Notes and next steps:

Other Resources

- B.C. Curriculum https://curriculum.gov.bc.ca
- Adaptations and Modifications video www.fasdoutreach.ca
- LEIC Tool www.fasdoutreach.ca
- Curriculum for All SET-BC https://setbc.org/course/curriculum-for-all/
- Visible Learning—John Hattie
- Strategies www.projectlearnet.org

What is FASD?

FASD describes a spectrum of disorders caused by prenatal exposure to alcohol. Children living with FASD have a neurodevelopmental disability.

FASD-Informed Practice is a strength-based approach that applies effective strategies and accommodations to support learners with FASD, which benefits all learners. It involves understanding the neurodevelopmental profile of learners and building strong relationships to positively impact present and future school experiences. A collaborative, purposeful, and reflective practitioner empowers students, educators, and families.

It is important to remember that each learner is an individual with varied strengths and stretches. It is through building a relationship with our learners and getting to know their strengths and stretches that we can discover which strategies will allow us to create calm, safe, and productive learning environments for all children. Knowing our learners will also allow us to provide curricular strategies that will best support learners in the classroom and school environment and give them skills for life.

www.fasdoutreach.ca

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CURRICULAR IMPLEMENTATION

For Learners with FASD, and other Complex Learning Needs

Curriculum

Curriculum refers to the lessons and academic content taught in a school. B.C.'s new curriculum "prepares students for the future [by being] student-centred and flexible and maintaining a focus on literacy and numeracy, while supporting deeper learning. These critical skills are the foundation of B.C.'s education system, and are a key component of developing and educated citizen"

https://curriculum.gov.bc.ca/curriculum-info

REFLECT ... o (

There are 8 Keys + a Master Key that impact learners with FASD. Are they in place in your curriculum?

Structure	🗆 Routine
🗆 Concrete	Repetition
Consistency	Specific
Simplicity	Supervision
TRUSTING RELATIONSHIP	

(adapted from Deb Evensen)

Do you . . .

- Build repeated exposure to experiences that build capacity?
- Share your thinking/use metacognitive strategies?
- Use simple, clear, concise language?
- Provide additional support for activities or times of day that are difficult for the student?
- Help children identify their "window of tolerance" for classroom activities?
- Provide children with a visual template for tasks or sequence of directions?
- Provide checklists so student can monitor steps required?
- Provide clear transitions from one direct instruction to the next or from one activity to the next?
- Use instructor-made resources?
- Provide opportunities to access prior knowledge?
- Provide opportunities to acquire (surface) knowledge?
- Provide opportunities to consolidate learning?
 - Time Define Time Define Rehearsal
 - Repetition D Feedback
 - Practice D Frequent
 - concrete
 - review
- Provide opportunities to deepen learning?
 - Do they have the background knowledge?
 - Are you building on strengths?
 - Group work
 - Bite-sized chunks

- Multiple ways/multiple times/ multiple settings
- Teach similarities/differences in activities
- Provide opportunity to apply knowledge
- Share examples, discuss
- Use concept maps to show relationships
- Use visuals?
- Understand students' current level of performance?
- Understand students' expected level of performance?
- Understand the actions you (the educator) need to take to close the gap?
- Ensure students understand learning intentions and success criteria
 - what am I learning today?
 - Why am I learning this?
 - How will I know I have learned it?
- Use collaborative expertise?
- Display student work (specific visual display areas)
- Use and teach to T-charts, anchor charts, graphic organizers to share steps and examples?
- Utilize learner strengths?
- Chunk assignments?
- Ensure learner feels comfortable? asking for help?
- Keep instruction short and Interesting?
- Use hands-on experiential activities?
- Highlight key points?
- Use the LEIC tool (ww.fasdoutreach.ca)