



THE STATE  
of **ALASKA**  
GOVERNOR BILL WALKER

## Department of Health and Social Services

GOVERNOR'S COUNCIL ON DISABILITIES  
& SPECIAL EDUCATION  
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### GOVERNOR'S COUNCIL ON DISABILITIES AND SPECIAL EDUCATION

#### **FASD Workgroup**

##### LOCATION

Governor's Council on Disabilities and Special Education  
3601 C Street, Suite 740  
Anchorage, Alaska

August 11, 2015  
3-4:30pm

#### **CALL TO ORDER**

Jeanne Gerhardt-Cyrus called the meeting to order at 3:05 pm.

#### **ROLL CALL**

Michael Jeffrey, Alex Edwards, Anna Attla, Jeanne Gerhart-Cyrus, Trish Smith, Jill Burkert, Christie Reinhardt, Teri Tibbett, Jenn Wagaman, Donna Graham, PJ Hatfield-Bauer, Britteny Howell.

#### **PARTNER UPDATES**

Alaska FASD Partnership - Teri Tibbett

The partnership is focusing on plans for FASD Awareness Day (on 9/9/15) with their statewide restaurant promotion/table tents. Teri is also requesting that Mayor Ethan Berkowitz read a proclamation at the Anchorage event at the school district atrium, 4:30-7:30pm. She and Judge Michael Jeffrey also published a book chapter titled "Smart Justice and FASD in Alaska: From Prevention to Sentence Mitigation" in the book "Fetal Alcohol Spectrum Disorders in Adults: Ethical and Legal Perspectives: An overview on FASD for professionals." Congrats to them on this achievement!

Jenn Wagaman

Still on vacation, no diagnostic team update this month. Fairbanks FASD awareness event team considering putting together an art opening on the first Friday in September. They are also gearing up for their FASD Into Action training in September.

## **OLD BUSINESS**

### **FASD Awareness Day Events Around the State**

Jeanne Gerhardt-Cyrus

The Kiana FASD Awareness event will include a candlelight walk, where kids can decorate their luminary bags. They are partnering with local churches on distributing the [Can't, Not Won't: A Christian Response to FASD](#) materials.

Brittney Howell

The Anchorage event is working on getting the Mayor to read a proclamation; the Governor's office to read a different proclamation; provider, self-advocate, and family speakers; kid's puppet show; refreshments; and informational tables (approx. 10 confirmed so far).

## **NEW BUSINESS**

### **Mission Statement**

Jeanne reads the new FASD workgroup mission statement that was determined by a poll of workgroup members in July:

"The Alaska Governor's Council Workgroup on FASD, in collaboration with stakeholders and partner agencies, advocates for a comprehensive service delivery system so that individuals and their families impacted by prenatal alcohol exposure (PAE) / Fetal Alcohol Spectrum Disorders (FASDs) have access to effective early interventions and lifelong supports."

### **Medicaid Updates**

Brittney Howell

Governor's Council focuses on Medicaid changes that affect IDD waiver recipients. SDS is reducing the number of people they draw off the "waitlist" (DDRR) from 200 per year down to only 50 per year. The Council's Medicaid ad hoc committee is meeting to discuss this, and other changes, on Aug 20 @ 12:30. If anyone wants to join, please email Brittney. They will also be discussing changes to the waiver performance measures that SDS released for public comment last week (comment is due Sept 3). The Request for Proposals (RFP) went out to solicit a contractor to work on creating the 1915 i and k state plans in Alaska (alternative to the waiver structure [1915c]). They have received an application and will likely go forward with that contractor to design how this new structure would look (it is still not a "done deal"). SDS also released new DD determinations policies for public comment (due Aug 28) that the Council is working on. If you wish to see the old policy and the new policy, please email Brittney.

## **NOFAS**

Jeanne inquired about NOFAS affiliate or chapter in Alaska, there isn't one and no one has information about starting up soon. It may be required that a non-profit organization must be the affiliate. Jeanne will also send out some information she got at the PacRim conference on creating an international definition and functionality, would be best if adopted by an international organization, like World Health Organization. She will send the materials out to the group.

### **SESA Survey Presentation**

Jeanne briefly covered the SESA survey powerpoint (attached) on FASD that was completed in April. She especially pointed out pages 9 and 12 to notice teachers' experience and where they received their FASD training. Although teachers get lots of training, not everyone is getting FASD training, which they find to be the most valuable.

### **Other New Business**

Northern Coalition - This is the moniker Jeanne came up with for the meetings that she, Jenn Wagaman, Judge Michael Jeffrey, and Stephanie Johnson have been having around serving folks with FASD in the northern regions.

SAFA – No update. Anna, Christie, and Cami from the Arc need to get together to set this up.

Camp Hope – Trish Smith gave update and shared several stories from her recent camps.

Photovoice speakers at September meeting? – Members have heard this presentation, through the FASD Partnership and other workgroup presentations. Britteny is inviting Kristen and Lindsay to speak at the Anchorage FASD Awareness Day event instead, so everyone who hasn't heard them speak on their project can catch them there!

### **Date & Time of Next Meeting**

Tuesday September 8, 2015 @ 3-4:30pm.

### **Adjournment**

The meeting was adjourned at 4:09 pm

**FETAL ALCOHOL  
SPECTRUM DISORDERS SURVEY**  
OF TEACHERS AND RELATED SERVICE PROVIDERS

# **SURVEY OVERVIEW**

- 1. Survey Design & Development**
- 2. Recruitment & Survey Administration**
- 3. Respondent Characteristics**
- 4. Results**
- 5. Next Steps**

# Survey Design & Development [1]

- Developed by SESA's FASD committee.
- Survey questions adapted from those used in Substance Abuse and Mental Health Services Administration's FASD training (<http://fasdcenter.samhsa.gov/educationTraining/courses/FASDTheCourse/index.aspx>).
- SESA specialists and FASD committee members decided which questions to include using a Delphi method approach (an iterative process using 3 rounds of revisions and discussion).

# Survey Design & Development [2]

- **Three sections to the survey:**
  - 1. Basic demographic questions (8 items)**
  - 2. Knowledge of FASD section (25 questions and 1 opinion question)**
  - 3. Identification of needed services and supports (1 ranking item and 2 open-ended items)**

