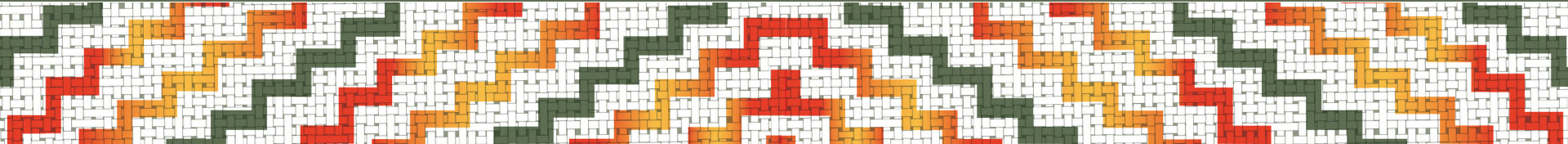


Learning about FASD

Following the He Pikorua pathway

Feedback and questions to Trish Porter - trishp@rtlbcluster10.school.nz



RTL/ MOE

If you are an RTL/ MOE professional you will recognise the He Pikorua headings. Information most relevant to each step has been grouped together and points you in the direction of what your focus could be in that step.

Teachers

If you are a teacher - remember **relationship is key**. Build your knowledge of FASD through both the video clips about FASD and through listening to the student and whanau.

This Resource

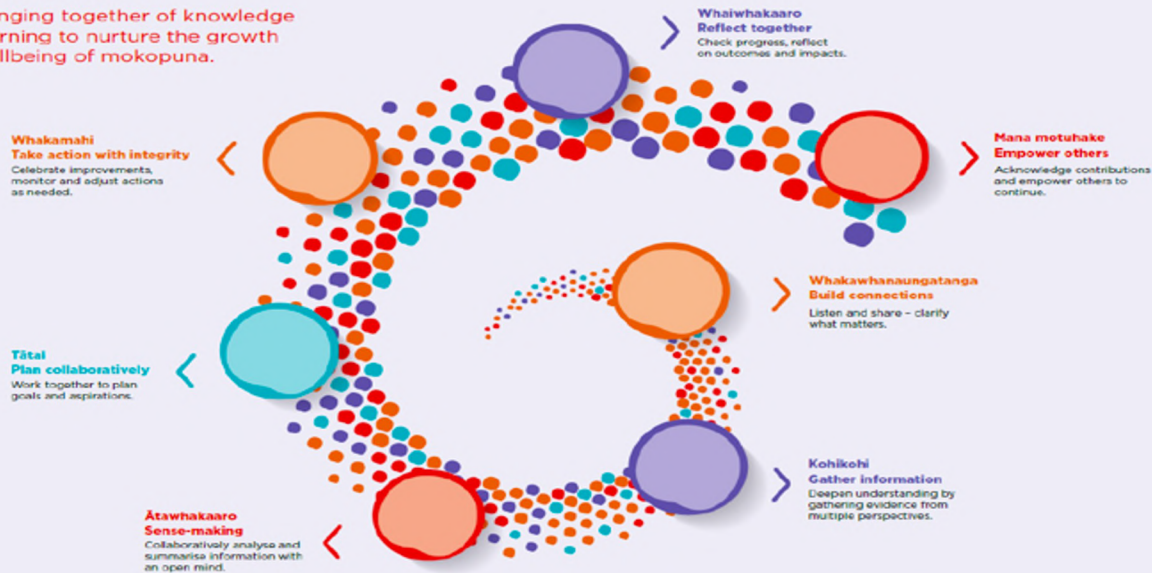
Save this resource in an easy to reach space on your laptop so that you can dip in and out.

This resource will support you to **change your perspective** so the **students with FASD can flourish** and so will you.

Click the diagram to find out more about He Pikorua

He Pikorua

The bringing together of knowledge and learning to nurture the growth and wellbeing of mokopuna.



