

What we know about FASD and educational interventions is constantly changing. Research publications, educational journals, popular press and websites present new information and ideas almost every day.

Educational research has some distinct challenges that other fields of research may not have. The school learning environment is complex, learning itself is a complex process and each group of students has diverse needs and strengths. When educational practices are successful for individual students or group of students, it is often difficult to identify exactly which factor has made the positive difference.

Many educational practices, such as the use of one-to-one teacher assistants and segregated special education classes, are being questioned. It is important to thoughtfully consider the potential effectiveness of any particular strategy or programming option before advocating for it. Students with FASD have such wide ranging learning needs that no one solution will meet every student's needs.

The more information you can share with school staff about FASD and best teaching practices, the more able they will be to reach and to teach these students.

In order to get the most out of the available information, you need to know:

- what kind of questions to ask
- where to look for information
- who to contact
- how to assess the reliability and validity of information sources.

The more information you have on a topic, the better your understanding of the issue will be. As a general guideline, try to gather information from at least three sources. Some of the information may be contradictory or may not provide much support. When dealing with issues where people have taken sides, it is up to you to ask good questions to help you determine if the research is reliable and to decide how the research can be used to make informed decisions.

## SAMPLE STRATEGIES

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### ■ *Share sources of reliable information with school staff.*

Several provincial ministries of education have free teacher resources available on their websites. School staff may not be aware of all resources available and may appreciate your drawing their attention to the resources. Be selective and limit your recommendations to two or three resources. The following resources for teachers contain clear descriptions of FASD and offer practical and effective strategies for supporting students:

- *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope* (2004) by Alberta Learning (Edmonton, AB: Alberta Learning). PDF copies are available for downloading at <http://education.alberta.ca/admin/special/resources/fasd.aspx>

- *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-affected* (2001) by Manitoba Education, Training and Youth (Winnipeg, MB: Manitoba Education, Training and Youth). PDF copies are available for downloading at <http://www.edu.gov.mb.ca/k12/specedu/fas/index.html>
- *Reach to Teach: Educating Elementary and Middle School Children with Fetal Alcohol Spectrum Disorders* (2007) by the Substance Abuse and Mental Health Services Administration (Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration). PDF copies are available for downloading at [http://www.fasdcenter.samhsa.gov/documents/Reach\\_To\\_Teach\\_Final\\_011107.pdf](http://www.fasdcenter.samhsa.gov/documents/Reach_To_Teach_Final_011107.pdf).
- *Making a Difference: Working with Students Who Have Fetal Alcohol Spectrum Disorders* (2006) by Yukon Education (Whitehorse, YT: Yukon Education). PDF copies are available for downloading at [http://www.education.gov.yk.ca/pdf/fasd\\_manual\\_2007.pdf](http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf).



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See **Tool O** for reproducible list:

**Resources for Teaching and Supporting Students with FASD.**