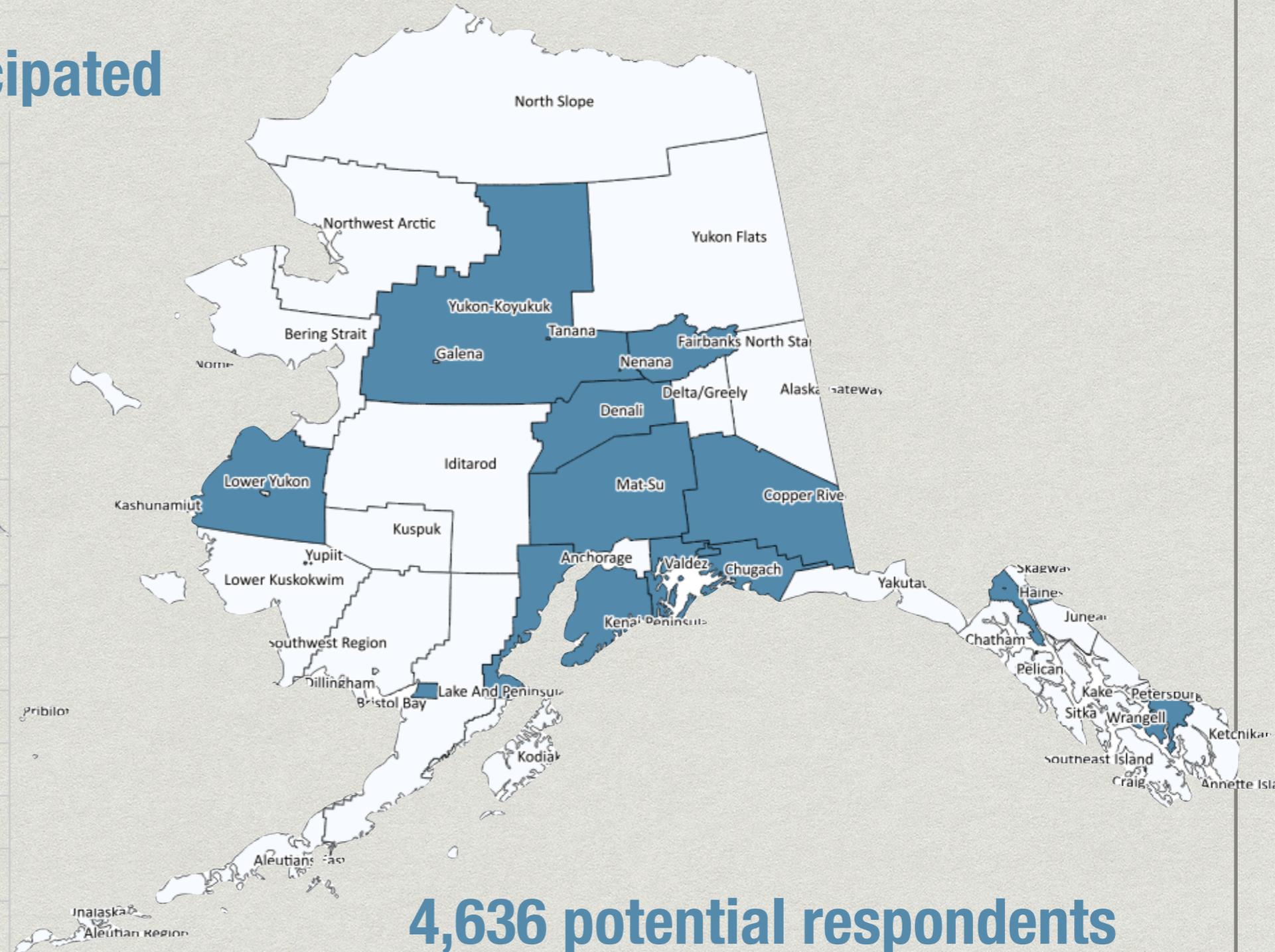
# RECRUITMENT & SURVEY ADMINISTRATION

<b>10/30</b>	<b>Superintendent/Sped Director Email #1</b>	
<b>11/20</b>	<b>Superintendent/Sped Director Email #2</b>	<b>25 districts indicated they would participate 17 districts submitted contact information</b>
	<b>Anchorage School District: Assessment &amp; Evaluation Application Fairbanks North-Star Borough School District: Application for External Research</b>	
<b>1-28</b>	<b>Email #1 with link to online survey</b>	<b>4,636 emails sent</b>
<b>2/5</b>	<b>Email # 2 to non-responders</b>	<b>4,047 emails were sent to non-respondents</b>
<b>2/13</b>	<b>End Data Collection</b>	<ul style="list-style-type: none"> <li>• 43 emails returned as undeliverable</li> <li>• unknown number captured by spam filters</li> </ul>
	<b>Data Cleaning &amp; Analyses</b>	<ul style="list-style-type: none"> <li>• 35 duplicates removed</li> <li>• 4 duplicate IDs retained (different respondents)</li> </ul>

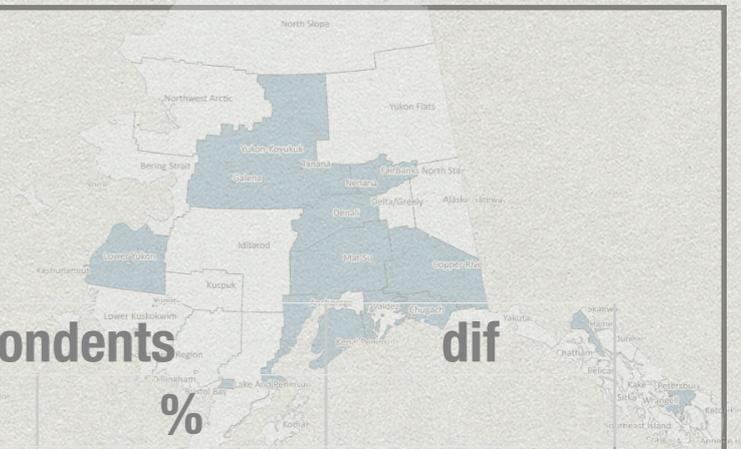
# Respondents [1]

17 districts participated

- Bristol Bay
- Chugach
- Copper River
- Craig City Schools
- Denali
- Fairbanks
- Haines
- Hoonah
- Kenai
- Lower Yukon
- MatSu
- Mt Edgecumbe
- Tanana
- Valdez
- Wrangell
- Yukon Koyukuk
- Yupit



# Respondents [2]



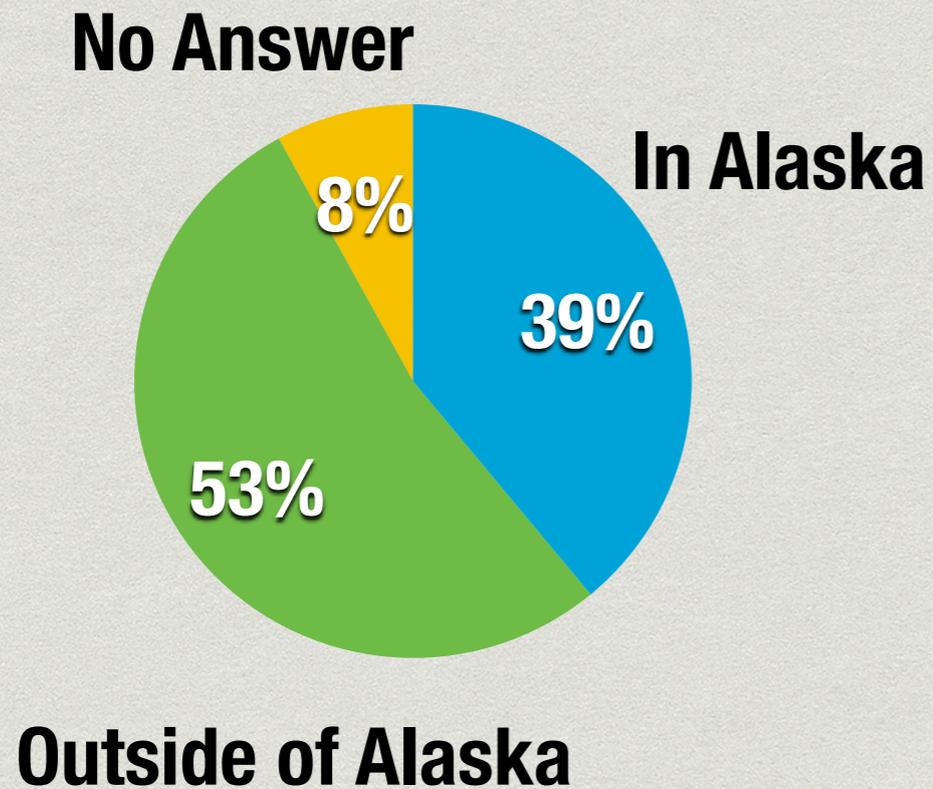
by School District	population		respondents		dif
	#	%	#	%	
Bristol Bay	18	0.4%	3	0.3%	-0.1%
Chugach	18	0.4%	3	0.3%	-0.1%
Copper River	49	1.1%	8	0.7%	-0.4%
Craig City Schools	62	1.3%	17	1.5%	0.2%
Denali	42	0.9%	13	1.2%	0.3%
Fairbanks	1462	31.5%	264	23.4%	-8.1%
Haines	38	0.8%	11	1%	0.2%
Hoonah	28	0.6%	7	0.6%	0%
Kenai	967	20.9%	327	29%	8.1%
Lower Yukon	177	3.8%	39	3.5%	-0.3%
MatSu	1534	33.1%	387	34.3%	1.2%
Mt Edgecumbe	29	0.6%	4	0.4%	-0.2%
Tanana	5	0.1%	1	0.1%	0%
Valdez	86	1.9%	26	2.3%	0.4%
Wrangell	42	0.9%	8	0.7%	-0.2%
Yukon Koyukuk	23	0.5%	4	0.4%	-0.1%
Yupiit	56	1.2%	7	0.6%	-0.6%
Totals	4636		1129		