Practice Principles

Mokopuna and whānau centred

Culturally affirming and responsive

Collaborative

Inclusive

Ecological

Evidence informed

Working with integrity working in the He Pikorua model

To do this we need to:

- Build a positive relationship with the student and whānau.
- Know the student
- Learn about FASD- build our knowledge how alcohol affects the developing fetus - the brain domains affected
- Learn common characteristics of FASD Understanding why people with FASD act as they do.
- Learn about tools/ strategies to use in the plan
- Learn about the student's style and use their strengths.
- Build and maintain a strong positive relationship
- Make sense of FASD knowledge and apply that learning to the individual.
- Ensure the student is ready to learn, feeling safe.
- Ensure the tasks are correctly adapted for the student, how they are presented, the content.
- Ensure the environment is set up to meet need.
- Then you are working with integrity - student, centred so all are able to flourish.

Whakamahi - Working with Integrity

Return to
Contents

Click on an icon in the bands for more information or refer to the table of contents

This is a school overview of what is required for success.
The student must feel safe through strong positive relationships with sensory needs met in order to be ready to learn.
The learning needs to be structured using the strategies in the orange band.
The environment is the physical space in which this all takes place and can either support or hinder.

Overview of FASD - important to view

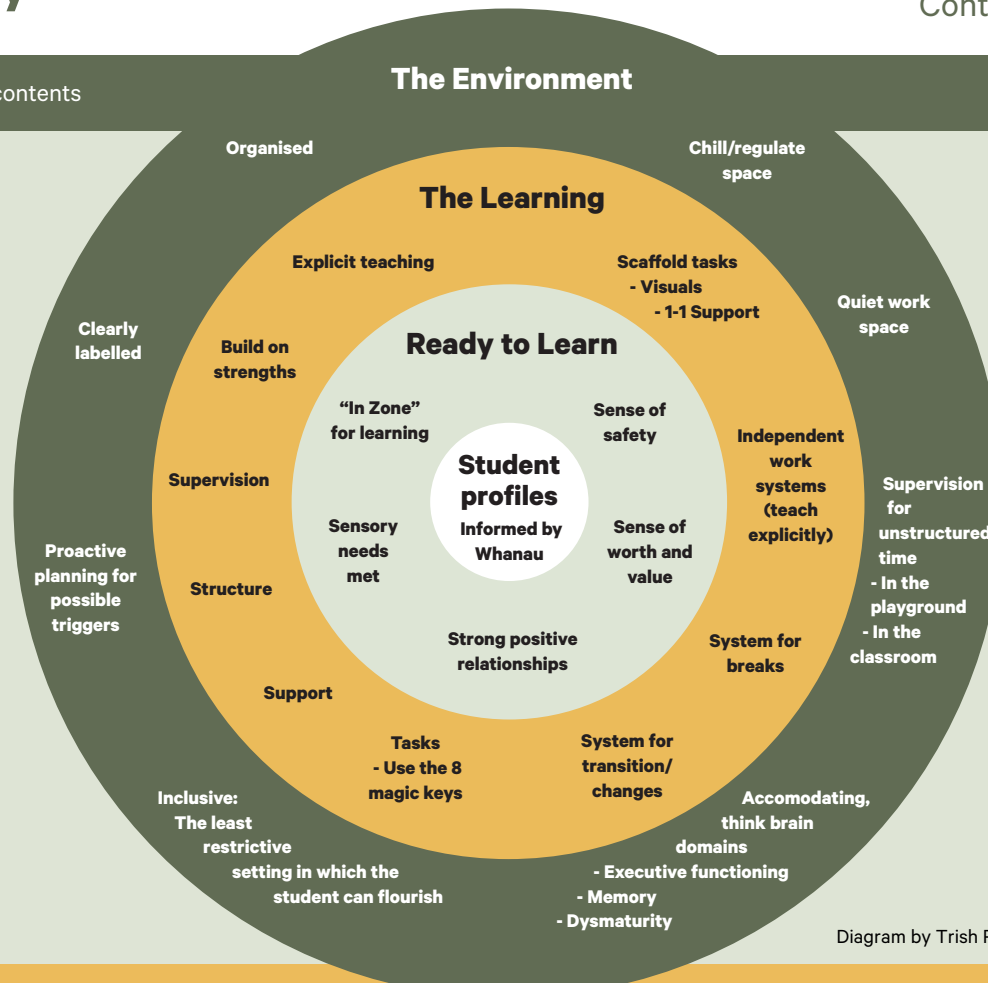


Table of Contents Guide

<u>Slide 1.</u>	Title
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<u>Slide 4.</u>	<u>Whakamahī</u> - Working with integrity: A school overview of what is needed to succeed when supporting students with FASD.
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<u>Slide 7.</u>	<u>Whakawhanaungatanga</u> - Build Connection - List of overseas organisations with info on FASD
<u>Slide 8.</u>	Relationship is the master key to making a difference - Gain the student and whanau perspective
<u>Slide 9.</u>	FASD is what I have not what I am - Poster
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<u>Slide 11.</u>	Inspirational quotes
<u>Slide 12.</u>	<u>Kohikohi</u> Gather information - build knowledge of FASD - <u>Three Canadian modules a must view.</u> Expanding common issues to consider
<u>Slide 13.</u>	Overview of Why behavioural approaches may not work
<u>Slide 14.</u>	Brain not blame - Tip Sheet - Change of perspective
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<u>Slide 16.</u>	<u>Kohikohi</u> - Charting the students abilities - Ability wheel - giving you a visual picture of your data. Dr Vanessa Spiller
