



ECE LAB



# Evaluating the Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD)

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Summary Report, Years 1-4, April 2024

Kristy Timmons, PhD, OCT, RECE

Heather Braund, PhD, OCT

James Reynolds, PhD

E-mail: [kristy.timmons@queensu.ca](mailto:kristy.timmons@queensu.ca)

Website: [www.ecelab.ca](http://www.ecelab.ca)

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## POPFASD Evaluation Over the Years

The goal of this objectives-based program evaluation is to evaluate the effectiveness of POPFASD in preparing educators to support students with FASD.

### Timeline

- Year 1: January 1<sup>st</sup>- August 31<sup>st</sup>, 2020
- Year 2: September 1<sup>st</sup>, 2020- August 31<sup>st</sup>, 2021
- Year 3: September 1<sup>st</sup>, 2021- August 31<sup>st</sup>, 2022
- Year 4: September 1<sup>st</sup>, 2022-August 31<sup>st</sup>, 2023

### Year 1

#### Data Sources

- 1) Pre- and post-questionnaires (online)
- 2) The 2020 POPFASD annual report

#### Participation

- **Pre-Questionnaire:** 121 completed responses
- **Post-Questionnaire:** 32 completed responses
- **Pre- and Post- Questionnaire:** 10 completed paired responses

### Overview of Findings

A total of 6 themes emerged from the data.

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THEME 1: BARRIERS

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THEME 2: CURRENT STRATEGIES

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THEME 3: DESIRED TRAINING OUTCOMES

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THEME 4: BENEFITS OF TRAINING

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THEME 5: INTEGRATION INTO PRACTICE

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THEME 6: RECCOMENDATIONS

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### **Theme 1: Barriers**

The participants reported experiencing many barriers that impacted their ability to support students in their classroom with FASD. Some of these barriers related to lack of adequate knowledge of how to support students with FASD. Another common barrier reported by the participants included a lack of access to necessary resources such as funding and personnel support. This participant described further *“the ability to have enough staff to support those students who struggle as a result of FASD”* (Post-Questionnaire). Another barrier that was mentioned by multiple participants was a lack of time. Other barriers included class size, lack of attendance, scheduling, stigma, and lack of FASD identification.

### **Theme 2: Current Strategies**

There were a variety of strategies that participants reported using in their practice. The two strategies mentioned most frequently involved differentiated instruction and having support. The main strategies for differentiated instruction included modifying student work, modifying the curriculum, and having an adapted day. When participants described working with support it included EAs, ministry workers, parents, school administrators, resource teachers and social workers. Another strategy that was commonly reported by participants included the use of visuals. Multiple participants shared that they scribed for students. Participants highlighted the use of a variety of learning strategies such as chunking and reviewing work. A few participants also shared the use of one-on-one instruction as one of their strategies. Lastly, another frequently mentioned strategy included using breaks to help break up the learning for students.

### **Theme 3: Desired Training Outcomes**

The third theme that emerged centred around what participants wanted to learn from POPFASD training. Participants most frequently reported wanting to learn practical strategies and additional knowledge. Participants shared how they wanted to learn strategies to manage specific challenges as reported by this participant *“Strategies to manage compulsivity and addictive tendencies”* (Pre-Questionnaire). Some participants sought to learn about approaches to manage tantrums, coping strategies, and to help with retention. Additionally, participants were eager to learn more about FASD and about available resources.

### **Theme 4: Benefits from Training**

The most reported benefits included a greater understanding, a new lens to view supporting students with FASD, more strategies, and increased confidence. Participants shared that they were keen to take additional POPFASD training. One participant shared their greater understanding *“I feel more competent and knowledgeable to better understand the needs of my FASD students and how I can support them”* (Post Questionnaire). Similarly, another participant was able to list multiple benefits, *“I feel much more knowledgeable about FASD in general. I found it especially helpful to learn about how different domains are affected, and how so many people struggling with FASD are undiagnosed or misdiagnosed. This will help me to be more aware of potential student needs and how to support these students, especially those who are acting out”* (Post-Questionnaire). Participants also described how their view of students had changed as a result of POPFASD training. A few other participants shared that they felt more confident sharing the information. Multiple participants were eager to share what

they had learned from POPFASD training with their colleagues. Overall, participants were able to list many benefits of participating in POPFASD training.