**Response Rate 1,129 / 4,593 \*(100) = 24.5%**

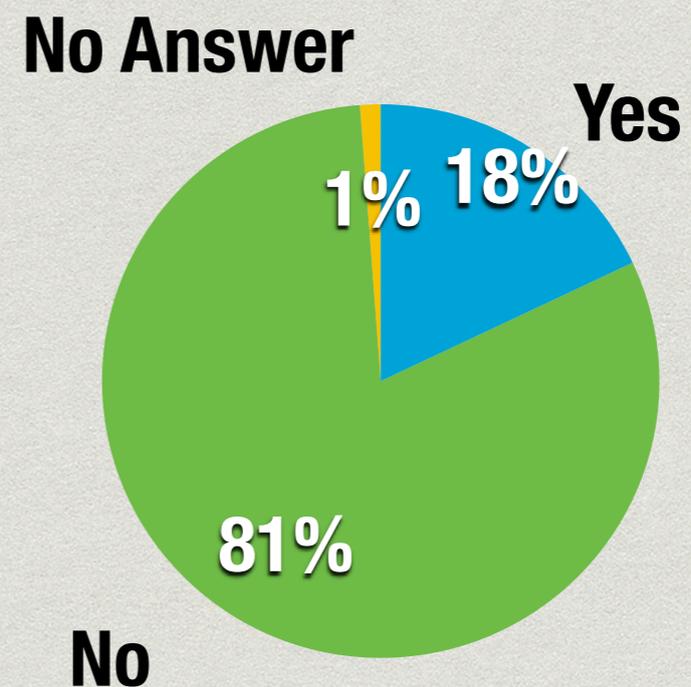
Removed 43 undeliverable emails.

# Respondents' Training

Where did you receive your initial teacher training?

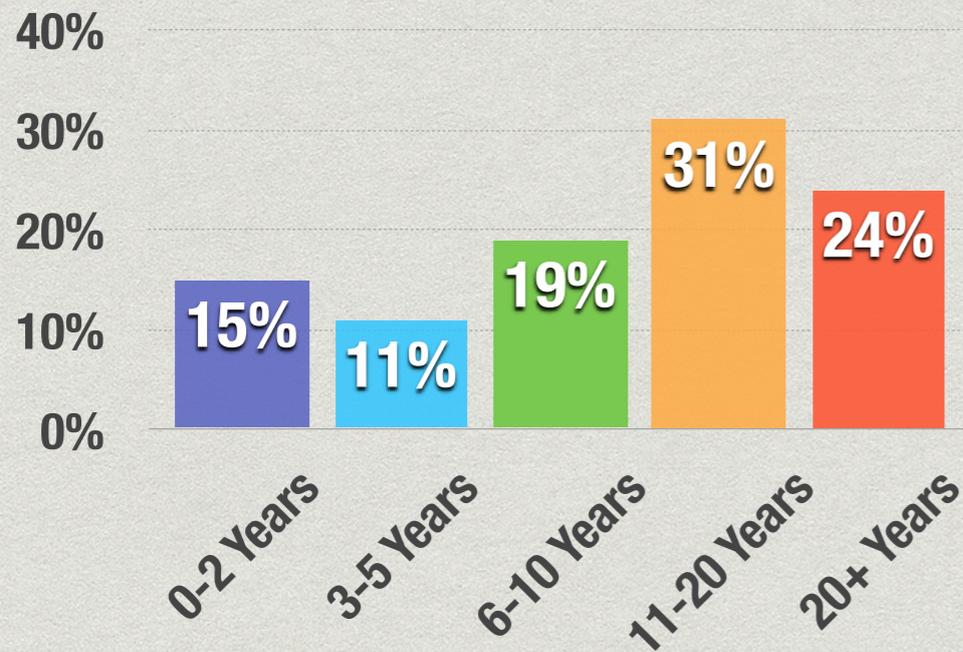


Are you a certified Special Education teacher whose primary responsibility is special education?

