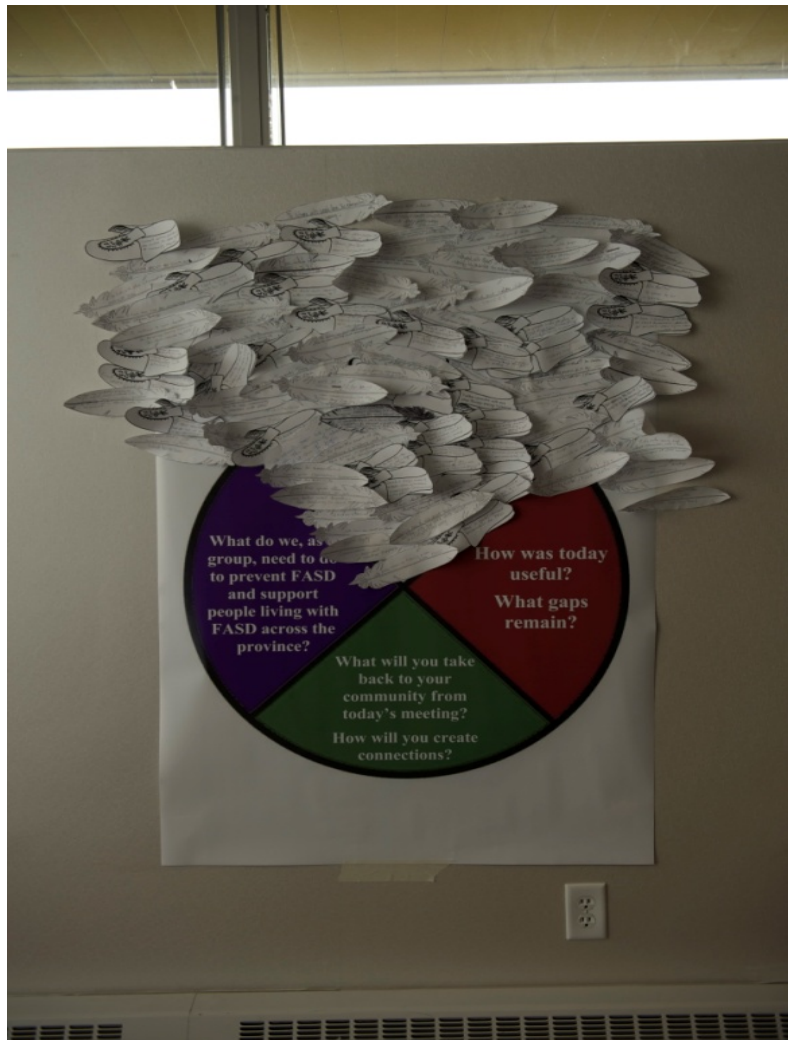
#### **Pipe and Water Ceremony**

Before the day of networking and cultural teachings began, participants were invited to attend a Pipe and Water Ceremony at 7:00 am. The Pipe and Water Ceremony was led by seven pipe-carrying Elders. The Elders offered prayers through the smoking of their pipes, and teachings about the significance of water for healing and wellness.

#### **Welcome, Drumming and Introductions**

To begin the day, Holly Gammon (Manager of FASD Initiatives at HCMO) welcomed everyone to the gathering on Treaty 1 Territory. She then asked everyone to stand and welcome one another in their own language. Following this, Holly introduced Debbie Cielen and the FASD Life's Journey Inc. drumming group (a group of program participants from FASD Life's Journey Inc.) who, through their drumming, welcomed everyone to the gathering.

Next, some background information on the purpose of the event was provided. The event's purpose was to connect FASD program service providers with Indigenous Elders/leaders in various communities around Manitoba to strengthen the work they do with children, families and communities impacted by FASD. Holly also provided some background information on the LAEO project (see Appendix 1) and its connection to this event.



Next, participants took part in an icebreaker activity that helped everyone get to know others at their table, as well as learn who else was in the room. Participants were assigned seats for the morning in order to encourage networking between FASD service providers and Elders from the same areas on the FASD Services Map (see Appendix 2).

Participants were also asked to reflect on their expectations for the day. They first discussed at their tables what they hoped to get out of the day and then they were asked to write their hopes down on a paper feather or moccasin. All of the responses were then collected and the paper feathers and moccasins were posted in the first quadrant of a large Medicine Wheel that was displayed on the wall.

