

Sample Professional Development
Activities to support

*Teaching Students with Fetal Alcohol
Spectrum Disorder (FASD)*

Masters for Overhead Transparencies
and Participant's Handouts

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)



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.



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.



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.”

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? _____

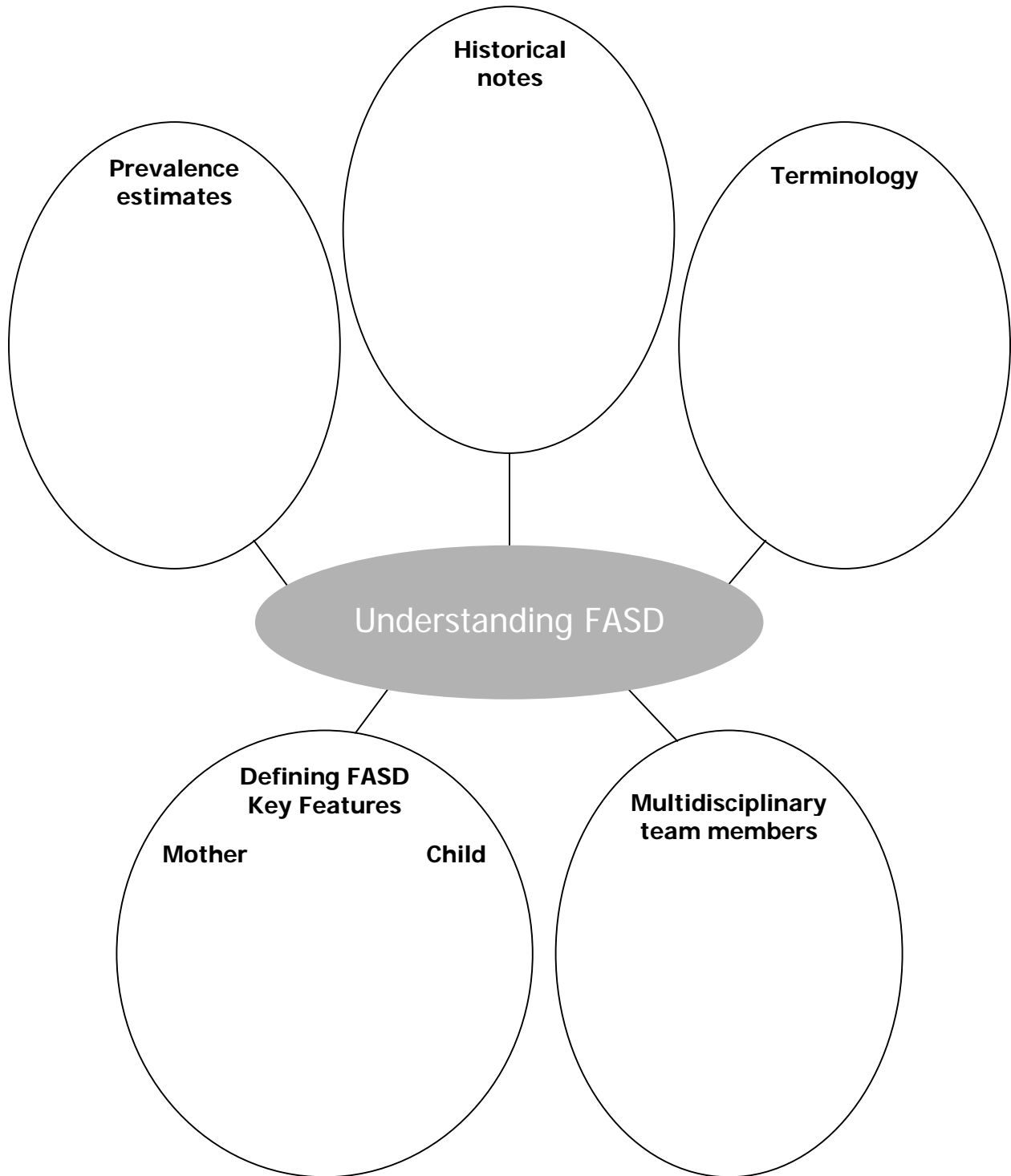
Quick Tour–Answer Key

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**

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.