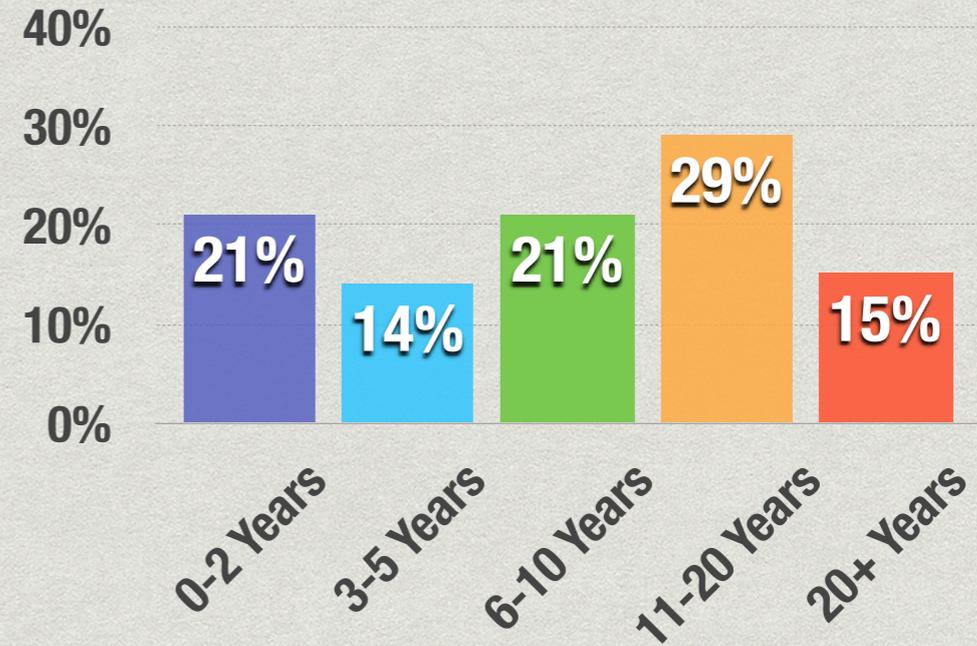


# Respondents' Experience [1]

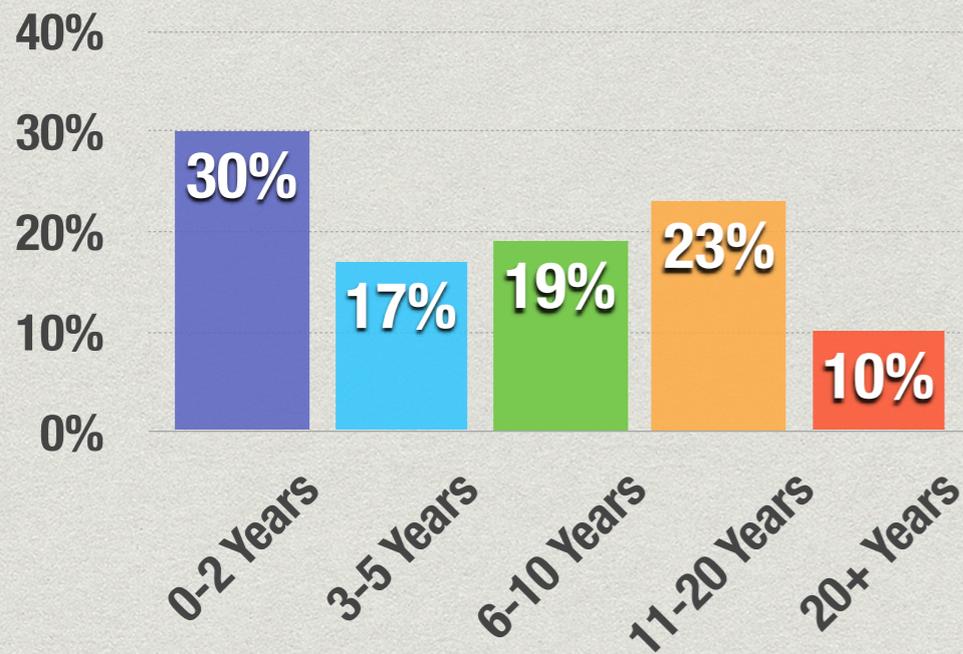
## Years Teaching



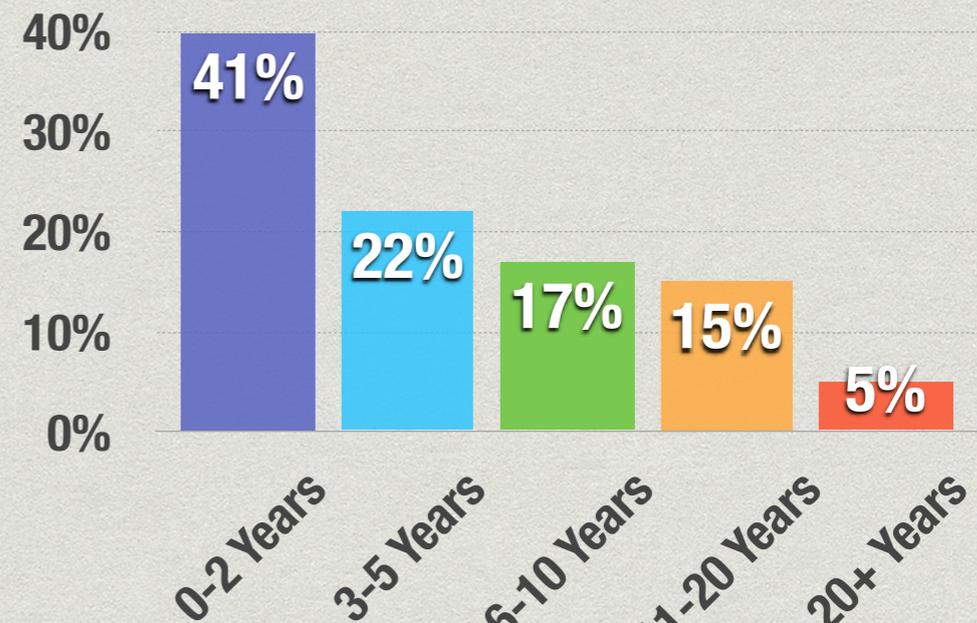
## Years Teaching in Alaska



## Years Teaching in District

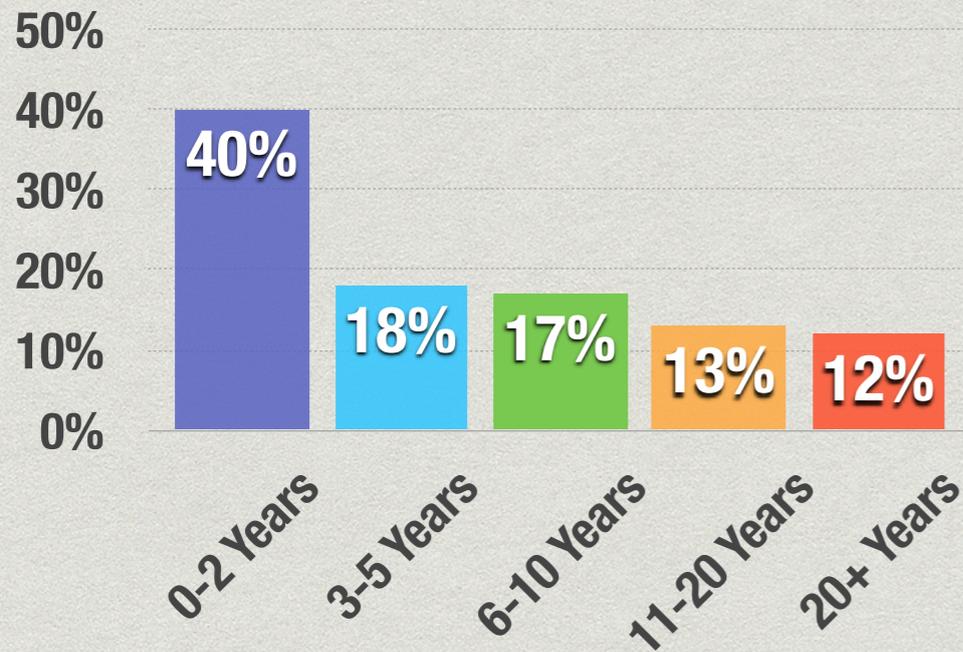


## Years in Current School

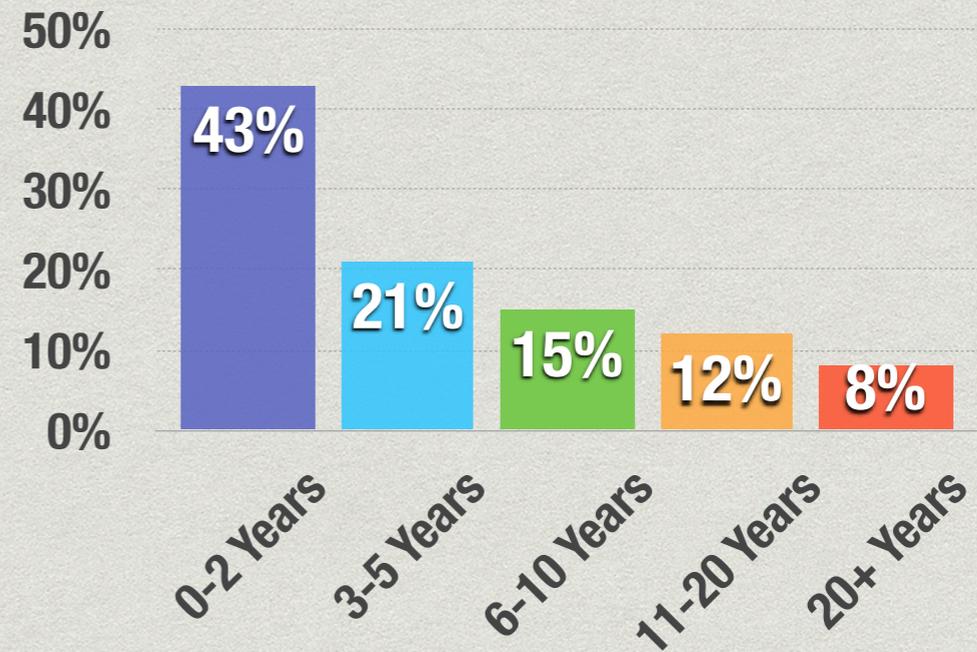


# Respondents' Experience [2]

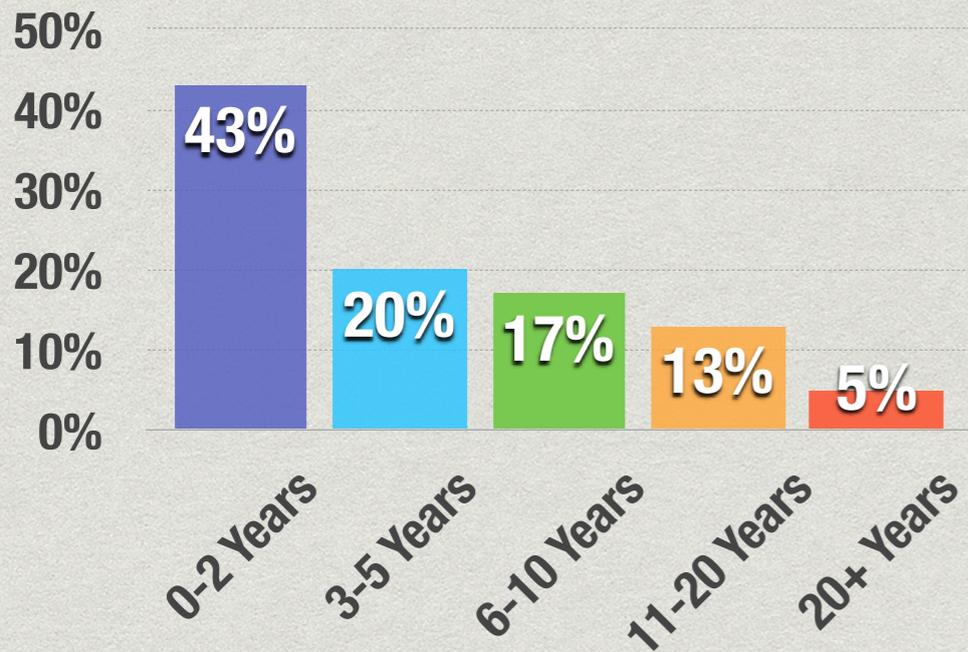
## Years Related Services



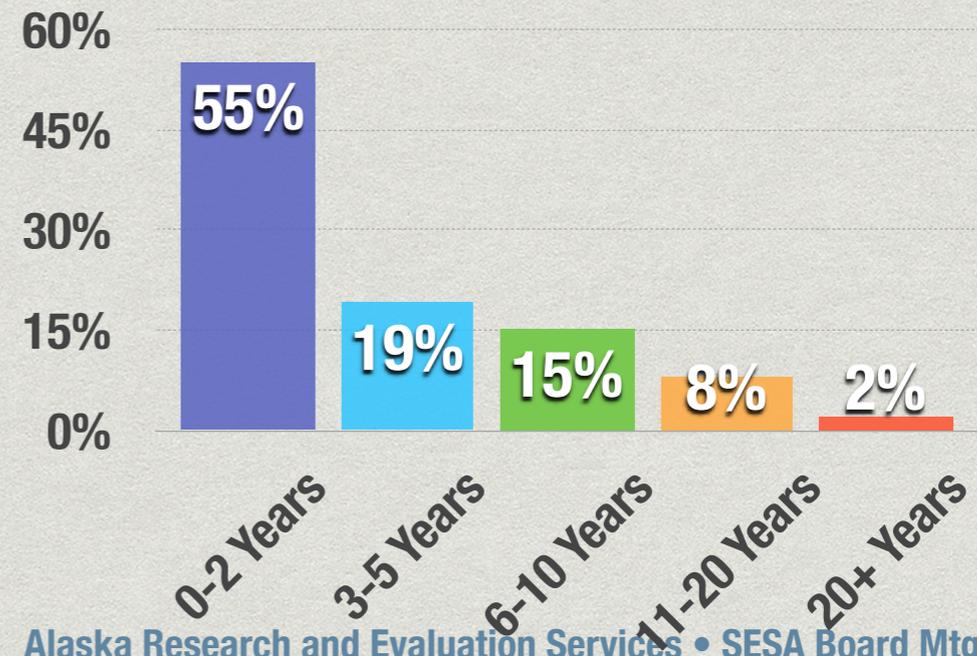