### **Panel Discussion**

After the icebreaker activity, Holly facilitated a panel

discussion that included two Elders' helpers, Debbie Cielen (Cultural Advisor with FASD Life's Journey Inc.) and Hector Spence (Cultural Advisor with the Keewatin Tribal Council in Thompson) and two FASD service providers, Debbie Parker (InSight Mentor with the Portage Friendship Centre) and Betty Head (S.T.A.R. Coordinator with Cree Nation Tribal Health Centre).

The panel answered questions about how to introduce traditional Indigenous teachings to individuals supported by FASD programs, how to approach an Elder and how to offer tobacco, what it means if an Elder declines an offer of tobacco, and how to participate respectfully in some Indigenous cultural ceremonies.

### **Alcohol Teaching and Small Group Discussion**

During the second half of the morning, Elder Robert Greene provided an Alcohol Teaching, which included a history of Indigenous peoples both pre and post-colonization, and the impact the introduction of alcohol had on Indigenous peoples. Elder Robert Greene also taught participants about the spirit of alcohol and the importance of respecting its power

when supporting those with addictions, and when promoting a healthy approach to the use of alcohol.

The Alcohol Teaching was followed by small group discussions. Participants were asked to reflect on and discuss the following:

1. How they related with the teaching?
2. If they have heard or taught this teaching previously? If so, how was this one similar?
3. How this teaching might be used in the FASD programs/services that participants offer?
4. Would they need any assistance/resources to make that happen? If so, what would they need?



### **Onashowewin Justice Circle Video – Introduction and Tipi Teachings**

To begin the afternoon, Elder Wally Swain introduced a video from the Onashowewin Justice Circle. Participants were shown the first half of the video, which provided a Tipi Teaching. The Teaching focused on the roles of men and women, and explained the Teachings behind each of the 13 Tipi poles.

Next, Elder Velma Orvis led the group in an interactive Tipi Teaching, which was a powerful reminder of the lasting impacts of colonization on Indigenous peoples and communities in Canada.

### **7 Stages of Life Teaching and Small Group Discussion**

The second half of the Onashowewin video, a Seven Stages of Life Teaching, was viewed and participants were given time to discuss the afternoon teachings at their tables.

### **Closing Reflection**

After the table group discussions concluded, Kirsten Mah (FASD Evaluations Coordinator at HCMO) facilitated a closing reflection activity that helped participants reflect on the following three questions:

1. How was today useful? What gaps remain?

2. What will you take back to your community from today's meeting? How will you create connections?
3. What do we, as a group, need to do to prevent FASD and support people living with FASD?

After participants had reflected on these 3 questions, they were asked to write their reflections down on paper moccasins and feathers and post them on the large Medicine Wheel that was posted to the wall.

### **Closing remarks, Drumming and Prayer**

After a big thank you to everyone for a wonderful day and a few final remarks, Holly asked Stan MacKay to provide a closing prayer and introduced The Mothering Project's Drumming Group to close off the day.

## **Day Two – June 9, 2016- Beginning of Coalition Gathering/LAEO Project**

### **Opening Remarks and Brief Overview**

Day two began with Holly Gammon asking attendees to share some reflections from the previous day. Attendees expressed numerous positive comments about the day and were excited about the new connections they made. They discussed how helpful the panel was and they hoped that next year would also include time for gaining a deeper understanding of how to incorporate cultural practices into programming.

After acknowledging the coloring pages on the tables which were drawn by a young boy from the MB Key Worker program, Holly provided a brief overview of the history of the Coalition of Chairs' Annual Gathering and the development of the LAEO Project.

### **Common Language Sub-Committee ½ Day**

#### **Introductions & Reflection**

After members of the Common Language Sub-Committee were introduced, attendees were provided with a brief reminder of the Sub-Committee's objectives (see Appendix 1). Participants were then asked to participate in a reflection activity that was similar to the one at the start of Day One. Participants were asked to reflect on what they hoped to get out of the Common Language Sub-Committee's half day, write down their responses on paper moccasins and feathers, and then post them on a new Medicine Wheel that was posted on the wall.

#### **Icebreaker Activity**

To start the Common Language Sub-Committee's half day, Marsi Rock and Twyla Gilroy led the group through an icebreaker activity where participants were asked to analyze one of the most basic forms of communication: saying "hello". Participants were split into two teams and each team tried to list as many variations for the word "hello" as they could (both verbal and nonverbal). Afterwards the groups compared their lists to find similarities and



differences. Participants were then asked to identify words from the other group's list that they did not think meant "hello" and to explain why they disagreed. This generated discussion on how words may have a different meaning to each participant and that each person may react differently when hearing those words.