### ***Theme 5: Integration into Practice***

Many participants reported that they had integrated what they learned from the training in their practice. However, other participants shared that they were unable to integrate any course content in their practice as a result of the COVID-19 pandemic. Other participants reported a variety of strategies they had started to utilize in their practice including specific software, motivational strategies, planning strategies, the use of practice supports, routines, and considering strengths first. Most participants were able to share ways in which they were integrating what they had learned in their practice.

### ***Theme 6: Recommendations***

The most reported recommendations included access to additional training and greater emphasis on practical applications. For example, one participant shared *"I would highly recommend having more of these trainings. It's a very wide spectrum. I personally believe we need more knowledge"* (Post-Questionnaire). One participant suggested that more training focused on high school aged students would be helpful. A few participants wanted greater emphasis on practical applications. Other recommendations included continuing with engagement strategies, using a different technical platform, spending less time on logins, using more case studies, providing more district resources, and including short regular check ins. It is also important to note that although we probed for recommendations in the questionnaire, many participants did not include any recommendations for improvement suggesting they were satisfied with the training they were provided with.

## **Year 2**

### **Data Sources**

- 1) Pre- and post-questionnaires
- 2) The 2021 annual report
- 3) Teacher interviews

### **Participation**

- ***Pre-Questionnaire:*** 722 completed responses
  - ***Post-Questionnaire:*** 235 completed responses
  - ***Pre- and Post- Questionnaire:*** 77 completed paired responses
  - ***Teacher interviews:*** 6 completed interviews
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### Quantitative Data (Pre)

Have you completed any POPFASD training previously?	I have an understanding of FASD	I use a variety of strategies to support students with FASD	I am aware of POPFASD resources available to support students with FASD
74 % No	62% Agree/Strongly Agree	43% Agree/Strongly Agree	33% Agree/Strongly Agree
26 % Yes	16% Disagree/Strongly disagree	21% Disagree/Strongly Disagree	42% Disagree/Strongly Disagree

**Table 1:** Overview of pre-questionnaire items.

### Quantitative Data (Post)

Have you accessed the POPFASD website since receiving POPFASD training?	POPFASD training has increased my understanding of FASD.	POPFASD training has 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
55% Yes	92 % Agree/Strongly Agree	88% Agree/Strongly Agree	83% Agree/Strongly Agree	68% Agree/Strongly Agree
45% No	7% Disagree/Strongly Disagree	4% Disagree/Strongly Disagree	3% Disagree/Strongly Disagree	4% Disagree/Strongly Disagree

**Table 2:** Overview of post-questionnaire items.

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## Overview of Qualitative Data

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THEME 1: BARRIERS

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THEME 2: CURRENT STRATEGIES

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THEME 3: DESIRED TRAINING OUTCOMES

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THEME 4: BENEFITS FROM TRAINING

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THEME 5: OUTCOMES (EXPECTED AND UNEXPECTED)

