

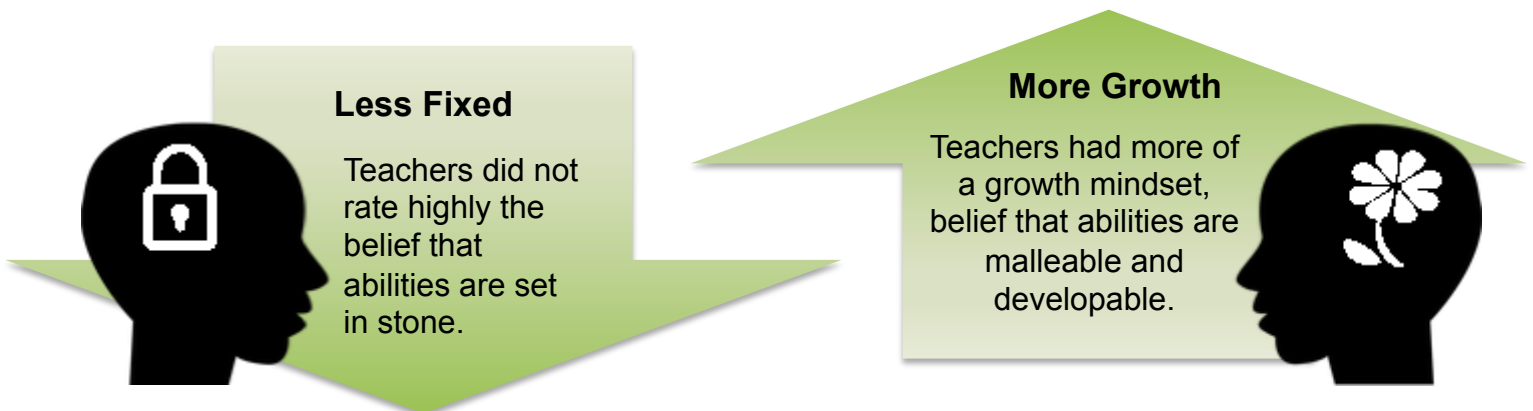


RESEARCH BRIEF

RESULTS FROM GETCA & CETCA 2018 (FASD AND MINDSETS)

Thank you to the many teachers in Edmonton and the surrounding area who took the time to fill out our questionnaires on their mindsets and inclusion beliefs about students with FASD. This year we were fortunate enough to attend both GETCA (Greater Edmonton Teachers' Convention Association) and CETCA (Central East Teachers' Convention Association). Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotion (ACME) present here some initial findings that we thought you may find interesting. Any questions or comments can be directed to acme@ualberta.ca

What are teachers **mindsets** when it comes to students in their classroom?



Does one's **age** relate to their mindset beliefs matter?

Yes! **Older** teachers were more likely to have growth mindsets about students with FASD than younger teachers.

Are there **gender differences** when it comes to teachers mindsets and beliefs about students with FASD?

Women had higher beliefs that students with FASD could develop their intelligence than men (i.e., growth mindset).

Men had higher beliefs that including students with FASD in a regular classroom setting could be successful.

