WRaP 2.0
FASD Coaching Partnership Project

CanFASD
CANADA FASD RESEARCH NETWORK

Teaching Students with FASD & Complex Needs



What is Fetal Alcohol Spectrum Disorder? Learn More



Land Acknowledgments

HOW OUR THINKING SHAPES OUR INTERACTIONS

MINDSET IN ACTION

We make assumptions based on behaviours.

For example, what do you assume when...

- Someone cuts you off in traffic?
- A pedestrian yells at you about where you parked your car?
- A friend cancels plans last minute?
- A neighbour ignores you when you wave at them?
- A client no shows an appointment with you?

Then we interact with others based on these assumptions.



ALL BEHAVIOUR IS FUNCTIONAL

Intent of behaviour

+

Utility of behaviour

→

Observed Behaviour

ASK

"WHAT DO I KNOW?"

BEFORE

"WHAT DO I DO?"

SHIFTING FROM

WHAT DO I DO?

TO

WHAT DO I KNOW?

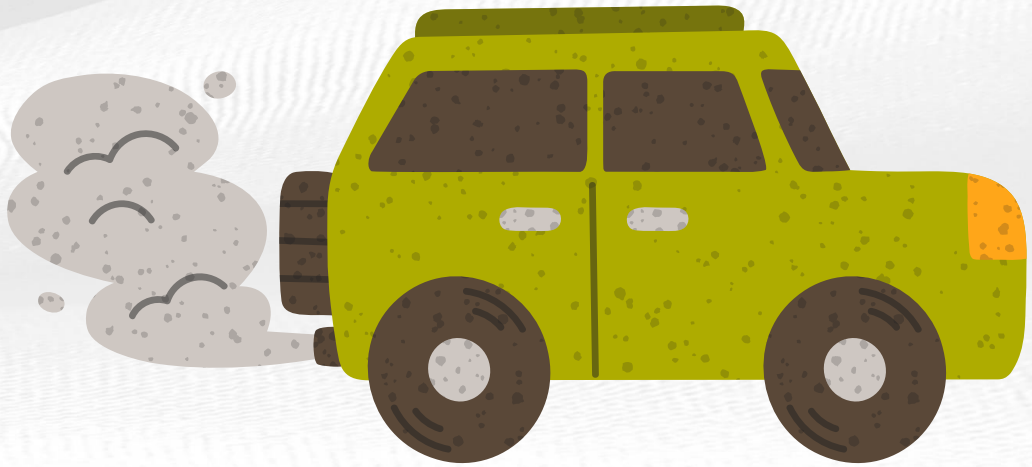
Allows us to engage **creatively** with the people with FASD we support.

With appropriate conditions, growth is possible.

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.

A student with FASD isn't "showing off", they may be seeking acceptance or seeking attention

Provide positive attention

It may seem like they just can't sit still but in reality they are overstimulated and overwhelmed

Provide opportunities to develop skills to better regulate emotions.

It may seem like a student is lazy or not trying. In reality they may be trying hard, tired of failing, or can't get started.

Set more realistic expectations to help students achieve goals



Brain *not* Blame

PAUSING WITH CURIOSITY

RECOGNIZING BARRIERS

Pause with curiosity - what caused these barriers?

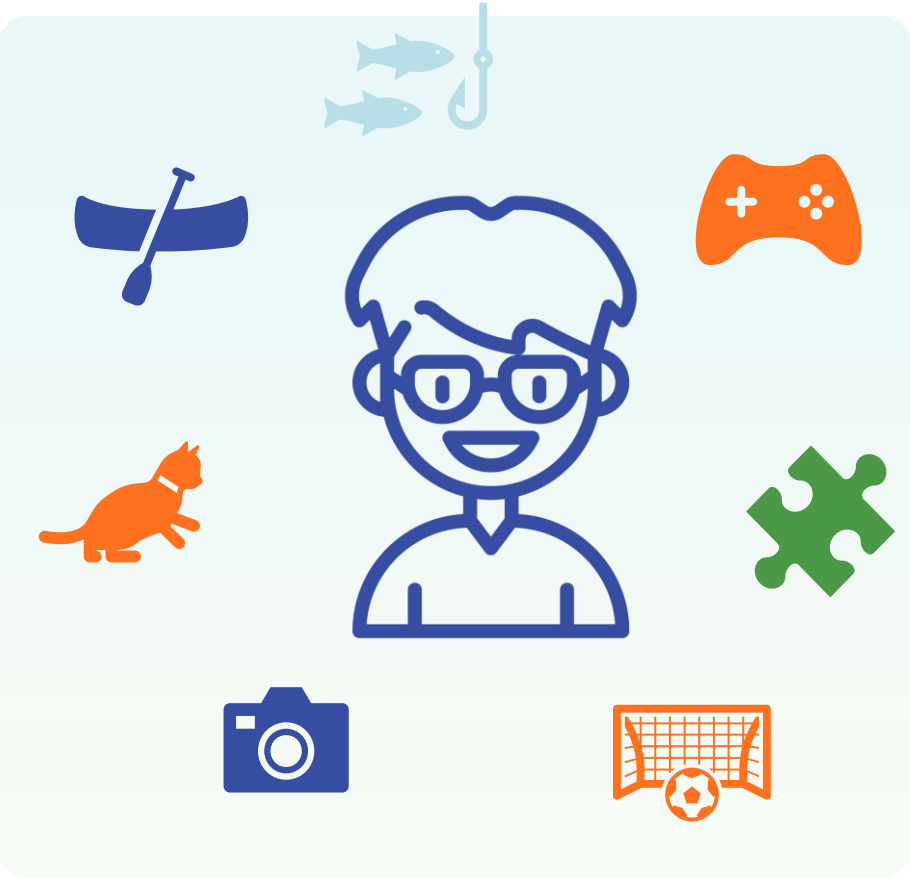
Are the barriers:

- emotional,
- practical, or
- signs of disengagement?