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THEME 6: RECOMMENDATIONS AND PROGRAM FEEDBACK

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### ***Theme 1: Barriers***

Almost all participants identified barriers that impacted their ability to support students with FASD. The most frequently reported barrier related to a lack of knowledge about FASD supports and resources. For example, "*The biggest barrier is not being sure what types of interventions and supports I can try to see if they improve the students' learning*" (Pre-Questionnaire). Participants shared that they were unaware of available supports and resources and added that this was also true for their colleagues. In addition to a lack of understanding about available resources, participants shared that they had limited knowledge about FASD. Participants also identified lack of personnel resources (e.g., resource staff), funding, and prep time as barriers. Many participants reported a lack of time as a barrier whether it be specific to professional development, supporting students in the classroom, or collaborating with other educators and resource staff. Participants also reported difficulties associated with identification and diagnosis. Educators shared that they were often unaware if a student had FASD as parents often did not disclose this information. This is an interesting, yet unsurprising finding given the complexity of diagnosis for FASD. Other barriers that were reported included: attendance issues, class size, COVID, complex and unique needs, behaviour concerns (such as impulsivity), memory deficits in students, and stigma. Although many participants reported a variety of barriers as described above, it is important to note that a small sample of participants reported that they did not experience any barriers.

### ***Theme 2: Current Strategies***

Participants reported an impressive repertoire of strategies that they were currently using in their

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classrooms to help support students with FASD. By far the most reported strategies were categorized as differentiated instruction. Adaptations and modifications were categorized within the differentiated instruction category. Typically, the adaptations and modifications were in relation to expectations, the learning environment, the curriculum, or required work. Other adaptations include providing alternate environments to complete assessments and general work, providing fewer questions, scribing, providing extra time, and reduced written output. When discussing ways to support student learning participants discussed the use of technology such as voice to text software and applications to support reading. Another way that educators and staff supported students with FASD was through the creation of behaviour plans. A common strategy used by participants was providing students with breaks throughout the school day. Many participants emphasized that a one size fits all approach to supporting students with FASD was not appropriate. They emphasized a tailored and individualized approach as described by this participant "*Each student needs individualized supports based on their individualized needs*" (Pre-Questionnaire). Sometimes the use of an IEP was explicitly mentioned. A subset of participants reported learning strategies such as prompting students, chunking work, and allowing for processing time. Participants also reiterated the importance of providing opportunities for one-on-one instruction. Other strategies reported included being patient, building trust and relationships, social emotional learning, social skill building, working in small groups, universal design for learning, and the use of positive reinforcement. Many participants shared that they had to engage in self-directed learning and professional development to develop their knowledge and use of strategies. Most educators explained that they use visuals to prompt students and also provide an overview of the daily schedule. Lastly, most participants also explained the need to work with others for support included other educators, educational assistants, resource staff, behavioural consultants, occupational therapists, counselors, speech language therapists, social workers, and the parents/caregivers. It was clear from the findings that supporting students with FASD required a collaborative and team-based approach.

### ***Theme 3: Desired Training Outcomes***

Similar to the findings from year 1, the participants discussed what they wanted to learn from the POPFASD training. Desired training outcomes reported by participants included skills for advocating, increased awareness, and communication techniques. There was a common desire to increase staff capacity as described here "*Better way to inform other teachers about best practice for supporting students living with FASD and to give them more information and strategies*" (Pre-Questionnaire). The most reported outcome focused on the need for increased knowledge. Participants shared desires to apply new knowledge to practice, a need for enhanced understanding of research, best practices, and interventions. Participants hoped to learn more about FASD. Specifically, participants wanted to learn about brain functioning for students with FASD, causes, the spectrum of behaviours, how to identify FASD, needs for students at the secondary level, and physical impairments. Other desired training outcomes included learning about the POPFASD organization, wanting to refresh their current skills,

and learning about available resources. The second most common outcome included learning about various strategies. These strategies were specific to behaviour, emotional well-being/regulation, engagement, inclusive practices, and learning. Another common outcome that participants included developing an understanding for available supports. Sometimes the supports included families or caregivers.

