

Slide 1

Evidence-based School-based Intervention with Students Affected by FASD

Presenters: Sandra Swaffield, Colleen McClure, Tracy Mastrangelo, Justin Tardif
Date: September 26, 2012

Government of Alberta

The FASD Learning Series is part of the Alberta government's commitment to programs and services for people affected by FASD and those who support them.

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Session Goals

In this session, participants will learn about

1. The strategies that have worked
2. The data used to assess the efficacy of this intervention and the activities;
3. How the team will engage in next school year to support sustainability of the model.

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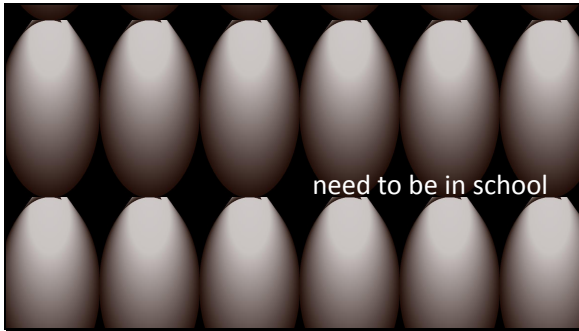
Presenters

Sandra Swaffield	<ul style="list-style-type: none">• Inclusive Learning – Outreach, Supervisor• WRaP Project Coordinator
Tracy Mastrangelo	<ul style="list-style-type: none">• Regional Consultant, WRaP Project• Success Coach, J Percy Page Sr. High School
Colleen McClure	<ul style="list-style-type: none">• Associate Superintendent• Greater St. Albert Catholic Schools
Justin Tardif	<ul style="list-style-type: none">• Success Coach• Greater St. Albert Catholic and St. Albert Public Schools

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In this session,

- Data collected and used to assess the efficacy of this intervention will be reviewed
- Participants will learn about the strategies that have worked to support students with FASD
- Strategies to support sustainability of the model in the next school year will be shared

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WRaP Project
Why, How and What...

WHY: Provide an innovative and collaborative approach to strengthen youth, their families and the community

HOW: Address barriers to development and learning

WHAT: Success Coaches engage in discussions to provide knowledge, resources and strategies to support students with FASD

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WRaP Project

- Provide support to rural and urban high school students with FASD
- Provide Success Coaches to school two days a week
- 3 students with confirmed or suspected FASD progress a school requirement
- Currently 11 coaches in 20 schools in 23 school districts
- Build a strong, dynamic COP for Success Coaches
- A new way of providing support and services for students

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WRaP Project

- During the 2010 – 2011 school year, there were 101 students, 10 coaches in 16 schools
- During the 2011 – 2012 school year, there were 161 students, 9 coaches in 19 schools
- KPMG is the external evaluator for the project
- Results are reported to Alberta Education at the end of each school year

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WRaP Project Evaluation

Have participating students demonstrated increased school engagement?

Course completion	Attendance	Extra-curricular activities
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School Engagement

Key Findings

- Students participated in different academic streams and courses, the majority were successful in course completion
- Improved attendance

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School Engagement

Key Findings

- Coaches were able to create many opportunities for students with FASD to get involved in positive activities, both within and outside of their school
- Identified students specific strengths and interests



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School Engagement

- **Extracurricular activities:** Student participation in activities outside of class but within the school environment demonstrates that they are in the school involved.



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School Engagement

Attendance: attendance demonstrates that the students are engaged in their classes



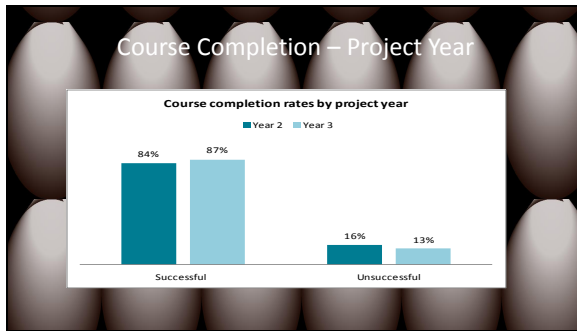
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WRaP Project Evaluation

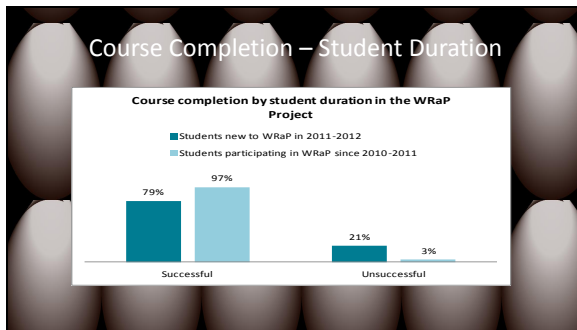
Have participating students demonstrated increased academic success?