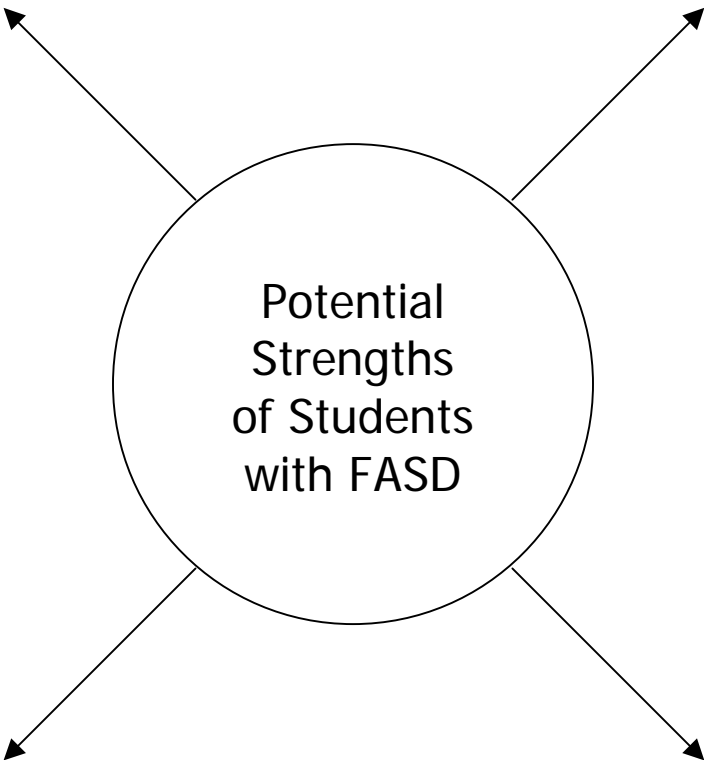
Primary disabilities	Examples during school years
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Multi-flow Map of Diagnostic Features and Possible Challenges