To close, Marsi and Twyla explained that if even one of the most basic forms of communication can mean something different to each person; imagine the implications that language can have on more sensitive topics such as FASD and alcohol use during pregnancy.

### **First Half of Stigma Presentation and Focus Group Update**

Over the past year, Common Language Sub-Committee members have developed a presentation that reflects on the power language has on the way people interpret messages/information regarding FASD and alcohol use during pregnancy. Ken Lamoureux (Program and Policy Consultant, FASD Intervention and Support at HCMO) shared the first half of the presentation, which focused on some of the most commonly seen themes or "frames" in the media and in FASD prevention campaigns that have further contributed to (or even created) stigma towards people with FASD.

Ken acknowledged that these media and FASD prevention campaigns were developed by people who acted with nothing but good intentions, but may not have been aware of the unintended messages they were sharing (e.g. your baby will never learn if you drink during pregnancy = you have FASD, which means you can't learn).

The presentation also introduced another of the Sub-Committee's projects; the draft FASD Language Guide, which is intended to provide alternative words and phrases for the negative/stigmatizing ones commonly found in news media and other public communications. The Sub-Committee's hope is that once the guide is completed, members of the LAEO project can use the words and phrases in the guide to promote dignity for people impacted by FASD and to begin shifting public opinion towards FASD. Before the Sub-Committee can finalize the guide, they need:

1. Feedback from LAEO members letting the Sub-Committee know if members are in agreement (or not) with the suggested alternatives.
2. Feedback from people with FASD and women who drank during pregnancy to see if they are in agreement with our suggested words and phrases or if there are others they prefer.



The Sub-Committee has already conducted one focus group with four adults with FASD and plans to conduct another one with youth with FASD. They are also planning a focus group with participants from the Mothering Project. Kirsten Mah provided gathering attendees with some initial findings from the focus group with adults with FASD:

1. People with FASD: the focus group was asked about specific terms used to discuss people who have FASD. They concluded that they would like to be referred to as people/persons, rather than individuals and that impacted by FASD is better than affected by FASD. They also felt that the use of the term support person was situation dependent and that their disability should be referred to as an intellectual disability using person first language.
2. Women who use alcohol during pregnancy: awareness campaigns should emphasize natural supports as well as social services and women should not be blamed for using alcohol in pregnancy, instead the complexities of alcohol use in pregnancy must be addressed.
3. FASD in general: taking a strengths-based approach is best but when discussing challenges, presentations should focus on functional brain differences rather than differences in appearance. Presentations should also discuss practical tools used to support people with FASD and the term secondary challenges/impacts/risks should be used rather than secondary disabilities.

### **Second Half of Stigma Presentation and Media Scan Update**

Melanie Muehling (Program and Policy Consultant, FASD Prevention at HCMO) continued the presentation by discussing stigma towards women who use substances during pregnancy. The values and judgments associated with prenatal alcohol use are one of the biggest reasons that the topics of FASD and FASD prevention are so highly stigmatized. Melanie highlighted some common stigmatizing themes that media messages- including news articles and FASD awareness campaigns- convey about prenatal alcohol use:

- *“Just say no; it’s just that simple; FASD is 100% preventable.”* These messages do not acknowledge the complex circumstances that can lead to alcohol use during pregnancy, are not respectful of women who face systemic barriers to abstinence from alcohol use, and do not focus on the need for community support and services to address these systemic barriers.
- *“Women who drink during pregnancy are bad mothers.”* There is a common public misunderstanding that women who use alcohol during pregnancy don’t care about the impact on the fetus, or want to harm the fetus. In reality, we know that all mothers want healthy babies, and need holistic and woman-centred support in pregnancy and parenting.
- *“It’s all up to the mother to not drink while pregnant.”* This message doesn’t acknowledge the responsibility of partners, friends, family, and the community to support pregnant women and mothers, address systemic roots of alcohol use during pregnancy, acknowledge the value of harm reduction (“even small positive steps matter”), and to make community supports accessible, respectful, and culturally safe.

