



Date: Tuesday, January 3, 2023, 9:00 am – 10:30 (ish)

Meeting Minutes

- 1. In attendance:** Lisa, Denise P, Tanya, Leona, Denise D, Sarah, Sherry, Carrie, Bernie, Sadie, Amanda, Carleigh, Roxanna, Sophia, Lynne, Barb, Miranda

December meeting minute approval: Amanda

2. Reporting

- **Action:** Lisa will email funded service providers asking for the # of FTEs their specific funding supports.
- ORS is due no later than 9:00 am, Friday, January 6, 2023.
- Narrative report is due no later than Friday, January 13, 2023.
- Funded agencies: please ensure all allocated funds are spent by March 31, 2023. No funds can be carried forward into the new fiscal year.
- EFAN business plan?
- WRaP 2.0 year end has begun (February 1, 2022 – January 31, 2023), due March 31, 2023.
- Currently working on the 'Porter 5 Forces Analysis'.

3. Finances

- \$272.46 WordPress forms (was \$199.00 USD).
- \$149.99 Canva yearly subscription.
- \$672 Optimum Process Solutions (Porter 5 forces analysis).
- EFAN brochures, Sandfly Marketing (design, printing, shipping).
- Should be close to expending in total the 'Network Development' line item.

4. FASD Day & AGM 2023

- **Action:** Members to ask individuals and caregivers impacted by FASD 'What I want people to know about me' and 'What I want people to know about my FASD'. Forward responses to Lisa.
- **Action:** Please email Lisa for FASD awareness items.
- Previously decided that instead of one event EFAN will focus on social media content and providing agencies/programs with awareness materials for their activities.
- AGM will be hosted on Tuesday, September 12, 2023.

5. 'Prevention Conversation' project



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- The facilitator guide is currently being updated (just waiting for the new 'Guidance on Alcohol and Health' document from the CCSA).
- The updates include the revisions to the 'Foundations in FASD' content and the inclusion of an Indigenous and Cultural Safe approach embedded in all the modules.
- Reminder, there are 3 parts of the prevention conversation project and three training areas, including: 'Foundations in FASD', 'Let's Talk (adult)', 'Let's Get Real'.

6. 'WRaP 2.0 FASD Coaching Partnership' project

- The project will increase the capacity of teachers and schools to meet the educational needs of students (ECS to Grade 12) with FASD, through a continuum of supports provided by FASD Instructional Coaches.
- FASD Instructional Coaches will support education staff to enhance their knowledge and skills regarding how to support students by providing professional development on FASD best practices and at-the-elbow support incorporating FASD-informed approaches into their classroom communities.
- 4 modules: foundations in FASD, teaching strategies, classroom strategies, school to adult transition.
- Since the start of the project (Sept 2021), coaches have had interactions with over 3,000 education professionals of 58 school authorities and 146 schools in Alberta, in 562 instructional practice sessions (professional learning + coaching).
- Participants report high levels of satisfaction with project resources and instructional coaching, as well as increased knowledge and skills.
- LOAs have been sent out to the hiring Networks and Bissell as the project banker (all have been returned).
- Promotional video

7. New Research/Resources

- The brochures that Sandfly has done up for EFAN are instead of the separate rack cards for each of the projects.
 - Printing is being done through Sandfly's contact and will be shipped soon.
 - Instead of having project specific contacts they have included the links for the professional development/training online request forms.
 - 'WHAT'S NEW? Looking at the last five years of research'.
<https://edmontonfetalalcoholnetwork.org/resources/whats-new-looking-at-the-last-five-years-in-fasd-research/>
 - Created for the WRaP/Prevention Conversation training days in December.
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- a) 'The importance of adopting a standard definition in Canada': FASD is a diagnostic term used to describe impacts on the brain and body of individuals prenatally exposed to alcohol.
 - b) 'Exploring patterns and trends in FASD prevention research from 2015 – 2021': The purpose of the article is to describe the state of the evidence on FASD prevention from 2015 – 2021, including the prevalence and influences on alcohol use during pregnancy, interventions at each of the four levels of the Four-Part Model, as well as systemic, destigmatizing, and ethical considerations. Demonstrated how the work on FASD prevention has been amplified in the recent years and how efforts to support women and children's health are complex and interconnected.
 - c) 'Treatment Algorithm for The Use of Psychopharmacological Agents in Individuals Prenatally Exposed to Alcohol and/or With Diagnosis of Fetal Alcohol Spectrum Disorder (FASD)': decision tree for use to prescribe psychotropic medications for individuals prenatally exposed to alcohol/FASD, reached consensus on how best to streamline prescribing along neurodevelopmental clusters.
 - d) 'Towards Healthy Outcomes for Individuals With FASD': To help support intervention approaches across the lifespan, the Healthy Outcomes pathways model has been developed to help support intervention approaches across the lifespan. This model embodies these perspectives and provides us with a roadmap that can help to think carefully and proactively about healthy pathways.
 - e) 'Common Message Guide': The purpose of this document is to assist those writing and talking about FASD – and the issues related to the disability – to use the same language, statistics, and framing of topics. The intended outcome, over time, will be an improved understanding by the reader/listener with consistent and respectful FASD messaging.
 - f) 'Evaluation of Brain Alternations and Behaviour in Children with Low Levels of Prenatal Alcohol Exposure': In this cross-sectional study, children with low levels of PAE had lower fractional anisotropy and more behavioral problems compared with a well-matched control group. These results suggest that PAE, even in small amounts, has a measurable effect on brain structure in children.
 - g) 'The Prevalence of FASD': FASD is recognized as one of the leading known causes of developmental disability in the western world. Compared with other common disabilities, at an estimated prevalence of 4%, FASD is at least:
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2.5 times more common than Autism Spectrum Disorder (1.52%)

19 times more common than Cerebral Palsy (0.21%)

28 times more common than Down Syndrome (0.14%)

40 times more common than Tourette's Syndrome (0.10%)

- h) 'Parent Child Assistance Program in Alberta First Nations Communities, Evaluation Report'
- i) 'Moving Towards FASD Informed Care In Substance Use Treatment': This guide outlines current practices to support individuals with Fetal Alcohol Spectrum Disorder (FASD) who are in treatment for substance use. In this guide we provide consolidated and expanded knowledge regarding appropriate substance use treatment approaches for individuals with FASD. We adopt the perspective that individuals with FASD can benefit from treatment support that is well-suited to their unique neurodevelopmental needs.
- j) 'Nothing About Us Without Us, Essential Considerations for Collaborative Research': People with lived experience can significantly impact the way FASD research is done with their population.
- k) 'Current Strategies and Educational Supports For Students With FASD': Evidence shows the need for revised strategies and improved educational supports for students with FASD through all levels of diagnosis, assessment, and intervention planning if positive learning outcomes are desired.
- l) 'Why Suicide Support is Crucial For People With FASD'
- m) 'Caregiver Experiences and Perceptions of Suicidality Among Their Children and Youth With FASD': Individuals with Fetal Alcohol Spectrum Disorder (FASD) experience a range of biopsychosocial vulnerabilities that can increase the possibility of adverse life outcomes, including a heightened risk of suicidality.

8. Next Meeting: February 7, 2023 (virtual)
