

1. This chart is adapted with permission from Diane Malbin, *Fetal Alcohol Syndrome/Alcohol-Related Neurodevelopmental Disorder: A Five-part Set of Information for Parents and Professionals; Set Five: Master Set: Collection of Set One Through Four* (Portland, OR: FASCETS, Inc., 1999), pp. 33–34.
2. This chart is adapted with permission from Diane Malbin, “Paradigm Shifts and FASD” (Portland, OR: FASCETS, Inc., 1997, revised 2006) and from Diane Malbin, *Fetal Alcohol Syndrome and Alcohol-related Neurodevelopmental Disorders: Trying Differently Rather than Harder* (2nd edition) (Portland, OR: FASCETS, Inc., 1999, 2002), p. 42.
3. This checklist is adapted with permission from the work of January Baugh, Deb Rawlings and Carrie-Anne Bauche, Medicine Hat High School (Medicine Hat, Alberta, 2005).
4. These steps adapted with permission from Gordon L. Porter et al., “Problem Solving Teams: A Thirty-Minute Peer-Helping Model,” in Gordon L. Porter and Diane Richler (eds.), *Changing Canadian Schools: Perspectives on Disability and Inclusion* (North York, ON: The Roeher Institute, 1991), pp. 224–228.
5. This information adapted with permission from The Alberta Teachers’ Association, *Advocacy: A Practical Guide* (Edmonton, AB: The Alberta Teachers’ Association, 2008), p. 2.

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Contributing Writer	Nancy MacKenzie

Alberta Education staff, Learning and Teaching Resources Branch

Writer/Project Manager	Catherine Walker
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Re: defining success

A team approach to supporting students with FASD

A strategy guide for mentors and coaches working in schools

This strategy guide for mentors, youth workers and coaches working with students with FASD offers ideas and strategies for twelve actions for supporting these students and helping them be more successful at school, including:

1. Help school staff build an understanding of FASD
2. Identify student strengths and interests
3. Align strategies with student needs
4. Build rapport with school staff
5. Keep informed about current research and best educational practices
6. Support positive behaviour
7. Work with staff to make school a safe place
8. Help build a circle of peer support
9. Help build a circle of adult support
10. Plan for transitions
11. Support learning at home
12. Advocate for increased understanding and support for students with FASD.