WRaP 2.0
FASD Coaching Partnership Project

Classroom Strategies for Students with FASD & Complex Needs



ALL BEHAVIOUR IS FUNCTIONAL

Intent of behaviour

+

Utility of behaviour

→

Observed Behaviour

ASK

“WHAT DO I KNOW?”

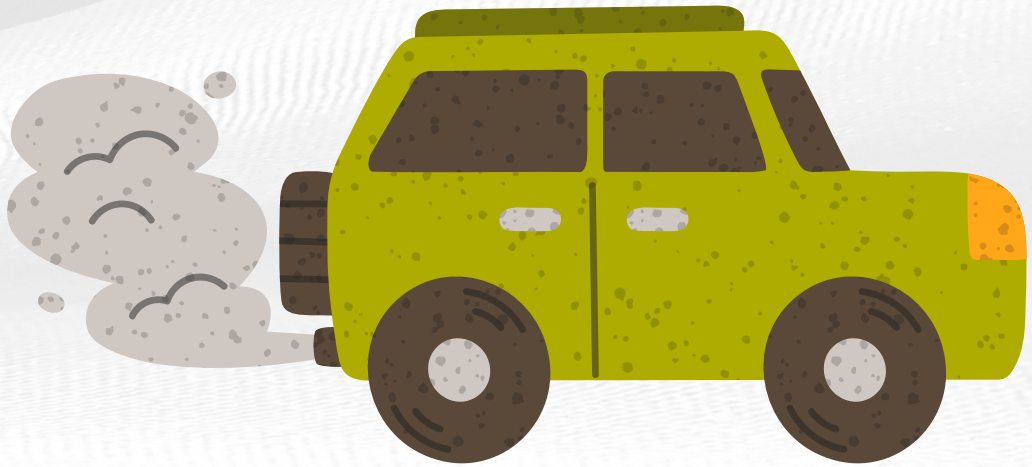
BEFORE

“WHAT DO I DO?”

MINDSET MATTERS

FIXED VS. GROWTH

Fixed mindset: the car is the way it is and the path it is on cannot be changed.



Brain-Responsive Mindset: understanding why the vehicle might run differently, and what it might need to keep going forwad.

Growth mindset: barriers are opportunities for learning and possibility.

Relational Mindset: to travel together, we need trust and shared understanding.

8 Magic Keys to Supporting Individuals with FASD

While there is no recommended "cookbook approach" to working with individuals with FASD there are strategies that work, based on the following guidelines:

Concrete – Individuals with FASD do well when people talk in concrete terms; do not use words with double meanings, or idioms. Because their social-emotional understanding is far below their chronological age, it helps to "think younger" when providing assistance and giving instructions.

Consistency – Because of the difficulty individuals with FASD experience trying to generalize learning from one situation to another, they do best in an environment with few changes. This includes language. For example, teachers and parents can coordinate with each other to use the same words for key phrases and oral directions.

Specific – Say exactly what you mean. Remember that individuals with FASD have difficulty with abstractions, generalization, and not being able to "fill in the blanks" when given a direction. Tell them step by step what to do, developing appropriate habit patterns.

Structure – Structure is the "glue" that makes the world make sense for an individual with FASD. If this glue is taken away, the walls fall down! An individual with an FASD achieves and is successful because their world provides the appropriate structure as permanent foundation.

Supervision – Because of their cognitive challenges, individuals with FASD bring a naiveté to daily life situations. They need constant supervision, as with much younger children, to develop habit patterns of appropriate behaviour.

Repetition – Individuals with FASD have chronic short-term memory problems; they forget things they want to remember as well as information that has been learned and retained for a period of time. In order for something to make it to long-term memory, it may simply need to be re-taught and re-taught.

Routine – Stable routines that don't change from day to day will make it easier for individuals with FASD to know what to expect next and decrease their anxiety, enabling them to learn.

Simplicity – Remember to Keep it Short and Sweet (KISS method). Individuals with FASD are easily over-stimulated, leading to "shutdown" at which point no more information can be assimilated. Therefore, a simple environment is the foundation for an effective school program.

