



NEAFAN NEWSLETTER MARCH 2022

WRaP 2.0

NEAFAN - Northeast Alberta FASD Network, is one of twelve Alberta FASD Service Networks that have the reach and capacity to implement the WRaP 2.0 FASD Coaching Partnership Program. This project aims to provide education professionals with increased knowledge, skills, confidence, and the ability to implement FASD-informed coordinated and consistent educational strategies across Alberta for students with an FASD diagnosis or possible FASD.

Schools and school boards; parents and caregivers; and FASD service networks and community service providers, will benefit from learning about FASD informed classroom strategies and individualized support plans for students with FASD. Those involved with children and youth with FASD in the education sector will benefit from professional development and instructional coaching leading to enhanced knowledge of FASD, FASD assessment and diagnosis, and FASD support strategies.



Prevalence of FASD in Canada Statistics

“Researchers estimate that at least 4% of people in Canada have FASD. This means about 1 student in every classroom.”

1.5 million

people in Canada

174,000

people in Alberta

1 in 25

people in Canada



Foundations in FASD

A key to supporting students with Fetal Alcohol Syndrome Disorder (FASD) is having a good understanding of FASD and how individuals with FASD are impacted. Foundations of FASD provides an explanation of FASD, its impact on the brain as well as explores behavioural patterns in students with FASD. Strategies for designing classroom instruction and routines to support students with FASD are also highlighted. Supporting Students with Fetal Alcohol Spectrum Disorders FASD provides clear explanations of how prenatal alcohol exposure affects brain development. It explores the difference between brain structure and brain function and provides educators with strategies for becoming active problem solvers. Additionally, it explores behavioural patterns and how prenatal exposure to alcohol impacts the brain's ability to regulate mood, emotion, and reactions to stress.



"The current best estimate for the prevalence of FASD in the general Canadian population is 4%."

FASD is a prevalent disorder, vastly outnumbering other common developmental disabilities; however, FASD comes with relatively little public recognition or understanding. Recent research points to a much higher rate of FASD than was initially estimated, and with improved methods of detection, these numbers continue to rise. Although FASD prevalence rates vary widely across countries and populations, and are considered to be conservative, the current best estimate in the general Canadian population is 4%.

There are significantly higher rates in special groups, such as those involved in the child welfare and justice systems. FASD prevalence research is important not only for understanding the scale of the issue in our communities, but also for making decisions about funding and resource allocation, and for monitoring the effectiveness of prevention efforts. As well, with improved knowledge about special populations that may be at a particularly high risk for PAE or FASD, intervention efforts may be targeted to reduce the number of new cases of FASD and to support healthy outcomes for individuals and families who are already affected.

[LEARN MORE](#)

Teaching Strategies

Self-regulation is the ability to regulate your thoughts, feelings, and behaviours in response to your environment. Self-regulation is important in our daily lives, but individuals with FASD often experience challenges with self-regulation. The concept of self-regulation and how it relates to individuals with FASD is explained in a presentation that also provide examples of strategies to improve self-regulation.

[LEARN MORE](#)



"WRaP2.0 Teaching Strategies support students with FASD to succeed in the school environment."

Classroom Strategies

The purpose of these resources is to give school staff ideas for classroom strategies and accommodations for students with FASD. Many students with FASD require a specialized approach in different areas of their educational programming. Some students may show characteristics of FASD, but do not have a diagnosis.

Classroom strategies may be beneficial to organizing and supporting learning for all these students. Teachers can adapt these strategies to best meet the individual needs of their students. Using a flexible, thoughtful approach, and maintaining an accepting and supportive attitude, are key to effective programming for these students.

Students diagnosed with FASD in the public educational system are typically difficult to manage and most are placed in behavioural programs. Offering individualized and customized education, along with counseling and life support has proven to be effective.

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“Effectively educating children with FASD is critical to get right if positive educational outcomes are to be realized.”



School to Adult Transitions

FASD is a spectrum in which individuals are affected differently and consequently there will be a range of responses to transitions. Transition planning can help to minimize difficulties. Transition planning involves understanding an individual's strengths, needs, and goals. WRaP 2.0 School to Adult Transitions resources provide an overview of the challenges and strategies for support to improve the experience of students with Fetal Alcohol Spectrum Disorder transitioning from school into adulthood.

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Key elements required to support youth in the transition to adulthood include: a support network that has regular involvement with the young adult; Advocacy Casework, a stable source of income for the young adult, residential support, mechanisms to respond to crises; supported employment or alternative and supports related to community access and awareness.

[LEARN MORE](#)



“FASD youth in the transition to adulthood require a support network that has regular involvement with the young adult.”



What is a FASD Instructional Coach?



FASD instructional coaching is evidence-based, developmental, and established on individual/school/district goals and growth, voluntary, cooperative, and supportive. FASD instructional coaching is not a one-off, evaluative, forced, nor based on judgments or opinion.

SERVICE REQUEST



FASD Instructional Coach

Fetal Alcohol Spectrum Disorder (FASD) Instructional Coaches work to enhance the capacity of school authority staff, including principals, teachers, educational assistants to support students with FASD.

An FASD Instructional Coach is a frontline community worker who is knowledgeable about FASD, inclusive education and is skilled at facilitating teacher collaboration and sharing FASD-informed practices. The FASD Instructional Coach facilitates ongoing professional development for teachers and education staff and models and supports the use of FASD-informed instructional practices with educators, contributing to the school authority and provincial goals for

student success and meeting the diverse learning needs of students with FASD.

The FASD Instructional Coach helps to facilitate change and is a driver of capacity enhancement and teamwork. Their goal is to facilitate professional learning in the field of FASD, including FASD-informed instructional and classroom strategies, and to improve school staff knowledge and student engagement. Their work helps to promote the creation of positive and supportive learning environments. As learning leaders, FASD Instructional Coaches continue to gain knowledge about emerging trends and research-based FASD instructional practices.

Website: www.neafan.ca

Facebook: [@neafanfasd](https://www.facebook.com/neafanfasd)

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Links & Resources

- [Foundations in FASD](#)
- [Teaching Strategies](#)
- [Classroom Strategies](#)
- [School to Adult Transitions](#)
- [Service Request](#)

Levels of Support



Whole Group Coaching

Lead high quality professional development.

- Present designed professional development
- Provide resources
- Bridge to FASD Service Networks



Small Group Coaching

Facilitate small groups which center around critical inquiry focused on a common issue.

- Facilitate small group professional development that align with teacher needs
- Provide resources
- Highlight research
- Explore and brainstorm ideas
- Demonstrate strategies
- Bridge to FASD Service Networks



One-to-One Coaching

Partner with an individual school staff to support their growth and development.

- Provide resources
- Highlight research
- Explore and brainstorm ideas
- Informal problem solving and reflection as needed
- Formal coaching conversations
- Demonstrate strategies
- Co-create routines and procedures
- Participate in case consultations as requested
- Bridge to FASD Service Networks