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<u>Slide 19.</u>	<u>Ata Whakaaro</u> : Understanding memory
<u>Slide 20.</u>	<u>Ata Whakaaro</u> : Sense making
<u>Slide 21.</u>	<u>Tatai</u> : Planning the strategies: How to make it work.
<u>Slide 22.</u>	<u>Tatai</u> : Nate Sheets view on how to make it work. These clips may give you important insight into why your student behaves as they do.
<u>Slide 23.</u>	<u>Tatai</u> : How to ask the right question - Dr Ross Green Collaborative problem solving
<u>Slide 24.</u>	<u>Tatai</u> : Planning: Profiling sensory needs and calming strategies.
<u>Slide 25.</u>	Continuation of Sensory profiling and calming
<u>Slide 26.</u>	Carol Gray Resources - Social Stories
<u>Slide 27.</u>	Continuation of How to make it work - Explicit teaching, visuals, scaffolding, how to use rewards and consequences successfully
<u>Slide 28.</u>	Duplicate of slide 4 <u>Whakamahī</u> : Taking action with integrity
<u>Slide 29.</u>	<u>Whakamahī</u> : Taking action with integrity can't
<u>Slide 30.</u>	<u>Whaiwhakaaro</u> : Reflect
<u>Slide 31.</u>	<u>Mana Motuhake</u> : Empowering others
<u>Slide 32.</u>	Acknowledgement of contributors

Whakawhanaungatanga - Build Connections

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Click a logo to find out more about these resources from New Zealand websites



FASD-CAN
Aotearoa New Zealand

This is a NZ organization supporting people with FASD. It's website has many resources relating to education. Our purpose is to unite caregivers, strengthen families, support individuals and educate about FASD across our communities.



This is the MOH site and includes the FASD action plan and what has been done so far.

Action Plan



Resources and how to support
in school re FASD in NZ

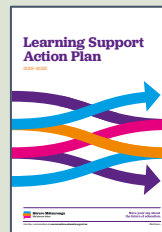


the
education
hub

Presenting research findings in practical and usable forms, making it easy to discover new knowledge and innovations.



A NZ site that has training
on FASD via an online course



The MOE learning support action plan is relevant to children with FASD (specifically Priority 4)



**ORANGA
TAMARIKI**
Ministry for Children

Whakawhanaungatanga - Build Connections

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Click a logo to find out more about these resources from overseas websites



**EDMONTON AND AREA
FETAL ALCOHOL NETWORK**

COLLABORATION, COMMUNICATION, CREATIVITY, COMMITMENT

A collaborative venture working to help prevent Fetal Alcohol Spectrum Disorder (FASD) and support those impacted by an FASD through education, service delivery and collaboration.

Learning
with



An Australian Government initiative to provide evidence-based resources to help primary teaching and support staff understand and support children with FASD.