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

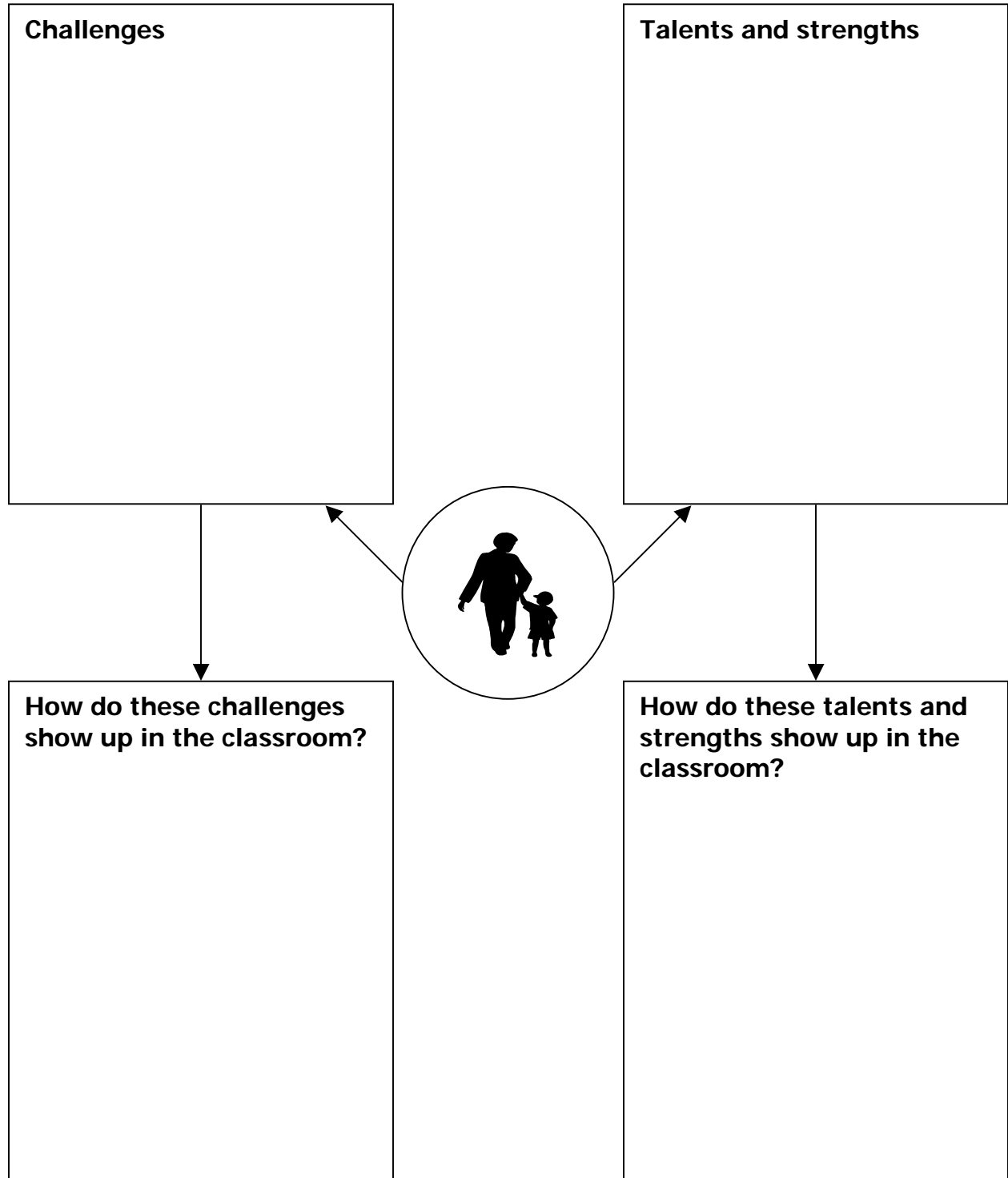
FASD

Possible challenges



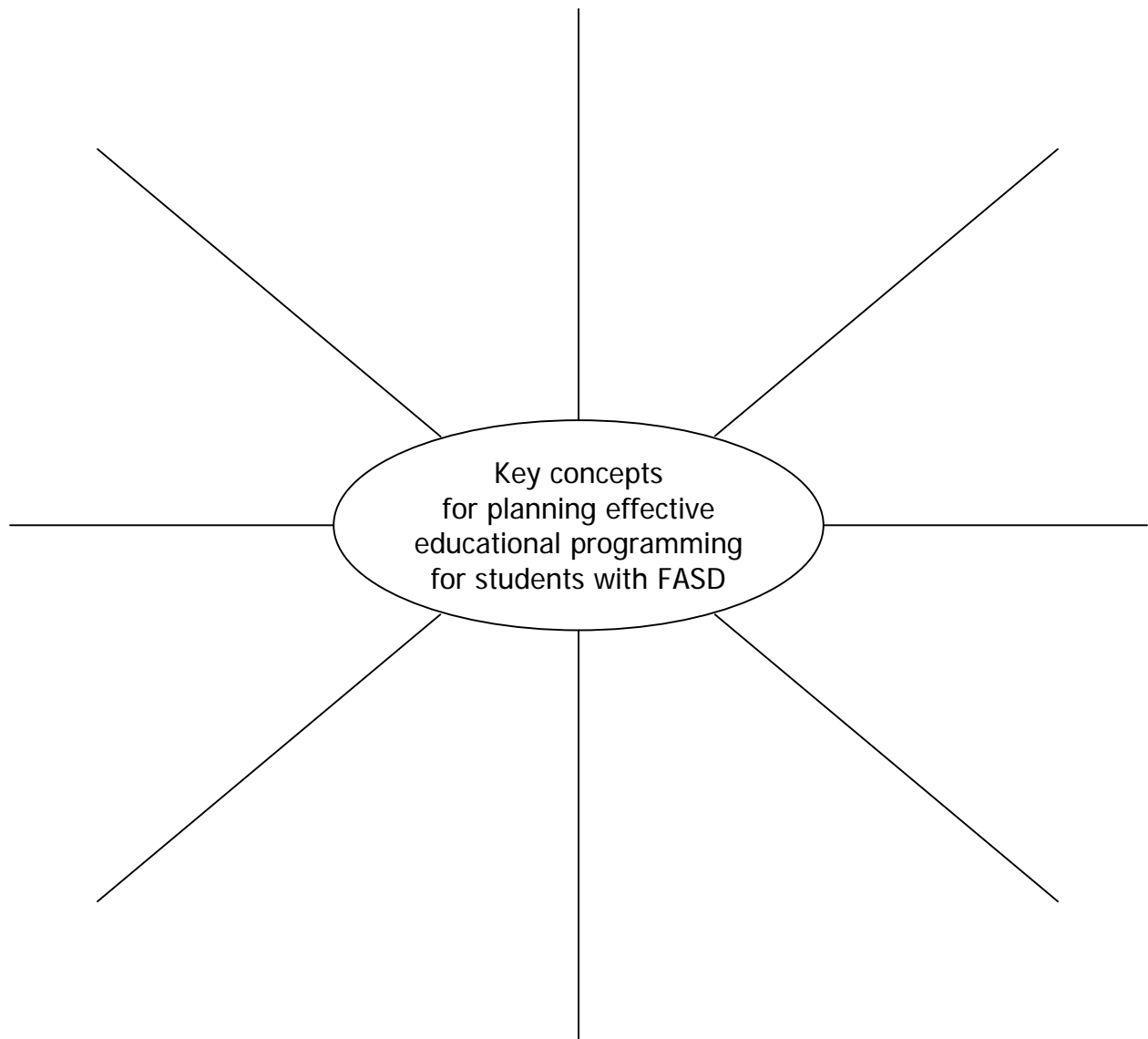
Understanding the Child with FASD

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.



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.



Protective Factors

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

Protective Factors–Completed Sample

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



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.



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

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.

