



# Supporting the Mental Health of Students with FASD

POPFASD On-Demand:  
FASD and Mental Health

FASD United Conference  
April 21, 2026



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*Disclaimers*

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# Disclosures

- ▶ Financial - Creator of the Empowering Neurodiversity Model® (END Model), FASDPLAY™ Caregiver Connect Series on FASD. Receives royalties on trainings sold and all products related to FASD Institute.
- ▶ Non-financial - ARC Committee Member - BC Association for Play Therapy. Receive no compensation as a board member.
- ▶ All POPFASD on demand trainings and educations are free and accessible for educators in British Columbia and the general public.

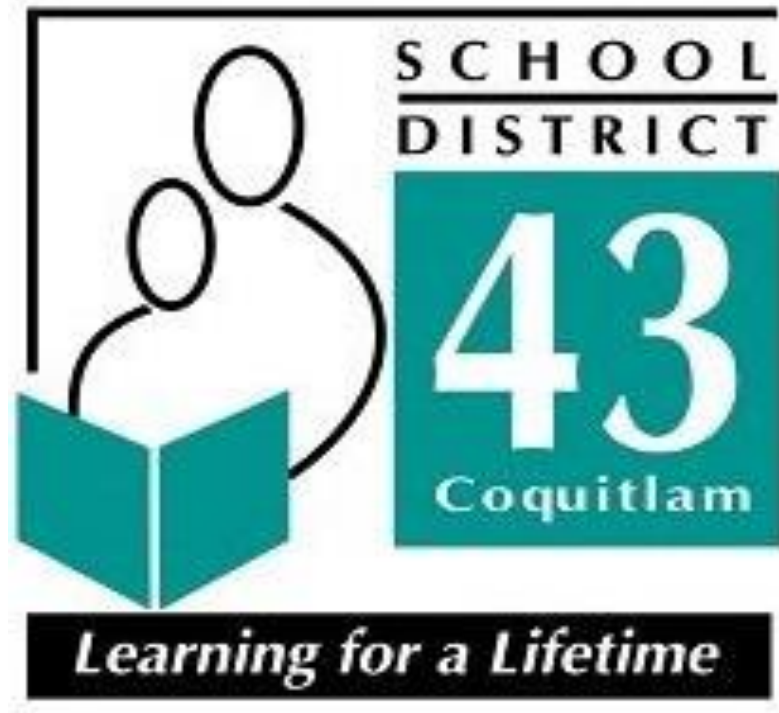


# FASD and Mental Health: The Need

# Mental Health and FASD Live Stream Series

CARS Grant

Collaborative  
Action  
Research  
Studies



# Kinsight



# Mental Health and FASD Livestream Series

Session 1 Feb 17: Regulation

1022 Participants

Session 2 March 6: Anxiety

379 Participants

Session 3 April 24: Depression

235 Participants

Session 4 May 8: Self-Injurious Behaviour

164 Participants

Session 5 June 5: Digital Addiction & Substance Use 118 Participants

# FASD and Mental Health On Demand Course Breakdown

- ▶ Soft Launch – February 6, 2026
- ▶ 172 Registrations
- ▶ 43 Completed with Certificates
- ▶ Free On Demand course
- ▶ Focus on mental health and FASD but geared towards educators and not mental health specialists
- ▶ Easy to implement interventions and strategies
- ▶ Do not need to have advanced knowledge on FASD
- ▶ Neurodiversity affirming, anti-ableist and inclusive language
- ▶ 7 Modules based on educator feedback
- ▶ 133 minutes of videos
- ▶ Complete course 3 hours
- ▶ [www.fasdoutreach.ca/training](http://www.fasdoutreach.ca/training)