Not Working?

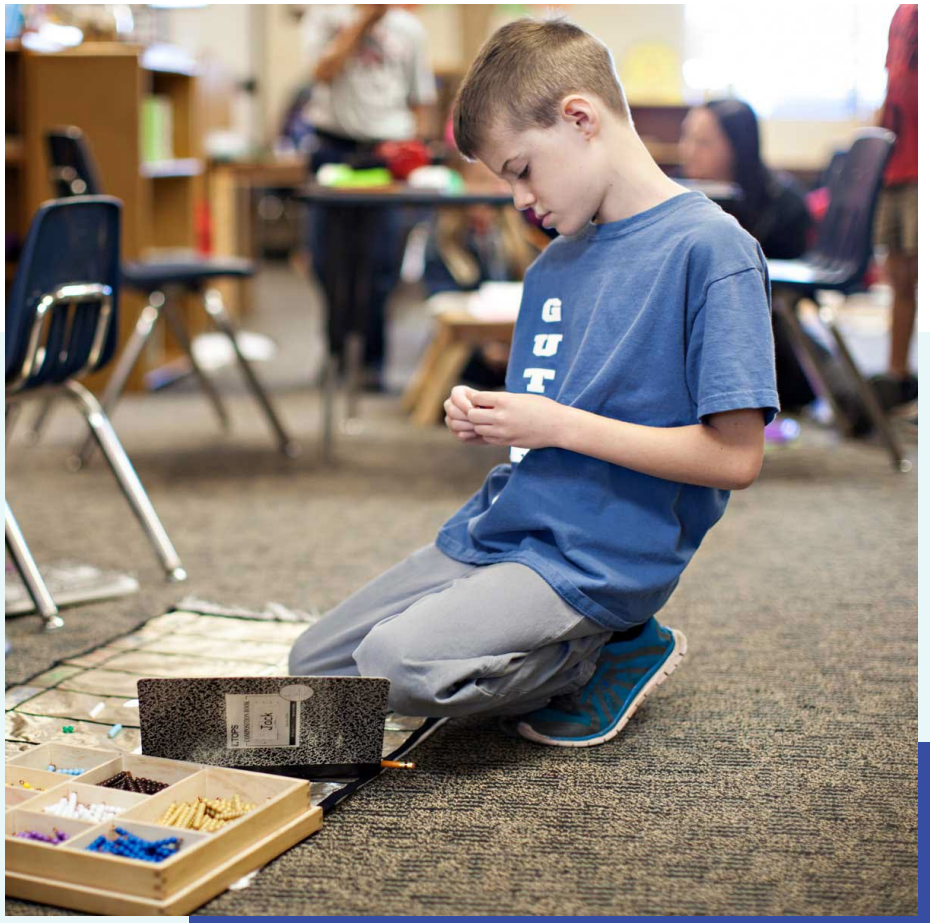
When a situation with an individual with FASD is confusing and the intervention is not working, then:

Stop Action!
Observe.
Listen carefully to find out where he or she is stuck.
Ask: What is hard? What would help?

