

Collaborative Action Research Study (C.A.R.S.)

Project History



POPFASD
Provincial Outreach Program for FASD

Using an FASD-informed lens, B.C. educators can apply to POPFASD for funding to support action research projects that engage a team in collaborative activities that investigate ways of improving instructional practices for students with FASD.

FASD INFORMED LENS

The FASD-Informed Lens focuses an educators FASD-Informed Practice.

FASD-Informed Practice is a strength-based approach that applies effective strategies and accommodations to support learners with FASD, which benefits all learners. It involves understanding the neurodevelopmental profile of learners and building strong relationships to positively impact present and future school experiences. A collaborative, purposeful and reflective practitioner empowers students, educators, and families.



Path One

- funds the background research time, baseline data planning and collection for proposed question, and discussion time
- applications must be completed within six (6) months
- complete final report
- Path One applicants do not include an action plan related to the question.

Once Path One is completed the team can choose to apply for Path Two funding which includes the action plan

Path Two

- funds the "action" related to the question as well as summative data collection
- applications must be completed within one (1) calendar year
- complete interim/mid-way report
- complete final report
- share study and findings at November District Partner Meeting

You must make sure your District Partner is aware of application and they may or may not be an active participant in the research. To find your District Partner visit:

www.fasdoutreach.ca

- Click on "About"
- Click on "District Partners"
- District Partners are listed by District Number

Processing time for applications is approximately three (3) weeks

For more information contact Meredith Keery, Teacher Consultant POPFASD, mkeery@sd57.bc.ca or 250-564-6574 Ext 2024

SD 5/6/8

Kootenay Districts

Lead by Shary McTighe
December 15, 2011
\$9,100

Customized work experience with FASD or for those with similar challenges

What is the effect of “customized work experience” embedded into the IEP transition goals and activities for students with FASD in grades 10-12, or for those students with challenges similar to those of students with FASD? Will this impact their ability to successfully obtain paid employment in the community?

Results

Four students accessed customized employment in three districts.

SD 27

Alexis Creek

Lead by Shane Sliziak
December 15, 2011
\$10,000

School wide support - learner accommodations

What is the effect of teachers using the LEIC planning tool in a collaborative, ongoing approach to generate school-based accommodations for learners who are "suspected" to have significant impairment in two or more of the following domains: social-emotional, self-determination / independence, communication, and / or academic success?

Results

Seven target learners were identified using the Physical Disabilities / Chronic Health Impairments Instructional Support Planning Process Tool. A number of accommodations were applied class-wide within each classroom with some being targeted to individuals. Positive Action, was used to promote healthy feelings, thoughts, and actions.

SD 70

Port Alberni

Lead by Barbara Smith
May 7, 2012
\$10,000

Executive function skills support

What is the effect of teachers strategically and purposefully teaching executive function skills to students with FASD in regular, middle and secondary level classrooms and is there a positive effect on other students in the classroom?

Results

Most teachers reasonably confident on what executive function skills are, developing a repertoire of strategies and routines, teachers were somewhat sure of how to support and generalize the strategies and were reasonably confident they could share the information and resources with colleagues.

SD 41

Burnaby

Lead by Margaret Sundberg
January 10, 2013
\$7,250

Team-based support for developing self-regulation strategies

Will team-based planning about self-awareness, self-regulation, and executive skills result in greater success across home and school environments?

Results

All students increased amount of time in the classroom with peers, increased self-awareness, some parents reported greater trust in the school staff, all school participants indicated they had a greater understanding of FASD and stated that the strategies learned were helpful.

SD 35

Langley

Lead by Kim Hebert
January 25, 2013
\$10,000

Networking support for LEIC development and implementation

Will classroom teachers' understanding of students with FASD and confidence for implementing student accommodations improve with networking support and the development and utilization of the LEIC, as measured by pre and post self-assessments?

Results

Classroom teachers became more informed and confident with getting to know students through the collaborative LEIC process and felt more confident using strategies. Teachers report a shift in thinking from "won't" to "can't".

SD 60

Peace River North

Lead by Bev Baker
January 25, 2013
\$6,700

Improving student use of executive function skills

To what degree are we able to improve executive skills in the areas of impulse and response inhibition, emotional control, sustained attention and task initiation in students with a diagnosis of FASD, those students who have similar profiles but have no diagnosis, and the remainder of students in a classroom?