## Years R. S. in Alaska



## Years R. S. in District

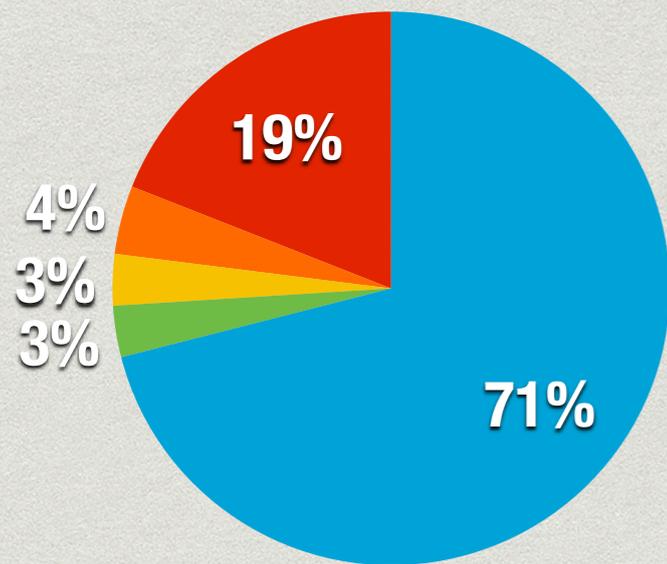


## Years R. S. in School



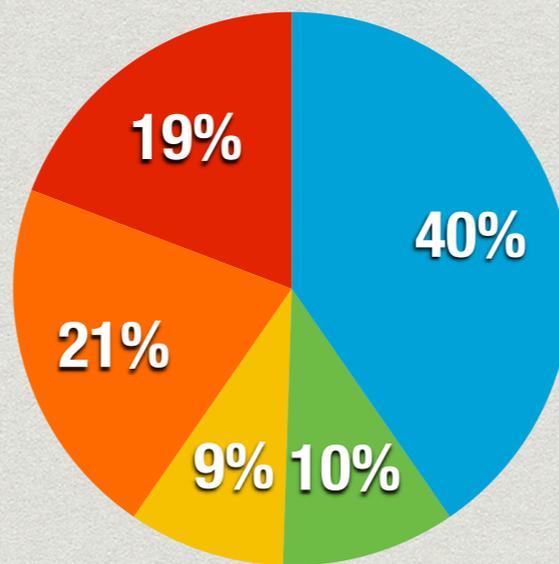
# Respondents' SPED Experience

In a typical week, how often do you work with students who receive Special Education services?



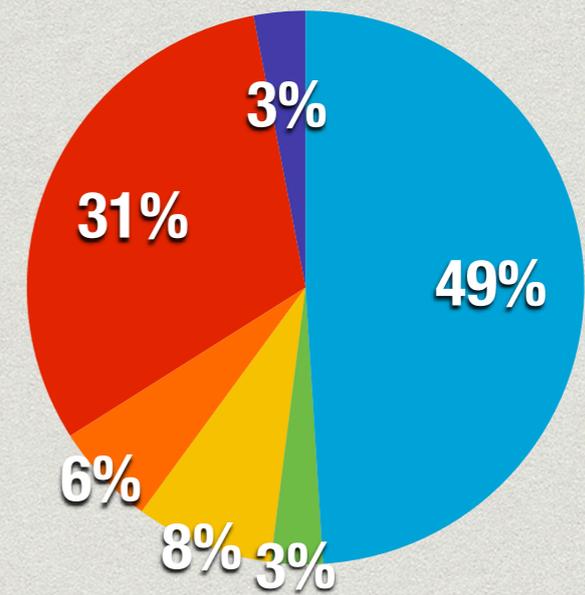
- Every Day
- Half of the Week
- Once a Week
- Never
- No Answer

How often do you participate in an Individualized Education Program (IEP) meeting?



