

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.

Websites:

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



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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
- Sequencing
- Sensory issues
- Perseveration
- Language
- Dysmaturity
- Linking action to outcomes
- Regulation
- 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**.

- 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?

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/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. Be consistent!

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

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

Emotional Check-In (Level 1)
Name: Louise Lilly Date: September 26



Emotional Check-Out
Name: Louise Lilly Date: September 26



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