#### ***Theme 4: Benefits from Training***

Almost all participants described benefits from their POPFASD training including increased confidence. By far, the most reported benefit was greater understanding of FASD. Sometimes this understanding helped to consolidate previous learning or validated their current teaching practices implemented to support students with FASD as described by this participant *"From what I already knew about FASD previously, this course has validated further the strategies I am using currently"* (Post-Questionnaire). Another increased understanding related to the underlying mechanisms of FASD and how it manifests in students. Participants also reported a greater awareness of student behaviours and their needs. Another common benefit from the training included learning about strategies. A few participants shared their appreciation for the new lens and perspective that the training provided. One participant shared *"I have a greater ability to think from a learner-based perspective"* (Post-Questionnaire). Other participants discussed increased confidence due to improved awareness of resources available. Participants shared that the training helped them to form stronger relationships with their students. Participants also mentioned that they were better able to educate others after completing POPFASD training. This participant explained further *"I have also helped my colleagues shift their view of FASD from being negative and a bad challenge, to helping them see the growth they can see in their students, even though their brain works differently than neurotypical students"* (Post-Questionnaire). Other participants mentioned that they were more patient and tolerant with their students.

Many participants reported integrating what they learned from the training into practice. In some instances where they were unable to integrate, they explained that it was due to the COVID-19 pandemic. They reported using a variety of strategies in their practice including extra time for processing, using visuals, being more patient, providing instructions one at a time, and repeating their instructions and content. Other participants described how they shared strategies and POPFASD content with their colleagues. For example, *"I have used some videos in my training of other teachers and paraprofessionals including the first-person account videos, the videos around stigma, and shifting perspectives"* (Post-Questionnaire). Another example is provided here *"To introduce them into the teachers and keeping their, like the environment one. Keeping it simple. A lot of the teachers didn't realize how much actual clutter they had in their rooms"* (Teacher interview). Another form of integration into practice was through using resources including Eight Magic Keys, journal articles, LEIC planning tools, print resources, videos, visual schedules, and the website.

#### ***Theme 5: Outcomes (Expected and Unexpected)***

Participants were given the opportunity to identify any outcomes that they attributed to the



completion of their POPFASD programming. These outcomes included a mixture of expected outcomes which they had anticipated from the training and unexpected examples. All outcomes shared were positive in nature. Expected outcomes included access to resources, enhanced understanding of strategies, and increased awareness. Whereas unexpected outcomes included networking, buy-in within their school and district, and building capacity with educators, staff, and parents/guardians. When discussing school “buy-in” some participants discussed the role of administration. For example, one participant shared: *“I think the principals are becoming more on board too which is nice. Um because they kind of push you off to the side for a bit. But they’re now wanting their LSTs to come into their staff meetings and share this information with the rest of the staff. So that was a positive”* (Teacher interview). However, other times the buy-in was broader and at the board level as mentioned by this participant *“so having those professional connections within the district and having that buy-in at all levels of the district. I think that’s been a huge benefit because now people in the board office are on board with doing this”* (Teacher interview).

### **Theme 6: Recommendations and Program Feedback**

Participants were asked to provide any recommendations for how future programming could be improved. Most provided a recommendation or two with a mixture of positive and constructive feedback. Interesting, the most reported recommendation was for additional training suggesting that participants were interested in attending future training sessions. One participant suggested having *“flexible training-modules that can be completed independently”* (Post-Questionnaire). A couple of participants also suggested that they would appreciate training focused on the high school or secondary level. Another common suggestion was to have the training more readily available for all school staff and for parents who were interested in attending. One person recommended that the training be conducted within the school whereas another suggested that offering training in the summer would be helpful. Multiple participants reiterated the need for more online training as suggested by this participant *“Just please keep offering free online courses and support. It is amazing and so helpful”* (Post-Questionnaire). There were some contradictory recommendations such as some people reporting that the training was too long and should be shortened compared to other individuals who wanted the training to be longer. Other recommendations were specific to adding additional content such as having content that was focused on grief and loss for caregivers. Other content recommendations included topics such as executive functioning, students on the spectrum, trauma, how to support FASD diagnosis, and the transition to adulthood. Further suggestions related to content included how to integrate indigenous ways of knowing, how to support social emotional learning, how to teach the whole child, and how to work as a team. A total of four participants also recommended that the POPFASD training be mandatory.