Understood

To help those who learn and think differently discover their potentials, take control, find community, and stay on positive paths along each stage of life's journey.



This is the Canadian research organisation which also produces many reports and resources for FASD.



This is an Australian based organization providing support, training and information.

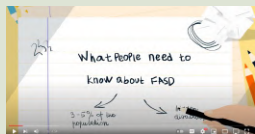
Relationship is the master key to making a difference

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People with FASD talk share their perspective - Click a thumbnail to watch the Youtube video



Attitude - New Zealanders talk about FASD



FASD makes me me



Managing FASD



Dan Dubovsky
- Common Strengths of Students with FASD



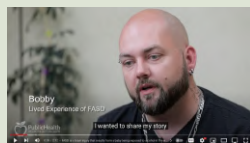
Myles Himmelreich, who has FASD shares - What Educators Need to Know



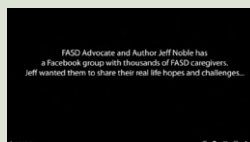
Hidden Epidemic Of Fetal Alcohol Syndrome



Jazpa's Story



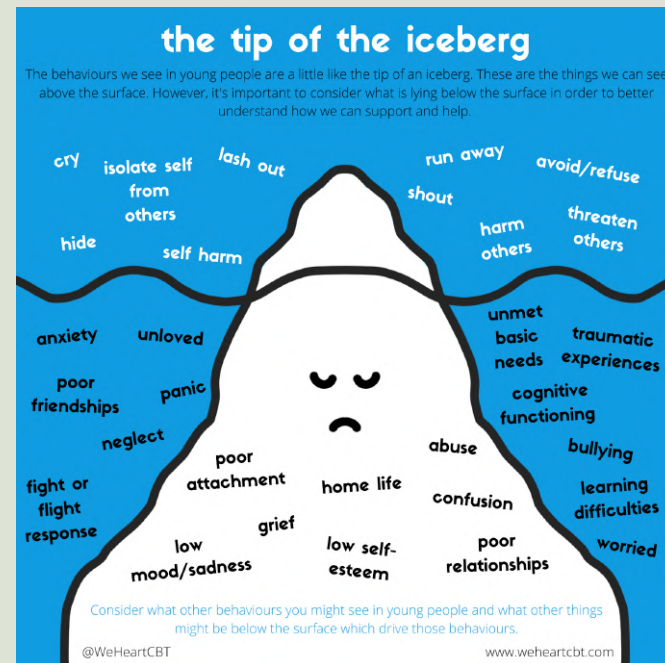
Bobby shares how he has learned to accept and successfully manage his disability



Caregivers share their hopes and challenges



Siblings with Fetal Alcohol Syndrome (An Adoption Story)



The background of the slide features a repeating pattern of stylized orange slices and circles in various shades of yellow and orange. The text is centered over this pattern.

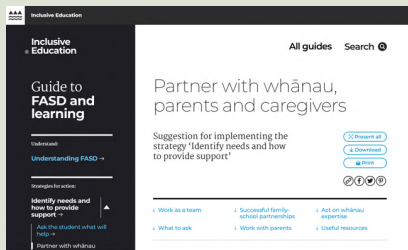
**FASD is what I HAVE...
not what I AM.**

Relationship is the master key

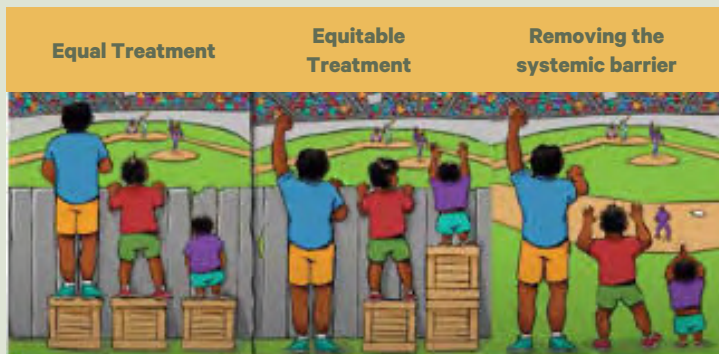
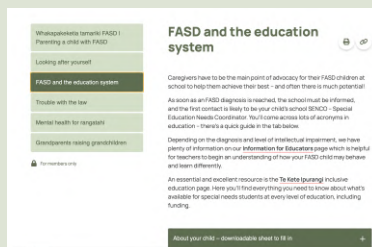
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Use parent knowledge to make a profile of the student

1. “Hey teacher” on TKI – scroll to **Useful Resources** to find downloadable templates



2. FASD CAN profiles about your child. More template options



CAREGIVERS SPEAK

What is your greatest hope for your child?