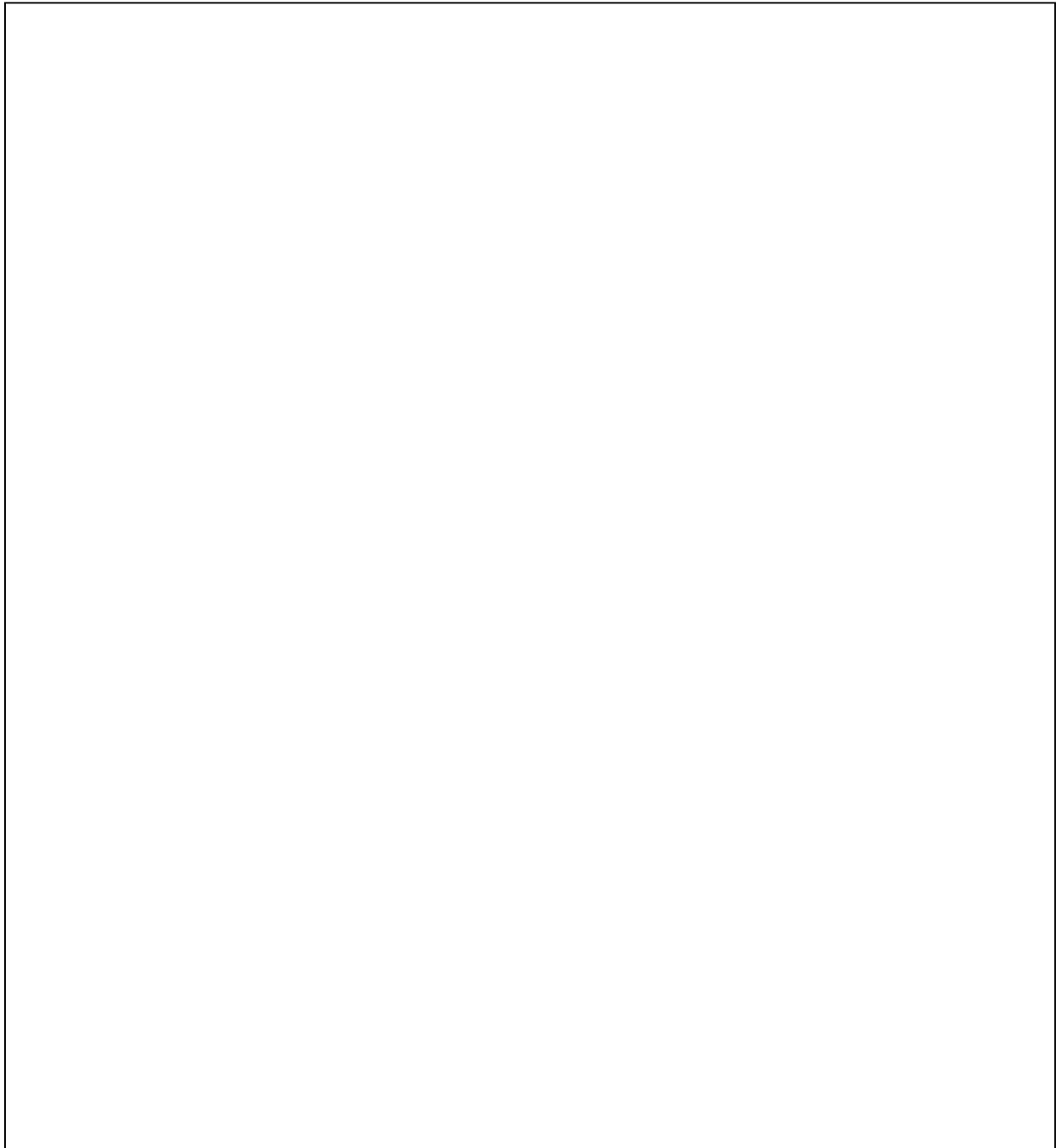
	Yes	Not yet
Boot room/coat closet		
• Is there adequate and clearly labelled storage for students' outside clothes, backpacks and lunch bags?	<input type="checkbox"/>	<input type="checkbox"/>
• Is there adequate space so students can remove or put on outer clothes without crowding?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the coat area easy to supervise and located close to the teaching area?	<input type="checkbox"/>	<input type="checkbox"/>
Student desks		
• 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"/>
Storage of equipment and material		
• 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"/>
Work areas		
• 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
Physical set-up of the classroom		
• 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"/>
Sound		
• 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"/>
Lighting		
• 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"/>
Visual cues		
• 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

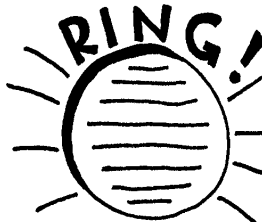
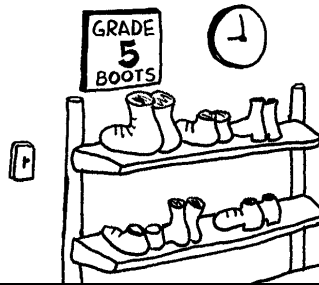
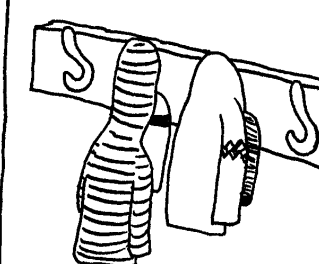
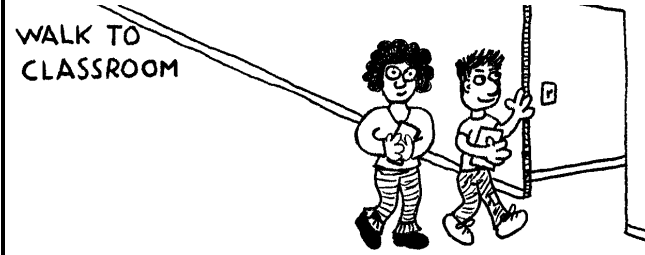

