

Sample professional development  
activities to support

Teaching Students with Fetal Alcohol  
Spectrum Disorder (FASD)

Building Strengths, Creating Hope



Facilitator Notes  
Masters for Overhead Transparencies  
and Participant's Handouts

September 2004

# Sample Professional Development Activities to Support *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD)*

<b>Workshop Activities</b> (20 activities)	<b>Time</b>	<b>Masters</b> (46 masters)
<b>Warm-up / Overview</b> (Choose one activity or any combination of activities)		
Activity #1 – True or False Introductions	10–15 minutes	1 Introduce Yourself
Activity #2 – Your Journey	10–15 minutes	2 Your Journey
Activity #3 – The Starfish: Making a Difference	15 minutes	3A The Starfish Story 3B Making a Difference
Activity #4 – Quick Tour	15–20 minutes	4A Quick Tour 4B Quick Tour–Answer Key
<b>Chapter 1: What is FASD?</b> (Choose one activity)		
Activity #5 – Jigsaw	15–20 minutes	5A Expert Group A–Understanding FASD 5B Expert Group B–Primary Disabilities
Activity #6 – Multi-flow Map	15–20 minutes	6A Multi-flow Map of Diagnostic Features and Possible Challenges 6B Potential Strengths of Students with FASD 6C Understanding the Child with FASD
<b>Chapter 2: Key Concepts for Planning Effective Education Programs</b> (Choose any combination of activities)		
Activity #7 – Key Concepts	15–20 minutes	7 Key Concepts
Activity #8 – Protective Factors	15–20 minutes	8A Protective Factors 8B Protective Factors–Completed Sample
Activity #9 – Building the Team	15–20 minutes	9A Building Strong Home and School Partnerships 9B Building the Team Circle Map

<b>Workshop Activities</b> (20 activities)	<b>Time</b>	<b>Masters</b> (46 masters)
<b>Chapter 3: Organizing for Instruction</b> (Choose any combination of activities)		
Activity #10 – Treasure Hunt– Exploring Strategies and Ideas	15–20 minutes	10A Treasure Hunt–Exploring Strategies and Ideas 10B Treasure Hunt–Answer Key
Activity #11 – Structure the Physical Learning Environment	15–20 minutes	11A Classroom Environmental Scan (two pages) 11B Structuring the Physical Environment
Activity #12 – Instructional Strategies	15–20 minutes	12 Instructional Strategies
Activity #13 – Using Social Stories to Teach Social Understanding	15–20 minutes	13A Social Script–Classroom Routines (two pages) 13B Social Script–Getting a Person’s Attention 13C Self-talk 13D Locker Organization 13E Assemblies 13F Creating Social Stories
<b>Chapter 4: Creating a Positive Classroom Climate</b> (Choose any combination of activities)		
Activity #14 – Common Misinterpretations	20–30 minutes	14A Common Misinterpretations of Typical Responses in Students with FASD 14B Learning Challenges Inventory 14C Reinterpreting Typical Responses in Students with FASD
Activity #15 – Creating a Positive Classroom Climate	15–20 minutes	15A Impulse Control 15B Managing Behaviour quote 15C Creating a Positive Classroom Climate
Activity #16 – Challenging Behaviours: Lying and Stealing	15–20 minutes	16A Lying and Stealing 16B Lying 16C Strategies to Encourage Truth-telling 16D Stealing 16E Strategies to Encourage Respect for Others’ Belongings 16F Guidelines for Intervention 16G Planning for Challenging Behaviours

<b>Workshop Activities</b> (20 activities)	<b>Time</b>	<b>Masters</b> (46 masters)
<b>Chapter 5: Responding to Students' Needs</b> (Choose one or both activities)		
Activity #17 – Treasure Hunt– Exploring Strategies and Ideas	15–20 minutes	17A Treasure Hunt–Exploring Strategies and Ideas 17B Treasure Hunt–Answer Key
Activity #18 – Planning for Learning	15–20 minutes	18A Planning for Learning 18B Responding to Students' Needs (two pages)
<b>Wrap-up</b> (Either activity could be used or a combination of both)		
Activity #19 – Looking Back, Looking In, Looking Forward	10–15 minutes	19 Looking Back, Looking In, and Looking Forward
Activity #20 – The Starfish Revisited: Write Up	10 minutes	20 There is something very special ...

# Warm-up / Overview to FASD Workshop

## Activity #1 – True or False Introductions Facilitator Notes

### **Time**

10–20 minutes for small group of less than 15

### **Purpose**

- To create an opportunity for participants to introduce themselves and get to know others in the group
- To start the workshop off on a positive and fun note

### **Briefing**

Participants will share three facts about themselves; two facts will be true and one will be false. The group determines which information is false.

### **Grouping**

Whole group (works best with groups of 15 people or less)

### **Required Resources**

- Soft ball
- *Master 1: Introduce Yourself*

### **Process**

1. Introduce yourself to the group.
2. Ask participants to introduce themselves by giving name, school and position, and then sharing three facts about themselves, two true facts and one false fact (that they wish was true). The group will try to identify which fact is the false one. Display *Master 1: Introduce Yourself* as a visual reminder of what to say.
3. Begin the sharing by tossing a ball to one participant. That person shares his or her facts. The group guesses until they identify the false fact. The ball is then tossed to another participant for his or her turn.
4. Continue until all participants have had a turn.

### **Wrap-up**

Welcome participants to the FASD workshop and commend their willingness to spend a day learning more about FASD.

## Introduce Yourself

- Name
- School
- Position

and

- We'll guess what is true and what isn't
- 2 true facts about yourself
  - 1 false fact (that you wish was true)

## Activity #2 – Your Journey Facilitator Notes

### **Time**

10–15 minutes depending upon group size

### **Purpose**

- To create an opportunity for participants to introduce themselves to each other
- To help participants focus their ideas for the session
- To allow participants to see that others share some of the same concerns and have some of the same questions

### **Briefing**

The focus of this activity is not on answering questions but rather on asking questions. Participants will share many of the same concerns and will benefit from the experiences of each other.

### **Grouping**

Individual and small or whole group

### **Required Resources**

- *Master 2: Your Journey*

### **Process**

1. Introduce this activity by explaining that working effectively with students with FASD can be a challenge, one that is continuously evolving and changing each day.
2. Participants use *Master 2: Your Journey* to reflect on what their experiences teaching students with FASD has been like. Participants will then share why they chose the road they did and some of their reasons for their choice. If there is a large group of participants, the sharing might be done within groups instead.
3. Participants then introduce themselves to the group by sharing their names, schools and experiences with students with FASD.

### **Wrap-up**

Let participants know that as the workshop proceeds, many of the thoughts and concerns generated through this activity will be explored and discussed further.



# Your Journey



Reflect on your experiences working with a student or students with FASD.

Which title best represents your experience or ‘journey’?

1 – Yellow Brick Road	2 – The Long and Winding Road
3 – Highway to Heaven	4 – The Road Less Travelled

Think about why you chose the road that you did and write down reasons for your choice.



## Activity #3 – The Starfish: Making a Difference Facilitator Notes



### Time

15 minutes

### Purpose

- To explore the theme of Building Strengths, Creating Hope
- To encourage participants to view their involvement with students with FASD as an opportunity to make a positive difference in a student's life

### Briefing

Students with FASD need each learning activity carefully structured and reinforced. Each student with FASD has a unique pattern of strengths and needs.

### Grouping

Whole group and individual

### Required Resources

- *Master 3A: The Starfish Story*
- *Master 3B: Making a Difference*

### Process

1. Introduce participants to *Master 3A: The Starfish Story* by inviting them to take a few minutes to read it silently at their table.
2. Discuss how educators who work with students with special needs face similar challenges.
3. Using *Master 3B: Making a Difference*, participants take a few minutes to reflect on a child with FASD that they know and write down their thoughts in the first two columns.

### Wrap-up

In recent years, much has been learned about FASD. There are now more physicians and other professionals, such as psychologists, speech pathologists, occupational and physical therapists, and social workers, who work in collaborative teams to provide assessment, diagnosis and treatment planning. Educators now have access to more information that they can use to help students with FASD.



## The Starfish Story



Once upon a time there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work.

One day he was walking along the shore. As he looked down the beach, he saw a human figure moving like a dancer.

He smiled to himself to think of someone who would dance to the day. So he began to walk faster to catch up.

As he got closer, he saw that it was a young man and the young man wasn't dancing, but instead he was reaching down to the shore, picking up something and very gently throwing it into the ocean.

As he got closer he called out, "Good morning, what are you doing?"

The young man paused, looked up and replied, "Throwing starfish in the ocean."

"I guess I should have asked, why are you throwing starfish in the ocean?"

"The sun is up and the tide is going out. And if I don't throw them in they'll die."

"But, young man, don't you realize that there are miles and miles of beach and starfish all along it. You can't possibly make a difference!"

The young man listened politely. Then bent down, picked up another starfish and threw it into the sea, past the breaking waves and said, "It made a difference for that one."

There is something very special in each and every one of us. We all have a gift—the ability to make a difference. And as we become aware of this gift, we strengthen our vision and power to shape the future.

We must each find our starfish. And if we throw our starfish wisely and well, the world will be blessed.

-Author Unknown-



## Making a Difference



Think of a child that you work with who has FASD. Record what you know about this child and what you would like to know or learn more about. Leave the last column until the end of the workshop.

What I know	What I would like to know	What I have learned

“There is something very special in each and every one of us.  
 We all have a gift—the ability to make a difference.  
 And as we become aware of this gift,  
 we strengthen our vision and power to shape the future.”

## Activity #4 – Quick Tour Facilitator Notes

### **Time**

15–20 minutes

### **Purpose**

- To familiarize participants with the contents of *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope*

### **Briefing**

Teachers are able to plan effective educational programs for students with FASD when they have knowledge about the disorder and about effective programming strategies for the classroom. This resource provides background information to help teachers better understand the challenges faced by students with FASD. It also offers sample strategies for creating a positive classroom climate, for organizing instruction and responding to students' needs.

### **Grouping**

Pairs or small groups, and large group

### **Required Resources**

- *Master 4A: Quick Tour*
- *Master 4B: Quick Tour–Answer Key*

### **Process**

1. Each participant has a copy of *Master 4A: Quick Tour*. Each pair or small group reviews the Table of Contents, skims the resource and writes down page numbers where they can find information to answer the questions on the Quick Tour.
2. Discuss findings with the large group. (An answer key is available for a reference as *Master 4B: Quick Tour–Answer Key*.)

### **Wrap-up**

Summarize the range of information included in the resource and point out the index at the back of the resource.

## Quick Tour

Use the table of contents and skim chapters to locate information that will help answer the following questions. Write down page numbers where the relevant information is located.