We know that the stigma experienced by women who use alcohol during pregnancy can keep them from feeling safe enough to talk about the issues or seek support, for fear of being judged. In this way, stigma hinders FASD prevention efforts and must be addressed. Melanie emphasized the importance of “finding a balance;” FASD prevention efforts must continue to be clear about the risks of alcohol use during pregnancy, but in ways that are not based on shock value, fear, blame, and shame. Instead, we must utilize public messaging that promotes dignity, respect, and understanding of the lived experiences of those impacted by FASD. The work of the Common Language Guide is trying to correct this balance by promoting the use of non-stigmatizing language when service providers, the media, and the wider community talk about FASD prevention and women who use alcohol during pregnancy.

The Common Language Sub-Committee has also been working on a provincial media scan, for which Breann Maxwell provided a brief update. Breann has been reviewing news media from across Manitoba on the topic of FASD, and identifying and evaluating key themes present in these articles. Breann is continuing her scan and requested assistance from gathering attendants who can assist Breann with access to rural newspapers requiring paid subscriptions.

### **Visioning Activity**

Next, Breann Maxwell led the group through a visioning activity where participants were asked to think about a world in which women who drink during pregnancy are treated with dignity. Participants were divided into small groups and each group chose one system/sector from the list provided (e.g. CFS, Education, Housing, etc.). The groups were asked to take some time to reflect on the system/sector that they chose and then answer the following questions:

1. What are the barriers to women feeling included and respected if they drank during pregnancy?
2. What are the barriers to their children/families?
3. What are the strengths of the sector and positive steps that have been taken?

Groups were then asked to envision the necessary components their system/sector would need in order to be completely inclusive, respectful, supportive, dignity-promoting to women who drink during pregnancy. Next, the groups discussed the steps needed to get their system/sector from the barriers they identified in the first question to the ideal system/sector they just envisioned. Each group had an opportunity to share their top three findings, which were recorded on flip chart paper.

### **Frameworks Update**

Through a partnership between MLCC, HCMO, Ma MaWi and AFM an initial contract has been signed with the Frameworks Institute. This first stage of work is called “mapping the gap”. It will clearly identify where the discrepancies are between the expert view of FASD and the public view. This part of the project will be completed by the fall and will include, an extensive review of information and research on FASD and the Manitoban context, interviews with approximately 15 experts, and then another 20 in-person/Skype interviews



with Manitobans that have been randomly selected. Two reports will be generated from this work. More funding will be sought over the next year to try and complete this phase of their work which includes analyzing the data and producing a Pertinent Findings Report, which highlights the challenges that the LAEO project will face when trying to shift social attitudes and will recommend a set of initial strategies for how to address these challenges. To learn more about the Frameworks Institute, you can visit their website:

[www.frameworksinstitute.org](http://www.frameworksinstitute.org)

## **Closing Reflection**

To conclude the Common Language Sub-Committee's half day, participants were asked to participate in a closing reflection similar to the one at the end of Day One. Participants were asked to write their answers to the following questions on paper moccasins and feathers:

1. What did we achieve/learn today? What would you like to know more about?
2. What will you take back to your community/how will you work to improve the language used to discuss FASD?
3. What do we need to do to continue to develop a common language that promotes dignity?

Once participants were done reflecting on these questions, they posted their answers on the Medicine Wheel.

## **Popular Education Sub-Committee ½ Day**

### **Opening reflection:**

As with the other half days, this workshop began with an opening reflection where participants were asked what they hoped to learn and achieve that morning. They were given a moment to write down their reflections and post them on the Medicine Wheel.

The Popular Education Sub-Committee was introduced. Lisa, as lead on the production of the documentary, facilitated the first half of the afternoon.

### **Premiere of the Looking After Each Other Project's First Mini-Documentary**

The Popular Education Sub-Committee hired a local film maker, Coelement, to create a mini-documentary about how communities can support people with FASD. This story is about how the community of Pine Falls walks beside an individual with FASD on his journey of self discovery, healing, and the other logistics of life. The mini-documentary profiles Chris, his work in the community and the supports he receives from Wings of Power. The film was screened during the Popular Education half day and participants were asked to give their reactions. The mini-documentary's title is "A Place Where I Belong."

### **Panel Discussion**

Chris, the star of the mini-documentary, Guy Borlase, the Director of Wings of Power, and Ray Bouvier, the Wings of Power Residential Home Manager, participated in a panel discussion. Lisa facilitated the panel discussion and participants asked questions of Chris and his support workers. Chris shared that he enjoyed making the film, and he hopes to have a reality T.V. series in the future.



