

SUPPORTING STUDENTS WITH FASD

Approach	<ul style="list-style-type: none">Remember that students with FASD will be developmentally younger than their chronological age, particularly in the area of social and emotional skills.Adopt a holistic approach which builds on the student's sensory strengths.Provide sequential sensory experiences (visual, kinaesthetic or auditory) and ensure a range of sensory opportunities throughout the lesson so that the student receives a multi-sensory experience.Demonstrate rather than describe new techniques, and be prepared to repeat demonstrations, instructions, rules and concepts often.Prepare students for new concepts by providing them with any new vocabulary beforehand to practise and learn.Provide opportunities for small group and 1:1 work where possible and construct a personalised learning plan based on the student's strengths and interests (usually in the areas of practical and artistic ability).
Communication With Families	<ul style="list-style-type: none">Ensure effective communication with parents and carers to reduce anxiety and develop an ethos of partnership.Consistent language and approaches used and at home school will provide security and predictability for students who are easily overwhelmed by change and disruption.
Environment	<ul style="list-style-type: none">Ensure that the environment is free from distractions as far as possible. This includes distraction from noise, smell, tactile and visual distractions.Constant supervision may be necessary to keep students who are developmentally younger safe from harm.
Routine and Structure	<ul style="list-style-type: none">Ensure routine is communicated to the student to reduce anxiety and enable them to organise themselves as independently as possible.Changes to routine should be communicated to the student soon as possible and the student supported through them.Structure will help the student with FASD make sense of their environment. Provide frequent breaks throughout a lesson to give the student time to refocus. It may help if they can do something physical for a few minutes between activities.
Simplicity	<ul style="list-style-type: none">Ensure that instructions, directions and tasks are broken down into short achievable, easily understood steps and delivered at a level which is developmentally appropriate to the student.Be realistic about expectations.
Understanding	<ul style="list-style-type: none">Ensure that the student has understood instructions and directions. Say their name before giving instructions and directions.Ask them to repeat what you've said them back to you in their own words.Ensure that language used is simple, positive, concrete and free from jargon, sarcasm or idioms.Provide visual aids if necessary as students may not always respond to auditory input alone.Be specific when giving directions and provide step by step instruction.

The National Organisation for Foetal Alcohol Syndrome - UK
Web: www.nofas-uk.org • Twitter: @NOFASUK • Facebook: NOFAS-UK



Source: Carolyn Blackburn, "Secondary Framework: Teaching and Learning Strategies to Support Secondary Aged Students with FASD," NOFAS-UK, 2010. (Primary Framework also available)
NOFAS-UK Teacher's Toolkit: <http://www.nofas-uk.org/?cat=27>

FASD RESOURCES NO. 3 – EDUCATION

Most teachers, TAs and other educational professionals have not had in-depth training (if any training at all) about Foetal Alcohol Spectrum Disorders (FASD). Below please find links to strategies that are geared toward helping students with FASD access education. Please note, we are sharing some international resources here as well. Some specific details may not be relevant in various educational systems, but the over-riding principles are the same. We will continually revisit education issues – these are just some links for starters!

- **NOFAS-UK Teacher Toolkit** – <http://tinyurl.com/NOFASUK-TeacherToolkit> contains an array of videos and resources from the earlier NOFAS-UK FASeD project, with Project Researcher Carolyn Blackburn and Project Director Barry Carpenter. This includes these two must reads: 1) Carolyn Blackburn, “Primary Framework for Teaching and Learning Strategies to Support Primary-Aged Students with FASD” - <http://tinyurl.com/NOFASUK-PrimaryFramework> and 2) Carolyn Blackburn, “Secondary Framework for Teaching and Learning Strategies to Support Secondary-Aged Students with FASD” - <http://tinyurl.com/NOFASUK-SecondaryFramework>
- **Specialist Schools and Academies Trust (SSAT), Complex Learning Difficulties and Disabilities Research Project** – Prof. Barry Carpenter and colleagues have prepared extremely useful briefing packs about FASD (includes information & classroom support sheets about FASD): <http://complexld.ssatrust.org.uk/project-resources/cldd-briefing-packs.html>
- **Supporting Students with Fetal Alcohol Spectrum Disorders**, explains FASD, its impact on the brain, and behavioural patterns in students with FASD. Strategies for designing classroom instruction and routines to support students with FASD are also highlighted. The resource was developed by Dr. Jacqueline Pei, Stephanie Hayes and Alethea Heudes as a component of Professionals without Parachutes. <http://www.engagingalllearners.ca/il/supporting-students-with-fasd/#0>
- **Teaching Students with Fetal Alcohol Spectrum Disorders: Building Strengths, Creating Hope**, Alberta Learning, 2004 - <http://files.eric.ed.gov/fulltext/ED491497.pdf>
- **A Neurologist Makes the Case for Teaching Teachers About the Brain**, Edutopia, with links to other related resources - <https://www.edutopia.org/blog/neuroscience-higher-ed-judy-willis>
- **Hey Teacher! A pamphlet for teachers** from ww.fan.org.nz - http://www.fan.org.nz/data/assets/pdf_file/0004/33475/Parent_Info_booklet_Hey_Teacher.pdf
- **Slow Processing – A video** by POPFASD, focusing on difficulties with processing and auditory pace, with suggestions for how teachers can make needed accommodations - <https://www.youtube.com/watch?v=GanTpcTaGWQ>

