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

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

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.

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.

Presenters
- Sandra Swaffield
  - Inclusive Learning – Outreach, Supervisor
  - WRaP Project Coordinator
- Tracy Mastrangelo
  - Regional Consultant, WRaP Project
  - Success Coach, J Percy Page Sr. High School
- Colleen McClure
  - Associate Superintendent
  - Greater St. Albert Catholic Schools
- Justin Tardif
  - Success Coach
  - Greater St. Albert Catholic and St. Albert Public Schools
Every child deserves the opportunity to be the best that they can be.
Slide 7

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 supports to junior and senior high school students with FASD
Provide Success Coaches to schools two days a week
5 students with confirmed or suspected FASD diagnosis a school requirement
Currently 11 coaches in 20 schools in 13 school districts
Build a strong, dynamic COP for Success Coaches
A new way of providing supports and services for students
**Slide 10**

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

**Slide 11**

WRaP Project Evaluation

Have participating students demonstrated increased school engagement?

<table>
<thead>
<tr>
<th>Course completion</th>
<th>Attendance</th>
<th>Extra-curricular activities</th>
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**Slide 12**

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?

<table>
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<tr>
<th>Academic achievement</th>
<th>Course completion</th>
<th>Number of suspensions/expulsions</th>
<th>BERS: School Functioning subset</th>
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Course Completion – Project Year

Course completion rates by project year

- Year 2
  - Successful: 84%
  - Unsuccessful: 16%

- Year 3
  - Successful: 87%
  - Unsuccessful: 13%

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Course Completion – Student Duration

Course completion by student duration in the WRaP Project

- Students new to WRaP in 2011-2012
  - Successful: 79%
  - Unsuccessful: 21%

- Students participating in WRaP since 2010-2011
  - Successful: 97%
  - Unsuccessful: 3%
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Course Completion – Course and project year

Course completion rates by course and project year

English | Math | Social | Science | Phys Ed
---|---|---|---|---
Year 2 | Year 3
80% | 85% | 89% | 86% | 91%
75% | 83% | 95% | 89% | 83%

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Course Completion

Number of courses completed by academic stream

Regular | Modified | Adapted
---|---|---
K&E | Lifeskills | K&E | Lifeskills | K&E | Lifeskills | K&E | Lifeskills | K&E | Lifeskills | K&E | Lifeskills

Regular | Modified | Adapted
---|---|---
K&E | Lifeskills | K&E | Lifeskills | K&E | Lifeskills | K&E | Lifeskills | K&E | Lifeskills | K&E | Lifeskills

English | Math | Social | Science | Phys Ed
---|---|---|---|---
Successful | Unsuccessful | Successful | Unsuccessful | Successful | Unsuccessful | Successful | Unsuccessful | Successful | Unsuccessful | Successful | Unsuccessful

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Year 2 Academic Achievement | Year 3 Academic Achievement
---|---
84% of courses were completed | 87% of courses were completed for students in 2nd year of the project
Increased completion of assignments | Increased attendance
Increased reading skills | Improved behavior at school
Improved attention in class |
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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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Suspension Rates

Year 2
Year 3

0% 0% 0%
12% 1% 1%
10% 13% 13%
No suspensions recorded 1 suspension 2+ suspensions

Suspension rates by project year

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Suspension Rates – Student Duration

Students new to WRaP in 2011-2012
Students participating in WRaP since 2010-2011

Suspensions received by student duration in the WRaP Project

0% 80%
13% 13%
15% 8%
No suspensions recorded 1 suspension 2+ suspensions
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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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BERS – Strength Index by Student Duration

BERS Results: Strength Index by student duration in the WRaP Project

Students new to WRaP in 2011–2012

Students participating in WRaP since 2010–2011
**Slide 28**

WRaP Project Evaluation

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

<table>
<thead>
<tr>
<th>One-on-one consultation</th>
<th>Written communications to staff</th>
<th>Presentations</th>
<th>Research</th>
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Collaboration with School Staff

- Project
  - Knowledge Transfer
  - Mentoring

- Success Coach
  - COP
  - Knowledge Transfer

- Schools
  - Support for students and families
  - Increase understanding of FASD in schools and communities

**Slide 30**

WRaP Project Evaluation

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

<table>
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<tr>
<th>Family involvement</th>
<th>School involvement</th>
<th>Community partnerships</th>
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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?
Success Coaches Strategies

- Connections with families and schools
  - Attend Parent/Teacher meetings
  - Involved in Student conferences and planning meetings

Community Connections
- Defined role for coaches
- Actively involved in schools

Check in – Check out systems

Attendance Strategies

Short and Long Term Goal Setting
Transition support both in the school and in the community

To help transition from junior high to high school, one coach attended a high school open house with the student to prepare for the transition. Some coaches connected students to summer camps or other activities for the summer. Coaches have helped students with transitioning into school in the morning.

Transitioning into adulthood

Transitioning into employment with resume writing and interview prep

Coaches helped students transitioning between classes and activities throughout the day.

Success Coaches Strategies

Coaches provide individualized and targeted support for academic and behavioral support.
Key Findings

- Physical well-being
  - Physical fitness
  - Dealing with self-injurious behaviors
  - Nutrition
  - Hygiene

Emotional well-being

- Developing trust
- Building cultural connections
- Emotional support

Social Well-Being

- Social skills
- Dealing with bullying
- Classroom behavior
- Life skills
2012 – 2013 School Year
• Strategically manage expansion of the project
• Strengthen project infrastructure
• Continue to create partnerships and collaborative opportunities

WRaP Project
Supporting Sustainability of the Model

The FASD 10 Year Strategic Plan
• Supports for Individuals and Caregivers

Individuals affected by FASD and their caregivers have coordinated access to supports and services to meet their needs.
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

Sustainability

- Vision
- Results Orientation
- Strategic Funding
- Adaptability to Changing Conditions
- Effective Collaboration
- Marketing
- Key Champion and Key Stakeholders
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This is a focus of the project in the 2012 – 2013 school year.

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- What functions has the project implemented?
- What evidence is there of their value?
- Which functions would be lost if the project was not there?
- Could this function be sustained by: Integrating? Redeploying? Leveraging? Budgeting?

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How has the presentation peaked your interest in providing supports and services for students with FASD in school or your agency?
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!