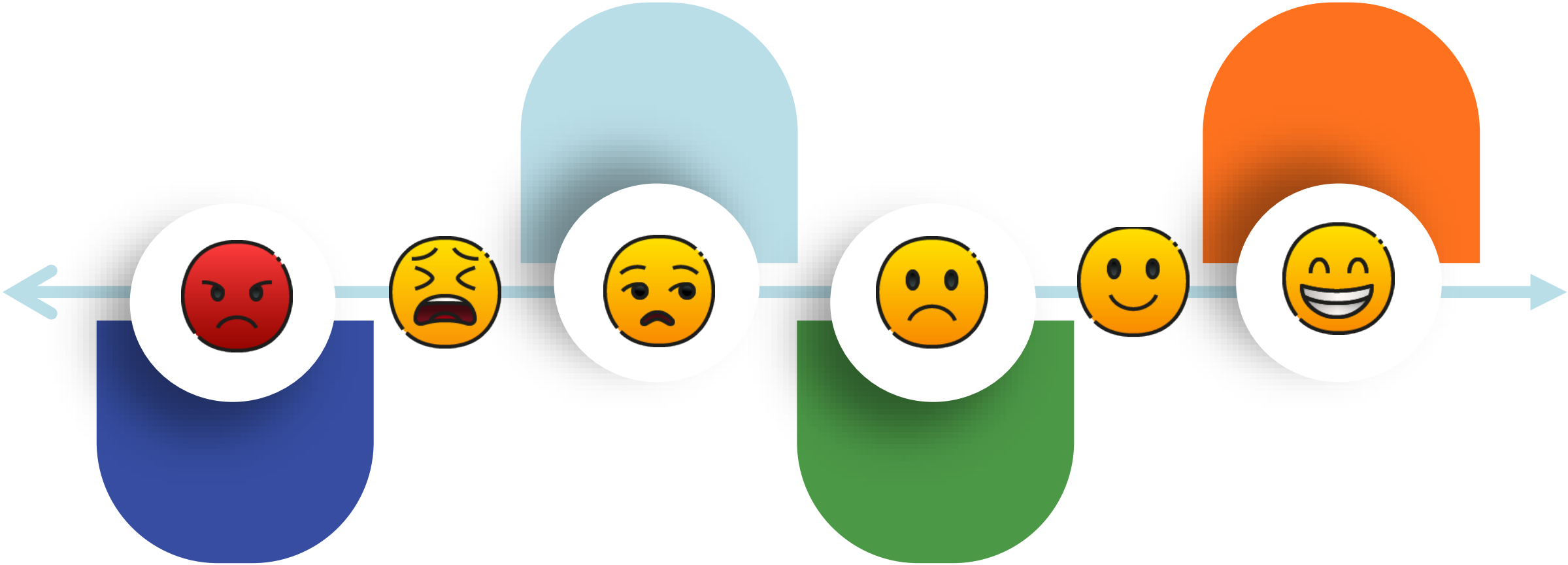
Reprinted with Permission. Evensen, D. & Lutke, J. (1997). 8 Magic Keys. Adapted version, (2005) Minnesota Organization on Fetal Alcohol Syndrome.

Strategies to Support Self-Regulation

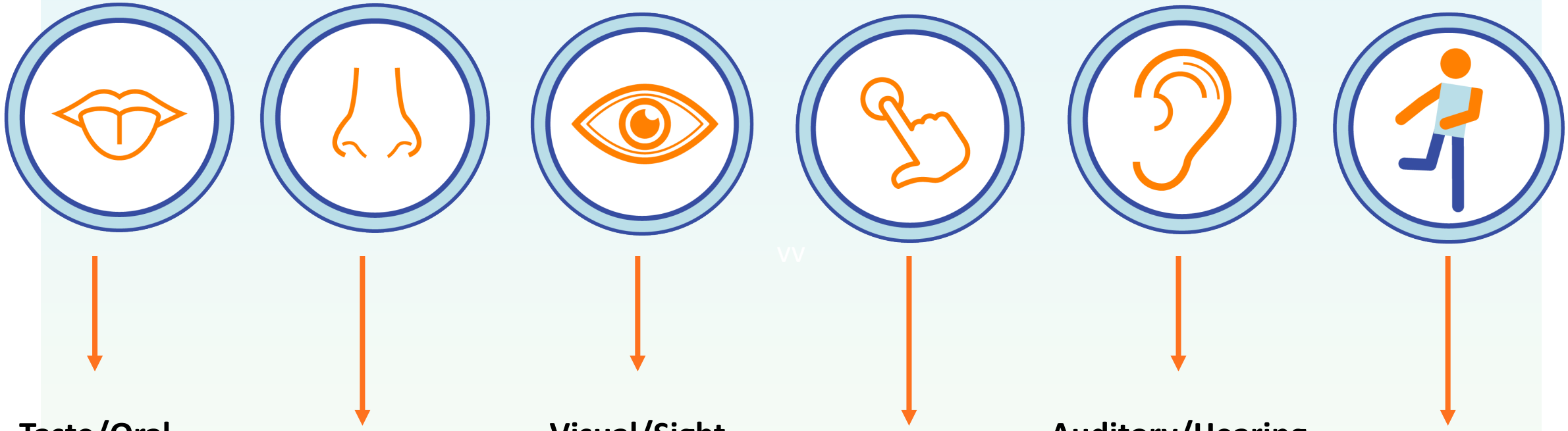
- Provide structure
- Consider physical environments
- Support social and environmental functioning
- Provide guidance and support
- Adjust teaching strategies



