

Notes and next steps:

What is FASD?

Fetal Alcohol Spectrum Disorder (FASD) is a diagnostic term used to describe impacts on the brain and body of individuals exposed to alcohol during pregnancy.



FASD–Informed Practice is a strength-based approach that applies effective strategies and accommodations to support learners with FASD, which benefits all learners. It involves understanding the neurodevelopmental profile of learners and building strong relationships to positively impact present and future school experiences. A collaborative, purposeful, and reflective practitioner empowers students, educators, and families.

It is important to remember that each learner is an individual with varied strengths and stretches. It is through building a relationship with our learners and getting to know their strengths and stretches that we can discover which strategies will allow us to create calm, safe, and productive learning environments for all children.

www.fasdoutreach.ca

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ENVIRONMENT

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

What is ENVIRONMENT?

The classroom environment is both intangible and tangible. Both of these environments should be considered when planning.

Preplanning the tangible and intangible setup of the classroom helps to create the structure our students rely upon. As well, it reduces sensory overload, helps to fill potential memory gaps, and reduces learner stress.

Tangible

The physical setup of the classroom.

Intangible

The invisible environment, the one that is felt with the heart has three components:

1. Personal. How do my attitudes, values and beliefs impact the environment?
2. Professional. How does my training and the techniques I use impact the environment?
3. Program. How does the design and the scheduling of my program impact the environment?

INCLUDE...

There are 8 Keys + a Master Key that impact learners with FASD. Are they in place in your intangible environment?

- Structure
- Routine
- Concrete
- Repetition
- Consistency
- Specific
- Simplicity
- Supervision
- TRUSTING RELATIONSHIP

(adapted from Deb Evensen)

Reflect...

- Everything has a place
- Create zones in your classroom (math zone, reading zone, quiet zone etc.)
- Good traffic flow
- Label bins, etc.
- Use colour coding
- Create specific areas (Math, Reading, Science)
- Hand-in bins
 - Labelled
 - Easy access
- Shelving
 - Organized
 - Clutter free
- Storage containers
 - Out of sight
 - Tidy
- Adequate storage
 - Educator
 - Students
- Student Organization (arrival, lunch, end of day, desk, locker)
 - Labels
 - Space
 - Supervised
 - Easy access
 - Routines
- Implement a seating plan
 - Student desk placement
 - Proximity
 - Desk
 - Tables
- Effective arrangement for traffic flow
- Safe and quiet places to regulate that are clearly defined
- Clearly defined quiet places to work
- Sensory considerations/accommodation
 - Noise
 - Sight
 - Colors
 - Harmonious
 - Lighting
 - Natural
 - Softened
 - Smells
 - Touch
 - Temperature
- Defined display areas
 - Non-essential decorations minimized
- Visual supports
 - Eye level
 - Class rules posted
 - Images to support written words
- Visual schedule
 - Clearly visible
 - Easily read
- Incorporate regular movement breaks
- Scheduled locker/desk cleanups
- Organizational supports
 - Color code binders/duo tongs
 - Hand-in bins color coded, with a picture
 - Classroom supply rules

Credit to:

What Educators Need to know about FASD (Manitoba)
Teaching Students with Fetal Alcohol Spectrum Disorder- Binder 10
(Alberta)