



# Enhancing Educators' Capacity to Support Students with FASD:

## A Participatory Program Evaluation

10th International FASD Conference  
Program Lead and Provincial Educator  
Stace Kelsh

(Dr. Kristy Timmons, Dr. Heather Braund, Trina Chivilo)

What happens when  
**educators are supported**  
to teach students with FASD?



DEB EVENSON AND JAN LUTKE'S

## EIGHT MAGIC KEYS

PLANNING FOR STUDENTS WITH FETAL ALCOHOL SPECTRUM DISORDER

 <p><b>CONCRETE</b> TALK IN CONCRETE TERMS AVOID ABSTRACT LANGUAGE</p>	 <p><b>CONSISTENCY</b> PARENTS &amp; EDUCATORS USE THE SAME WORDS &amp; STRATEGIES</p>	 <p><b>REPETITION</b> RE-TEACH MANY TIMES TO RETAIN IN LONG-TERM MEMORY</p>
 <p><b>ROUTINE</b> HELP REDUCE ANXIETY</p>	 <p><b>THE MASTER KEY</b> LASTING RELATIONSHIPS</p>	 <p><b>Keep It Short &amp; Sweet</b> <b>SIMPLICITY</b></p>
 <p><b>SPECIFIC</b> SAY EXACTLY WHAT YOU MEAN GIVE STEP BY STEP DIRECTIONS</p>	 <p><b>STRUCTURE</b> THE GLUE THAT MAKES THE WORLD MAKE SENSE... THEIR FOUNDATION</p>	 <p><b>SUPERVISION</b> SCAFFOLD INDEPENDENCE</p>

Kathleen Wilson 2017

# Who We Are



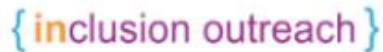
BRITISH  
COLUMBIA

Ministry of  
Education and  
Child Care



POP  
Provincial Outreach Programs  
Ministry of Education and Child Care

# Provincial Outreach Program



# What We Do

We support Educators who support learners with FASD.



# Our Team

## Our Steering Committee

### Vancouver Island



#### Cathy Walker

*District Inclusive Education Coordinator, SD No. 64 (Gulf Islands)*

School districts: 46, 61, 62, 63, 64, 68, 69, 70, 71, 72, 79, 84, 85

### Vancouver Coastal



#### Kristie Colpitts

*District Vice-Principal, Learning Services Department, SD No. 42 (Maple Ridge/Pitt Meadows)*

School districts: 37, 38, 39, 42, 44, 45, 47, 48, 49

### Interior (East)



#### Heather English

*Vice Principal, SD No. 6 (Rocky Mountain)*

School Districts: 5, 6, 8, 10, 20, 51

### Ministry of Education and Child Care



#### Veronica Horgan

*Education Officer, Inclusive Education, Learning and Education Programs Division*

### Interior (West)



#### Nicole Minnabarriet

*District Principal of Indigenous Education: Reconciliation and Inclusion, SD No. 74 (Gold Trail)*

School Districts: 19, 22, 23, 27, 53, 58, 67, 73, 74, 83

### Northern



#### Lisa Horswell

*Director of Instruction, Inclusive Education, SD No. 57 (Prince George)*

School Districts: 28, 50, 52, 54, 57, 59, 60, 81, 82, 87, 91, 92, 93, 109, 117, 118, CISND, CISPG, FNEESC, SCSBC

### Fraser



#### Michelle Gehring

*Director of Instruction - Learning Support Services, SD No. 34 (Abbotsford)*

School Districts: 33, 34, 35, 36, 40, 41, 43, 75, 78

### External Community Advocate



#### Kee Warner

*Executive Director, Whitecrow Village*

# Our Team

## Our District Partners

District Partners allow us to communicate through one key individual from each district regarding in-service and support need.