Emotion Chart



Challenges of Sensory Processing



Environmental Accommodations

Body Position/Movement

Strategic Seating

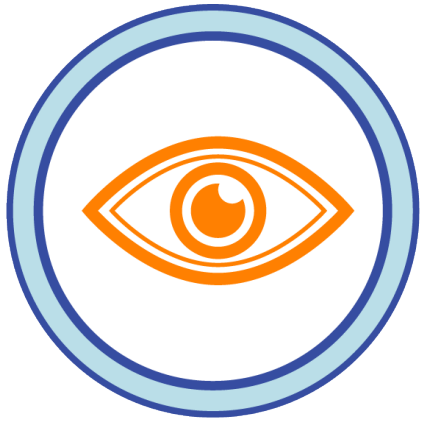
Tactile

Auditory

Visual

Stimulating Spaces and Calming Spaces





"Grab your **green science book** in 5 minutes, when the timer is done"



- Reduced visual stimulation and clutter
- Visual schedules for daily routine
- Highly organized shelves and colour coded binders
- Visual timers

Visual Strategies





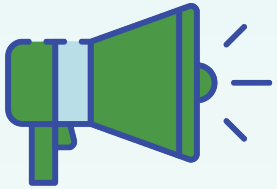
Auditory Strategies



Prepare for fire drills



Use soft, relaxing music



Limit intercom announcements



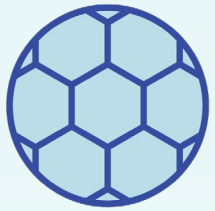
Use a sound field system



Use ear protectors or headphones



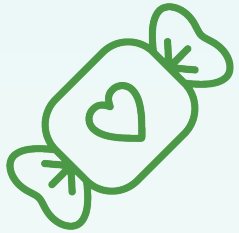
Tactile Strategies



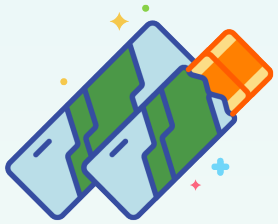
Stress Balls



Soft, Manipulative Handheld Objects



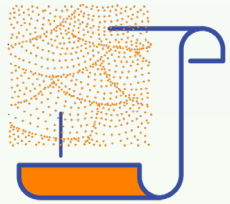
Candy



Chewing Gum

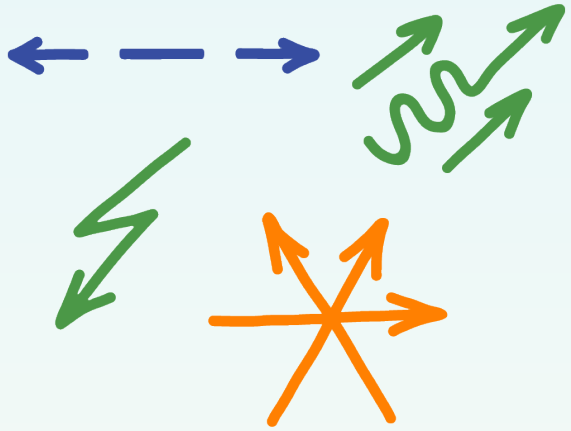


Sucking on a Straw



Sandpaper





Sense of Body Position and Movement/Balance Strategies

- Visual boundaries in hallway and locker area
- Visual line using tape on the floor
- Deep pressure touch (i.e. back rubs)
  Check with student and caregiver first
- Incorporate movement breaks into schedule