1. What is the definition of FASD? \_\_\_\_\_
2. How do I address lying? \_\_\_\_\_
3. What are common characteristics among individuals with FASD at particular ages, e.g., infancy, during school years? \_\_\_\_\_
4. If I need to adjust my expectations of students with FASD from chronological age-appropriate expectations to developmental age-appropriate expectations to plan an effective education program, how do I know what to expect from a 10-year-old with FASD?  
\_\_\_\_\_
5. How can I help students with FASD move toward greater self-management of their behaviours? \_\_\_\_\_
6. What kinds of talents and strengths might individuals with FASD demonstrate? \_\_\_\_\_
7. How do I address sensory processing difficulties? \_\_\_\_\_
8. Students with FASD often have difficulty connecting cause and effect, and understanding consequences. How do I establish clear behavioural expectations in the classroom? \_\_\_\_\_
9. How can I support participation of students with FASD in whole class instruction? \_\_\_\_\_
10. How prevalent is FASD? \_\_\_\_\_
11. What intervention strategies can I use with students who have attention difficulties? \_\_\_\_\_
12. How can I help individual students examine how they get along with others? \_\_\_\_\_
13. What strategies can I use for structuring the physical learning environment for students with FASD? \_\_\_\_\_
14. What kinds of intervention strategies specifically address memory difficulties? \_\_\_\_\_
15. How can I help parents explain FASD to their children? \_\_\_\_\_

## Quick Tour–Answer Key

Use the table of contents and skim chapters to locate information that will help answer the following questions. Write down page numbers where the relevant information is located.

1. What is the definition of FASD? **Chapter 1, pages 3–4**
2. How do I address lying? **Chapter 4, pages 53–54**
3. What are common characteristics among individuals with FASD at particular ages, e.g., infancy, during school years? **Chapter 1, pages 10–13**
4. If I need to adjust my expectations of students with FASD from chronological age-appropriate expectations to developmental age-appropriate expectations to plan an effective education program, how do I know what to expect from a 10-year-old with FASD? **Chapter 2, page 21**
5. How can I help students with FASD move toward greater self-management of their behaviours? **Chapter 4, pages 67–69**
6. What kinds of talents and strengths might individuals with FASD demonstrate? **Chapter 1, page 14**
7. How do I address sensory processing difficulties? **Chapter 5, pages 73–77**
8. Students with FASD often have difficulty connecting cause and effect, and understanding consequences. How do I establish clear behavioural expectations in the classroom? **Chapter 4, page 59**
9. How can I support participation of students with FASD in whole class instruction? **Chapter 3, pages 33–36**
10. How prevalent is FASD? **Chapter 1, page 5**
11. What intervention strategies can I use with students who have attention difficulties? **Chapter 5, pages 86–89**
12. How can I help individual students examine how they get along with others? **Appendix A7, pages 118–119**
13. What strategies can I use for structuring the physical learning environment for students with FASD? **Chapter 3, pages 27–31**
14. What kinds of intervention strategies specifically address memory difficulties? **Chapter 5, pages 89–93**
15. How can I help parents explain FASD to their children? **Appendix A8, pages 120–121**

# Chapter 1: What is FASD?

## Activity #5 – Jigsaw Facilitator Notes

### **Time**

15–20 minutes

### **Purpose**

- To familiarize participants with defining features, diagnostic terminology, characteristics of FASD

### **Briefing**

The starting point to effective educational programming for students with FASD is an understanding of the disorder.

### **Grouping**

Home groups and expert groups

### **Required Resources**

- *Master 5A: Expert Group A–Understanding FASD*
- *Master 5B: Expert Group B–Primary Disabilities*

### **Process**

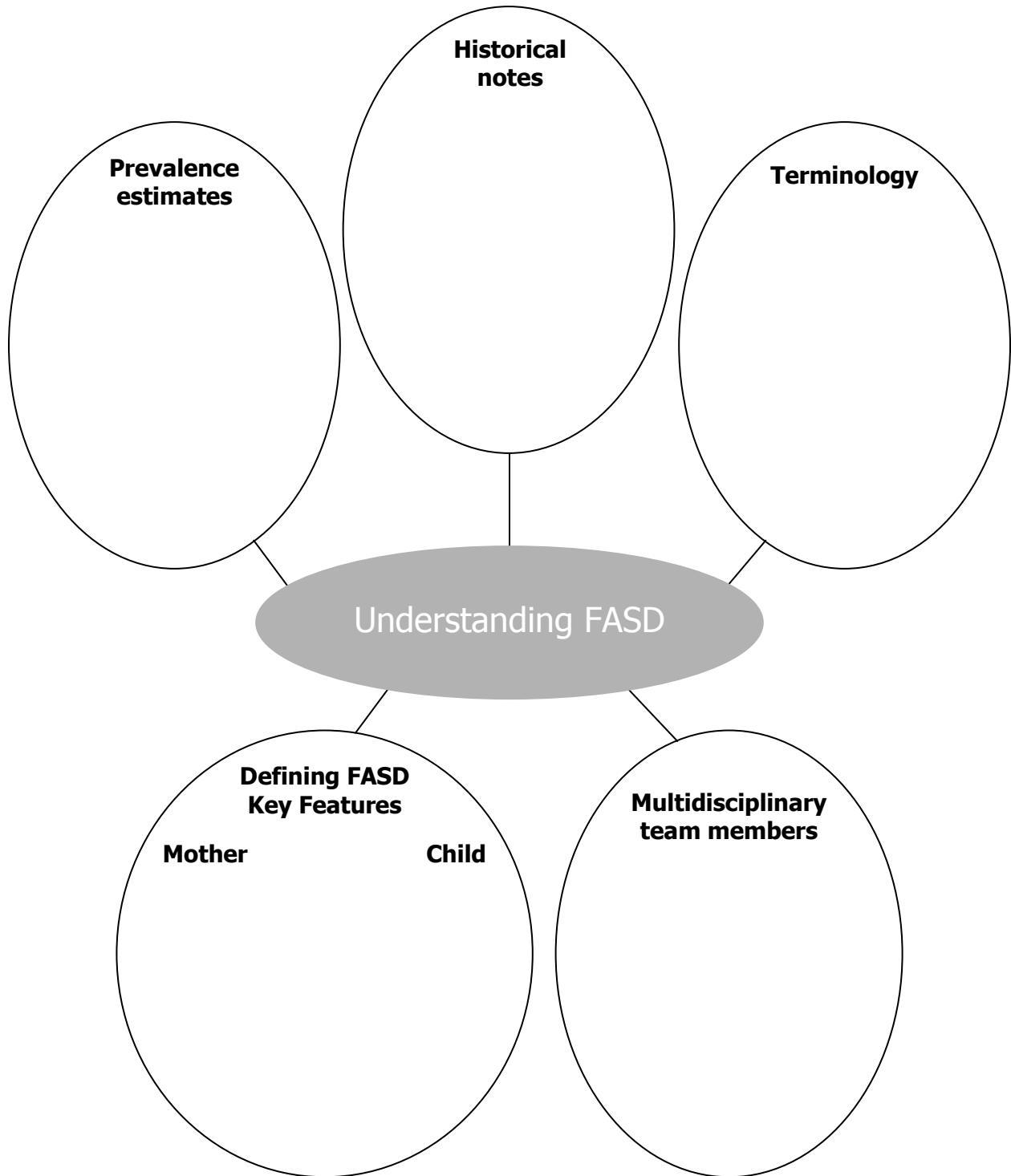
1. Form home groups of three to six members. Each member of the home group is assigned to become an expert on one topic that will contribute to an overall understanding of FASD.
2. Members leave their home group and join their assigned expert groups to review the material. Each expert group summarizes relevant information on the related handout:
  - *Master 5A: Expert Group A–Understanding FASD*
  - *Master 5B: Expert Group B–Primary Disabilities*
3. Experts then return to their home group. Each expert relates their knowledge to the group (in five minutes or less), until everyone has shared.

### **Wrap-up**

Highlight the importance of a teamwork approach to diagnosis, and the key role that teachers play in building on the strengths of students with FASD and creating hope for their futures.

## Expert Group A—Understanding FASD

Review the information in Chapter 1, pages 3–8. Complete the following semantic map by recording key information in each category.



## Expert Group B—Primary Disabilities

Review the information in Chapter 1, pages 10–13. Complete the chart below by listing the primary disabilities associated with FASD, and examples of related characteristics observed during school years.

<b>Primary disabilities</b>	<b>Examples during school years</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Activity #6 – Multi-flow Map Facilitator Notes

### **Time**

15–20 minutes

### **Purpose**

- To familiarize participants with defining features, diagnostic terminology, characteristics of FASD

### **Briefing**

The starting point to effective educational programming for students with FASD is an understanding of the disorder.

### **Grouping**

Individual, pairs or small groups

### **Required Resources**

- *Master 6A: Multi-flow Map of Diagnostic Features and Possible Challenges*
- *Master 6B: Potential Strengths of Students with FASD*
- *Master 6C: Understanding the Child with FASD*

### **Process**

1. Using *Master 6A: Multi-flow Map of Diagnostic Features and Possible Challenges* for recording notes, participants review the four features considered in the diagnosis of FASD and the possible challenges that might occur as a result.
2. Participants brainstorm potential talents and strengths that students with FASD might have and record on *Master 6B: Potential Strengths of Students with FASD*.
3. Participants complete their charts and then share information through group discussion and questions.
4. If time, invite participants to take a few minutes to reflect on a student with FASD that they are working with, and using new information from this activity, complete *Master 6C: Understanding the Child with FASD*.

### **Wrap-up**

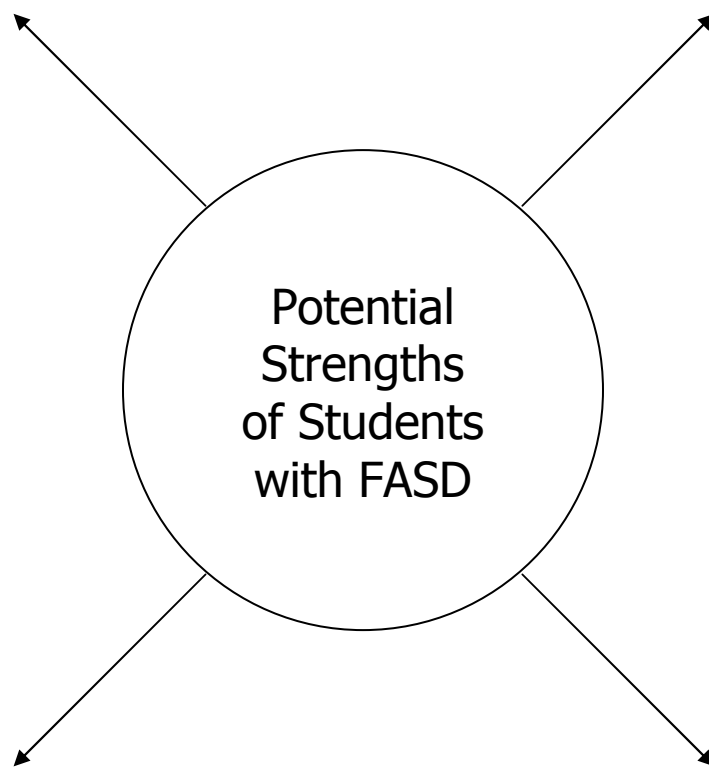
Highlight the importance of collaboration, and the key role that teachers play in building on the strengths of students with FASD.