### **Second Screening of the Film**

Following the panel discussion, the film was screened again to give participants a second chance to fully absorb the messages. After the second screening, participants were asked to complete a more formal evaluation form of the mini-documentary. Participants were asked: What did this video teach you about how to support someone living with FASD? How could you use this video in your work related to FASD? What other aspects of FASD should future videos address?

### **Facilitated Discussion**

The Popular Education Sub-Committee will be working on the website content for the LAEO project so they conducted a facilitated conversation to understand what participants feel should be included on the website. Participants felt it was important to include information about the LAEO project and information about how different people can get involved. They emphasized the importance of putting the mini-documentary on the website and making sure people accessing the website had information about all of our activities. They were given a questionnaire and were asked to write down what they would like to see on the website.

During the second half of the afternoon, Shannon Foster and Devon Ungurain, members of the Popular Education Sub-Committee, facilitated an activity and discussion about FASD awareness and education within Manitoba schools. Participants were asked to share updates from their regions (by local FASD coalitions, service agencies, or other individuals/groups) of initiatives with schools to increase understanding of FASD, hold events for FASD awareness, and teach and support strategies to work with students with FASD. These updates were written on sticky notes and plotted on the map of Manitoba, and highlights were shared with the group to allow everyone to get a sense of what is happening around the province. Updates shared included:

- Partnering with school divisions to bring in speakers on topics related to FASD- in particular, Visions & Voices presenters
- Presentations in appropriate grade levels on brain development, alcohol & drug awareness, pregnancy, and FASD
- Professional development for educators
- Providing support & strategies for educators working with children with FASD
- Building connections between school divisions and FASD coalitions

After this broad discussion, participants were invited to discuss some of the challenges that FASD awareness and education in schools pose. These included educators misunderstanding the strengths & needs of students with FASD, lack of continuity when the child switches schools or grades, challenges (by caregivers and FASD service providers) finding the “right person” to connect with at the school to advocate for FASD education initiatives or support, and the challenge to find the time for school presentations (both on the part of the school and the presenters). Devon and Shannon then facilitated a lively discussion where the group shared solutions they have found to be successful in addressing some of these challenges, or ideas for challenges that others are currently experiencing. The group left this activity equipped with ideas for the future, including strategies to build effective connections with schools and educators, plans to continue advocating for, promoting, and providing FASD presentations and trainings for schools, and using existing resources such as Visions & Voices presenters and LAEO material such as the mini-documentary within school settings.

### **Closing Reflection**

As with the other Sub-Committee half days, this half day closed with a reflection piece about what participants learned and where we should go moving forward. They were asked:

1. What did we achieve/learn in this meeting? What would you like to know more about?
2. What will you take back to your community from today’s meeting? How will you share messages that promote dignity in relation to FASD?
3. What do we, as a group, need to do to develop and share messages that promote dignity and prevent FASD?

They were asked to write down their responses and post them on the corresponding Medicine Wheel.

## **Day Three – June 10, 2016- Wrap of LAEO Project & Coalition Networking**

### **Research Sub-Committee ½ day**

#### **Opening Reflection**

As with the other half days, this workshop began with an opening reflection where participants were asked what they hoped to learn and achieve that morning. They were given a moment to write down their reflections and post them on the Medicine Wheel.

#### **Ice Breaker**

Following the reflection piece, Melanie Muehling facilitated an ice breaker that emphasized the importance of knowledge translation. Participants broke into groups of three. One group member was a drawer, one was an instructor and one was an observer. The instructor was given a picture that they had to describe to the drawer, but the drawer could not see the original picture. The observer could see both the original picture and the drawer's drawing, but was unable to speak. However, the observer and instructor could switch roles at any time, at which point the observer became the instructor and could tell the drawer how to improve the drawing. The goal of the activity was to make the drawer's drawing the same as the original picture. After the participants had run through the activity twice, Melanie brought the group back together and discussed how this activity relates to knowledge translation in research. We need to effectively communicate our research in order to have a shared understanding of how to move forward. The research that will be undertaken as a component of the LAEO project must be translated in an effective manner to ensure it can effect change and promote dignity.