Each Individual with FASD is Unique





Principles of Inclusion

1. Anticipate, value and support diversity and learner differences
2. High expectations for all learners
3. Understand learners' strengths and needs
4. Remove barriers within learning environments
5. Build capacity
6. Collaborate for success





Personal Strengths

Caring with a strong sense of justice

Friendly and outgoing











Helpful and keen to please

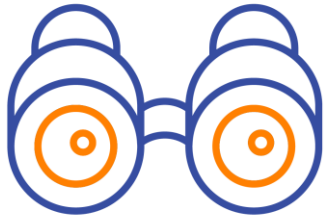
Non-judgemental

Energetic

Learning Strengths



Hands on, concrete learner



Lateral thinkers with points of insight in certain areas



Athletic, sporty, creative, or musical



Persistent, determined, and hardworking



Excellent long term visual memories

Instructional Accommodations

- Give short, clear, instructions with key information
- Give instructions in small steps rather than all at once
- Provide think and response time – several minutes may be needed
- Check that the student understood the instructions
- Provide a breakdown of tasks with visual and tactile clues
- Provide initial support on assignments
- Allow extra time to finish assignments
- Provide concrete and tactile manipulative that can be used to support learning
- Use visual strategies like visual structuring
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- Use visual strategies like visual structuring
- Provide opportunities for multisensory learning





Assessment Accommodations

- Ensuring quiet environments
- Alternative methods of assessment
- Allowing students to use concrete and tactile manipulatives
- Allowing regulation strategies and tools to be used during assessment time

Environmental Accommodations

- Visual
- Tactile
- Routine
- Movement
- Auditory
- Boundaries
- Calming Spaces



Simplify Instruction



Gesture



Reduction



Rhyme



Rephrase



Visual Supports



Repeat

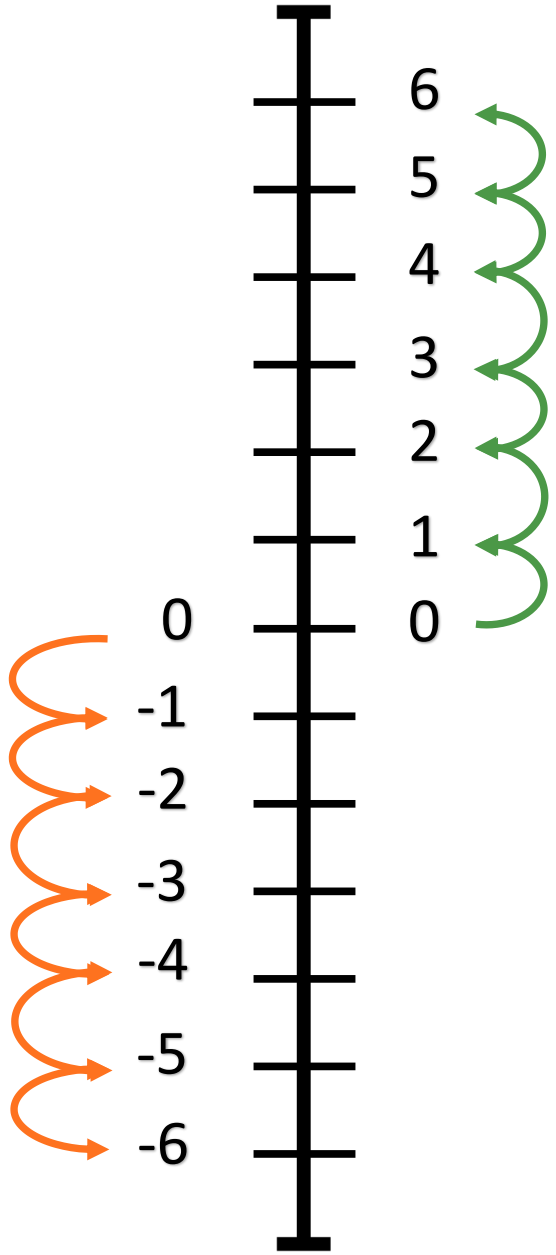
All Subjects

- Differentiated Instruction
- Belonging
- Check Comprehension
- Correction
- Using Visuals



Example

Vertical Number Line



Counting Up

Counting Down



What of the interventions and accommodations do you plan on using in the next week?

Willow Winds
SUPPORT NETWORK

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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 – five professional development modules

Instructional Coaching – small or large for Education administration

FASD Assessments and **Caregiver Support**

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