Universal Approaches

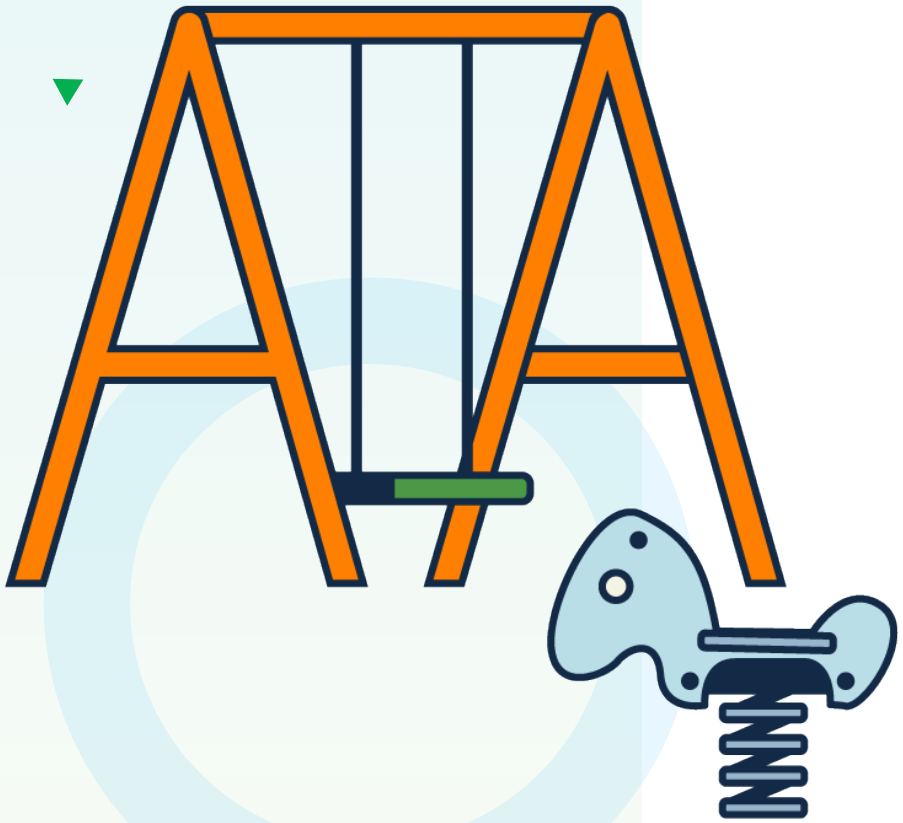
- Build relationships
- Tone of voice and language
- Check Ins with students
- Model responsiveness
- Repairing relationships
- Be predictable (routines)



Targeted Approaches

For students where you've put in all universal approaches but you're still seeing challenges





Recess

- Review expectations and routines shortly before
- Consider alternatives to recess
- Special student buddy
- Provide a clear but limited number of choices
- Teacher aides to supervise a select group
- Allow students with FASD to help supervise younger students during recess
- Plan for emergency situations on the playground
- Alternate recess time
- Structure recess activities

Lunchroom

- Provide expectations and routines for lunchroom
- Post lunchroom rules
- Provide training to lunchroom supervisors
- Assign seating with appropriate peers
- Arrange activities to fill the lunch break
- Consider an alternate lunch setting
- Plan for emergency situations





School Bus

- Provide the bus driver with strategies
- Provide classroom and on-bus training to students
- Use a bus seating plan
- Post bus rules with visual prompts
- Teach and reteach routines and expectations
- Use social stories to prepare students for the bus ride
- Provide the bus driver with a way to communicate concerns.
- Provide extra supervision on the bus for students with severe difficulties, if necessary.

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Education Services Available:

School Events – tables, presentations, spinning wheel game, swag

Classroom – "Let's Get Real" (alcohol, pregnancy and FASD for youth)

Prevention Conversation – helping educators to have compassionate conversations about alcohol consumption during pregnancy

WRaP 2.0 – four professional development modules

Instructional Coaching – small or large for Education administration

FASD Assessments and **Caregiver Support**

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Willow Winds
SUPPORT NETWORK

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Let's talk ...about alcohol and pregnancy

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