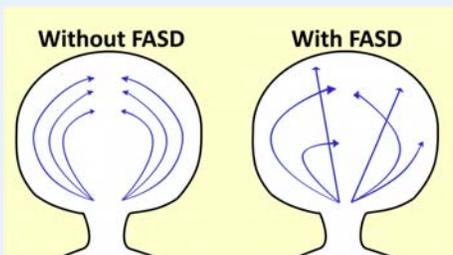


Primary Disabilities are a function of a neurodevelopmental disability. These areas can be impacted:

- Staying still
- Attention
- Emotional regulation
- Sensory issues
- Inhibiting
- Linking and predicting outcomes
- Rigid thinking
- Generalizing
- Language
- Abstract concepts
- Memory
- Planning and organizing
- Processing pace
- Dysmaturity

How can you support an impacted brain?



When primary disabilities are not supported, challenges develop and can look like:

- Frustration
- Anxiety
- Shutdown
- Avoidance
- Resistance
- Laziness
- Poor self-esteem
- Anger
- Fatigue
- Depression
- Non-compliance
- Willfulness
- Attention seeking

## What is FASD?

FASD describes a spectrum of disorders caused by prenatal exposure to alcohol. Children living with FASD have a neurodevelopmental 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
- Language
- Executive function
- Adaptive behaviour/social skills/social communication
- Motor skills
- Attention
- Neuroanatomy/neurophysiology
- Affect regulation

 **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.

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

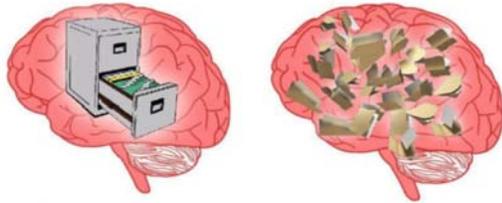
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# INFORMATION FOR ADMINISTRATORS

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

FASD is a neurodevelopmental disability.



"My mind is like a filing cabinet but no one alphabetized the darn thing."

(Individual with FASD, International Conference on FASD, 2017)

## Social Emotional Strategies

- Allow student time to calm down
- Use limited language
- Use calming tools
  - ◆ Drawing/colouring
  - ◆ Stationary bicycle
  - ◆ Supervised walk
  - ◆ Glitter bottles
  - ◆ Puzzles
  - ◆ Crunch or salty snacks
  - ◆ Breathing techniques
- Use visuals to support conversation
  - ◆ Pictures of emotions
  - ◆ Pictures of location where incident occurred
  - ◆ Pictures of staff/students involved

## Confabulation vs Lying

Confabulation is not lying. Lies are untruths told deliberately. Lies are usually much simpler than confabulations. Confabulations are spontaneously reported events that never happened. They can be very convoluted and convincing. This is not a deliberate attempt to deceive.

- Teach fiction vs fact
- Use visuals to help student remember
- Ask student to "show you"
- Supervision may be needed

## Understanding Time vs Skipping/Late

Time is an abstract concept. Children with FASD often have difficulties with abstraction as well as with memory.

- Use visuals to show student where they need to be
- Use visuals to show who will be there
- Provide an agenda
- Teach time
- Use planners, clocks, time apps
- Use concrete language (i.e. "the time it takes to watch a movie")
- Check-in regularly
- Help student to see what they will be doing in the future

## Understanding Ownership vs Stealing

Children with FASD can have no concept of ownership, so will often take items that do not belong to them. They may not connect the object with the owner of that object. It is easier to teach a child what belongs to them than what is not theirs.

- Label things that belong to the student
- Teach ownership
- Have student return the objects asap
- Supervision may be needed

## Communication Strategies

- Keep language simple
- Tell student what you want them to do
- Use student's name, "John, sit down"
- Be cognizant of tone and body language - avoid triggers
- Use visual supports
- Give directions one at a time
- Give directions in order
- Avoid "Why?" questions
- Use visuals whenever possible
- Check for understanding "Show me" rather than "Tell me"
- Allow for much longer processing time
- Avoid sarcasm

- Find stressors → Reduce them
- Find unmet needs → Meet them
- Find Skills Deficits → Teach them



Be a "stress detective"

(K. Weins/S. Shanker)