Results

STUCK ON THIS ONE. RESULTS HAVE NOTHING TO DO WITH QUESTION.

SD 33 Chilliwack

Lead by Brenda Frisse
May 14, 2013
\$6,000

Implementation of self-regulation strategies

Will staffs' increased understanding of the importance of teaching self-regulation, and teacher instruction on strategies to teach self-regulation, improve the ability of selected students to maintain a level of attending/positive engagement necessary for full participation in regular educational programs?

Results

Kindergarten staff adopted CALM program. Primary staff asked for and received help for completing environmental assessments, primary staff began daily mindfulness training, teachers worked on a weekly basis with UVF's kinesiology department, teachers challenged their own pre-suppositions about self-care, and staff collectively used a variety of tools, increasing self-regulation among students.

SD 69 Qualicum

Lead by Fiona Sollitt/Jodi Waters
February 4, 2014
\$6,600

Improving student performance through personalized accommodations in the areas of emotional and sensory regulation

Can personalized accommodations in the areas of emotional and sensory regulation positively impact the classroom performance of targeted students?

Results

Students independently access calming strategies. Success of project was enhanced by strategies being taught in inclusive setting with peers rather than in a targeted population, small-group setting.

SD 28 Quesnel

Lead by Joshua Boutotte
February 18, 2014
\$7,000

Training staff to support co-regulation of students and the implementation of self-regulation strategies for students

Will a school-wide initiative guided by the Attachment, Self-Regulation, and Competence (ARC) Framework (Blaustein & Kinniburge, 2010) improve the ability of staff to co-regulate students with FASD and similar behaviour profiles? Will this initiative improve student self-regulation as determined by teacher reported feedback?

Results

School-wide education on FASD, development of a school matrix for positive behaviour, planning with UDL framework and three-tiered model of support to develop positive behaviours.

Seventh Day Adventist

Lead by Lisa Stevens
February 2, 2015
\$5,000

Professional learning community to support learners with FASD

Will participation in a digital professional learning community facilitate increased feelings of competency for middle/junior high school teachers in the implementation of teaching strategies that positively impact the performance of students with FASD (or students displaying primary disabilities)?

Results

Middle school teachers and administrators attended online sessions consistently, worked collaboratively to implement strategies and tried new ways of teaching, providing feedback to their colleagues and facilitators. Teacher efficacy increased from a mean of 7.1 to 7.3 (Teachers' Sense of Efficacy Scale)

SD 47 Powell River

Lead by Theresa Verdiel
April 7, 2015
\$5,000

Empowering teacher capacity to effectively plan student support

How will instruction and the use of the LEIC (Learner, Environment, Instruction, Curriculum) planning process increase teacher understanding and instructional response to targeted student performance challenges?

Results

Special education and classroom teachers developed their ability to use the LEIC tool to implement appropriate supports for learners with FASD or other complex learning needs.

SD 8 Kootenay Lake

Lead by Sandra Boscariol
May 25, 2015
\$7,000

Karri's Story

Will connecting a local student with staff, and student education on FASD allow people to recognize their assumptions, creating a mind shift towards a more positive experience, better seeing the potential in a student who has FASD?

Results

A short documentary of the lived experiences of a student with FASD was created and has been shared out with educators and members of the general community. Workshops have been held. Student has grown in her ability to speak to large audiences. She is becoming more insistent about distributing the message that individuals with FASD are often misunderstood and require a different approach.

SD 28

Quesnel

Lead by Jarret Atkins
November 19, 2015
\$3,100

The Zones of Regulation program

With the help of a lead-learner team, will a school-wide implementation of "The Zones of Regulation" support students with and without FASD to be more regulated in their classrooms?

Note: This is a continuation of a previous action research project

Results

Staff attended monthly meetings, incorporated Zones of Regulation into practice, co-facilitated workshops at district level and with parents. Created a "scope and sequence" for a year-long self-regulation program.

SD 35

Langley

Lead by Caitlin Kellner
January 20, 2016
\$5,000

Establishing a school-wide positive behaviour "matrix" and strong "tier one" interventions

Will interventions increase pro-social behaviours of all students, increase teacher ability to plan for all students, decrease teacher stress levels, increase sense of collaboration and team amongst staff, and help delineate students that need Tier 2 and 3 supports?