# Multi-flow Map of Diagnostic Features and Possible Challenges

FASD is a medical diagnosis that is defined by four features:

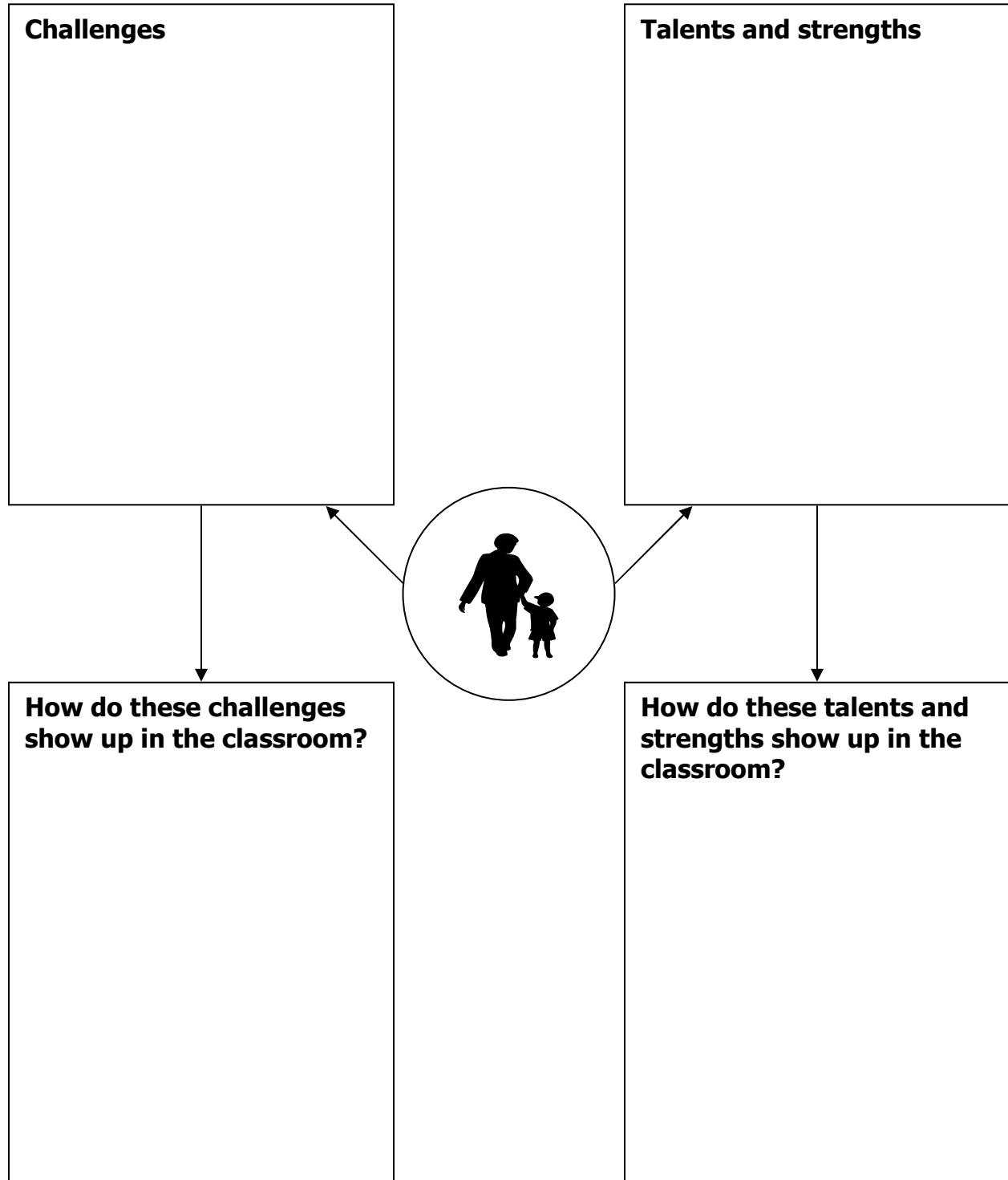
FASD

Possible challenges



## Understanding the Child with FASD

Think of a child with FASD. Using what you have learned in Chapter One, take a few minutes to reflect on your understanding of this child, and their challenges and strengths.



# Chapter 2: Key Concepts for Planning Effective Education Programs

## Activity #7 – Key Concepts Facilitator Notes

### **Time**

15–20 minutes

### **Purpose**

- To familiarize participants with key concepts for planning effective educational programming

### **Briefing**

The starting point to effective educational programming for students with FASD is an understanding of the disorder and key concepts for effective program planning.

### **Grouping**

Small groups

### **Required Resources**

- *Master 7: Key Concepts*

### **Process**

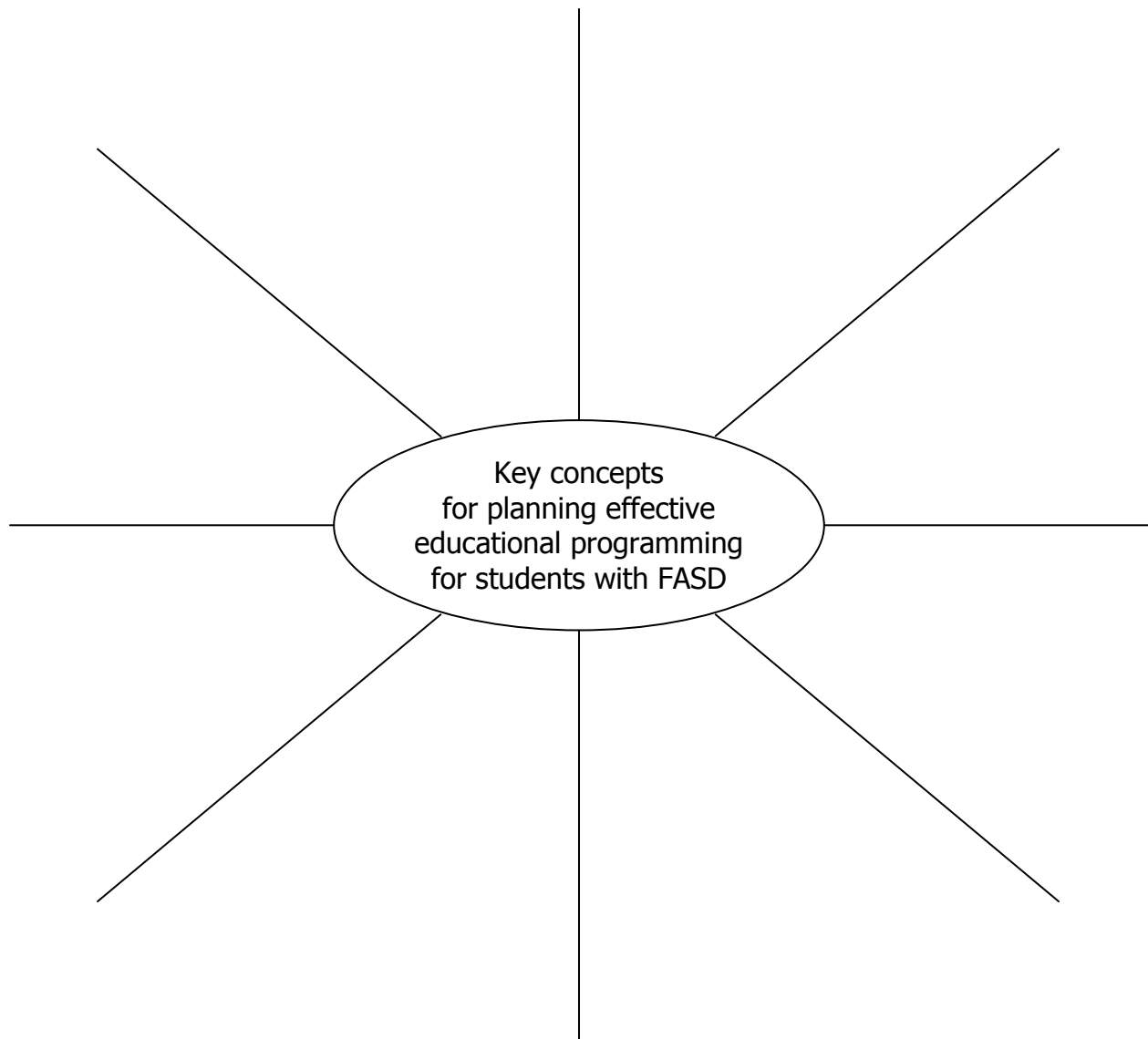
1. Small groups review the information in the chapter (pages 15–26) and summarize relevant information on *Master 7: Key Concepts*.
2. Each group shares one of their key concepts and two or three effective practices.

### **Wrap-up**

Highlight the importance of collaboration, and the key role that teachers play in building on the strengths of students with FASD.

## Key Concepts

Review the information in Chapter 2 (pages 15–26). Complete the following diagram by recording a key concept on each spoke. Brainstorm examples of effective practices to support each of the key concepts.



## Activity #8 – Protective Factors Facilitator Notes

### Time

15–20 minutes

### Purpose

- To provide participants with an understanding of how positive influences, or protective factors, can play a significant role in the social-emotional development of children with FASD

### Briefing

While prenatal and postnatal factors may have a negative influence on the brain development, and subsequent social adjustment and learning of children with FASD, there are also positive influences, or protective factors, that affect these children’s social and emotional development.

### Grouping

Pairs or small groups, and large group

### Required Resources

- *Master 8A: Protective Factors*
- *Master 8B: Protective Factors–Completed Sample*

### Process

1. Introduce the term “protective factor” and discuss its meaning and implications for students with FASD. For example, protective factors can be defined as helpful influences related to understanding and interventions that can reduce the negative effects of a disability, condition or disease.
2. Participants work in pairs or small groups to identify three protective factors from Chapter 2 and record them on *Master 8A: Protective Factors*.
3. Participants then make notes about how these factors can have a positive influence on the lives of children with FASD.
4. Discuss findings as a group and record on overhead or chart paper. (See *Master 8B: Protective Factors–Completed Sample*.)