Academic achievement	Course completion	Number of suspensions/expulsions	BERS: School Functioning subset
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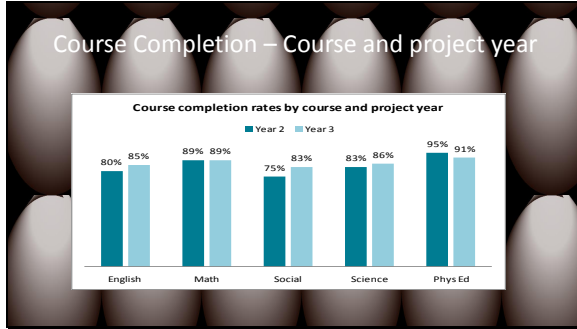
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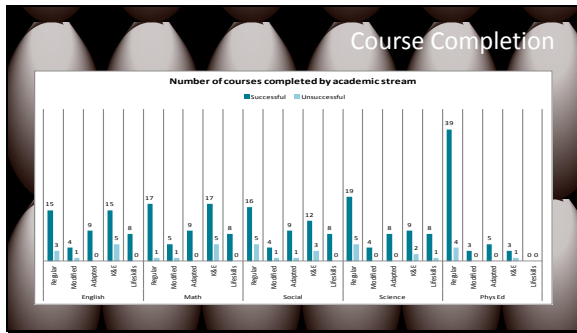
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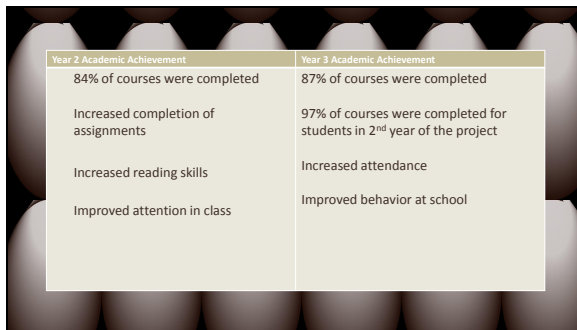
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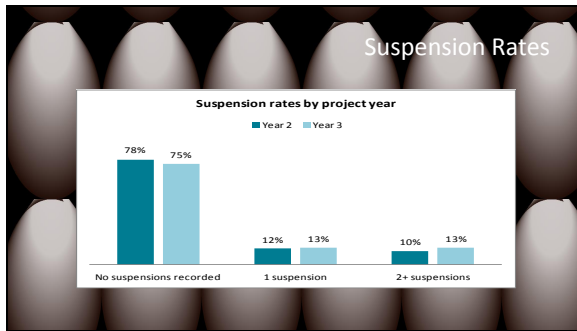
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Academic Success

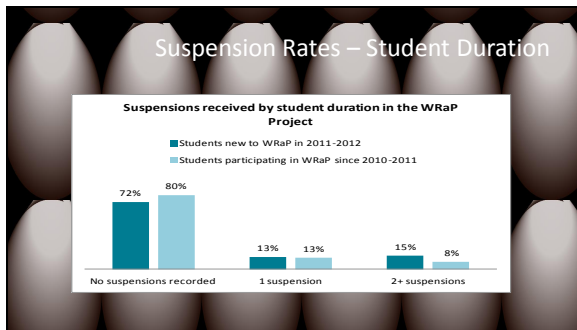
- Behavior: improved student behavior and a low number of suspensions demonstrates student willingness to conform to the school environment and respect for school staff and rules.



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The Behavioral and Emotional Rating Scale (BERS)

- A strength based approach to assessment of the behavioral and emotional strengths of children
- 4 rating scales were completed:
 - Students
 - Parents
 - Teachers
 - Success Coaches

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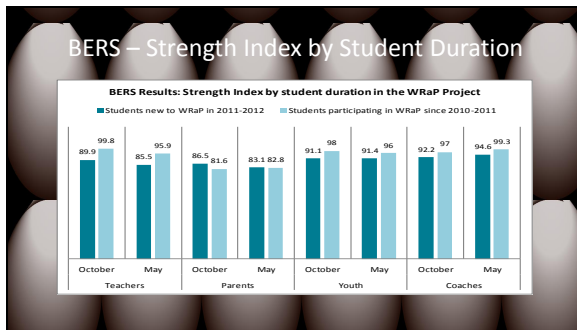
WRaP Project Evaluation

Has the project enhanced the physical, emotional or social well-being of participating students?

BERS Assessment :
Interpersonal strength
Family Involvement
Intrapersonal Strength
Affective Strength

Interviews

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WRaP Project Evaluation

Has the project increased school capacity to work effectively with students with FASD?