19	Revelstoke	Victoria Strange	<a href="mailto:vstrange@sd19.bc.ca">vstrange@sd19.bc.ca</a>	250-837-3085
20	Kootenay-Columbia Castlegar	Tammy Wilde	<a href="mailto:twilde@sd20.bc.ca">twilde@sd20.bc.ca</a>	250-368-6434
22	Vernon	Vicki Pederson	<a href="mailto:vpederson@sd22.bc.ca">vpederson@sd22.bc.ca</a>	250-549-9240
23	Central Okanagan	Caryn Richardson	<a href="mailto:Caryn.Richardson@sd23.bc.ca">Caryn.Richardson@sd23.bc.ca</a>	250 860 9729 (7629)
27	Cariboo-Chilcoltin	Joy Gammie	<a href="mailto:joy.gammie@sd27.bc.ca">joy.gammie@sd27.bc.ca</a>	250-706-3578 Cell
28	Quesnel	Angelina Gauthier	<a href="mailto:angelinagauthier@sd28.bc.ca">angelinagauthier@sd28.bc.ca</a>	250-925-4823
33	Chilliwack	Shasha White	<a href="mailto:shasha_white@sd33.bc.ca">shasha_white@sd33.bc.ca</a>	604-615-6353
34	Abbotsford	Darlene Cotton	<a href="mailto:Darlene.Cotten@abbyschools.ca">Darlene.Cotten@abbyschools.ca</a>	604-613-5458
35	Langley	Freya Choboter	<a href="mailto:fchoboter@sd35.bc.ca">fchoboter@sd35.bc.ca</a>	604-534-7891
36	Surrey	Eckhard Perk	<a href="mailto:perk_e@surreyschools.ca">perk_e@surreyschools.ca</a>	778-772-5209

# How We Support

\*Since 2005, POPFASD has provided direct support to over **50,000 BC educators**.

## Training



We offer free online training for everyone and free in-person workshops for BC Educators.

## Resources



We create and curate resources to help you support learners with FASD.

## Liaising



We liaise with school districts, governments, and agencies to increase awareness.

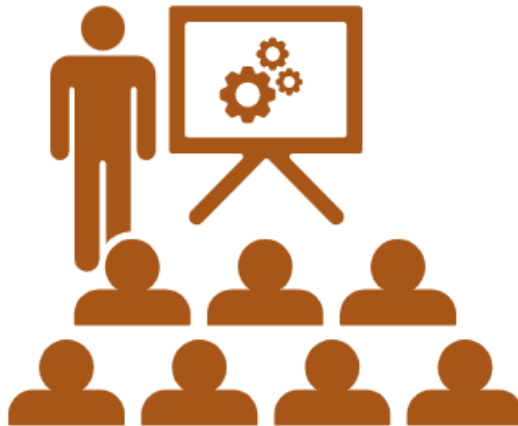
## Training



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Online



In-Person



On-Demand

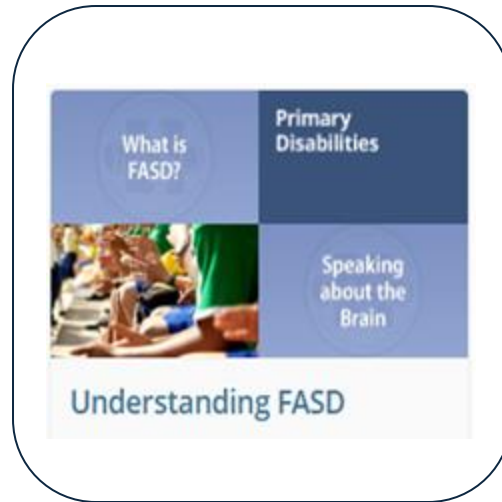
## Resources



We create and curate resources to help you support learners with FASD.