Some of the feedback related to how the content was delivered including the need for a greater focus on the application of strategies and more clarity on how these strategies could be used in the classroom with demonstrations. Similarly, participants recommended the inclusion of case studies. Similarly, a few participants suggested *“more real-life examples of what occurred with the student and*

*what they did in that moment*" (Post-Questionnaire). A common request was the inclusion of more resources. One individual suggested having a *"homebase link for people wanting to share the resources they have made or resources they recommend"* (Post-Questionnaire). Another format suggestion revolved around providing more opportunity to interact with others attending the training. For example, this participant explained further *"it would be great if we could have more interactions with other colleagues. It was nice to hear from different teachers with similar experiences and to share our knowledge"* (Post-Questionnaire). When the training is offered online, participants suggested using additional breakout rooms to help facilitate this interaction. Additional suggestions from participants can be found in **Table 3**. It is important to note that not all participants provided recommendations. A total of 38 participants reported that they did not have any suggestions for improving POPFASD training.

Some of the feedback received was more general about the training rather than focused on a specific recommendation. For example, one individual reported that the training was *"easily accessed with handouts included"* (Post-Questionnaire). Two individuals noted that they appreciated having the training spread out across multiple days. One person reported that they appreciated how clear the content was delivered. Two individuals shared that the training was engaging. Another individual shared that they appreciated the resources provided. Four participants reported that the training was informative, and another stated that it was insightful. Multiple participants appreciated the online format in addition to the collaboration and practical nature of the training. Two participants said that they recommended the training to their colleagues. One person shared that they were satisfied with the training while another individual found the assignments to be useful. There were also positive comments acknowledging that the content was well presented, and the training was worthwhile. The few challenges that were reported included the need to arrive early for training, the delay between question and answer, having others around them disengaged, and the level of commitment. Additional challenges included the need to have their camera on for online training, signing a contract, length of training (too long) and having too much information shared in the time frame.

**Table 3: Additional recommendations for POPFASD training.**

Recommendation	Sample Supporting Quotations
Access to presentation after training	"I would like to see the presentation sent in an email link to view at a later date." (Post-Questionnaire)
Consideration of allotted time.	"It's hard when it goes beyond one hour as we weren't told this ahead. Perhaps ticking [a]t one hour or advising ahead would be helpful." (Post-Questionnaire)
Compressed course	"I would have liked a 4-week course instead of once a month for 4 months." (Post-Questionnaire)
Continue sharing resources	"The FIRST resource binder is an excellent resource. I recommend continuing to share these resources." (Post-Questionnaire)
Continue with engagement strategies	"Continue with the excellent tips/tools that engage learners and increase success rates." (Post-Questionnaire)

Offering different levels of training	"Have a basic and advanced training." (Post-Questionnaire)
Stick with zoom	"When I took POPPARD training in May, it was online. The forum they used was zoom and they were able to implement break out groups during the sessions where we were able to talk with other educators and then come back as a group. I found this course more difficult because we could not engage in this way." (Post-Questionnaire)
Discuss measures of success	"What are the measures of success for these students?" (Post-Questionnaire)
In-Person	"This training was during Covid, so it was all online. I would love to do one in a community setting face-to-face. I think it would be more beneficial." (Post-Questionnaire)
Info on how to support families	"more info on how educators can support families proactively." (Post-Questionnaire)
Less description of FASD signs	"less description of the signs of FASD." (Post-Questionnaire)
Less time on logins	"less time spent on assistance with logins." (Post-Questionnaire)
List tools for diverse needs on website	"Open an area in your website for practical tools for diverse areas of need. For instance, an area to support impulse control with a list of strategies, an area for classroom expectations and routines with its list of practical strategies, etc." (Post-Questionnaire)
More assignments	"more assignments." (Post-Questionnaire)
More availability	"more availability." (Post-Questionnaire)
More focus on strategies	"Spend more time on the second half, the in-depth explanations and strategies." (Post-Questionnaire)
More integration of FPPL	"More integration of FPPL." (Post-Questionnaire)
More frequent training	"I thought it was great. I know that the classes fill up fast, so maybe just offering it more often." (Post-Questionnaire)
More hands-on learning	"I really liked this training but there was a lot of information. It would be nice to extend the training in future by doing more active, hands-on learning to cement conceptual mastery." (Post-Questionnaire)
More in-depth training	"More in-depth training." (Post-Questionnaire)
More insight from students	"Get deeper into speaking to students about their FASD and how it affects their behaviour so they can learn to live with it and cope with the effects of it." (Post-Questionnaire)

