

**Notes and next steps :**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---


---

---

---

**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 communication strategies that will best support learners in the classroom and school environment and give them skills for life.

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

Funded by:  
BC Ministry of Education



**COMMUNICATION**

**For Learners with FASD  
and other  
Complex Learning Needs**

**Communication is** the exchange of ideas and information through language and non-verbal behaviour.

**CONSIDER** 

- Language used in instruction and discipline.
- Behavioural reactions that occur when students experience language problems.
- What message the behaviour conveys.
- Abstract language when we talk about things we can't see, touch, taste, hear or smell.

**REFLECT** 

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 . . .**

- Use clear language – drop all extra words, think of communication as a telegram, repeat using key words?
  - Speak face-to-face with the student; use the student's name?
  - Use positive phrasing – say what to do, not what not to do; avoid negatives, show what you mean?
  - Teach abstract language and words? (idioms, metaphors, feelings, sarcasm etc.)
  - Use visual supports – prompts, gestures, concrete examples, physical modelling; class rules, story boards, class schedules, maps?
  - Give directions/instructions one at a time – less is more?
  - Use writing, gestures and visual cues along with verbal directions?
  - Give directions in order - use first and then – state in the order that things will happen?
  - Ask concrete questions, simple questions, probe for exact information?
  - Avoid rhetorical questions – tell what you want?
  - Limit the number of questions asked
  - Avoid asking questions when the answer does not solve a problem?
  - Use concrete words in rules?
  - Ask the students to show they understand?
  - Allow more time, allow opportunities for processing time?
  - Use three nonverbal aspects of communication - ensuring attention, proximity, and a quiet calm voice to ensure communication?
  - Teach students to communicate in an acceptable manner?
  - Use multi-modal strategies (visual, auditory, tactile, and kinesthetic)?
- Are you . . .**
- Consistent – repeat the same words; use a simple direct phrase and repeat it; use the name of the learner; allow time?
  - Specific and concise in your word choice?
  - Simple and concrete?