- **A Day in the Life of a Child With Executive Functioning Issues**, by The Understood Team - <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/a-day-in-the-life-of-a-child-with-executive-functioning-issues>
- **At a Glance: 8 Key Executive Functions**, by Amanda Morin, Understood - <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/key-executive-functioning-skills-explained>
- **Fetal Alcohol Spectrum Disorders Education Strategies: Working with Students with a Fetal Alcohol Spectrum Disorder in the Education System**, by Kristen Blaschke, M.A. Marcia Maltaverne, M.A., Judy Struck, M.A., National Organization on Fetal Alcohol Syndrome – South Dakota (NOFAS-SD) Fetal Alcohol Spectrum Disorders Institute, Center for Disabilities, Department of Pediatrics, Sanford School of Medicine of The University of South Dakota - <http://www.usd.edu/~media/files/medicine/center-for-disabilities/fasd-educational-strategies-handbook.ashx?la=en>
- **Understanding Fetal Alcohol Spectrum Disorders (FASD): A Comprehensive Guide for Pre-K-8 Educators**, Chandra D. Zieff, M.Ed. Rochelle D. Schwartz-Bloom, Ph.D., Mark Williams, Ph.D., Chapter Five: Effective Strategies for Information-Processing & Memory Difficulties (focuses on students with FASD as multisensory learners) - <https://sites.duke.edu/fasd/chapter-5-the-fasd-student-and-learning-issues/>
- See also the **FASD UK YouTube Channel educational videos playlist** - <http://tinyurl.com/FASDUK-EducationPlaylist>
- **Oregon Behavior Consultation** – Cognitive Support Series Videos (excellent short videos feature Nate Sheets explaining FASD/brain processing): <https://www.youtube.com/channel/UCQ6qtxeMCZ-vgC9tG7LokNw>
- **Thank You Teachers! But Did You Really Understand Me & My FASD?** A blog post by parents of a child with FASD after receiving his end of year report - <http://wp.me/p5Xwzi-JB>
- **For more information about brain-based strategies**, please see NOFAS-UK resources: tinyurl.com/NOFASUK-Brain

YOU ARE NOT ALONE!

FASD UK Facebook Support Group (<https://www.facebook.com/groups/FASDUK/>) – this is our go-to place for online support. As a sister organisation of the FASD UK Alliance, NOFAS-UK actively participates in this Facebook support group, which includes diverse input from birth parents, foster carers, adopters, extended families, adults with FASD, making it the most vibrant online FASD support community in the UK. Please note, if you click to become a member, please check your ‘message requests’ in Facebook, an admin will contact you to confirm membership.

FASD UK Professionals Facebook Support Group - a forum for multi-disciplinary practitioners and community champions working with families with Foetal Alcohol Spectrum Disorders (<https://www.facebook.com/groups/1025725344110624/>). Please note: If you click to become a member, please check your 'message request' folder - an admin will contact you to confirm membership.

LEARN FROM THOSE WHO LIVE IT

There is information here about adults and young adults with FASD who provide insights into living with FASD – this list includes just a few, there are many, many more amongst us, living lives of courage every day. They give voice to the younger kids who are unable to explain what it's like for them. It's critically important to remember adults with FASD also need continued support and understanding. The brain-based issues central to FASD are life-long:

<http://bit.ly/2k7Wcvx>

STAY TUNED

This is the third of a series of NOFAS-UK posts featuring available FASD resources. We welcome your thoughts on any resources that have worked for you.

For more information:

National Organisation for Foetal Alcohol Syndrome-UK (NOFAS-UK)

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