

# Moving Forward

Fostering Kids New Zealand in association with Alcohol Healthwatch and FASD-CAN announce an insightful, practical Learning Development Opportunity

Canada is one of the leading countries in its progress of working with FASD. Jacqueline and Tracy will present the latest information around their research and programme related to supporting children with Fetal Alcohol Spectrum Disorder and offer practical strategies from their experiences.

Follow this link to register and to find out more information:

<http://fasdconference.org.nz>

With international guests from Canada:

## Jacqueline Pei

Jacqueline is an Associate Professor in the Department of Educational Psychology University of Alberta. A Registered Psychologist she began her career as a criminologist and forensic counsellor working with incarcerated youth, moving on to study youth at risk, child development, and neuropsychology, which lead to her current focus on interventions for individuals with FASD.

See over page for more details



## Tracy Mastrangelo

Tracey is Project Coordinator for the Wellness Resiliency and Partnership project (WRaP) Alberta. The WRaP Evaluation indicates that identified FASD students are staying in school, completing and passing courses, setting and achieving personal goals, avoiding disciplinary actions, seeking and finding supports and services for healthy living and participating in school and community activities.

See over page for more details



## Where and When:

Whangarei

Tuesday 16<sup>th</sup> February 2016

Rotorua

Thursday 18<sup>th</sup> February 2016

Nelson

Tuesday 23<sup>rd</sup> February 2016

Christchurch

Thursday 25<sup>th</sup> February 2016

## Costs

All professionals

\$50

Caregivers of children with FASD

Gold coin donation on entry

Caregiver members of Fostering Kids NZ

Gold coin donation on entry.

The workshops will be of interest to anyone working with, teaching, supporting or raising a child or adolescent affected by or suspected of having FASD. Venue and programme details are available on the above link.



FASD-CAN Incorporated



## Profiles

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### **Jacqueline Pei, R.Psych., Ph.D.**

Associate Professor, Department of Educational Psychology  
Assistant Clinical Professor, Department of Paediatrics  
University of Alberta

**Jacqueline Pei** is a practicing registered Psychologist and has been for the past twelve years, Dr Pei began her career as a criminologist and forensic counsellor working with incarcerated youth. Motivated by this early work, she returned to academia to study youth at risk, child development, and neuropsychology, leading to her current focus on interventions for individuals with Fetal Alcohol Spectrum Disorders. Building on her work with various community and government agencies, including serving on the FASD Clinical Diagnostic Team at the Glenrose Rehabilitation Hospital, Dr Pei currently leads the Intervention Network Action Team (iNAT) for the Canada FASD Research Network and is Co-Chair of the Services and Supports Council of Alberta, roles that facilitate the link between research, policy, and practice.

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### **Tracy Mastrangelo**

Program Coordinator/Mentor Lead - WRaP Project  
Greater St. Albert Catholic Schools, Alberta, Canada

**Tracy Mastrangelo** coordinates the WRaP project, an innovative project supporting junior and senior high school students throughout the province of Alberta diagnosed with Fetal Alcohol Spectrum Disorder. Prior to this Tracy used her Social Work education while working in the Yukon Government with Family and Children's Services supporting kinship, foster and adoptive parents caring for children affected by trauma, FASD and emotional abuse.

The WRaP project is now in its 6<sup>th</sup> year. It aims to improve outcomes for junior and senior high school students with FASD in the province of Alberta. Recognizing that youth with FASD required supports that were accessible, enduring, flexible and responsive a success coach model was implemented. Coaches work directly with individuals and small groups of students and seek out and sustain connections with caregivers, family members and community partners. Evaluation data indicates that identified FASD students are staying in school, completing and passing courses, setting and achieving personal goals, avoiding disciplinary actions, seeking and finding supports and services for healthy living and participating in school and community activities. Coaches continue to provide innovative supports to students, their families, teachers and school communities.