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 Competencies

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.

<u>Websites</u>:

www.casel.org www.alert.com www.socialthinking.com thehawnfoundation.org/mindup www.playtimewithzeebu.com

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

www.fasdoutreach.ca



Funded by: BC Ministry of Education POPFASD 3400 Westwood Drive Prince George, BC V2N 1S1



SECONDARY

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 ٠ Sequencing

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- Predicting • outcomes
- Sensory is-٠ sues
- Paying attention
- Perseveration Generalizing ٠
- Language
 - Dysmaturity •
- Abstracting Staving still
- Linking action Memory to outcomes
- Regulation ٠

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

- Frustration ٠
- Anxiety
- Shutdown •
- Avoidance
- Non-compliance •
- Poor
- self-esteem • Anger
- Fatigue

Depression

onde

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

What Can Administrators Do?

Students with FASD are working VERY HARD to make sense of their environment. Using consequence to change behaviour usually doesn't work because of brain-based disability.

Provide calming strategies or tools and a calm down location. Model calming behaviours and teach how to use the tools. If it isn't working, don't try harder, try something different!

Examples of Calming Tools

- Weight-bearing exercises (not more than 5% of body-weight)
- Crunchy or salty snacks
- Breathing
- Drawing or colouring



- Lava lamps or glitter bottles
- **Doing Puzzles**



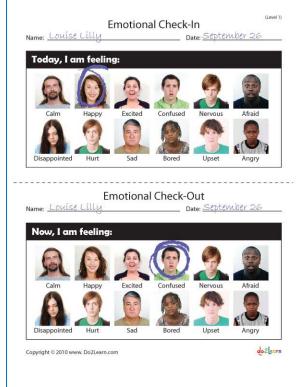
Look at a slow-moving visuals and/or listen to calming music. (Caution: Commercials on these two websites.) http://y2u.be/VIrBecB746c

http://y2u.be/1nC-r3ylepk

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

Your student may not remember and will probably need to be given pracopportunities! tice

- 1. How do you feel now?
- 2. What was the problem?
- 3. How did it make you feel?



Link to worksheet: http://goo.gl/KDB6ZS