Results

Created visual supports for use in a variety of settings, developed "tool box", and created lesson plans for teaching "expected classroom behaviours". Timelines did not allow staff to implement formal class-wide check-in/out program. Aspects of the program were not completed due to time constraints and therefore some data was not collected.

SD 19

Revelstoke

Lead by Pam Mair
February 9, 2016
\$5,000

Sensory needs and self-regulation

Will increased/improved understanding of our own sensory needs lead to increased use of self-regulation strategies in our classrooms and an increase of inclusive support for complex learners and learners with FASD?

Results

Teachers are using Zones of Regulation to build self-awareness/monitoring of their own and students' regulation. Daily checks of whole class and individual student check-ins are common strategies. Common language is in place.

SD 33

Chilliwack

Lead by Galen Soon
March 7, 2016
\$5,000

Training support teachers in FASD/LEIC and transition planning for students with FASD

Will training special education teachers at multiple grade levels/sites in FASD and the LEIC planning tool result in better transition planning for students with FASD?

Results

Family of schools given an opportunity for extended dialogue on supporting individuals with FASD. Structure build to frame discussions around transitions from grade-to-grade and school-to-school. Receiving schools/teachers have an increased understanding of FASD and how to support individuals

SD 57

Prince George

Lead by Stacey Kelsh
May 31, 2016
\$4,380

Effects of physical activity on ability to self-regulate

Will the use of physical activity increase student's ability to self-regulate? As staff learn and understand The 8 Keys as they apply to this initiative, will the staff increase their use of physical activity during class time as a means of self-regulation for complex learners and learners' with FASD

Results

Some students were asking for the exercise equipment on a daily basis. Classroom teachers noted the value of students participating in the exercise equipment. Students returned to class in a better mood, more able to follow directions and participate in classroom activities, and more able to self-regulate.

SD 43

Coquitlam

Lead by Anna Lenarczyk
May 12, 2016
\$5,000

Does provision of pro-active, structured sensory breaks improve self-regulation skills of students with FASD and other complex learning needs

Collaborative team focus on pro-active, structured, sensory breaks and improvement in self-regulation and also whether this focus builds teacher capacity to implement self-regulation strategies in other environments. The participant focus will be students with complex learning needs and/or FASD and also teacher capacity.

Results

Teachers reported increased capacity and comfort using sensory strategies with FASD. Teachers feel empowered to employ tools and strategies to meet the needs of their students. Time-constraints on sensory room resulted in some frustration.

SD 54

Bulkley Valley

Lead by Helen Erikson/Julie Krall
June 2, 2015 & October 24, 2016
\$10,000 (2 x \$5,000)

Will collaboration between teachers and schools, using LEIC planning tool, result in an increase in students that find a good fit

Will collaboration, co-planning, and co-teaching between staff members within and between Silverthorne Elementary and Houston Secondary School with the use of the LEIC planning tool increase the number of students that find a “good fit” in their elementary and secondary classrooms in a timelier manner?

Results

Students began to spend more time each day in small groups or in their classrooms rather than hallway or office. Impact noted on the way educators approach planning, problem solving and engagement. Will continue to work collaboratively at primary and secondary schools.

SD 23

Central Okanagan

Lead by Susan Whitehead
October 26, 2016
\$3,806

Positive proactive strategies to increase behavioural outcomes

Collaborative team project to examine the use of positive, proactive strategies to increase positive behavioural outcomes for students with complex learning needs including FASD.

Results

Staff reported that they were consistently using more proactive verbal and non-verbal ways to communicate and were internalizing the three focus statements. They also felt their own energy levels were affected by intentional “positive communication” and “mind-shift” thinking. Observation data supports the teachers’ statements.

SD 6

Rocky Mountain

Lead by Cheryl Ross
November 17, 2016
\$5,000

Effects of physical activity during instructional time

Will physical activity during instructional time (i.e. desk cycles, step machines) improve on-task behaviour, sustained attention, and impulsivity

Results

Reduced incidents of drumming on desk and blurting out with a school-wide focus on Move-Work-Breathe. Classroom teachers beginning to bring Move-Work-Breathe activities into their classrooms.