- Many times a year
- Once a term
- Once a year
- Never
- No Answer

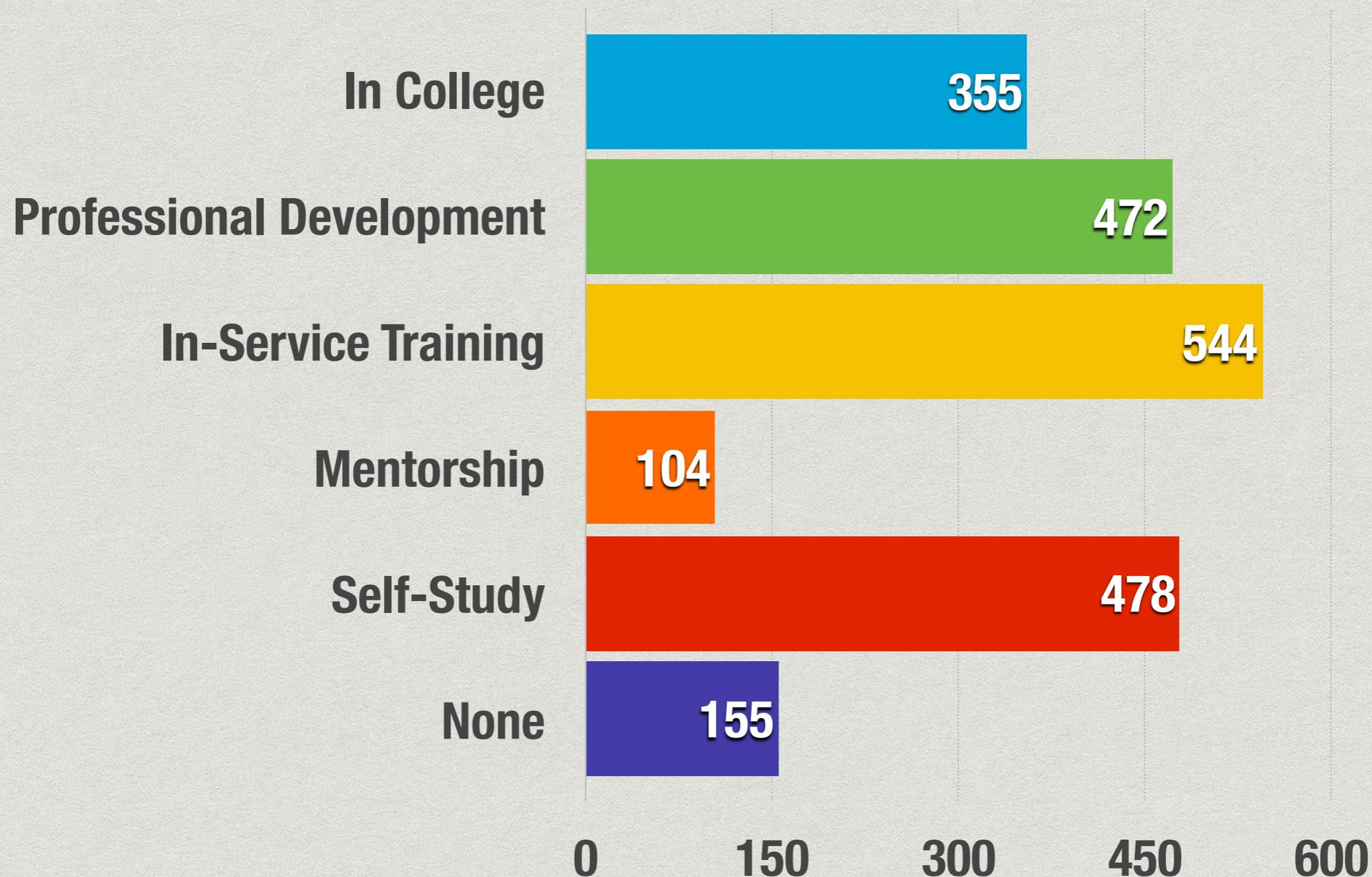
How often have you taught a student with FASD?



- Many times a year
- Once a term
- Once a year
- Never
- Unsure
- No Answer

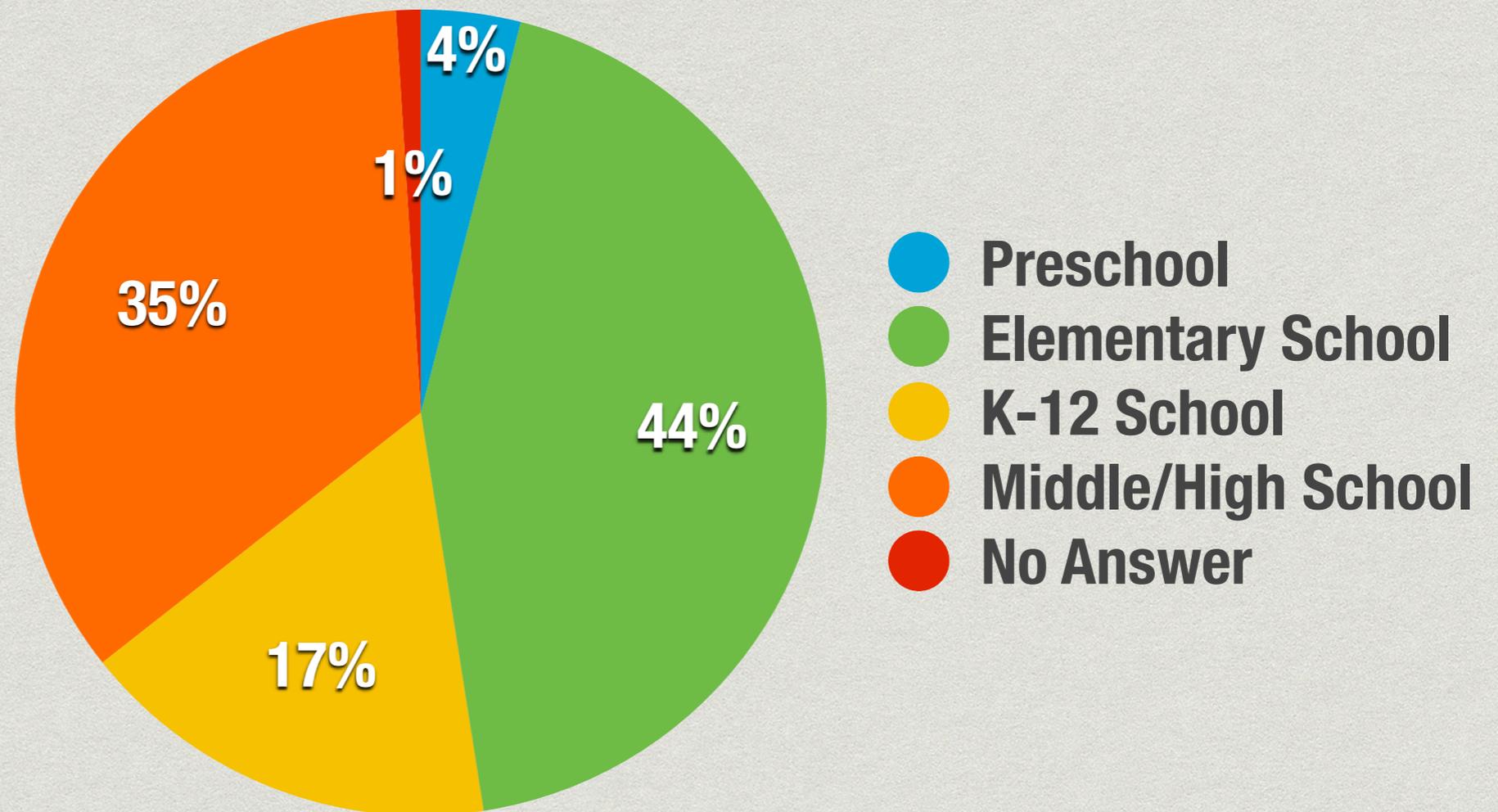
# Respondents' FASD Training

Please indicate the places where you have received FASD training.



