

FASD AND SPECIAL EDUCATION SURVEY RESULTS



Fetal alcohol spectrum disorders occur in school aged children at a rate of

1 in 20

That's a child in every classroom.

<https://www.cdc.gov/fasd/data/index.html>

Students with fetal alcohol spectrum disorders (FASDs) often face unique challenges, barriers, and stigma in school and rarely have access to proper accommodations. In order to quantify these challenges, the **FASD and Special Education** Survey focused on educational experiences for students with FASDs. The survey, which was based off a similar survey completed in 2017-18, was active from March 2023 to February 2024. A total of **684** caregivers, professionals, and self-advocates from 43 states responded, sharing strengths, barriers and recommendations.

RESPONDENTS



81% identify as **caregivers**

15% identify as **professionals**

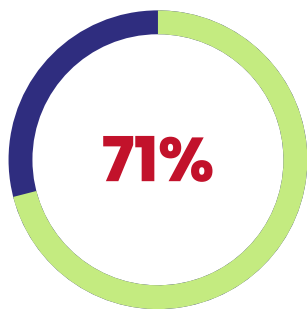


4% identify as **self-advocates**

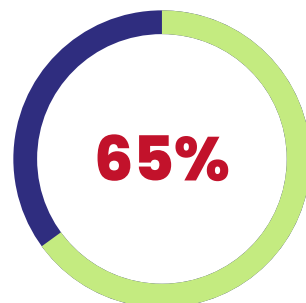


Respondents from 43 states

STATISTICS



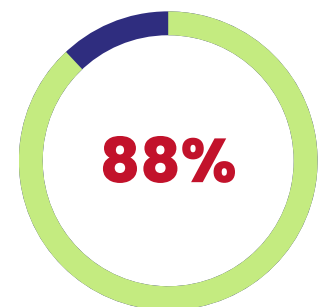
of self-advocates say not having appropriate FASD education accommodations is a **significant challenge**



of caregivers began noticing **educational challenges** in preschool



of self-advocates said the lack of recognition and understanding of FASD in schools is **discriminatory** for students with FASD



of professionals say students with FASD have a **more difficult time** obtaining educational accommodations compared to others with disabilities

A majority (63%) of self-advocate and caregiver respondents describe their experiences navigating the special education system for students with FASD as **“terribly frustrating and challenging.”**



Have an **IEP**
(individualized education program)



Have a **BIP**
(behavior intervention plan)



Have a **504** plan

“I think early intervention is key and it would help children to learn and understand the education, themselves and the world better if they had more help/resources and opportunities that other kids with disabilities have.”

-FASD self-advocate

“I suffered a lot from not being understood. I am intelligent but I had a lot of learning differences, and I had other challenges too and experienced a lot of rejection from my peers until I was put in a special program in middle school.”

-FASD self-advocate

BENEFITS

of FASD being made into a **qualifying category** under IDEA Special Education services

98% of caregivers think an FASD qualifying category would **benefit schools.**

Improved Mental Health Outcomes

78% of professionals find educational experience a **significant** factor in developing secondary disabilities.

Accurate and Accommodating

Systemic Improvement

Only 10% of self-advocates said that school impacted their mental health in a **positive** way.

Reduction of Secondary Disabilities & Adverse Life Experiences

>90% of all respondents think students with FASD would be **more likely** to receive education that is appropriate and based on needs.



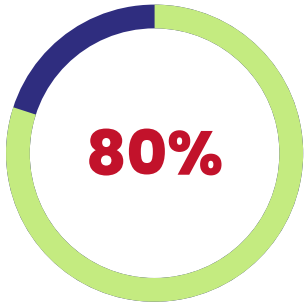


out of

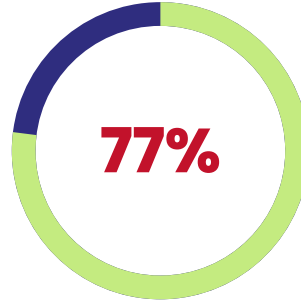


caregivers report their child with **FASD** has experienced some kind of discipline at school.

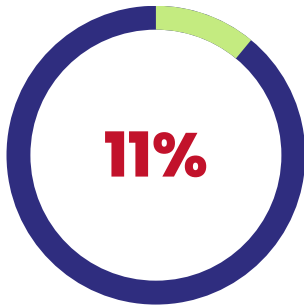
if FASD was made into a qualifying category under IDEA for Special Education services...



of professionals think classes would be **better managed** and all children would learn better



of professionals think there would be a **reduction** in school failures and dropouts



of caregivers shared that their child, despite having an FASD, was deemed **ineligible** for special education

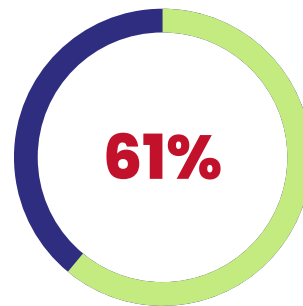
"FASD needs to be recognized and understood for our kids to thrive."

-Caregiver

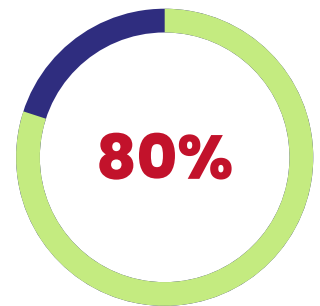
"The lack of education and awareness on how to appropriately work with students with FASD is disturbing. Using interventions that create greater problems for the students because of lack of education is unacceptable when there are resources and information available."

-Caregiver

2018



2024



Caregivers have become **increasingly worried** that their concerns about their child's education have not been addressed.



This is a huge issue for students with FASD and their families – it impacts their education from access to appropriate special education services from age 3 to 22. Having a designated category is crucial.






–Professional

It is critical that FASD is added as a disability under IDEA!

–Professional

FASD is under-recognized and under-supported in the education system. We can support people living with this disability and **improve educational outcomes** for everyone.

RECOMMENDATIONS

-  Include FASD as a **qualifying category** under IDEA for Special Education services.
-  Ensure that people with living experience (PLE) are included, trusted, and remain in the **forefront** of special education and disability services.
-  Use multidisciplinary approaches to address the **spectrum** of FASD.
-  Emphasize **strengths** and improvement rather than punishment; an increase in societal/general knowledge of FASD will help accomplish this.
-  **Train** education systems on the specific needs of students with FASD.



ACKNOWLEDGEMENTS

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FOR MORE INFORMATION

Have questions?
Contact FASD United at
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Scan here to view
the complete
survey results.



FASD United
Affiliate Network

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