The structuring of the physical school and classroom environment contributes to effective educational programming for children with FASD. What key changes could you make in your classroom to better meet the needs of your students? Draw and label your ideas below.

A large, empty rectangular box with a thin black border, intended for the student to draw and label their ideas for structuring the physical environment.

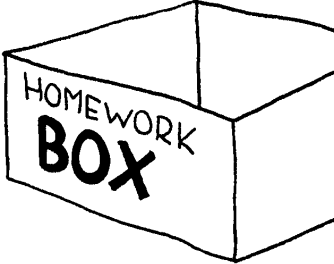
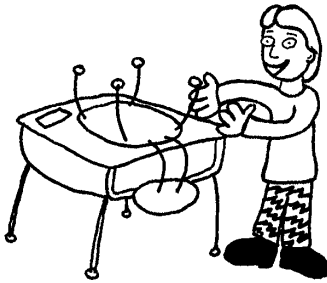

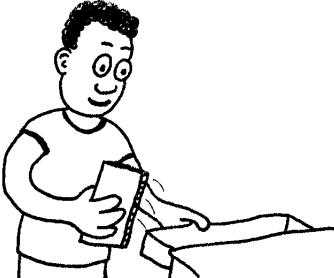
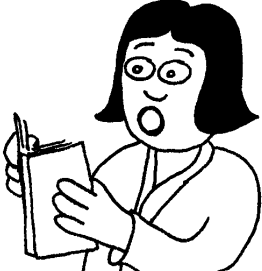
Instructional Strategies

Challenge	Instructional Strategies
Teaching time concepts	<ol style="list-style-type: none">1.2.3.
Building skills for participating in whole class instruction	<ol style="list-style-type: none">1.2.3.
Teaching social and adaptive skills	<ol style="list-style-type: none">1.2.3.
Planning for nonclassroom settings	<ol style="list-style-type: none">1.2.3.