More positive behaviour management strategies	"I think the training was adequate. More focus on positive behaviour management strategies would be very use[ful]." (Post-Questionnaire)
More strategies	"De-escalation techniques from a red zone." (Post-Questionnaire)
More tech support for online	"This training was quite different as it was online. More tech expertise would be beneficial for online programs. There was much time wasted on tech issues." (Post-Questionnaire)
More testimonials from those impacted by FASD	"I really enjoyed the speeches of people who have been successful so more of those would be good." (Post-Questionnaire)
More visuals	"More visuals." (Post-Questionnaire)
Consideration of multiple modes of learning	"Multi modes of learning rather than just listening." (Post-Questionnaire)
No assignments outside of course	"No assignments outside of the time in the course as most participants have a lot on their plate already." (Post-Questionnaire)
Offer training at other times	"The sessions were offered at the end of term one when I was extremely busy with writing report cards and reviewing IEPs. It would have been helpful for me to have these sessions in a month when I was not so busy." (Post-Questionnaire)
Present in user friendly way	"Our district partner needs to endorse more training for classroom teachers and teams. Present in a more user friendly way. If FASD rates are greater than ASD we need to catch up!" (Post-Questionnaire)
Quiz post training	"I might enjoy a fun quiz I could do post training." (Post-Questionnaire)
Record workshops	"I wish all your workshops were recorded. I am registered for some on Autism but they won't be recorded. I like having them recorded as I will often go back and review some parts if I was unclear or if I feel like I missed some information." (Post-Questionnaire)
Refresher/Follow-up course	"maybe offer a refresher course." (Post-Questionnaire)
Role playing	"To have role playing." (Post-Questionnaire)
Slower pace	"Perhaps slow it down a little. There is a heap of content and some folks who have never been to college or university may get lost due to the pace of the course." (Post-Questionnaire)
Strategies for dealing with variety of scenarios	"Actual techniques on how to deal with a variety of scenarios that we might encounter." (Post-Questionnaire)

Strategies for engagement	"ways to help engage them." (Post-Questionnaire)
Strategies for responding to behaviour	"I would appreciate more training on how to address and support students with challenging behaviours. How to use and implement replacement behaviours and how to clearly understand the function of the behaviours." (Post-Questionnaire)
Strategies for self-regulation	"Would love some training on strategies with regards to helping children with FASD self-regulate." (Post-Questionnaire)
Updated information	"updated information." (Post-Questionnaire)
Videos of teachers using strategies	"more video clips of teachers demonstrating strategies with students." (Post-Questionnaire)
Worksheet to accompany training	"worksheet to go with the training." (Post-Questionnaire)

### Year 3

#### Data Sources

- 1) Pre- and post-questionnaires
- 2) Annual report

#### Participation

- **Pre-Questionnaire:** 433 completed responses
- **Post-Questionnaire:** 66 completed responses
- **Pre- and Post- Questionnaire:** 27 completed paired responses

#### Overview of Qualitative Data

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THEME 1: BARRIERS

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THEME 2: BENEFITS FROM TRAINING

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THEME 3: INTEGRATION INTO PRACTICE

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THEME 4: RECOMMENDATIONS AND PROGRAM FEEDBACK

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#### **Theme 1: Barriers**

Participants reported a number of barriers that impacted their ability to support students with FASD.