One-on-one consultation	Written communications to staff	Presentations	Research
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Collaboration with School Staff

Project <ul style="list-style-type: none">• Knowledge Transfer• Mentoring	Success Coach <ul style="list-style-type: none">• COP• Knowledge Transfer	Schools <ul style="list-style-type: none">• Support for students and families• Increase understanding of FASD in schools and communities
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WRaP Project Evaluation

Have coaches been able to help build a circle of support around participating students?

Family involvement	School involvement	Community partnerships
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Circle of Support

- Collaboration with school staff
 - School administration
 - Teachers



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Circle of Support

- Community Partnerships
 - FASD Networks
 - Cultural connections
 - Work placements
 - Community extracurricular activities
- Funding Sources
 - Government and community support services
 - Justice
 - Children and Youth with Complex Needs

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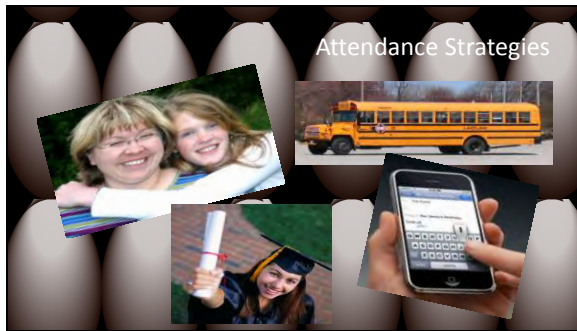
Discussion Question

- In providing supports for students with FASD, what measures are you using that help determine if the strategies and supports are working so students are attending school and being successful with course completion?

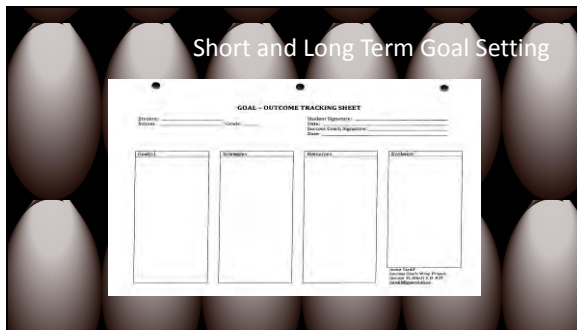
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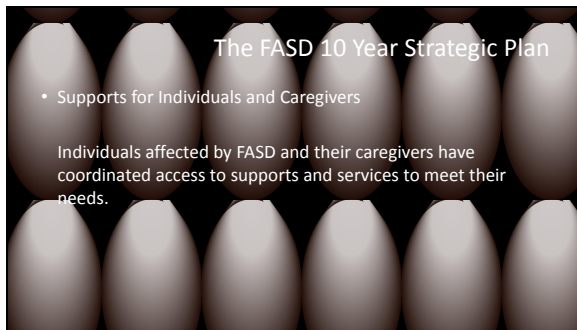
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WRaP Project and FASD 10 Year Strategic Plan

- Increasing the number of coaches, schools and school districts
- Utilize a strength based approach
- Connect with families/caregivers and community supports utilizing the principles of wrap around services
- Bridge connections with partners (health, human services, justice and other community agencies) to support individuals and their families
- Provide supports for students, families and staff when critical incidents occur

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Sustainability

Is the capacity of programs to continuously respond to community issues

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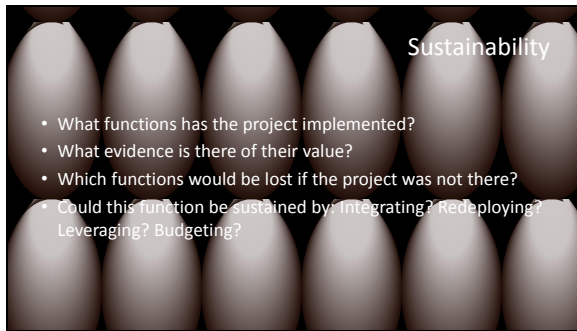
Sustainability

- Vision
- Results Orientation
- Strategic Funding
- Adaptability to Changing Conditions
- Effective Collaboration
- Marketing
- Key Champion and Key Stakeholders

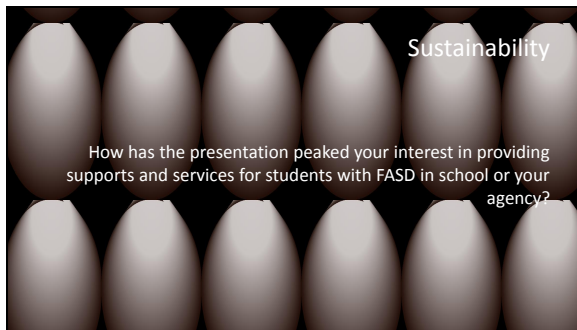
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For information on upcoming sessions in the FASD Learning Series: www.fasd-cmc.alberta.ca

Please take time to fill out the online evaluation.

Thank you!