### Wrap-up

Discuss how identifying these protective factors for each child and building upon them can make a positive difference in a child’s life.

## Protective Factors

<p><b>Protective Factors</b> – Helpful influences related to understanding and interventions that can reduce the negative effects of a disability, condition or disease.</p>		
1.	2.	3.

## Protective Factors–Completed Sample

<p><b>Protective Factors</b> – Helpful influences related to understanding and interventions that can reduce the negative effects of a disability, condition or disease.</p>		
<p>1. <i>Positive and stable early home life</i></p>	<p>2. <i>Medical diagnosis</i></p>	<p>3. <i>Early intervention before the age of 6 years</i></p>
<ul style="list-style-type: none"> <li>• <i>One of the prime factors against developing secondary disabilities!</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>First step on the path to understanding and accepting a student's limitations and special needs</i></li> <li>• <i>Creates opportunities to offer support to birth mothers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>May help parent develop more empathetic perception of child</i></li> <li>• <i>Provides context for understanding child's skills and behaviours</i></li> <li>• <i>Builds parental understanding and involvement for later family or school relationships</i></li> <li>• <i>Multidisciplinary teams can identify strategies for effective programming</i></li> <li>• <i>Builds foundation of support that can continue throughout child's development</i></li> </ul>

## Activity #9 – Building the Team Facilitator Notes

### Time

15–20 minutes

### Purpose

- To provide an opportunity for participants to identify key elements for building and maintaining a successful team approach to address student needs and establish strong home and school partnerships

### Briefing

A team approach will help classroom teachers better meet the complex needs of students with FASD. Perspectives and programming ideas from various education professionals, as well as from parents, can be helpful in planning comprehensive programming that address students' needs.

Parents are important and essential partners in creating and carrying out effective educational programming. They play a critical role in their child's daily life and can help school staff to understand the child's behaviour and needs.

### Grouping

Pairs or small groups, and large group

### Required Resources

- *Master 9A: Building Strong Home and School Partnerships*
- *Master 9B: Building the Team Circle Map*

### Process

1. Use *Master 9A: Building Strong Home and School Partnerships* to introduce the topic of building the team through collaborative planning. Discuss the importance of strong home and school communication and partnership.
2. In pairs or small groups, participants use *Master 9B: Building the Team Circle Map* to review the relevant material in Chapter 2 (pages 24–26), and identify key elements that contribute to building strong home and school partnerships.
3. In the large group, share and discuss the ideas of the pairs or small groups. Participants can highlight one idea that is key for the parent group they work with.

### Wrap-up

No single individual has all of the knowledge and expertise required to understand and meet the complex learning needs of students with FASD. Collaboration, planning and programming are key to successful instruction. Key to this collaboration is building strong home and school partnerships.



## Building Strong Home and School Partnerships



A team approach will help classroom teachers better meet the complex needs of students with FASD.

*A problem-solving approach* is the core of effective collaboration.

1. Identify and clarify student needs
2. Generate solutions and develop plan of action
3. Create timelines for implementation
4. Develop method for evaluation
5. Revisit the problem-solving cycle to address any new or outstanding issues

Guidelines for facilitating successful collaboration:

- Involve teachers
- Involve parents
- Involve students
- Involve administrators
- Designate a school-based staff member to facilitate process, seek out additional expertise and coordinate resources
- Keep membership flexible and draw on all expertise available in the school and community

## Building the Team Circle Map

Read through pages 24–26 and identify key elements for building and maintaining strong home and school partnerships. Record these strategies in the circle below.



## Chapter 3: Organizing for Instruction

### Activity #10 – Treasure Hunt–Exploring Strategies and Ideas Facilitator Notes

**Time**

15–20 minutes

**Purpose**

- To provide an opportunity for participants to examine *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* in more depth by responding to specific scenarios

**Briefing**

The resource includes many ideas and sample strategies to address the complex needs of students with FASD and teachers need opportunities to consider the types of strategies that will successfully address specific problem situations in their own classrooms.

**Grouping**

Pairs or small groups, and large group

**Required Resources**

- *Master 10A: Treasure Hunt–Exploring Strategies and Ideas*
- *Master 10B: Treasure Hunt–Answer Key*

**Process**

1. Pairs or small groups review the resource, and note ideas and strategies that would help address each scenario on *Master 10A: Treasure Hunt–Exploring Strategies and Ideas*. They may also wish to note page numbers of relevant sections of the resource for future reference.
2. In a large group, pairs or small groups share their ideas for each scenario. (An answer key is available for a reference as *Master 10B: Treasure Hunt–Answer Key*.)

**Wrap-up**

Encourage participants to think about students in their classrooms and how the information in this resource can be used to create a better understanding of these students and their special learning needs.

## Treasure Hunt—Exploring Strategies and Ideas

Use *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* to find strategies and ideas that could help you in the following scenarios. Jot down the ideas suggested in the resource and note page numbers.

1. You are concerned that a student in your class has difficulty in social interactions with other students.
2. A student frequently makes up stories to explain situations or try and avoid problems.
3. A student is experiencing behaviour difficulties in the lunchroom.
4. One of your professional development goals this year is to increase participation of parents in the IPP process.
5. A student is having particular difficulty in moving from one activity to the next during the school day.
6. A student will be leaving your class to go to a new school. You are meeting with the receiving teacher to share information. You would like to discuss the importance of correctly interpreting typical responses of students with FASD.
7. You are reviewing the physical set-up of your classroom. You would like to assess how it could better accommodate students with special needs, particularly students with attention difficulties.

## Treasure Hunt–Answer Key

Use *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* to find strategies and ideas that could help you in the following scenarios. Jot down the ideas suggested in the resource and note page numbers.

1. You are concerned that a student in your class has difficulty in social interactions with other students.

**Chapter 3, pages 36–43 and Chapter 5, pages 83–85**

2. A student frequently makes up stories to explain situations or try and avoid problems.

**Chapter 4, pages 53–54**

3. A student is experiencing behaviour difficulties in the lunchroom.

**Chapter 3, page 44**

4. One of your professional development goals this year is to increase participation of parents in the IPP process.

**Chapter 2, pages 22–23, and Appendices A2 and A3, pages 112–113**

5. A student is having particular difficulty in moving from one activity to the next during the school day.

**Chapter 4, pages 57–58**

6. A student will be leaving your class to go to a new school. You are meeting with the receiving teacher to share information. You would like to discuss the importance of correctly interpreting typical responses of students with FASD.

**Chapter 4, page 52**

7. You are reviewing the physical set-up of your classroom. You would like to assess how it could better accommodate students with special needs, particularly students with attention difficulties.

**Appendix A6, pages 116–117**

## Activity #11 – Structure the Physical Learning Environment Facilitator Notes

### **Time**

15–20 minutes

### **Purpose**

- To allow participants to assess how the physical set-up of their classroom is accommodating the needs of students with special needs, particularly students with attentional problems

### **Briefing**

The structuring of the physical school and classroom environment contributes to effective educational programming for children with FASD. A thoughtfully structured physical environment can also benefit other students.

### **Grouping**

Individual or pairs, and whole group

### **Required Resources**

- *Master 11A: Classroom Environmental Scan*
- *Master 11B: Structuring the Physical Environment*

### **Process**

1. Participants use *Master 11A: Classroom Environmental Scan* to assess the physical set-up of their classrooms. Participants can make notes of what they have in place and what might need to be altered.
2. Participants work individually or with a partner to redesign key physical aspects of their classrooms to better accommodate the needs of their students. They can record their ideas on *Master 11B: Structuring the Physical Environment*.
3. Participants can share key physical changes they would make in their classrooms, explaining why the change would make their classroom a better environment for their students with special needs.

### **Wrap-up**

Structuring the environment to accommodate students with special needs can lead to a better learning environment for all students.

## Classroom Environmental Scan

Use the following questions to assess how the physical set-up of your classroom accommodates the needs of students with special needs, particularly students with attention problems.

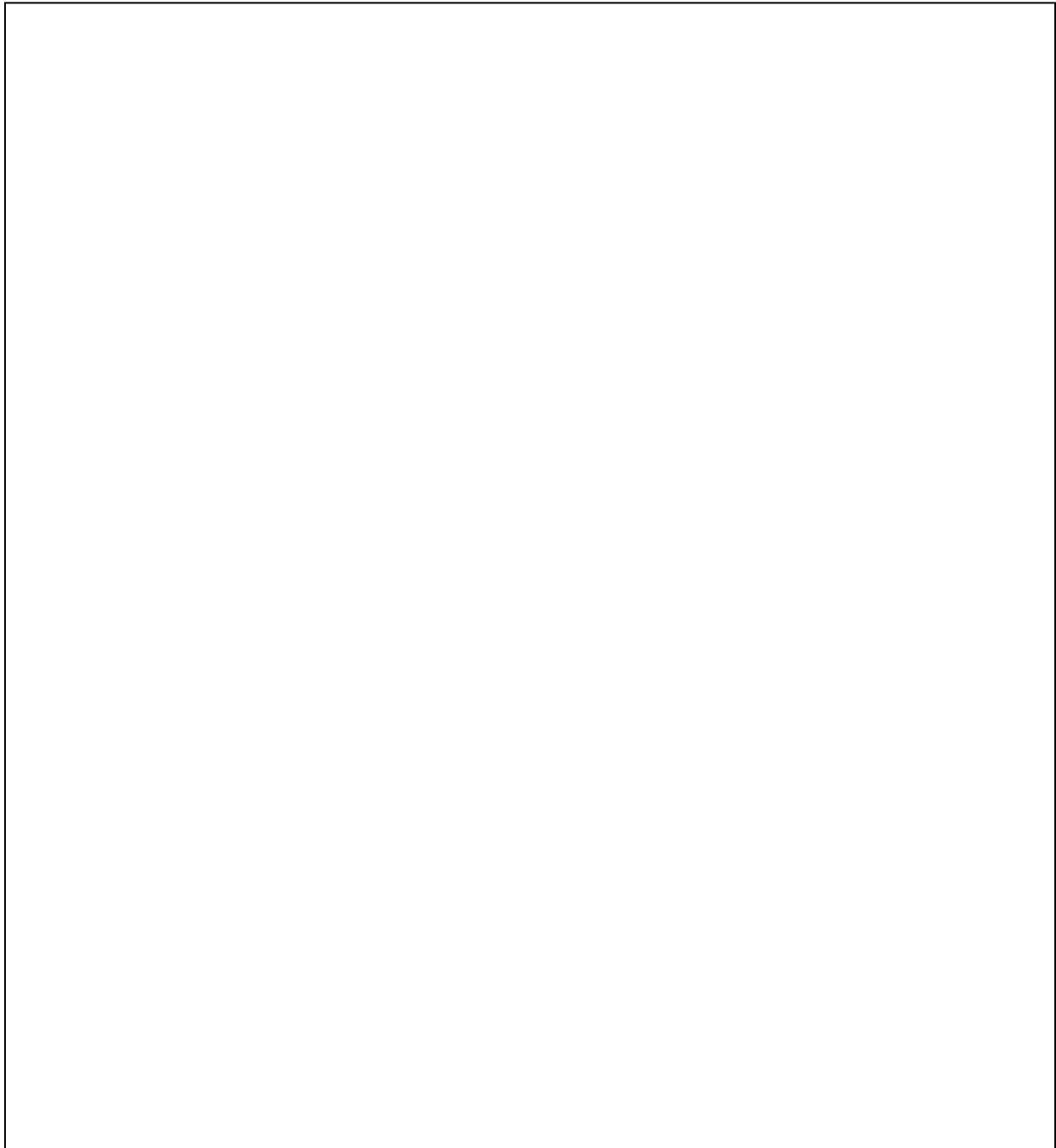
	Yes	Not yet
<b>Boot room/coat closet</b>		
• Is there adequate and clearly labelled storage for students' outside clothes, backpacks and lunch bags?	<input type="checkbox"/>	<input type="checkbox"/>
• Is there adequate space so students can remove or put on outer clothes without crowding?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the coat area easy to supervise and located close to the teaching area?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student desks</b>		
• Does the desk arrangement allow all students to:		
– see the teaching area	<input type="checkbox"/>	<input type="checkbox"/>
– participate in class discussion	<input type="checkbox"/>	<input type="checkbox"/>
– have adequate space to work independently?	<input type="checkbox"/>	<input type="checkbox"/>
• Are there particular seating spots that accommodate students with major attention difficulties?	<input type="checkbox"/>	<input type="checkbox"/>
• Are student desks the appropriate size and in good repair?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Storage of equipment and material</b>		
• Is there a designated area for students to put their homework books at the beginning of the school day?	<input type="checkbox"/>	<input type="checkbox"/>
• Is there adequate storage for students' personal school supplies?	<input type="checkbox"/>	<input type="checkbox"/>
• Is shelving organized and clutter-free?	<input type="checkbox"/>	<input type="checkbox"/>
• Are storage areas labelled so students can find and return materials independently?	<input type="checkbox"/>	<input type="checkbox"/>
• Is there a storage area where materials and equipment can be stored out of sight?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the organization allow students to participate in keeping the classroom tidy and organized?	<input type="checkbox"/>	<input type="checkbox"/>
• Are books displayed so students can see covers and are encouraged to read?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Work areas</b>		
• Are the areas in the classroom clearly defined?	<input type="checkbox"/>	<input type="checkbox"/>
• Is a private, secluded space available where students can work quietly by themselves or use as a safe place to calm down?	<input type="checkbox"/>	<input type="checkbox"/>