# FASD and Mental Health On Demand Course Breakdown

Introductions

Module 1: FASD and Regulation

Module 2: Overwhelmed and Overloaded

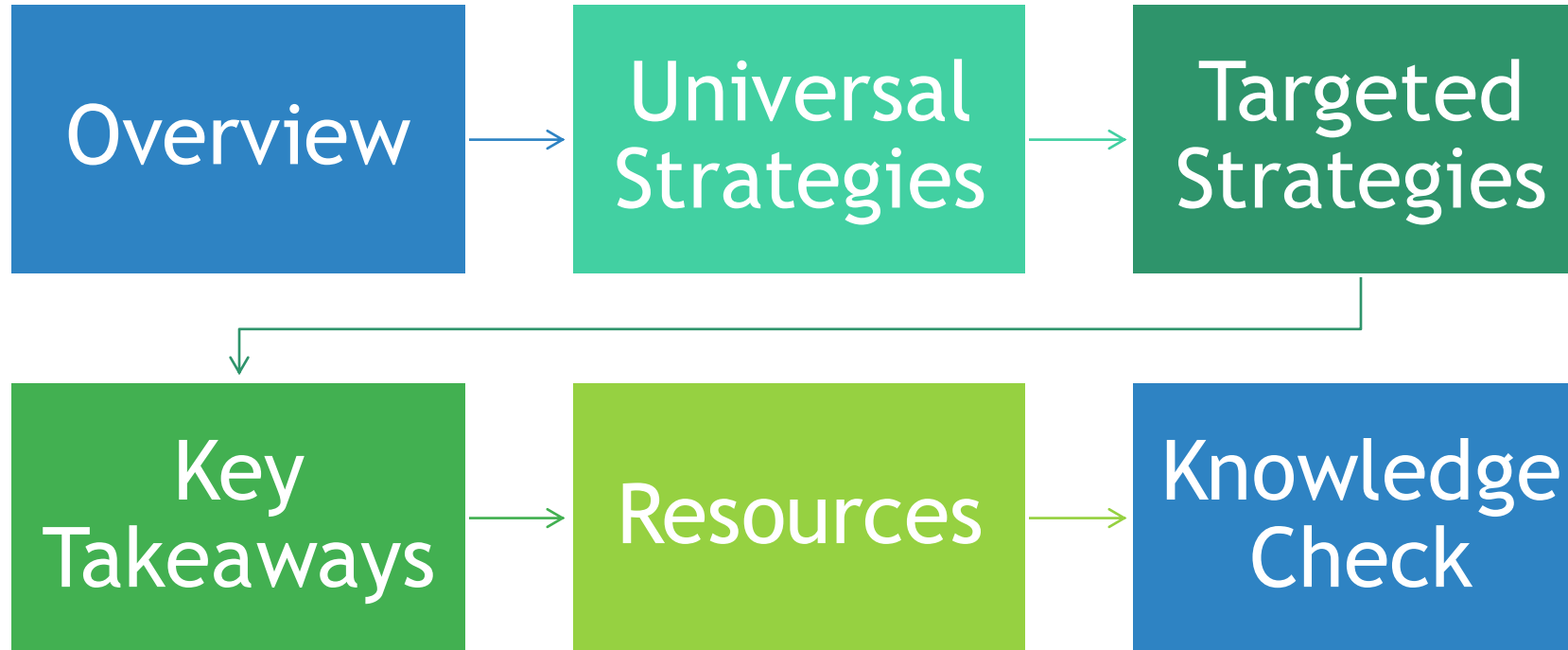
Module 3: Stress and Anxiety

Module 4: Disconnection and Depression

Module 5: Crisis Cycle

Module 6: Concerning Coping Strategies

Module 7: Eliminating Stigma



# Breakdown of Each Course Module

# Course Sneak Peak

## Mental Health and FASD

### Introduction

Regulation

Overview

Universal Strategies

Targeted Strategies

Knowledge Check

Overwhelmed and Overloaded

Overview

Universal Strategies

Targeted Strategies

Knowledge Check

Stress and Anxiety

Overview

Universal Strategies

Targeted Strategies

Knowledge Check

Disconnection and Depression

Overview

Universal Strategies

supporting students with FASD and their mental health.



## Mental Health and FASD

### Introduction

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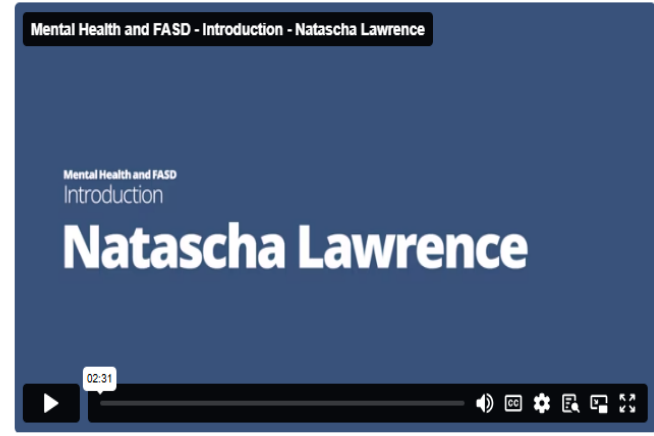
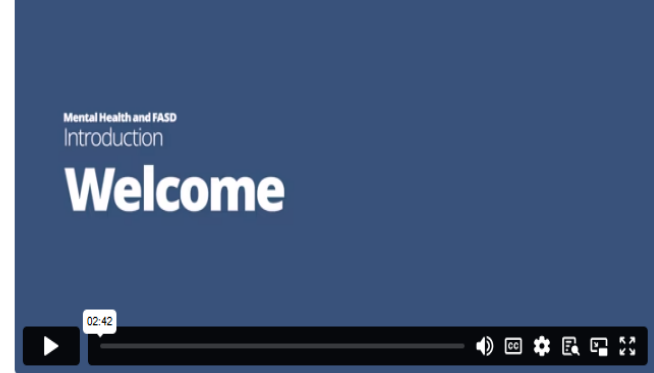
Knowledge Check

Disconnection and Depression

Overview

Universal Strategies

Mental Health and FASD - Introduction - Myles Himmelreich - Welcome



# Mental Health and FASD

## Introduction

## Regulation

### Overview

### Universal Strategies

### Targeted Strategies

### Knowledge Check

## Overwhelmed and Overloaded

### Overview

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## Knowledge Check

For each pair of statements, choose the statement that is true.