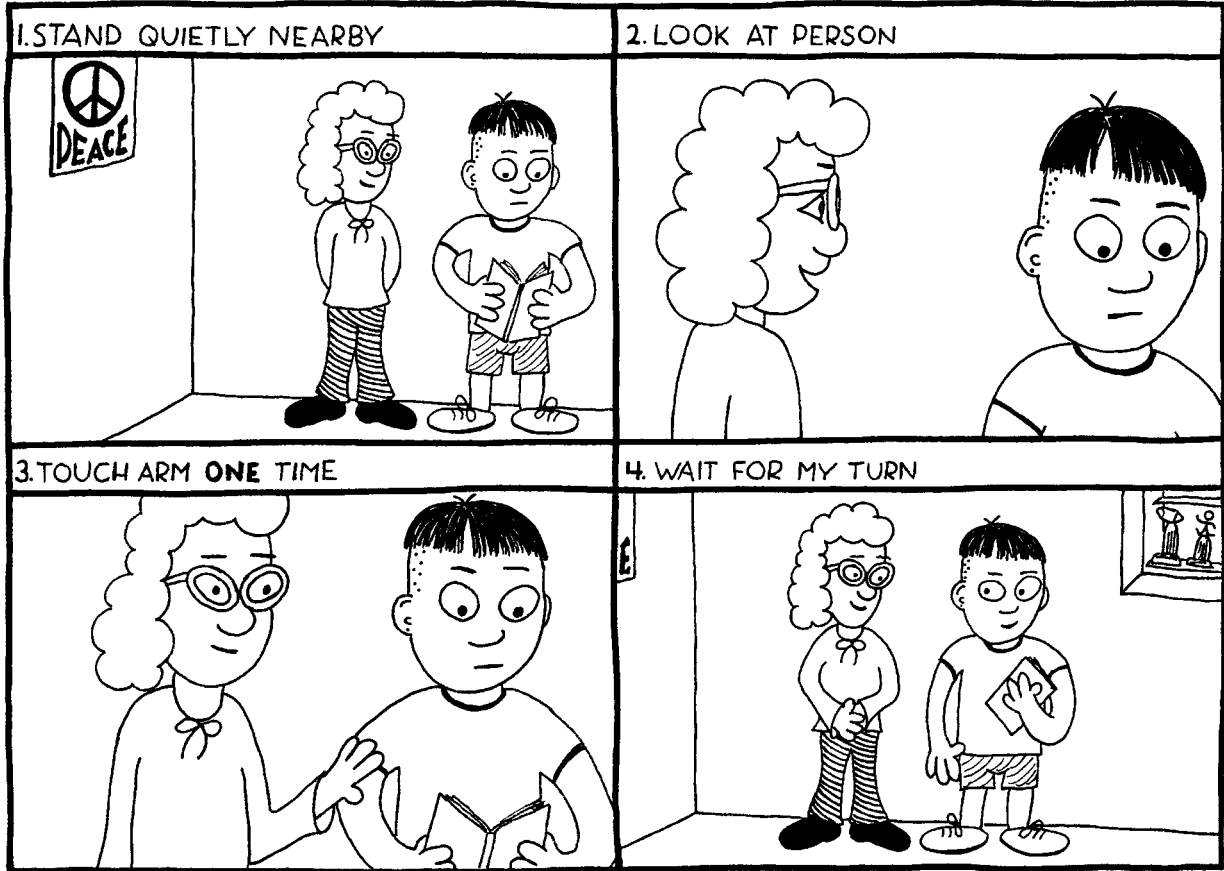
Social Script–Classroom Routines

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

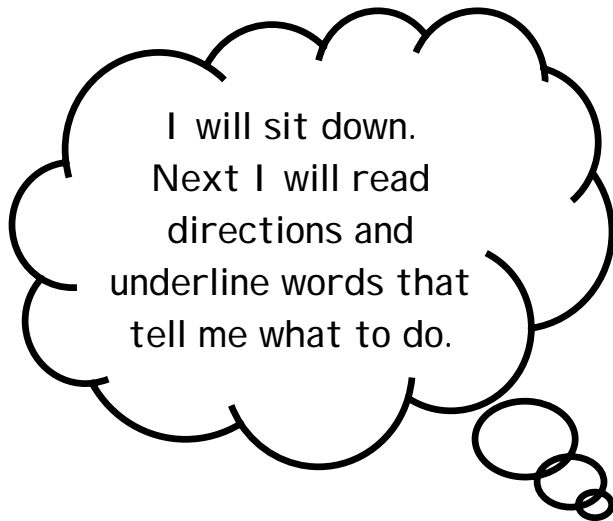
Social Script–Classroom Routines (cont'd)

