

Have Team

Will Travel



Provincial Outreach Program for FASD: Learning Opportunities for BC Educators

by
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For referenced links, please see Links list on following page

Fetal Alcohol Spectrum Disorder (FASD) is a term used to describe a broad spectrum of presentations and disabilities resulting from prenatal alcohol exposure. In 2006 it was recognized that there was a need for enhanced understanding of FASD for educators so they could be prepared to support student learning with the most current training,

research, and strategies available. The Provincial Outreach Program for FASD (POPFASD) (4) has been based in Prince George's School District 57 since 2006, and we continue to innovate both online and in person. Our content is designed from classroom teaching experience, and it is informed by the latest research.

We are mandated to increase educators' capacity to meet the learning needs of students with Fetal Alcohol Spectrum Disorder, and we do this all around the province for anyone involved in the BC education system.

Our team consists of 3.2 Teacher Consultants, a Technical Analyst, 0.5 Program Office Assistant, and a Principal. Designated POPFASD District Partners (9) from each District act as liaisons for in-service and support requests. We are also supported by a nine-person Steering Committee comprised of representatives from eight regions and one individual from the Ministry of Education.

Building Relationships is Key

School District 81 is situated amidst the beautiful northern Rockies, and flying in on a bright day is a spectacular experience. My job as a POPFASD Teacher Consultant takes me to the most stunning places in our province. For this trip in 2017, I had been booked for two POPFASD workshops (1) in Fort Nelson. Due to flight times, I had also accepted an invitation from RL Angus School's Principal Becky Froese to spend some time in her school.

When I was picked up at the airport the night before our workshops, I knew I was in for a treat because the entire District staff were gathered at the curling arena ready for an evening of fun! It was a wonderful way to be welcomed and to meet this committed community of educators. The workshops were well-attended and the participants were keen learners.

Listening to Learners

Becky Froese is a dynamic Principal and she leads a team of dedicated educators whose desire to learn is motivated by their desire to improve inclusion for all learners. During my school visit, I was able to see the environment of the school and help to find some possible supports for the students. After my time in SD81, the staff at RL

Angus were eager to learn more. They applied for a POPFASD Collaborative Action Research grant (CARS) (2), focusing on building relationships with some of their most vulnerable students who were experiencing low attendance and high suspension rates.

The actions they took through their CARS study improved results for students: suspensions dropped from an average of 20 per year to two per year, and attendance improved because greater connections were being made between school and home!

The staff of POPFASD has highly responsive training (8) both online and in person. They provided high quality, meaningful, and inclusive strategies. POPFASD goes above and beyond to meet their mandate.

Becky Froese, Principal, RL Angus, SD81

Building on Success

Excited by these positive outcomes, the staff decided to delve deeper into their school-based research.

The team applied for a second CARS grant and POPFASD returned for a second series of workshops in February 2019. Their continued research focused on further inclusive approaches. They accessed the POPFASD L.E.I.C. Planning Tool (3), explored the POPFASD website (4), looked at environmental supports (5), and strategies like The 8 Magic Keys (6) and they also examined how technology could support UDL. In November of 2019 the team shared their research (7).

Thanks Fort Nelson: it's always great to work with you!

Article Links

- (1) Workshops
<https://www.fasdoutreach.ca/training#workshops>
- (2) Collaborative Action Research grants (CARS)
<https://www.fasdoutreach.ca/cars>
- (3) L.E.I.C. Planning Tool
<https://www.fasdoutreach.ca/resources/all//leic>
- (4) Website
<https://www.fasdoutreach.ca/>
- (5) Environmental supports
<https://www.fasdoutreach.ca/resources/search?q=environment>
- (6) The 8 Keys
<https://www.fasdoutreach.ca/resources/all/0-9/8-magic-keys>
- (7) R.L. Angus Research “their work”
<https://static.fasdoutreach.ca/alfred/watch/06c96b7c3b28d88fbe7d6951b51d844a7b6fcd0e>
- (8) Training
<https://www.fasdoutreach.ca/training>
- (9) District Partner
<https://www.fasdoutreach.ca/liaising#district-partners>
- (10) FASDCasts
<https://www.fasdoutreach.ca/training#fasdcasts>
- (11) Website resources
<https://www.fasdoutreach.ca/resources/>
- (12) Online classes
<https://www.fasdoutreach.ca/training#fasdclass>

More About



Prevalence for FASD

2% and 5% (Popova 2017, May 2014). Using 4% that would equate to approximately 21,500 BC students

POP FASD

- eLearning videos are viewed approximately 72,000 times each year
- provides services to 2,500-3,500 BC educators each year
- has funded 37 collaborative action research studies since 2011



Comprehensive Support

Educators from around BC are being more creative in combining POP FASD services. Here are two of the many examples of in-depth learning undertaken in Districts:

In **SD6**, an elementary staff attended a full-day, in-person workshop (1). They wanted even more information so their administrator arranged for a series of 5 x 1 hour, monthly FASDCasts (webinars) (10). After each webinar, the staff was asked to apply an idea to their classrooms then share the idea via a forum on our website (4).

In **SD58**, a team asked for information to support one of their complex students. Although POP FASD does not provide direct student consultation, we were able to provide two FASDCasts (10). One focused on FASD information and ideas for creating a safe, predictable environment. For the second FASDCast (10), POP FASD and the school's resource teacher collaborated using the LEIC Planning Tool (3) to develop a greater understanding of how to support their student.

What Other Educators Are Sharing

"POPFASD training, whether it is in-person workshops (1), FASDcasts (10), or a FASDClass (12) or using their curated website resources (11), is second to none!"

"Their website is rich with resources that are accessible, up-to-date, and relevant to the complex issues we face in our schools."

"The POPFASD team are highly knowledgeable, organized, professional, and helpful. The sessions they offer are some of the best that I have attended."

"I highly recommend connecting with the team from POPFASD."

"When I consider all of the opportunities that a School District, or inclusive education department can be involved with, POPFASD is a partner that we have seen notable change since working more closely together the past few years."



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Enhancing knowledge that will enable educators to meet the needs of complex learners often takes multiple exposure to ideas and information.

POPFASD provides a breadth and depth of services to educators, schools and Districts that is first-class.

They are flexible and prepared to find ways to enhance learning that meet school needs. The team at POPFASD is also recognized for its rapid and thorough response.

Curtis MacDonald
Supervising Administrator,
POPFASD

Principal, Centre for
Learning Alternatives
Prince George