The first thing to do when a student is dysregulated is to teach the strategies they should use.

Co-regulation is learning through modeling and mimicking how we regulate.

It is okay to problem-solve with someone who's dysregulated because they regulate.

Modeling regulation non-verbally can be more powerful than verbalizing someone to take a deep breath or take a break.

regulation occurs through co-regulation - learning by watching and mimicking others regulate their own nervous systems. As educators, we must support students' nervous systems and cognitive, emotional, and social development by co-regulating with them, creating a safe and supportive environment where they can learn and grow. By prioritizing our own regulation and demonstrating healthy regulation strategies, we can enhance student engagement, develop regulatory skills critical for success, and foster a positive school community that benefits everyone.

## Video



Think back to a moment when you co-regulated with someone else. Perhaps another person's words helped you work through a problem. Perhaps their calm presence made you feel more relaxed. How might this experience demonstrate the positive impact you can have on helping your students regulate?

## Key Takeaways

### Regulation is about the nervous system Ⓐ

Regulation refers to the balance of our nervous system functions, not how calm or composed we appear on the surface. It's about being able to navigate stressors and come back to a balanced state.

### Regulated does not mean calm Ⓐ

Just because someone appears calm doesn't mean they're regulated. In fact, many people can be dysregulated (churning inside) despite appearing calm on the outside.

### Co-regulation is essential for learning and development Ⓐ

We learn regulation by watching and modeling others, especially in relationships with educators, caregivers, or peers. Co-regulation between

# Final Knowledge Check

In order to receive a certificate for this course, this final knowledge check must be successfully completed.

- Click on a statement to select it.
- Click it again to deselect it.
- Choose all the true statements.

Providing verbal praise can help students with FASD feel appreciated and valued.

Debriefing and teaching students about what happened during a crisis helps prevent future crises.

Focusing solely on academic performance is more effective in supporting students with FASD.

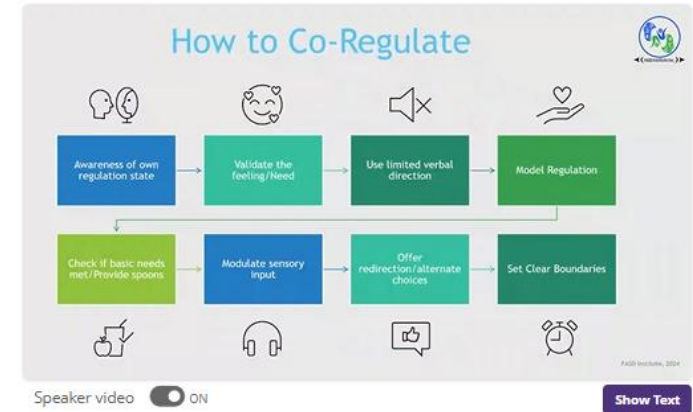
Demand avoidance is a common symptom of burnout, where anything that feels like a demand is avoided because it feels like a threat.

Being concrete means providing pictures, co-regulation, interdependence, modeling, and scheduled activities instead of just verbal directions.

The first thing to do when a student is dysregulated is to teach them what strategies they should use.

