Environment:
Essential Tips!

1. Reduce clutter – everything has a place
2. Implement a seating plan and consider the most effective desk arrangement
3. Create defined display areas
4. Use visual supports
5. Provide quiet areas
6. Make accommodations to reduce noise
7. Provide a comfortable classroom temperature
8. Incorporate regular movement breaks in the classroom routine
9. Schedule frequent desk/ locker cleanups
10. Provide organizational supports

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

Preplanning the tangible and intangible setup of the classroom helps to create the structure our students rely upon. As well, it reduces sensory overload, helps to fill potential memory gaps, and reduces learner stress. To view the eLearning module which accompanies this information pamphlet, please visit our website.

It is important to remember that each student is an individual with varied strengths and needs. It is through building a relationship with our learners and getting to know their strengths and needs that we can discover which strategies will work best for them.

www.fasdoutreach.ca

ENVIRONMENT

For Learners with FASD

and other

Complex Learning Needs

POPFASD

What is ENVIRONMENT?
The classroom environment is both intangible and tangible. Both of these environments should be considered when planning.

Intangible

The invisible environment, the one that is felt with the heart has three components:

1. Personal. How do my attitudes, values and beliefs impact the environment?

2. Professional. How does my training and the techniques I use impact the environment?

3. Program. How does the design and the scheduling of my program impact the environment?

REFLECT

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

- Structured   □ Routine
- Concrete   □ Repetition
- Consistency   □ Specific
- Simplicity   □ Supervised
- TRUSTING RELATIONSHIP
      (adapted from Deb Evensen)

Notes 🎵 and next steps 👣 :

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Tangible

The physical setup of the classroom.

Are the 8 Keys + the Master Key noticeable in the physical setup of your environment?

- Structured   □ Routine
- Concrete   □ Repetition
- Consistency   □ Simplicity
- Specific   □ Supervised
- TRUSTING RELATIONSHIP

□ Reduce clutter
    □ Everything has a place
    □ Good traffic flow
    □ Labels
□ Hand-in bins
    □ Labelled
    □ Easy access
□ Shelving
    □ Organized
    □ Clutter free
□ Storage containers
    □ Out of sight
    □ Tidy
□ Adequate storage
    □ Teacher
    □ Students

□ Student Organization (upon school arrival, desk, locker)
    □ Labels
    □ Space
    □ Supervised
    □ Easy access
    □ Routines

□ Implement a seating plan
    □ Student desk placement
        □ Proximity
    □ Desk   □ Tables
    □ Effective arrangement for traffic flow

□ Quiet places to work that are clearly defined

□ Safe and quiet places to regulate that are clearly defined

□ Sensory considerations/accommodations
    □ Noise
    □ Sight
        □ Colors
        □ Harmonious
    □ Lighting
        □ Natural
        □ Softened
    □ Smells
    □ Touch
    □ Temperature

□ Defined display areas
    □ Non-essential decorations minimized

□ Visual supports
    □ Eye level
    □ Class rules posted
    □ Images to support written words

□ Visual schedule
    □ Clearly visible
    □ Easily read

□ Incorporate regular movement breaks

□ Scheduled locker/desk cleanups

□ Organizational supports
    □ Color code binders/duo tangs
    □ Hand-in bins color coded, with a picture
    □ Classroom supply rules

Notes 🎵 and next steps 👣 :
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