01. a full, happy, purposeful life with a sense of belonging
02. a happy, successful life, find what he's good at, be happy
03. have the support, love and care they need to succeed
04. a happy and successful life, surrounded by supportive people

Parents know their child best. Whanau involvement is important for success

FASD Caregiver Success
Facebook/FASDSuccess



“ Its not about gaining control, its about building trust ”

Kohikohi - Gather information / build knowledge of FASD

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This is a summary page / overview of FASD and explanation of some of the common issues to consider - Click a thumbnail to watch the Youtube video

Great modules giving an overview of FASD – must view!



Three Canadian modules to show you what alcohol does to the brain and how it impacts functioning



Professionals Without Parachutes - This video explains how the makers of the three Canadian modules use them and may be of most interest to RTLB when they are looking to use these videos to teach others about FASD.

Primary Disabilities

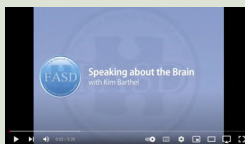
Primary Disabilities

Perseveration

Perseveration

Emotional Regulation

Emotional Regulation



Kim Barthel
“Speaking about
the Brain”



Dan Dubovsky -
The Approach



Dan Dubovsky -
Strategies for
Improving Outcomes



Dan Dubovsky -
Rewards and
Consequences

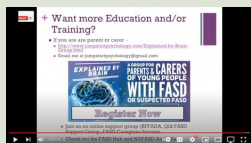


Dan Dubovsky -
Comparing ODD,
ADHD, and FASD

Kohikohi - Gather information / build knowledge of FASD

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This is a summary page / overview of FASD and explanation of some of the common issues to consider - Click a thumbnail to watch the Youtube video or read the article



Vanessa Spiller -
Why people with
FASD are so
different



Nate Sheets
Confabulation

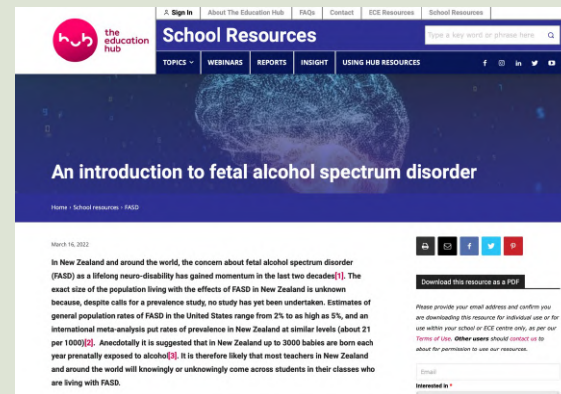


Nathan Ory
- Why Kids Steal



Nathan Ory - Why
Typical Behavioural
Approaches May
Not Work

Hub article by Kirsty Griffith RTLB and
Tracey Jorgens Passionate Educator
A New Zealand Resource



“ Positively reinforce for happiness and joy for just being
in the game, sometimes breathing is good enough ”

Brain not Blame Tip Sheet

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Contents

Professionals without Parachutes - Building communities of FASD best-practice to support differentiated learning in the classroom.

Reframing FASD from disability to “dif” ability.

Try to move from seeing the student in the terms described in the ■, to the terms described in the . Please see the helpful tips in the ★.




© Professionals without Parachutes (Pei, Poth, & Hayes, 2013)

Developed (with many thanks!) in collaboration with the staff at J. Percy Page High School, Edmonton, AB

Kohikohi - Gather information / build knowledge of FASD

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Fetal Alcohol Spectrum Disorders
Living every day like a lamp with a short in it



Some days, the FASD brain works like a bright, shining lightbulb. Symptoms are minimal. They are able to do common tasks with little or no help. They remember things they've learned with few, if any, difficulties.