Submit

## Video



## Video

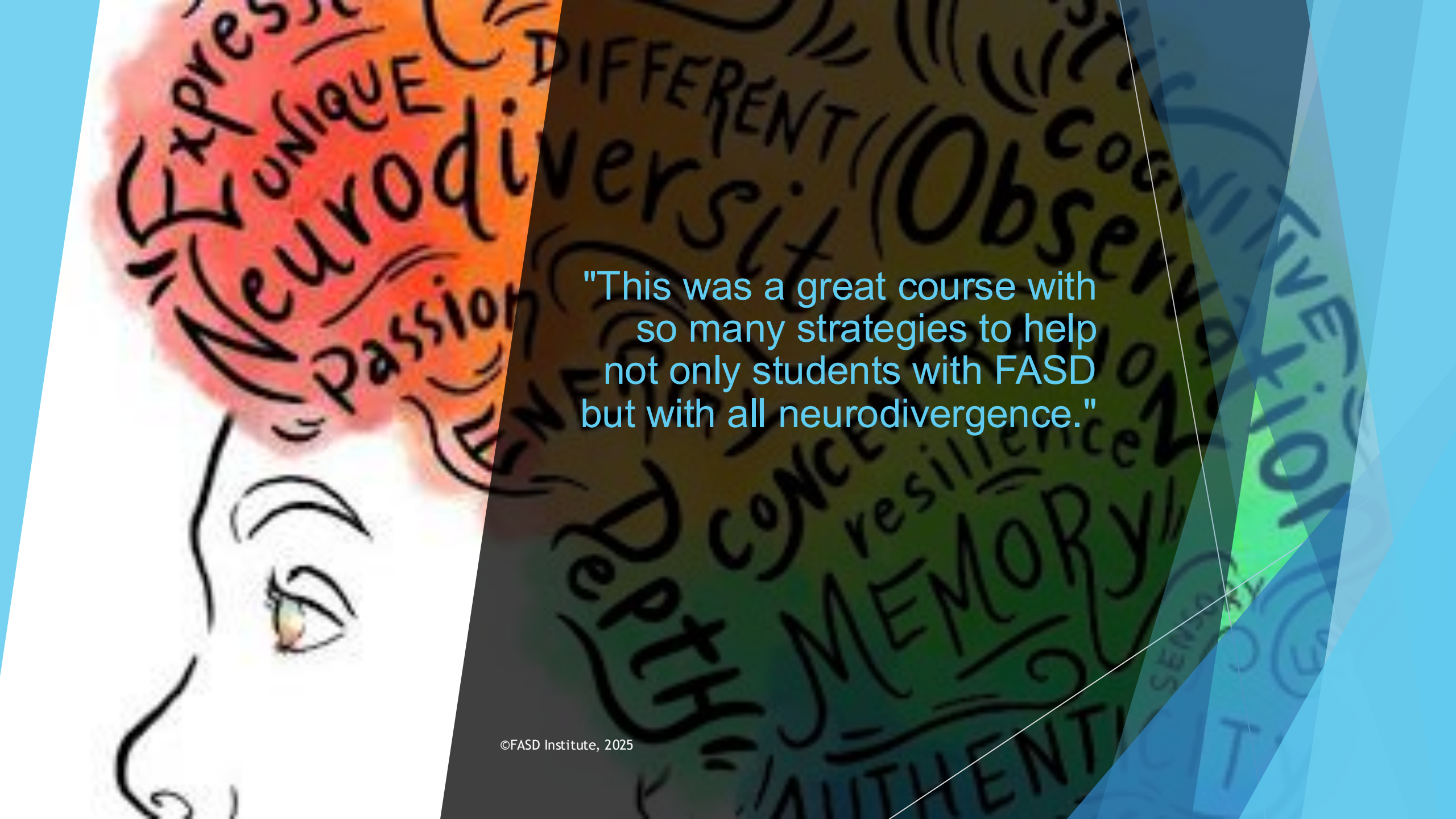


# Final Course Certificate



# Feedback on the Course So Far

- ▶ "This training has been truly informative and educative. I've learnt a lot more about FASD and mental health."
- ▶ "I found this module series very interesting and informative. I like the layout, and pace."
- ▶ "I have been teaching 25 years and still growing in my learning. This experience helped me learn a new lens to view students. Being in a classroom can give you tunnel vision with parent, student, admin and ministry demands. My role in Learning Support Services is allowing me to step back and take a wider view. I will be looking at how to bring this knowledge to classroom teachers who are overwhelmed with demands already."
- ▶ "It was good! I liked the videos and [the] short questions"
- ▶ "This series has been uplifting & validating. As an ageing human I believe & practice interdependence. I volunteer with vulnerable individuals some of whom are unhoused. So many, most in fact, share they struggled in school, regardless as to their socio-economic background. The approach you offer creates a way out for the future"
- ▶ "One of the most important shifts in my thinking is moving away from viewing behaviors as intentional or oppositional, and instead recognizing them as expressions of neurological differences and unmet needs. This learning helped me to reframe my expectations"
- ▶ "This was a great course with so many strategies to help not only students with FASD but with all neurodivergence."
- ▶ "I will recommend this to others outside the education sector. As always forward leading with actionable strategies."



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- ▶ Downloadable Key Takeaways
- ▶ Downloadable Resources/Visuals
- ▶ Case studies
- ▶ More resources
- ▶ Breaking up course with additional speakers:
  - ▶ Videos from the experts – Individuals with FASD
- ▶ Study Group
- ▶ Check in with Natascha for Q&A Period
- ▶ Specific resources for school counsellors
- ▶ FASD 101
- ▶ FASD 102

# Plans moving Forward



Questions?