## Classroom Environmental Scan (continued)

	Yes	Not yet
<b>Physical set-up of the classroom</b>		
• Do the colours of the room work to create a calming, harmonious environment?	<input type="checkbox"/>	<input type="checkbox"/>
• Does furniture arrangement allow for good traffic flow?	<input type="checkbox"/>	<input type="checkbox"/>
• Are the major traffic areas located away from the main work area?	<input type="checkbox"/>	<input type="checkbox"/>
• Do wall displays contribute to a sense of order?	<input type="checkbox"/>	<input type="checkbox"/>
• Are nonessential decorations kept to a minimum?	<input type="checkbox"/>	<input type="checkbox"/>
• Are all areas of the classroom visible to the teacher so they can be monitored and supervised throughout the school day?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sound</b>		
• Do the acoustics allow teachers and students to clearly and easily hear one another when speaking at normal conversational volume?	<input type="checkbox"/>	<input type="checkbox"/>
• Are there carpeting or chair leg protectors used to muffle the noise of moving chairs and desks?	<input type="checkbox"/>	<input type="checkbox"/>
• Are there clear classroom expectations about talking during activities?	<input type="checkbox"/>	<input type="checkbox"/>
• Are sounds from the hallway and windows sufficiently muffled?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the school-wide messaging system used at set times during the day so teachers can encourage students to focus listening?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the sound quality of the intercom clear and at an appropriate volume?	<input type="checkbox"/>	<input type="checkbox"/>
• Is there minimal sound from lights and the heating system?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lighting</b>		
• Are lights in good repair with minimal humming and flickering?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the lighting adequate for a range of learning activities?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Visual cues</b>		
• Are signs and pictures at the eye level of students?	<input type="checkbox"/>	<input type="checkbox"/>
• Is an easy-to-read daily schedule clearly visible?	<input type="checkbox"/>	<input type="checkbox"/>
• Are classroom rules written in positive language and posted for easy reference?	<input type="checkbox"/>	<input type="checkbox"/>
• Are classroom supplies and equipment clearly labelled to establish ownership, and facilitate easy retrieval and storage?	<input type="checkbox"/>	<input type="checkbox"/>
• Are only essential visuals posted?	<input type="checkbox"/>	<input type="checkbox"/>
• Are the visual cues in the classroom student-friendly and consistent with learning?	<input type="checkbox"/>	<input type="checkbox"/>

## Structuring the Physical Environment

The structuring of the physical school and classroom environment contributes to effective educational programming for children with FASD. What key changes could you make in your classroom to better meet the needs of your students? Draw and label your ideas below.



## Activity #12 – Instructional Strategies Facilitator Notes

### **Time**

15–20 minutes

### **Purpose**

- To provide an opportunity for participants to examine *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* and identify sample strategies that might benefit specific students or classroom situations

### **Briefing**

The resource includes many ideas and strategies to address the complex needs of students with FASD. This activity will work well following Activity #10 – Treasure Hunt–Exploring Strategies and Ideas.

### **Grouping**

Individual or pairs, and large group

### **Required Resources**

- *Master 12: Instructional Strategies*

### **Process**

1. Use *Master 12: Instructional Strategies* to introduce different challenges students with FASD might face.
2. Participants use Chapter 3 to find and select sample strategies to address each of the instructional challenges.
3. In the large group, participants share one instructional challenge and one or two specific strategies they have used or would like to try in their own classroom.

### **Wrap-up**

Successful instruction is dependent on thoughtfully matching strategies with students' needs, trying out the strategy in more than one context, observing and assessing how students respond, and then using this new understanding to continue to adapt instruction.

## Instructional Strategies

<b>Challenge</b>	<b>Instructional Strategies</b>
Teaching time concepts	1.  2.  3.
Building skills for participating in whole class instruction	1.  2.  3.
Teaching social and adaptive skills	1.  2.  3.
Planning for nonclassroom settings	1.  2.  3.

## Activity #13 – Using Social Stories to Teach Social Understanding Facilitator Notes

### Time

15–20 minutes

### Purpose

- To provide an opportunity for participants to explore the strategy of using social stories to teach social understanding

### Briefing

Social stories are written to describe social situations that are difficult or confusing for students. Each story identifies and describes relevant social cues and desired responses to a target situation. They are written at a level that considers students' abilities and learning styles. Pictures can also be used to help make the stories more understandable to students.

### Grouping

Individual or pairs, and small groups

### Required Resources

- *Master 13A: Social Script–Classroom Routines*
- *Master 13B: Social Script–Getting a Person's Attention*
- *Master 13C: Self-talk*
- *Master 13D: Locker Organization*
- *Master 13E: Assemblies*
- *Master 13F: Creating Social Stories*

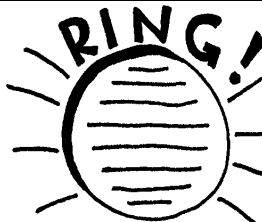
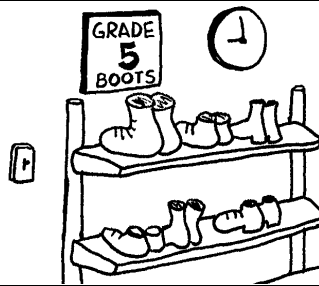
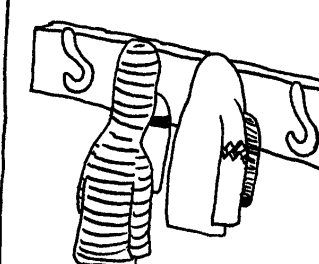
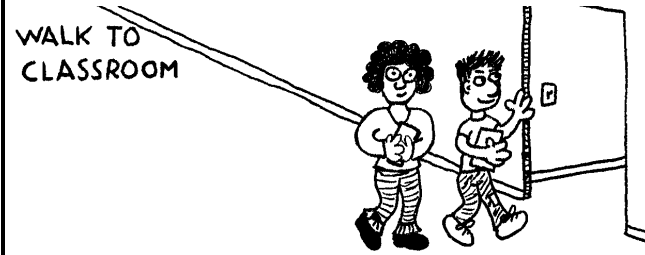

### Process

1. Introduce the concept of social stories using *Masters 13A–13E*. Discuss different formats possible, including words and pictures, labelled pictures or simple text.
2. Refer participants to the social stories provided in Appendix B of the resource.
3. Participants brainstorm classroom situations in which the use of a social story might be helpful and record on *Master 13F: Creating Social Stories*.
4. Participants use *Master 13F: Creating Social Stories* to create a social story that would be effective for their students. Participants share their social story with tablemates.

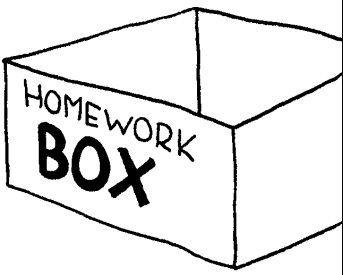
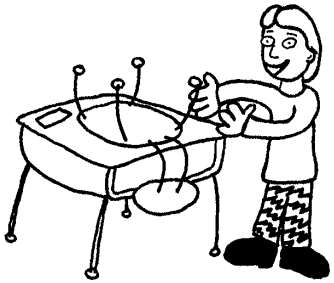

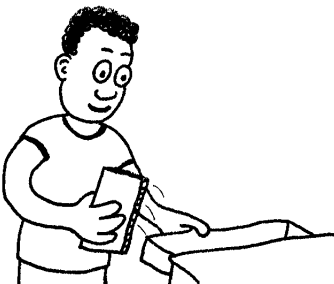
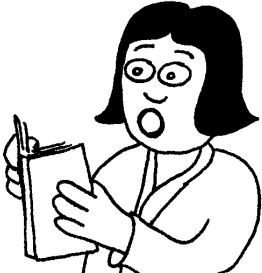
### Wrap-up

There are many strategies that can be used to teach social understandings; social stories work well for some students with special needs.

