

## What is S.E.L.?

CASEL defines social and emotional learning (SEL) as the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social & Emotional Learning Core Competence



Jennifer Katz (2012, Teaching to Diversity, The Three Block Model of Universal Design for Learning) Identifies SEL as Block One. Research shows that SEL improves student attitude, behavior, and performance in school.

### Websites:

[www.casel.org](http://www.casel.org)  
[www.alert.com](http://www.alert.com)  
[www.socialthinking.com](http://www.socialthinking.com)  
[thehawnfoundation.org/mindup](http://thehawnfoundation.org/mindup)  
[www.playtimewithzeebu.com](http://www.playtimewithzeebu.com)  
[www.self-regulation.ca](http://www.self-regulation.ca)

## What is FASD?

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

Three or more domains of the central nervous system are impacted when you are living with FASD. The C.N.S. domains are:

- Cognition
- Academic achievement
- Memory
- Communication
- Executive function
- Adaptive behavior
- Sensory/motor
- Attention/activity level

## Communication Tips

- Use clear language
- Use positive phrasing
- Avoid idioms
- Be consistent
- Use visual supports
- Give directions one at a time
- Give directions in order
- Ask concrete questions
- Check for understanding
- Allow more time for understanding

[www.fasdoutreach.ca](http://www.fasdoutreach.ca)



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## ELEMENTARY

### FASD and SEL Information for Administrators



For Learners with FASD  
and Other  
Complex Learning Needs

# POPFASD

When there is an impact on the brain, **PRIMARY DISABILITIES** are evident.

- Impulsivity
- Sequencing
- Sensory issues
- Perseveration
- Language
- Dysmaturity
- Linking action to outcomes
- Predicting outcomes
- Paying attention
- Generalizing
- Abstracting
- Staying still
- Memory

When primary disabilities are not supported, the feelings and behaviours that develop over time are **SECONDARY DISABILITIES.**

- Regulation
- Frustration
- Anxiety
- Shutdown
- Avoidance
- Non-compliance
- Poor self-esteem
- Anger
- Fatigue
- Depression



To avoid secondary disabilities...  
**WHAT PRIMARY DISABILITIES DO I NEED TO SUPPORT?**

## What Can Administrators Do?

Provide calming strategies or tools and a calm down location. Model calming behaviours and teach how to use the tools.

### Examples of Calming Tools

- Calming caddy



- Social narrative



- Glitter bottle



- Weight-bearing exercises (not more than 5% of body-weight)



- Crunchy or salty snacks



- Noise-cancelling headset



- Doing puzzles



- Look at a slow-moving visuals and/or listen to calming music.  
(Caution: Commercials on these two websites.)  
<http://y2u.be/VlrBecB746c>  
<http://y2u.be/1nC-R3ylepk>

When calm, talk about the problem. Use visuals and concrete language. Keep language simple. Give simple steps. Allow for processing time (expressive and receptive). Remember there may be a difference between student's chronological age and developmental age.

Your student may not remember and will probably need to be given practice opportunities!

**Reflection**

How are you feeling?

What happened?

What can you do differently next time?

Are you ready to return?

calm  
focused

"Take A Break",  
Nikki Saliston

Special Ed.  
Behaviour  
Reflection  
Think Sheet  
Available on  
Teachers  
Pay  
Teachers

**'s THINK SHEET** I can think about my choices and how they affect ME and others.

What I chose to do:

Kick Hit Push Bite Scream

Run Not Work Pinch Curse Throw

It made me feel:

Happy Sad Mad Scared Frustrated

Next time I can choose to:

Have safe feet Have safe hands Use kind words Use a safe mouth Ask for a break

Say, "I need space." Ask someone to, "please stop." Follow Directions Stay in my work area Say, "I don't understand."

When I make a positive choice like that:

Others will want to be with me Others will feel good around me Others want to play with me People will know that I am kind I will feel proud of myself