Handouts



Videos

### Common Strengths of Students with FASD

6:14

Dan Dubovsky - Common Strengths of Students with FASD

POPFASD • 51k views • 10 years ago

### The Math Interactive Learning Experience (MILE) Program

9:31

Carmen Rasmussen - The Math Interactive Learning Experience

POPFASD • 4.4k views • 11 years ago

## Resources



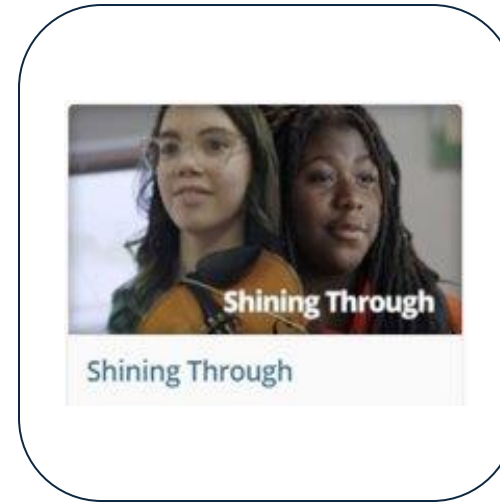
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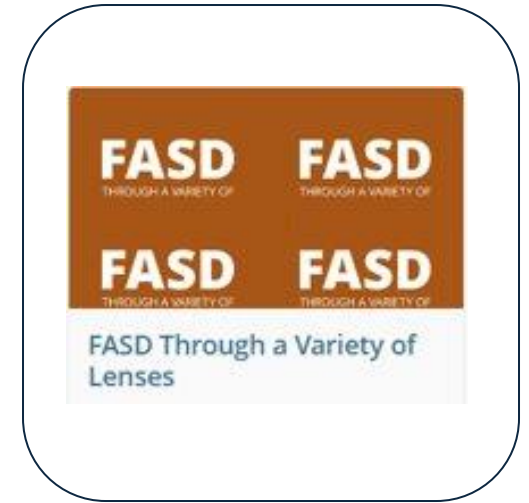
Handouts



Videos



Films



Podcasts

## Liaising



We liaise with school districts, governments, and agencies to increase awareness.



### RED SHOES ROCK

September 9<sup>th</sup> is International FASD Day

In your hallway, classroom, or school there may be students with FASD. You may not know it, as FASD is largely a hidden disability. POPFASD encourages you to wear red shoes on September 9<sup>th</sup> to raise awareness of FASD.

**What is FASD**  
Fetal Alcohol Spectrum Disorder (FASD) is a disability that affects the brain and body of individuals who were prenatally exposed to alcohol. It is a lifelong disability. Each person is unique and has strengths and challenges. Providing appropriate, respectful supports will help individuals reach their full potential.

**What can you do today?**

- Begin a 2x10 campaign to build relationships - spend two minutes each day talking to a student!
- Share this information with others.
- Visit our website and learn more about FASD and what you can do!
- Contact your District Partner: [info@popfasd.ca](mailto:info@popfasd.ca) or [popfasd@popfasd.ca](mailto:popfasd@popfasd.ca)

For more information visit [popfasd.ca](http://popfasd.ca) and [canfasd.ca/fasd-awareness-month](http://canfasd.ca/fasd-awareness-month)

### Understanding the Past to Shape the Future Transitional Planning for Students with FASD

Friday May 30, 2025  
10:00am PT • 11:00am MT • 12:00pm CT • 1:00pm ET • 2:00pm AT

Free CanFASD Webinar

with

- Jamie Salfour - Presenter
- Nicole Haines - Presenter
- Danna Ormstrup - Host

CanFASD

### FASD and Sexuality The Importance of Sexual Health

Friday October 28, 2022 from 11:00am to 12:30pm MST  
10:00pm PT • 11:00am MT • 12:00pm CT • 1:00pm ET • 2:00pm ADT

Free CanFASD Webinar

With

- Dr. Shari Emral - Presenter
- Sarah Moss - Presenter
- Stace Kelley - Host

CanFASD



# Canada



Canadian Academy of Health Sciences  
Académie canadienne des sciences de la santé

## Fetal Alcohol Spectrum Disorder in Canada:

Current knowledge and policy

June 2025

# Collaborative Action Research Studies

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We provide inquiry grant funding to support BC educators to research, design, implement, and share collaborative inquiry which improves educational outcomes for students with FASD.