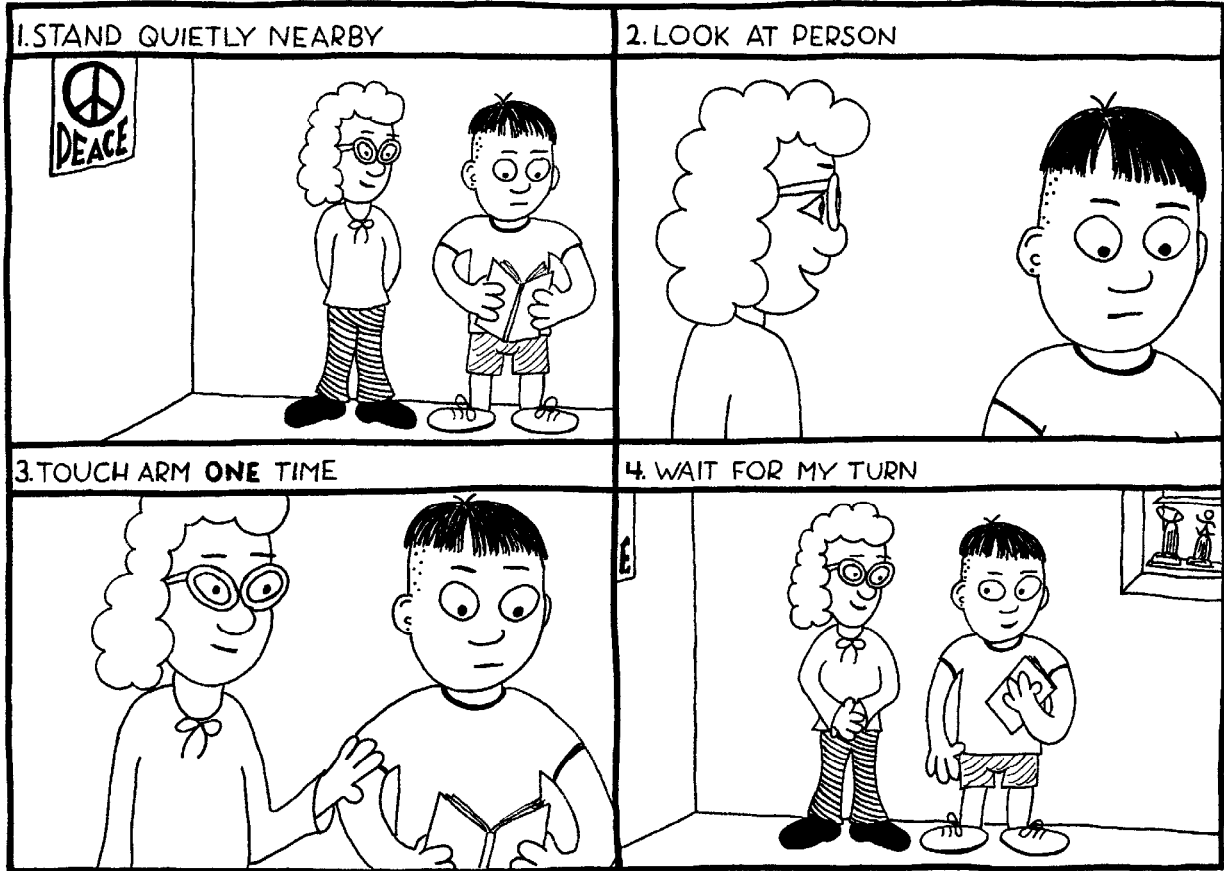
# Social Script–Classroom Routines

1. BELL RINGS 
2. BOOTS ON BOOT RACK 
3. HANG UP JACKET AND BACKPACK 
4. WALK TO CLASSROOM 
5. "GOOD MORNING" TO TEACHER 

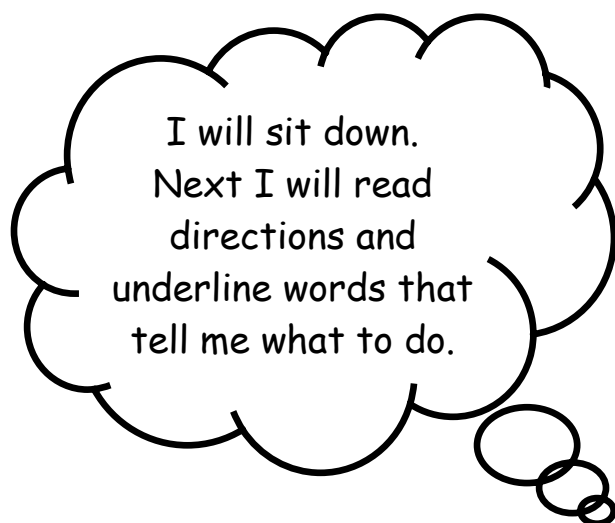
# Social Script–Classroom Routines (cont'd)

6.	HOMWORK BOOK IN BOX	
7.	TAKE DOWN CHAIR	
8.	SIT AT DESK	
9.	TAKE OUT READING BOOK	
10.	READ	

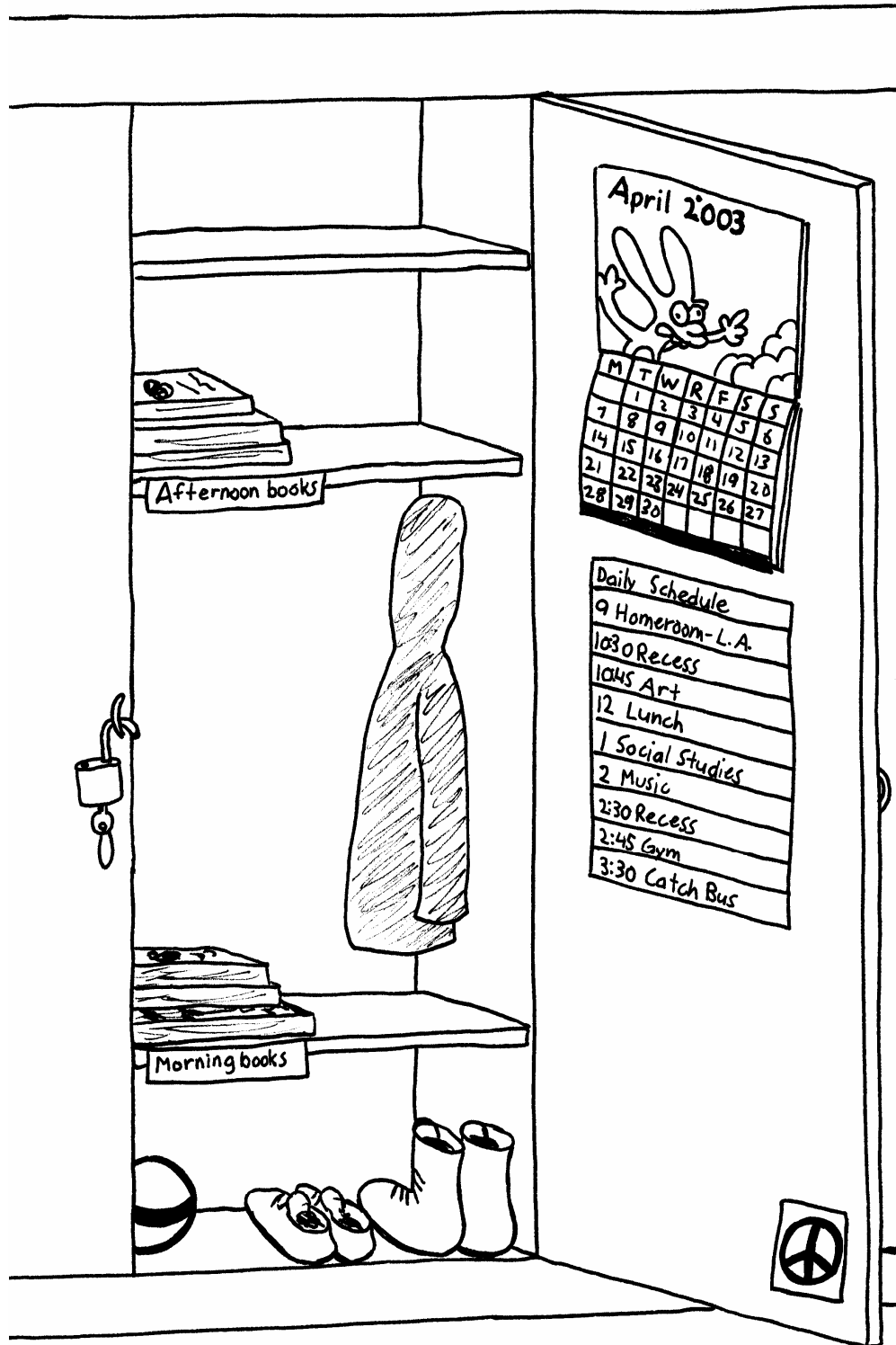
# Social Script–Getting a Person’s Attention



## Self-talk



# Locker Organization



# Assemblies

There may be times during the school year when my schedule changes. Sometimes I will go to an assembly.

Many students think most assemblies are fun.

If I have an assembly, my teacher or another adult will tell me when it is time to go and where to go.

When I have an assembly, there are a lot of people there. Usually it is not just my class.

Sometimes we go to an assembly to listen to someone speak. It's important for children to sit quietly. That way each child can hear the speaker.

I will try to listen to what the speaker says. Usually it's polite to clap when the speaker is finished speaking. I will try to clap when everyone else claps.

There are times when we go to spirit assemblies. This assembly involves the whole school. Sometimes at these assemblies it is okay to cheer and be noisy.

When I go to these assemblies, I will try to watch what other students are doing, so I know what I am supposed to do. If everyone is cheering, it is okay if I cheer.

Watching other children may help me know what to do at an assembly.



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From Carol Gray, *The New Social Story Book, Illustrated Edition* (Arlington, TX: Future Horizons Inc., 2000), pp. 62-1 to 62-3.

## Creating Social Stories

Social stories are written to describe social situations that are difficult or confusing for students. Each story identifies and describes relevant social cues and desired responses to a target situation. They are written at a level that considers students' abilities and learning styles. Pictures can also be used to help make the stories easier for students to understand.

Use this space to brainstorm potential topics of social skills scripts that students in your classroom might need.

Now choose one idea for a social script and sketch out your ideas in the space below.

## Chapter 4: Creating a Positive Classroom Climate

### Activity #14 – Common Misinterpretations Facilitator Notes

#### **Time**

20–30 minutes

#### **Purpose**

- To look at typical behaviours of students with FASD, the possible misinterpretations of those behaviours, and what more accurate interpretations of those behaviours may be

#### **Briefing**

If educators understand that the behaviour of students with FASD may not be wilful noncompliance, they are more likely to interpret the behaviour correctly and respond to it effectively.