SD 62

Sooke

Lead by Suzanne Harwood/Kristin Wiens, Veronika Kurucz
February 20, 2017
\$6,800

Reframe student behaviour in terms of stress behaviour

Will learning to reframe student behaviour in terms of stress behaviour (Shanker), lagging skills (Greene), unmet needs (Gossen), and student motivation (Lavoie) improve the ability of staff to support students with FASD and similar profiles?

Results

Pre-survey/post-survey: 76% of participants said they now use consistent verbal directions; 92% said they established stable routines; 76% said they used supervision leading to independence; All participants identified a variety of student strengths; 60% - 100% felt confident supporting students with FASD.

SD 45

West Vancouver

Lead by Amelia Poitras/Alana Worbets
February 21, 2017
\$5,000

Examine increased calm and regulated learning time through music therapy

Will learning about music therapy and implementing strategies increase the ability for Learning Support Teachers and Music Teachers to teach students with complex developmental behaviour conditions the skills they need to remain calm and increase class time?

Results

Students have learned to regulate their impulses using instruments, they will respond on cue to "stop", will take turns, and follow routines. There is increased awareness of the needs of their peers. Students are now arriving to class on time and attendance has increased to 100% (illness and other reasons aside).

SD 81

Fort Nelson

Lead by Becky Froese
May 5, 2017
\$5,140.15

Path One research/Path Two research

Will intentionally building relationships with targeted, vulnerable students (FASD and other similar profiles) increase their attendance and reduce their school-based consequences (trips to office, suspensions, etc.)? Aim is to complete background knowledge of The 8 Keys, complete background research, gather formative assessment, then develop an action plan

Results

Data confirmed that student behaviour is easier to manage/diminishes when staff make meaningful connections with identified students with complex behaviour. Suspension rate decreased to 2 suspensions from average of 20/year. Regularly using relationship strategies to connect with parents to encourage attendance. The 2 x 10 strategy is our "go to" with staff mindfully connecting with complex students

SD 28

Quesnel

Lead by Wanda Klics
October 5, 2017
\$2,700

Path One Research

Effects of trauma informed practice on students with FASD and other complex learning needs

To complete background research, develop a data set, and gather baseline or formative data on trauma-informed practice and the effect these practices have on success for students with FASD or other complex learning needs.

Results

Adverse Childhood Experience data was gathered along with theming educators' views between FASD-informed practice and trauma-informed practice. Three key themes were identified: executive function/regulation, literacy and numeracy. From this data, it was evident that students struggled with Executive Functioning and Self-Regulation.

SD 27

Cariboo-Chilcotin

Lead by Holly Zurack
February 5, 2018
\$7,000

Path Two Research

Use of Daily Guided Math Framework using The 8 Keys & Number Talks

To examine the use of a Daily Guided Math Framework using "The 8 Keys" and drawing on "Number Talks" resources to enhance the learning of math concepts for intermediate students with complex learning needs.

Results

In process

SD 81

Fort Nelson

Lead by Becky Froese
May 8, 2018
\$6,835

Path Two Research

Can UDL be the entry point for students with complex behaviour to improve their reading abilities?

We want to investigate ways to build motivation and authentic inclusion in students that have a difficult time demonstrating their learning for a myriad of reasons, including FASD, written output and reading challenges, high social-emotional needs, and they are not yet independent learners.

Results

In progress

SD 42

Maple Ridge

Lead by Paula Howarth
June 8, 2018
\$4,505

Path Two Research

Effects of trauma informed practice on students with FASD and other complex learning needs

Will developing school knowledge (student and educator) about FASD and brain differences, identifying and documenting strengths and stretches (student, parent, and educator identification) and the development of social stories and positive self-statements with an "8 Keys" approach develop a student's ability to "self-advocate"?

Results

In Progress

SD 82

Coast Mountain

Lead by Kathleen Cherry
January, 2019
\$1,645.00

Path One Research

Explore the use of Sensory Paths to support students with FASD and other complex needs

To complete background research, develop a data set, and gather baseline or formative data on the use of Sensory Paths as a tool to support students with FASD and other complex needs.

Results

In Progress