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These barriers included challenging behaviours demonstrated by the student, rigid curriculum requirements, inability for the student to focus. Barriers involving others included some family members, a lack of awareness from others, lack of collaboration with other staff, lack of support, and stigma. A couple of participants reported struggling with meeting individuals needs as explained by this participant, *"knowing that everyone is different so it is difficult to feel prepared"* (Post-Questionnaire). Lack of resources was a common barrier reported by many participants including lack of funding and lack of support staff. It is important to note that not all participants identified barriers, a few individuals reported that they had "no" barriers.

### ***Theme 2: Benefits from Training***

Almost all participants shared at least one benefit resulting from the POPFASD training. Multiple participants reported that they now have resources that they can use in their practice whereas others shared that they had increased confidence in supporting students with FASD. A couple of participants noted improved behaviour including that the training *"helped lower the amount of blow-ups"* (Post-Questionnaire). Many participants mentioned that they had increased awareness and understanding regarding FASD and their students. A few individuals explained how they shared the resources with others and had additional strategies for use in their practice. Lastly, a couple of participants explained that the programming acted as a refresher for them and updated their knowledge.

### ***Theme 3: Integration into Practice***

Many participants were able to share examples of how they had integrated what they had learned from the POPFASD training into their practice. This included an increased capacity to build relationships and ensure consistency. For example, this participant explained the use of *"The 2x10. Connecting with students for 2 minutes ten times. Or I do a variation of this, and try for all students to make meaningful connections"* (Post-Questionnaire). Other common practices included integrating students' strengths and weaknesses, meeting individual needs, being more open minded, and being more flexible. Repetition, following routines, using a universal design for learning lens, and visuals were also frequently mentioned. Many participants also shared that they continued to use resources from the training such as the Eight Magic Keys, the newsletter, the print resources, the website, and videos. It is important to note that not all participants shared that they were able to integrate what they had learned into practice. However, many of these individuals indicated that they were planning to in the future.

### ***Theme 4: Recommendations and Program Feedback***

Participants were asked to provide feedback about the training that they had received. The most common recommendations related to providing more active learning through case studies and discussion time as some individuals shared how beneficial it was to learn from others in the program. There were also requests for content directed towards supporting intermediate and high school students. Another recommendation mentioned by a few participants included providing more concrete strategies that they could use in practice as described by this participant *"I would have liked the presentation focus more on specific tools to use in the classroom rather than about FASD in general."* There were also requests to extend the training opportunities including providing it on weekends, during professional development days, and having training for teacher candidates before their practicums. A total of 16 participants opted to not provide recommendations.

## Year 4

### Year 4 Data Sources

- 1) Pre-questionnaire = 252 responses
- 2) Post-questionnaire = 49 responses
- 3) Pre- and post-questionnaires = 28 paired responses
- 4) Program collected feedback = 22 (but varies according to question)
- 5) Teacher interviews = 0
- 6) POPFASD leader interviews = 6
- 7) Parent and student interviews = 1 parent and 1 student
- 8) Annual report
- 9) Course on demand data pack
- 10) External review report

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THEME 1: CURRENT STRATEGIES

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THEME 2: BARRIERS

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THEME 3: DESIRED COURSE OUTCOMES

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THEME 4: TAKE AWAYS FROM COURSE

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THEME 5: OVERALL EXPERIENCE

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THEME 6: RECOMMENDATIONS

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### ***Theme 1: Current Strategies***

Teachers shared a variety of strategies that they currently use in their classroom. This included academic and social support such as "*social thinking, friendships, manners, feelings*" (Pre-Questionnaire). Many of the strategies involved using adaptive technology, adapting the curriculum, and adapting the class assessments. Multiple teachers discussed how they also used behaviour plans to help support students. One of the most frequently mentioned strategies was allowing the students to take breaks. Other strategies included providing students with choice, being flexible, simplifying information, giving them extra time, providing structure and a supportive environment, and consistency through routines. Several teachers also reported using Individual Education Plans. One-on-one instruction was also a popular strategy mentioned by 17 teachers. Some teachers indicated that they were patient whereas others indicated that they used positive reinforcement. Other