#### **Grouping**

Whole group and individual

#### **Required Resources**

- *Master 14A: Common Misinterpretations of Typical Responses in Students with FASD*
- *Master 14B: Learning Challenges Inventory*
- *Master 14C: Reinterpreting Typical Responses in Students with FASD*

#### **Process**

1. Use *Master 14A: Common Misinterpretations of Typical Responses in Students with FASD*. Participants think of a child with FASD in their classroom and consider the following questions.
  - Is noncompliance an issue?
  - How might this behaviour be misinterpreted?
  - What might be a more accurate interpretation for this behaviour?
2. Discuss the behaviours listed on the overhead and encourage participants to share how these behaviours might be misinterpreted, and to consider what the neurological reason might be for the behaviour.
3. Participants think about a student in their classroom and use *Master 14B: Learning Challenges Inventory* to identify two behaviours that are of concern with this student. Discuss how this behaviour might be misinterpreted. What might be a more accurate interpretation for this behaviour? Record ideas on *Master 14C: Reinterpreting Typical Responses in Students with FASD*.

**Wrap-up**

While many students with FASD act in ways that could be considered erratic and irresponsible, their behavioural difficulties may be due to memory problems, an inability to problem solve effectively or the tendency to become overwhelmed with stimulation.

## Common Misinterpretations of Typical Responses in Students with FASD\*

<b>Behaviour</b>	<b>Misinterpretation</b>	<b>Accurate Interpretation</b>
<b>noncompliance</b>	<ul style="list-style-type: none"> <li>▪ willful misconduct</li> <li>▪ attention seeking</li> <li>▪ stubborn</li> </ul>	<ul style="list-style-type: none"> <li>▪ difficulty translating verbal directions into action</li> <li>▪ doesn't understand</li> </ul>
<b>repeatedly making the same mistakes</b>	<ul style="list-style-type: none"> <li>▪ willful misconduct</li> <li>▪ manipulative</li> </ul>	<ul style="list-style-type: none"> <li>▪ can't link cause to effect</li> <li>▪ can't see similarities</li> <li>▪ difficulty generalizing</li> </ul>
<b>not sitting still</b>	<ul style="list-style-type: none"> <li>▪ seeking attention</li> <li>▪ bothering others</li> <li>▪ willful misconduct</li> </ul>	<ul style="list-style-type: none"> <li>▪ neurologically-based need to move constantly, even during quiet activities</li> <li>▪ sensory overload</li> </ul>
<b>doesn't work independently</b>	<ul style="list-style-type: none"> <li>▪ willful misconduct</li> <li>▪ poor parenting</li> </ul>	<ul style="list-style-type: none"> <li>▪ chronic memory problems</li> <li>▪ can't translate verbal directions into action</li> </ul>
<b>does not complete homework</b>	<ul style="list-style-type: none"> <li>▪ irresponsible</li> <li>▪ lazy</li> <li>▪ unsupportive parent</li> </ul>	<ul style="list-style-type: none"> <li>▪ memory difficulties</li> <li>▪ unable to transfer what is learned in class to the homework assignment</li> </ul>
<b>often late</b>	<ul style="list-style-type: none"> <li>▪ lazy, slow</li> <li>▪ poor parenting</li> <li>▪ willful misconduct</li> </ul>	<ul style="list-style-type: none"> <li>▪ can't understand the abstract concept of time</li> <li>▪ needs assistance organizing</li> </ul>
<b>poor social judgement</b>	<ul style="list-style-type: none"> <li>▪ poor parenting</li> <li>▪ willful misconduct</li> <li>▪ abused child</li> </ul>	<ul style="list-style-type: none"> <li>▪ not able to interpret social cues</li> <li>▪ doesn't know what to do</li> </ul>
<b>overly physical</b>	<ul style="list-style-type: none"> <li>▪ willful misconduct</li> <li>▪ deviancy</li> </ul>	<ul style="list-style-type: none"> <li>▪ hyper or hyposensitive to touch</li> <li>▪ doesn't understand social cues regarding boundaries</li> </ul>
<b>stealing</b>	<ul style="list-style-type: none"> <li>▪ deliberate dishonesty</li> <li>▪ lack of conscience</li> </ul>	<ul style="list-style-type: none"> <li>▪ doesn't understand concept of ownership over time and space</li> <li>▪ immature thinking ("finders keepers")</li> </ul>
<b>lying</b>	<ul style="list-style-type: none"> <li>▪ deliberate</li> <li>▪ sociopathic behaviour</li> <li>▪ lack of conscience</li> </ul>	<ul style="list-style-type: none"> <li>▪ problems with memory and/or sequencing</li> <li>▪ unable to accurately recall events</li> <li>▪ trying to please by telling you what they think you want to hear</li> </ul>

\* Adapted with permission from Debra Evensen, MA, "Common Misinterpretations of Normal Responses In Children/Adolescents/Adults with FAS and FAE," © 1994–2002, [www.fasalaska.com/interps.html](http://www.fasalaska.com/interps.html) (Accessed 2002). Adaptation reproduced from Peggy Lasser, *Challenges and Opportunities: A Handbook for Teachers of Students with Special Needs with a focus on Fetal Alcohol Syndrome (FAS) and partial Fetal Alcohol Syndrome (pFAS)* (Vancouver, BC: District Learning Services, Vancouver School Board, 1999), p. 116.

## Learning Challenges Inventory\*

*Reflect on a student with FASD that you work with and assess their current behaviour on the following items.*

	always	usually	sometimes	not yet
1. He or she comes to class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. He or she comes to class with the materials he or she needs, such as pencil, paper and textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. He or she comes to class prepared, e.g., textbook read, assignments complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. He or she can follow written directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. He or she can follow spoken directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. He or she understands the new ideas the teacher presents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. He or she pays attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. He or she adds to class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. He or she takes good class notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. His or her notebooks are organized and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. His or her written work is accurate, neat and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. He or she finishes assignments on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. He or she knows when and who to ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. He or she can sit still for long periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. He or she does not distract or chat with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. He or she stays calm and focused during tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. He or she does well on tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), p. 82.

## Reinterpreting Typical Responses in Students with FASD

The behaviour of students with FASD may not be willful noncompliance. While many students with FASD act in ways that could be considered erratic and irresponsible, their behavioural difficulties may be due to memory problems, an inability to problem solve effectively or the tendency to become overwhelmed with stimulation.

Understanding behaviour and creating a positive classroom climate with structure, supervision and encouragement can prevent many problems.

Think of a child with FASD. Think of a noncompliant behaviour. How might this behaviour be misinterpreted? What might be a more accurate interpretation for this behaviour?

Behaviour	Misinterpretation	Accurate Interpretation



Behaviour	Misinterpretation	Accurate Interpretation

## Activity #15 – Creating a Positive Classroom Climate Facilitator Notes

### Time

15–20 minutes

### Purpose

- To examine strategies for building a positive classroom climate and maintaining a supportive learning environment

### Briefing

Students with FASD require consistent structure, supervision and encouragement. Structure and routine contribute to a predictable environment and can prevent many problems.

### Grouping

Whole group and individual

### Required Resources

- *Master 15A: Impulse Control*
- *Master 15B: Managing Behaviour quote*
- *Master 15C: Creating a Positive Classroom Climate*

### Process

1. Introduce this activity by sharing *Master 15A: Impulse Control* or *Master 15B: Managing Behaviour quote*. Encourage participants to discuss the challenges that students with FASD may be facing in their classrooms.
2. Participants reflect on their students and identify three classroom challenges experienced by these students.
3. Participants read through pages 51–71 and identify a general strategy to address each of these challenges. From these general strategies, participants identify two or three samples of specific strategies that could address these challenges and record these ideas on *Master 15C: Creating a Positive Classroom Climate*.

### Wrap-up

Encourage participants to make a plan for using one or two of the sample strategies in their own classrooms.

"By the time I figure out  
what I'm gonna do ...



"I've already done it!"

FASD and Impulse Control

<http://www.come-over.to/FAS/ImpulseControl.htm>



“Managing behaviour is about predicting and preventing an unwanted behaviour before it happens ~ not always possible but a more effective place to put our energy than always being reactive.”

A. Weir, 1999

## Creating a Positive Classroom Climate

<b>Student Challenge</b>	<b>General Strategy</b>	<b>Specific Strategies</b>
1.		1.  2.  3.
2.		1.  2.  3.
3.		1.  2.  3.

\*These strategies could be added to an IPP.

## Activity #16 – Challenging Behaviours: Lying and Stealing Facilitator Notes

### Time

15–20 minutes

### Purpose

- To encourage participants to consider a student’s behaviours in the context of the neurological impairment when dealing with challenging behaviours, especially lying and stealing

### Briefing

Lying and stealing are negative behaviours frequently exhibited by students with FASD. These behaviours are often difficult to change. Both behaviours may be related to memory difficulties, impulsivity problems and a misdirected desire to please.

### Grouping

Small groups and large group

### Required Resources

- *Master 16A: Lying and Stealing*
- *Master 16B: Lying*
- *Master 16C: Strategies to Encourage Truth-telling*
- *Master 16D: Stealing*
- *Master 16E: Strategies to Encourage Respect for Others’ Belongings*
- *Master 16F: Guidelines for Interventions*
- *Master 16G: Planning for Challenging Behaviours*

### Process

1. Use *Masters 16A–16F* to introduce the behavioural issues of lying and stealing, and sample strategies for dealing with each.
2. Use *Master 16G: Planning for Challenging Behaviours* to present different scenarios of these behaviours. Participants work in small groups to problem solve for these scenarios.
3. In the large group, groups can share the ideas and strategies that they came up with.

### Wrap-up

Discuss the importance of understanding that there is a neurological basis for many behavioural difficulties demonstrated by students with FASD. Stress the need for increased encouragement and attention for responsible behaviours.

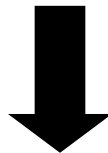
## Lying and Stealing

Lying and stealing may be related to:

- memory difficulties
  - impulsivity
  - desire to please



Consider how the brain damage resulting from FASD may be affecting (or limiting) behaviour



*Restructuring the situation*  
(rather than punishing the student)  
may be the most appropriate course of action

# Lying

Consider:

- students' weak language skills, memory difficulties, lack of social skills or anxiety may lead them to cope by telling lies or stories
- students' developmental level may mean the concept of 'truth' is abstract
- students may not understand what it means to lie
- students may be extremely impulsive
- students may be saying what they think others want to hear

# Strategies to Encourage Truth-telling

- Directly teach concepts of
  - true and false
  - real and imaginary
  - fiction and nonfiction.
- Directly teach younger children what ‘pretending’ looks like, sounds like and feels like.
- Use samples from television or videos to discuss what is unreal, fictional or fantasy.
- Help students distinguish story telling from lying by providing opportunities to tell stories.
- When students clearly understand the concept of true and false, reward truth-telling.
- Avoid asking rhetorical questions.