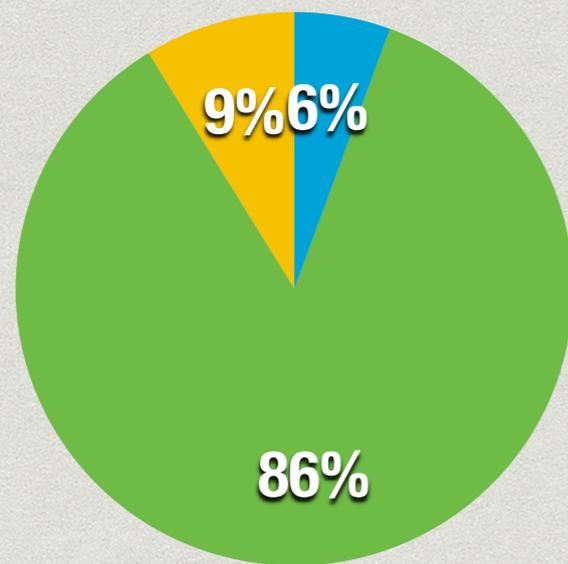
# Respondents' Work Setting

Which school setting best describes where you work?



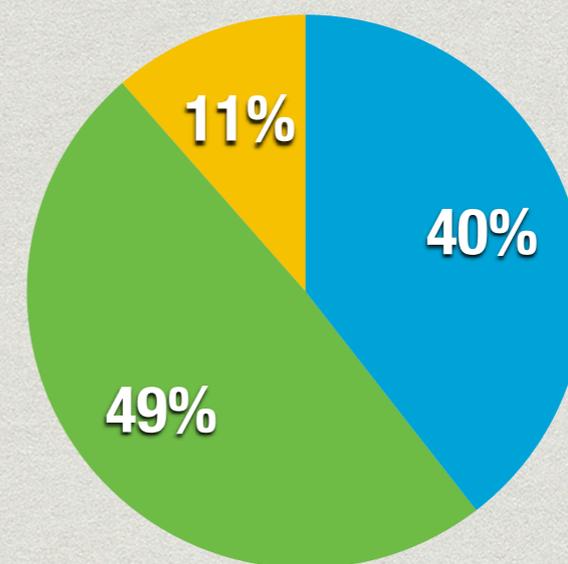
# Respondents' Perception of FASD

In your opinion, does identifying students with an FASD negatively impact their development?



- Agree
- Disagree
- No Answer

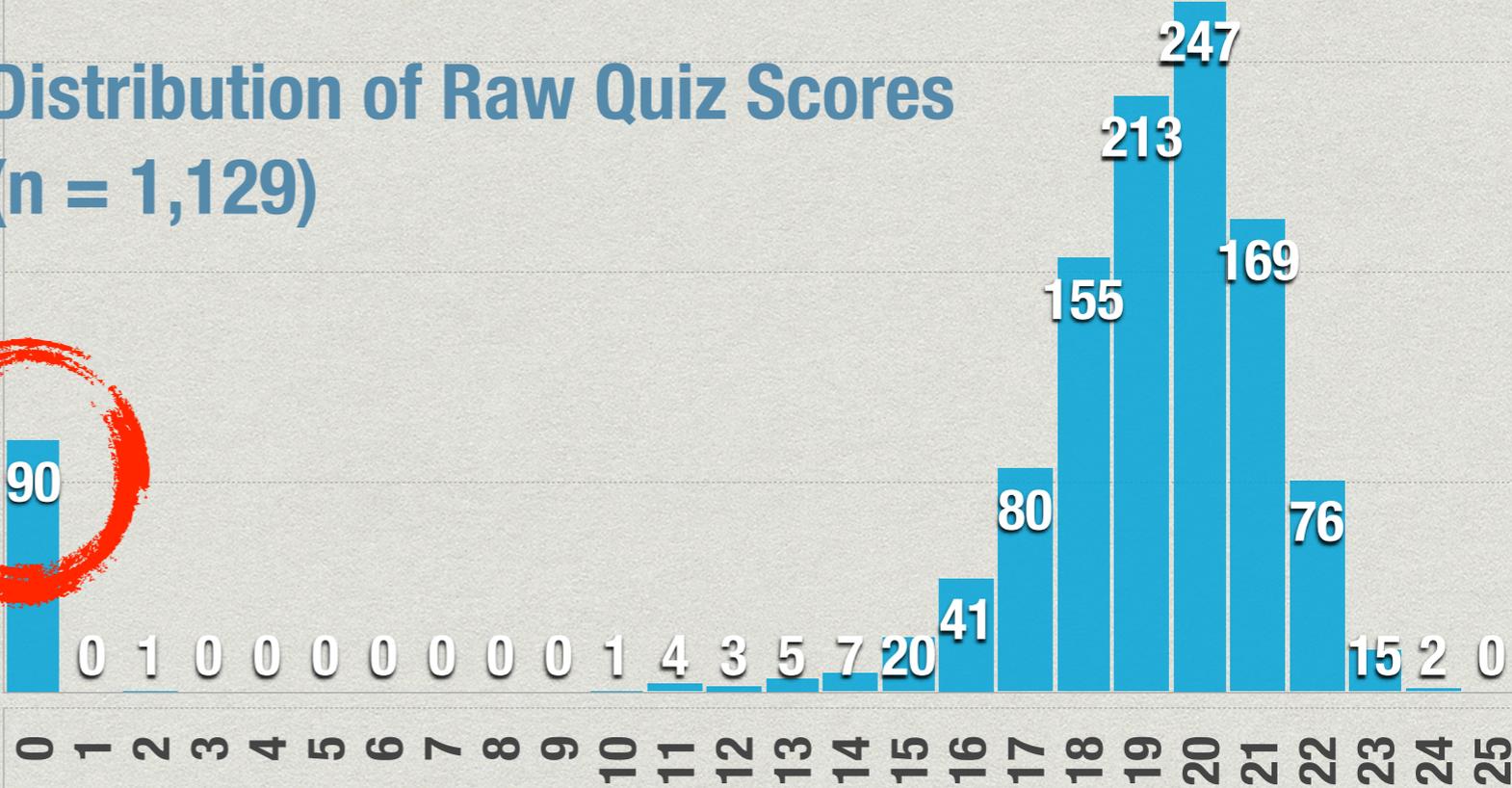
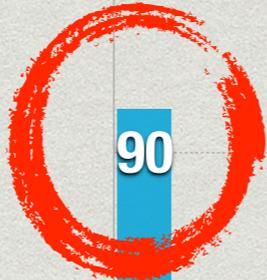
Please indicate if you would like to receive an email with more information about teaching students with FASD.