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

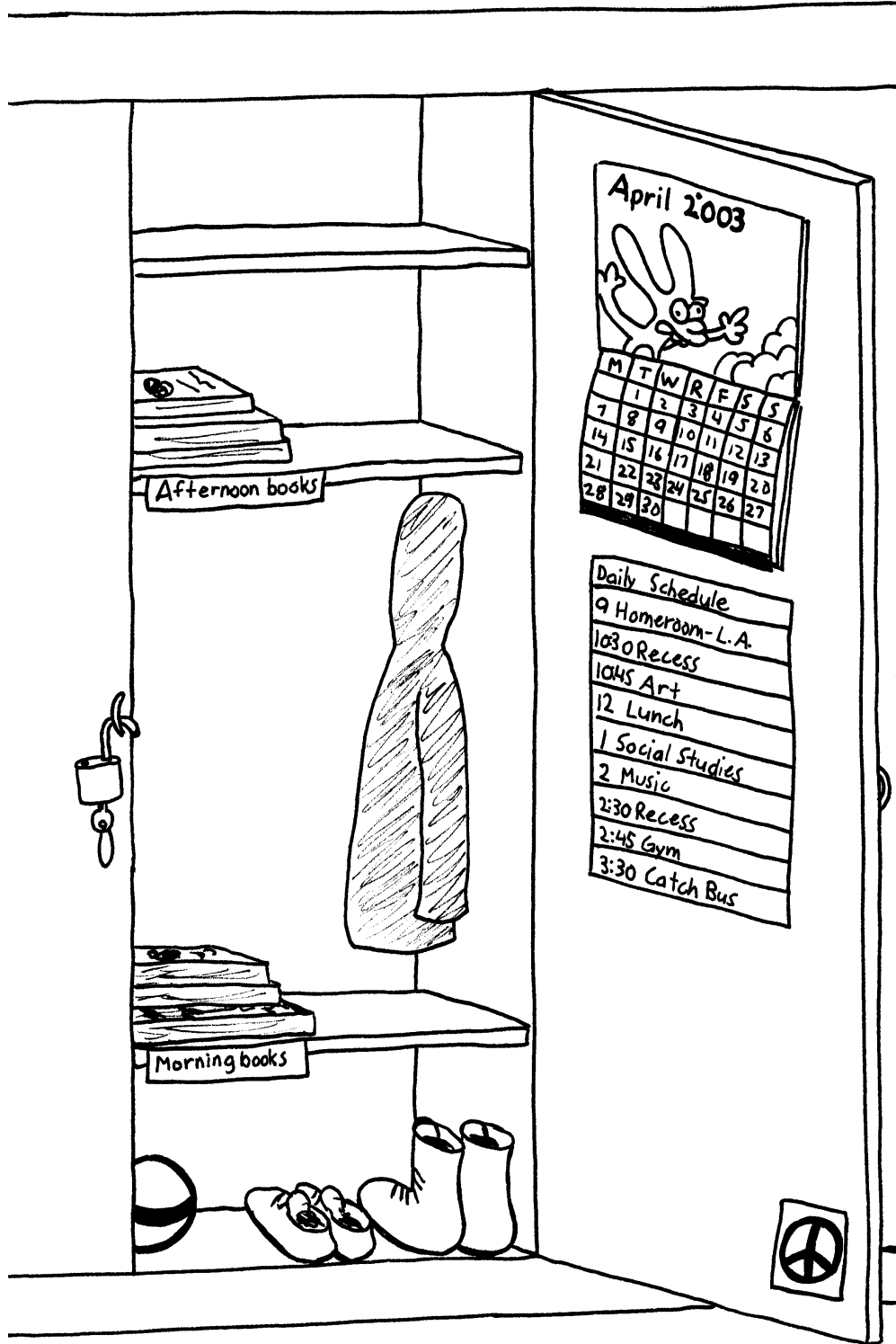
Social Script–Getting a Person’s Attention



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.



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.

Common Misinterpretations of Typical Responses in Students with FASD*

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

* 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 (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

"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

Student Challenge	General Strategy	Specific Strategies
1.		1. 2. 3.
2.		1. 2. 3.
3.		1. 2. 3.

*These strategies could be added to an IPP.

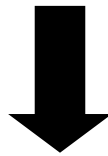
Lying and Stealing

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.

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

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

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

Responding to Students' Needs (continued)

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



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?



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.