# Stealing

- The concept of personal ownership of property is abstract for some students.
- Even if students appear to understand ownership in one setting, they may have difficulty generalizing the concept to other settings.
- Stealing can be part of acting impulsively and taking things that they want.

# Strategies to Encourage Respect for Others' Belongings

Directly teach:

- Concept of personal space and ownership
- Association between specific items and their owners
- How to ask politely to borrow items
- How to give item back and to say thank you.

Then:

- Establish and implement appropriate consequences for taking others' items.
- For older students, use restitution or restitution plus community service as a consequence.
- Teach and encourage personal or written apologies.

## Guidelines for Intervention

1. Talk privately to the student in a kind, supportive way; help the student understand the nature of the mistake.
2. Try to determine the student's intention (e.g., what was the goal of this behaviour).
3. Help the student generate a more socially acceptable way of attaining the goal.
4. Rehearse the new behaviour through role-play.
5. Provide lots of encouragement and attention when the student demonstrates responsible behaviours.

## Planning for Challenging Behaviours

Develop an action plan for each of the following scenarios.

1. Janice is a Grade 2 student who has been arriving at home at the end of each school day with a variety of small items that don't belong to her, such as pencils, erasers and small toys. When her mother asks her where she gets these items, Janice responds that she finds them in the classroom. Janice's mother phoned the school to let the teacher know what is going on.
2. Tom, a Grade 3 student, was sent to the office at recess for hitting another student with a snowball. Tom adamantly denies that he threw the snowball. He insists that it was another student.
3. Food has been disappearing from students' lunch bags over the last few days in the Grade 4 classroom. Kyler seems to have whatever has gone missing in his lunch but he says his mom packed them in his lunch. The teacher called Kyler's mother to confirm that this is not true—his mother can't remember what she packed.
4. Alvin is a Grade 5 student who returns to class most Mondays eager to tell stories about his weekend. His stories are becoming more and more exotic with trips to Disneyland and meetings with popular celebrities. He also likes to tell his classmates about his grandmother's fifty-room mansion in California. The other students in the class are beginning to laugh at Alvin, calling him a liar, and avoiding hanging out with him at recess. Alvin insists that everything he says is true.
5. Jamie is a Grade 7 student who has recently been in trouble for spreading mean-spirited gossip and untrue rumours about classmates. She has few friends and is starting to miss a number of school days.
6. Marcus is a student in Grade 8 who recently found an expensive watch in the school gym. He showed it to the teacher and was told to turn it into the office. Marcus returned to class wearing the watch on his arm and stated it was his cousin's. The teacher gave him several opportunities to reconsider his story but Marcus responded with several other lies.

## Chapter 5: Responding to Students' Needs

### Activity #17 – Treasure Hunt–Exploring Strategies and Ideas Facilitator Notes

**Time**

15–20 minutes

**Purpose**

- To provide an opportunity for participants to examine *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* in more depth by responding to specific scenarios

**Briefing**

The resource includes many ideas and strategies to address the complex needs of students with FASD and teachers need opportunities to explore strategies that will address specific problem areas or situations in their classrooms.

**Grouping**

Pairs or small groups, and large group

**Required Resources**

- *Master 17A: Treasure Hunt–Exploring Strategies and Ideas*
- *Master 17B: Treasure Hunt–Answer Key*

**Process**

1. Participants work in pairs or small groups and use *Master 17A: Treasure Hunt–Exploring Strategies and Ideas* to review the resource, and note ideas and strategies that would help address each scenario. They may also wish to note page numbers of relevant sections of the resource for future reference.
2. Share the ideas for each scenario in the larger group. (An answer key noting sections of the resource that have information relevant to each scenario is on *Master 17B: Treasure Hunt–Answer Key*.)

**Wrap-up**

Encourage participants to think about the students in their classes and identify how the information in the resource can be used to create a deeper understanding of the special learning needs of individual students in their classrooms.

## Treasure Hunt—Exploring Strategies and Ideas

Use *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* to find strategies and ideas that could help you in the following scenarios. Jot down ideas and note page numbers.

1. A student in your classroom experiences significant memory difficulties, such as recalling colours and shapes, and remembering daily routines.
2. You are concerned that a student in your class has difficulty in social interactions with other students.
3. A student is experiencing difficulty with writing tasks. The work is messy with much erasing, is not on the lines, has poor spacing between letters and words, and is generally difficult to read.
4. A student has materials everywhere and can never seem to find something when it is needed.
5. A student is experiencing behaviour difficulties with any kind of a change in routine, no matter how small.
6. A student is very talkative but seems to have difficulty listening and understanding directions or participating appropriately in conversations.
7. There are two major unit tests scheduled this month. You would like to provide your students with some strategies they can use to be more successful preparing for tests and demonstrating their learning on tests.

## Treasure Hunt–Answer Key

Use *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* to find strategies and ideas that could help you in the following scenarios. Jot down ideas and note page numbers.

1. A student in your classroom experiences significant memory difficulties, such as recalling colours and shapes, and remembering daily routines.

**Chapter 5, pages 89–93**

2. You are concerned that a student in your class has difficulty in social interactions with other students.

**Chapter 3, pages 36–43 and Chapter 5, pages 83–85**

3. A student is experiencing difficulty with writing tasks. The work is messy with much erasing, is not on the lines, has poor spacing between letters and words, and is generally difficult to read.

**Chapter 5, page 79–80**

4. A student has materials everywhere and can never seem to find something when it is needed.

**Chapter 5, pages 92–93, 98–99, 103, 104–105**

5. A student is experiencing behaviour difficulties with any kind of a change in routine, no matter how small.

**Chapter 5, pages 83–84**

6. A student is very talkative but seems to have difficulty listening and understanding directions or participating appropriately in conversations.

**Chapter 5, page 93-96**

7. There are two major unit tests scheduled this month. You would like to provide your students with some strategies they can use to be more successful preparing for tests and demonstrating their learning on tests.

**Chapter 5, pages 100–103**

## Activity #18 – Planning for Learning Facilitator Notes

### Time

15–20 minutes

### Purpose

- To provide an opportunity for participants to examine *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope*, and to find and select sample strategies that may be of benefit to their specific students or classroom situations

### Briefing

This resource includes many ideas and strategies to address the complex needs of students with FASD. It is important for teachers to have an opportunity to think about practical strategies to address specific problem areas or situations. This activity would fit well after Activity #17 – Treasure Hunt–Exploring Strategies and Ideas.

### Grouping

Pairs or small groups, and large group

### Required Resources

- *Master 18A: Planning for Learning*
- *Master 18B: Responding to Students' Needs*

### Process

1. Use *Master 18A: Planning for Learning* to introduce the eight domains discussed in this section of the resource.
2. Participants work with partners or in small groups to identify sample strategies that they could use to address each domain of functioning for students they work with, and record on *Master 18B: Responding to Students' Needs*.
3. In a large group, participants share one instructional challenge and one or two sample strategies they are using or would like to try.

### Wrap-up

Discuss how successful instruction is dependent on thoughtfully matching strategies with students' needs, trying out the strategy in more than one context, observing and assessing how students respond, and then using this new understanding to continue to adapt instruction.

# Planning for Learning

The eight domains of functioning:

- Sensory processing
- Fine and gross motor skills
- Behavioural regulation
- Adaptive behaviours and social skills
- Attention
- Memory
- Language and communication
- Academic skills

## Responding to Students’ Needs

<b>Challenge</b>	<b>Sample Intervention Strategies</b>
1. Sensory processing	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
2. Fine and gross motor skills	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
3. Behavioural regulation	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
4. Adaptive behaviours and social skills	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Responding to Students’ Needs (continued)

Challenge	Sample Intervention Strategies
5. Attention	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
6. Memory	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
7. Language and communication	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
8. Academic skills	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

# Wrap-up

## Activity #19 – Looking Back, Looking In, Looking Forward Facilitator’s Notes

### **Time**

10–15 minutes

### **Purpose**

- To allow participants an opportunity to reflect on what they have learned, to respond to their learning, to think about how they will apply their learning, and what they would like to learn more about

### **Briefing**

Teachers have a special opportunity every day to bring a new vision of the world to their students by helping them learn new skills and information, and giving them opportunities to see their own possibilities and strengths.

### **Grouping**

Individual and large group

### **Required Resources**

- *Master 19: Looking Back, Looking In, and Looking Forward*

### **Process**

1. Participants use *Master 19: Looking Back, Looking In, and Looking Forward* to reflect on what they have learned, to respond to what they have learned, and to think about how they will apply their learning in the classroom.
2. Provide time for any further discussion or questions.

### **Wrap-up**

The purpose of this workshop was to provide answers to questions, to explore possible strategies, to address challenges, and to look together for ways to make a difference in the lives of children with FASD. Teachers have the power to do this!



## Looking Back, Looking In, and Looking Forward



### Looking Back

What did I learn today?

How does what I learned relate to the students in my class?

### Looking In

What did I like about today's learning experience?

How do I feel about what I learned?

What questions or concerns do I still have?

### Looking Forward

What would I like to learn more about?

Using this new learning, what new goals could I set for myself?

What am I going to do differently in my classroom tomorrow?

## Activity #20 – The Starfish Revisited: Write Up Facilitator Notes

### Time

10 minutes

### Purpose

- To revisit Activity #3 – The Starfish: Making a Difference and to have participants reflect on the knowledge and understanding that they have gained through this workshop
- To explore the theme of Building Strengths, Creating Hope and to encourage participants to view their involvement with students with FASD as an opportunity to make a positive difference in a student's life

### Briefing

Teachers have a special opportunity every day to bring a new vision of the world to their students by helping them learn new skills and information, and giving them opportunities to see their own possibilities and strengths.

### Grouping

Individual

### Required Resources

- *Master 3B: Making a Difference*
- *Master 20: There is something very special ...*

### Process

1. Participants return to Activity #3 – The Starfish: Making a Difference from the beginning of the workshop and reflect on what they have learned about their students with FASD.
2. Ask participants to think about how they can use their new knowledge and understanding of FASD to make a positive difference in the life of this child.
3. Using *Master 3B: Making a Difference*, participants write down their reflections in the third column.
4. End the session by sharing the quote on *Master 20: There is something very special ....*

### Wrap-up

The purpose of this workshop was to provide answers to questions, to explore possible strategies, to address challenges, and to look together for ways to make a difference in the lives of children with FASD. Teachers have the power to do this!



There is something very special  
in each and every one of us.

We all have a gift—the ability  
to make a difference.

And as we become aware of this gift,  
we strengthen our vision  
and power to shape the future.