### **Overview of research LOI and 5 research areas**

During this section of the research half-day Brenda Elias, the principal investigator of the research project, gave an overview of the research proposal that was submitted to the Social Sciences and Humanities

Research Council (SSHRC). She was joined by the other four researchers who will lead the research project (Kathy Rocke, Cheryl Fraehlich, Marleny Bonnycastle, and Kathryn Levine). Each researcher was given time to explain their research focus and Dr. Elias explained how the five research areas fit together. The five



research areas are: mapping strategic pathways, trauma informed, engaging cultural humility, partnering with families, and mobilizing and being community inclusive. Dr. Elias also described the grant application process further. After announcing that we have received funding for the first stage in the application process, she explained that we would use the funding to develop and strengthen our proposal in order to compete with the other finalists.

### **Small group discussions**

Following the presentations, the participants split into five groups to discuss the five different research focuses with the lead researcher in each area. Four questions were put on the presentation screen at the front of the room and each small group was asked to answer each question in relation to their research area. The groups were asked: Who needs to be involved in this initiative and how do we keep them engaged? What kind of change do we



hope this initiative will inspire? How can this initiative lead to practice change? How can we disseminate & implement what we learn from this initiative in our communities?



### **Yarn Activity**

Once the groups had answered the four questions, they were asked to share their answers with the larger group. When different groups had the same or similar answers, a ball of yarn was thrown between them to connect the two groups together and then the yarn was thrown on to other groups with the same message. Once the yarn ball exhausted a response, the last group with it was asked for another response or a response to another question and the yarn would continue on. This showed

how each question, answer and research area are interconnected and the importance of systems working together to conduct and implement the most relevant research.

### **Brain Storming**

To conclude the research half day, Dr. Elias led the group in a brain storming activity to understand how the coalition members would like to see the research carried out. The brain storming was guided by three questions: What wisdom & expertise can the Manitoba regional FASD coalitions contribute to the LAEO partnership? What will the Manitoba regional FASD coalitions gain from this partnership opportunity? How do you envision the Manitoba regional FASD coalitions being involved in this partnership? Participants offered guidance in that many diverse groups should be consulted and they felt ready to lend support in both the application and research processes.

### **Closing Reflection**

As with all of the half days, participants were asked to participate in a reflection process and were asked the following questions: What did we gain from this meeting? What would you like to know more about? What will you take back to



your community from today's meeting? How will you support strength-based research? What do we, as a group, need to do to promote and spread strength-based FASD research?

### **Celebrating Success**

To mark all the amazing accomplishments of the LAEO project, including moving from the LOI stage to the application stage of the SSHRC Grant process, participants celebrated with cake!

### **Closing Remarks/Wrap-up of LAEO**

A big thanks to everyone for coming and to the Sub-Committees for their awesome work. Everyone is encouraged to consider joining a Sub-Committee. Stay tuned for a winter gathering via GoToMeeting in January 2017!

## **Coalition ½ Day of Networking**

### **Coalition Updates**

To begin the afternoon, coalition members were asked to sit with other members of their community coalitions. Each coalition was given time to reflect on the past year and to think about the work their coalition has accomplished during that time. Coalition members were then asked to write these accomplishments down on a piece of flip chart paper. Next, they were asked to think about their plans for the upcoming year and to identify any potential opportunities to partner with other coalitions. Coalition members also wrote these ideas down on their flip chart paper.

For the next part of the activity, coalitions volunteered to come up to the front of the room one at a time to present their updates. Each coalition shared the updates that they had written on their flip chart paper and then left their paper posted to the wall. As each coalition presented, the rest of the group was asked to write any thoughts/questions/suggestions they had for that coalition down on sticky notes.

Once half of the coalitions presented their updates, the entire group was given 5 minutes to go up to the front of the room to read each coalition's updates and to post their sticky notes onto the flip chart papers. This process was repeated again for the rest of the coalitions who had not yet presented their updates.

### **Discussion on the Manitoba FASD Coalition's New Role**

Ken Lamoureux provided an update on some of the changes that have occurred within MCAP, including its new name: the Manitoba FASD Coalition. One of the changes is a new focus on providing support to community FASD coalitions outside of the annual in-person gathering. Ken then asked coalition members to reflect on how the Manitoba FASD Coalition can better support community FASD coalitions. Participants had the opportunity to discuss this in small groups and then share their thoughts with the larger group.