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common strategies included repeating information, providing reminders, and building relationships with their students. Many teachers (42) shared that they engaged in professional development or self-directed learning in order to support students. A few participants explained that they *"teach students how to regulate themselves"* (Pre-Questionnaire). Many teachers also indicated that they used universal design for learning. Visual strategies such as providing visual schedules and instructions. Another very popular strategy was working with other individuals including administrators, educational assistants, other teachers, parents and caregivers, and resource staff. Not every teacher provided strategies. A total of 71 teachers answered not applicable or that they used no strategies.

### ***Theme 2: Barriers***

Many teachers were able to identify barriers to supporting students with FASD when they were asked on the pre-questionnaire. A common behaviour included student behaviour such as anger, frustration, and out-bursts. A few teachers reported that class size was a barrier whereas others mentioned communication. At times this communication was with the student but also in relation to family members and other staff. The most common barrier was a lack of knowledge and understanding about FASD and knowledge of how best to support their students. Many teachers also shared that they lacked experience making it challenging to support students with FASD. Some teachers also shared that lack of a formal FASD identification, lack of support, lack of training, and lack of information also acted as barriers. Other barriers included lack of resources and perhaps unsurprisingly, lack of time. A few teachers also reported stigma as a barrier as described by this participant *"community stigma attached to both family and students."* A total of 83 teachers reported that they did not experience any barriers to supporting students with FASD in their classroom.

### ***Theme 3: Desired Course Outcomes***

Many teachers also shared the outcomes that they were hoped came out of the POPFASD programming. This included increased awareness, higher confidence, and increased staff capacity. The most popular outcome was increased knowledge of FASD and how best to support their students. Many teachers also reported wanting resources and concrete strategies that they could use in their classroom. A few teachers also wanted to gain a better understanding of their students with FASD as described by this teacher *"To gain a better understanding of students needs with FASD."* A few teachers (4) did indicate that they were unsure of what they would like to get out of POPFASD programming.

### ***Theme 4: Take Aways from Course***

The teachers who took the POPFASD course introduction were asked to provide key take aways. Some teachers shared that they understood the importance of differentiated instruction and had a better understanding of FASD including the prevalence, process for identification, and complexity. A couple of teachers shared that they understood the need to build a relationship with the learner as

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described by this teacher *"To build a relationship or rapport with the student will help them to succeed and feel safe."* A few teachers reported that they would focus on educating others around them about what they had learned. Several teachers also shared that they had ideas for how to coach their students and better support them. Some other key take aways included the need for an early intervention, a team approach, understanding the learner, and using a strength-based approach.

#### **Theme 5: Overall Experience**

The teachers who took the POPFASD course introduction also described their overall experience which tended to fall into 2 categories: strengths and general praise. Teachers appreciated the online format, the research, and strategies included. One teacher mentioned that the platform was easy to use, and the modules were quick. The most common strength reported was the valuable and informative content as described by this teacher *"these modules were all well done and full of valuable information."* The general comments were all positive.

#### **Theme 6: Recommendations**

Participants who took the FASD 101 course provided a few recommendations for future iterations. In terms of the content, there was a recommendation for more information on assessment, more training for EAs, and having people share their lived experiences. This participant explained further *"I always love to see people from the community speak about their community and how they assess it. It gives more insight into what they actually feel and go through as individuals living with it day to day. So maybe someone with FASD giving a talk."* There were a few recommendations relating to use experience which included providing the printed materials and tracking the completed components. The final recommendation was to have more learner engagement.

*\*Please contact the Principal Investigator Dr. Kristy Timmons for additional information about the study design, reliability procedures, findings, and forthcoming publications.*

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