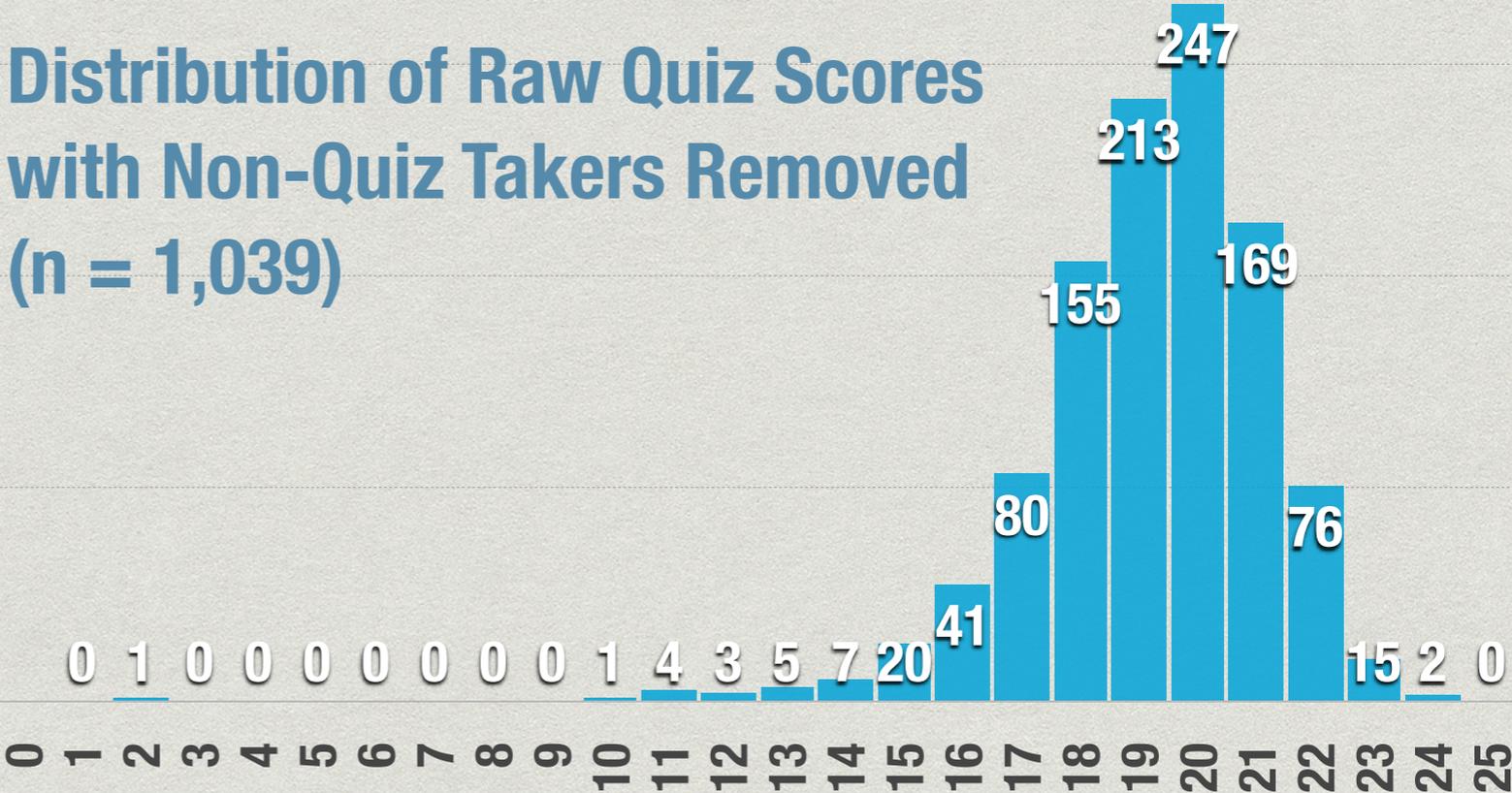
- Yes
- No
- No Answer

# FASD Quiz Results [1]

Distribution of Raw Quiz Scores  
(n = 1,129)



Distribution of Raw Quiz Scores  
with Non-Quiz Takers Removed  
(n = 1,039)



	Raw Score	%
Mean	19.2	76.8%
Std Dev	1.9	7.9%

# FASD Quiz Results [2]

No significant differences on quiz scores based on:

1. Location of Professional Training
2. Length of Time Teaching (approached significance differences between 3-5 year and 6-10 years teaching)
3. Length of Time in Related Services
4. Teachers and Related Service providers
5. Work Setting (preschool, elementary, K-12, Middle/High school)
6. Kenai, MatSu, Fairbanks, and All Others

**Special Education Teachers scored significantly higher (M = 79.3%, SD = .07 ) than non-special education respondents (M = 76.4%, SD = .08).**

(Conditions of Independent Samples T-Test:  $t(1,028) = 4.6$ ,  $p\text{-value} = .000$ )

# FASD Quiz Results [3]

Most Incorrect Quiz Items	% Correct
<p>28. Identify from the list below three secondary characteristics/conditions sometimes found among individuals with an FASD (age 12+). Select all that apply.</p> <ul style="list-style-type: none"><li>a. Memory problems</li><li>b. <u>Stealing*</u></li><li>c. Failure to understand ownership</li><li>d. <u>Lying*</u></li><li>e. <u>Destructive behavior*</u></li></ul>	5%
<p>33. Identify an effective strategy for the home, school, and work environment in the treatment of FASD.</p> <ul style="list-style-type: none"><li>a. Therapy and medication as needed</li><li>b. <u>Daily routines and structured activities with predictable choices*</u></li><li>c. Skills training</li><li>d. All of the above</li></ul>	7%
<p>34. Identify an effective skills development strategy in the treatment of FASD.</p> <ul style="list-style-type: none"><li>a. <u>Multisensory teaching techniques*</u></li><li>b. Safe, stable, and structured home</li><li>c. Intervention with birth mother or foster parents</li><li>d. All of the above</li></ul>	8%

# Top Services & Supports

Services/Supports	Ranked #1	Ranked #2	Ranked #3	Totals
<b>In-service or other training about FASD and instructional strategies.</b>	613	94	86	<b>793</b>
Assistive technologies	48	167	159	374
<b>Accessible instructional materials</b>	114	285	206	<b>605</b>
<b>Multi-sensory teaching techniques</b>	125	289	258	<b>672</b>
Sensory Diets	23	26	58	107
How to use visual supports	28	78	173	279

# Needed Services & Supports

Please indicate specific supports and/or services you need to teach special education students more effectively in your classroom.

<b>TRAINING:</b> <u>GENERAL</u> , FASD, Special Ed.	<b>24%</b>
<b>SUPPORTS:</b> <u>STAFF</u> , Services, for Parents, from Admin	<b>20%</b>
<b>STRATEGIES &amp; TECHNIQUES:</b> <u>BEST PRACTICE</u> , management, instruction	<b>12%</b>
<b>MATERIALS:</b> Classroom, Curricular	<b>9%</b>
<b>ONE-on-ONE:</b> <u>INDIVIDUALIZED ATTENTION</u> , Instruction	<b>6%</b>
<b>IDENTIFICATION &amp; INFORMATION</b>	<b>5%</b>
<b>TECHNOLOGY</b>	<b>4%</b>
<b>TIME:</b> <u>NEED MORE OF IT</u> , planning, instruction	<b>4%</b>
<b>COLLABORATION:</b> with Special Educators	<b>3%</b>

# Next Steps:

- **Send additional FASD information to respondents who requested it.**
- **Send district results to Special Education Directors.**
- **Send randomly selected respondents gift cards.**
- **Additional analyses?**

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**QUESTIONS.  
DISCUSSION.**