Appendix 1

**Looking After Each Other: A Dignity Promotion Project  
Draft Purpose, Guiding Principles, Objectives and Activities**

**Purpose**  
To promote dignity by shifting social attitudes in relation to FASD



**Guiding Principles (definitions still being finalized)**  
All work is to be vetted through the following lenses:

- Social Determinants of Health
- Inclusivity
- Trauma-Informed
- Promising Practice (i.e. Frameworks Institute)
- Anti-oppressive
- Do no/less harm
- Harm reduction
- Culturally safe



<b>Common Language Sub-Committee</b>	<b>Research Sub-Committee</b>	<b>Popular Education Sub-Committee</b>
<b>Objectives</b>	<b>Objectives</b>	<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To create a common language that will act as the foundation for all projects and materials developed by the LAEO project.</li> <li>• To develop a common language that promotes dignity in relation to the global responsibility concerning FASD.</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive strength-based research:               <ol style="list-style-type: none"> <li>1. To identify the philosophies and practices that enable women to who are substance using to seek out services before, during and after pregnancy.</li> <li>2. To identify the philosophies and practices used in successful FASD interventions that enable individuals, families and communities who live with FASD to engage and thrive.</li> <li>3. To identify service barriers and make recommendations on how to implement more successful pathways for service usage.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• To create and support the development of materials, events and projects that promote dignity in relation to the global responsibility concerning FASD.</li> <li>• To facilitate avenues for sharing messages that promote dignity in relation to the global responsibility concerning FASD.</li> </ul>

	<ul style="list-style-type: none"> <li>To translate the knowledge learned from our research to inform global best practice interventions.</li> </ul>	
<b>Common Language Sub-Committee</b>	<b>Research Sub-Committee</b>	<b>Popular Education Sub-Committee</b>
<b>Activities</b>	<b>Activities</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>Completing a media scan to determine the current language being used to describe FASD in Manitoba.</li> <li>Creating a Common Language Guide for all Looking After Each Other project members to use. The Common Language Guide will address key “frequently used words/phrases” currently used when the public discusses FASD, and suggests acceptable alternative words, phrases, and visuals that are positive and non-stigmatizing.</li> <li>Planning and conducting surveys, interviews, and focus groups with Manitobans living affected by FASD to get their feedback on the Common Language Guide.</li> <li>Working with the Frameworks Institute (<a href="http://www.frameworksinstitute.org">www.frameworksinstitute.org</a>) to conduct a study on the topic of FASD in Manitoba. The Frameworks Institute uses an evidence-based methodology to determine how to best communicate about social issues so the</li> </ul>	<ul style="list-style-type: none"> <li>The team has recently submitted a letter of intent for a Social Sciences and Humanities Research Council (SSHRC) Partnership Grant. The grant is \$2.5 million and would be awarded over 4-7 years. The team submitted a letter of intent in February. If it is accepted, the research team will then submit the formal application.</li> <li>The research team has identified five research initiatives: <ul style="list-style-type: none"> <li>Mapping Systemic Pathways Initiative- to map the systemic pathways needed to promote dignity of those living with FASD in the province of Manitoba;</li> <li>Trauma Informed Initiative- to uncover the experiences of living with FASD in the context of trauma;</li> <li>Engaging Cultural Humility as a Cross-Sectional Initiative- to reveal the ways in which different cultural beliefs can promote the dignity of women, children, families, and communities living with FASD;</li> <li>Partnering with Families</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Hosted a Naming Ceremony with Elder Velma Orvis and received the name <i>Looking After Each Other</i> and our colours East- red; South - green; West -purple; and North – white.</li> <li>We created our first mini-documentary, “A Place Where I Belong, Community Making A Difference”. We hope to produce others in the future.</li> <li>Considering what platform to use for the project. We are considering becoming part of the new MB FASD Coalition website.</li> <li>We developed a Logo with Laural Bickford from the Exchange District</li> </ul>

<p>public shifts their attitudes and understanding to be in alignment with how the researchers and experts understand the issue. Healthy Child Manitoba is in the early stages of setting up this contract with the Frameworks Institute, and the Common Language committee will be involved in the implementation of the study's process in Manitoba.</p>	<p>Initiative- to explore how family-centred services can promote the dignity of those living with FASD;</p> <ul style="list-style-type: none"><li>○ Mobilizing and being Community-Inclusive Initiative- to understand how commonly used messages, discourses, languages and labels work to stigmatize women, children, families, and communities living with FASD and how this stigma can be overcome.</li></ul>	
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Appendix 2