## **SD 23 Central Okanagan**

How can adopting a consistent, systematic, and explicit approach to teaching foundational literacy skills positively influence the acquisition and retention of reading and writing in our most diverse learners with complex learning needs, including FASD? By implementing this structured method, are we able to effectively address the unique learning challenges of students with exceptional needs and promote significant progress in their literacy development?

## **SD 23 Central Okanagan**

How can we use evidence-based approaches and materials to support our school wide literacy initiatives? How can the use of decodable readers support the learning of students with FASD?

## **SD 42 Maple Ridge/Pitt Meadows**

Will the implementation of the UFLI program, a program that explicitly focuses on foundational skills necessary for proficient reading, along with established instructional routines, foster the acquisition of reading skills with students with FASD as well as other diverse needs?

## **SD 40 New Westminister**

Will increasing our knowledge about evidence-based practices to support literacy with students diagnosed with FASD in conjunction with using a greater variety of decodable texts, better support both the development of word recognition skills and encourage engagement with reading for our students with complex needs?

# What Is Working?

## 4-Year Study – Program Evaluation





## Online Questionnaire

Pre ( $n= 1528$ ) and post ( $n= 382$ ) sent to each registered participant

Contained closed-(Likert) and open-ended (narrative) items



## Interviews

Teacher Interviews ( $n=7$ )

Parent and Student Interviews ( $n=2$ )

POPFASD Leaders ( $n=6$ )



## Other Data Sources

Annual Report Data ( $n=4$ )

Program collected feedback (narrative items)

# Key Findings – Pre Training

<p>I have an understanding of FASD.</p>	<p>I use a variety of strategies to support students with FASD.</p>	<p>I am aware of POPFASD resources available to support students with FASD.</p>
<p><b>57.78%</b> Agree/Strongly Agree</p>	<p><b>36.72%</b> Agree/Strongly Agree</p>	<p><b>29.78%</b> Agree/Strongly Agree</p>

*N* = 1528

# Key Findings – Post Training

POPFASD training has increased my understanding of FASD.	POPFASD training increased my knowledge of a variety of strategies I can use to support students with FASD.	POPFASD training has increased my knowledge of POPFASD resources available to support students with FASD.	POPFASD training has resulted in changes to my practice.
<b>92.38%</b> Agree/Strongly Agree	<b>88.44%</b> Agree/Strongly Agree	<b>86.08%</b> Agree/Strongly Agree	<b>66.91%</b> Agree/Strongly Agree

N = 382

# Key Findings – Post Training

<p>POPFASD training has increased my understanding of FASD.</p>	<p>POPFASD training increased my knowledge of a variety of strategies I can use to support students with FASD.</p>	<p>POPFASD training has increased my knowledge of POPFASD resources available to support students with FASD.</p>	<p>POPFASD training has resulted in changes to my practice.</p>
<p><b>92.38%</b> Agree/Strongly Agree</p>	<p><b>88.44%</b> Agree/Strongly Agree</p>	<p><b>86.08%</b> Agree/Strongly Agree</p>	<p><b>66.91%</b> Agree/Strongly Agree</p>

N = 382

# Key Findings - Qualitative

## Strengths of POPFASD

- Authentic facilitators
- Non-judgmental approach
- Flexible offerings
- Strength-based

# Research



## PREPARING BC EDUCATORS TO SUPPORT STUDENTS WITH FASD:

A Participatory Program Evaluation



# Key Takeaways



- Consistent Funding
- Collaboration
- Equitable Access



- Making a Difference
- Areas to Focus On & Improve
- Contribution to Research

What happens when  
**educators are supported**  
to teach students with FASD?



## Invent a Holiday

### TASK

#### Deconstructing

1. Name of the holiday

2. Date of the holiday

3. How is it celebrated?

4. Why is it important?

Change in **Educator Practice**  
=  
Change in **Student Outcomes**