Some days, the FASD brain's bulb seems to have a short in it. Symptoms come and go- they seem to be misbehaving more. They can sometimes do common tasks and sometimes they can't. They sometimes remember things they've learned, but forget other things.

Some days, the FASD brain's bulb won't turn on at all. Symptoms show up throughout the day and what seem to be misbehaviors are nearly non-stop. Tasks they can often do alone, they now are completely unable to do. They can't remember things that they've demonstrated mastery of in the past.

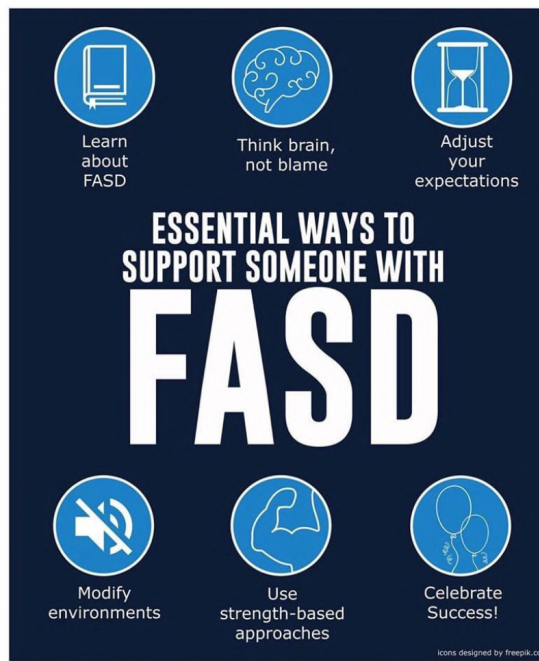
-Sue Kinnick, 2018



WHEN THINKING ABOUT FASD, WE OFTEN OVERLOOK POOR JUDGEMENT.

REMEMBER: IT WAS THEIR DISABILITY THAT MADE THE CALL, NOT THEIR CHARACTER.

FASD
SUPPORT



ESSENTIAL WAYS TO SUPPORT SOMEONE WITH FASD

- Learn about FASD
- Think brain, not blame
- Adjust your expectations
- Modify environments
- Use strength-based approaches
- Celebrate Success!

icons designed by freepik.com

Kohikohi - Gather information / build knowledge of FASD

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Zoom in or click on the thumbnail to open the PDF

TEN BRAIN DOMAINS (Functions) affected by FASD

Alcohol affects the growth and formation of the brain, and this is often seen in an individual's behaviour and development. The following brain functions or domains are evaluated by a diagnostic team during an FASD assessment.

ACADEMIC ACHIEVEMENT

- May have difficulty in school reading, math, comprehension (understanding) and abstract concepts

ATTENTION

- Can be easily distracted, difficulty paying attention and sitting still

COGNITION

- Difficulty reasoning, planning, solving problems and understanding complex ideas
- Wide range of IQ scores are found

LANGUAGE (Expressive and receptive)

- Delay in language development
- Difficulty understanding lengthy conversation and instructions
- May speak well, but not fully grasp the meaning
- Can repeat instructions or rules, but may not follow through

MEMORY

- Difficulty with long term, short-term and working memory
- May appear to lie, but is actually filling in the blanks when unable to remember
- Trouble with memorising and may seem forgetful
- Difficulty with recording, selecting and organising information when needed

NEUROANATOMY/NEUROPHYSIOLOGY (Brain structure and function)

- Could have a smaller head, brain size, seizure disorder and/or abnormal findings on a scan (ex. MRI or EEG) consistent with prenatal alcohol exposure

EXECUTIVE FUNCTIONING

- May have trouble with planning, sequencing, problem solving and organising
- May be impulsive and/or hyperactive
- Difficulty understanding cause and effect and controlling behaviour
- Other repeats mistakes
- Difficulty with concepts, abstracts ideas, consequences and managing time

ADAPTIVE BEHAVIOR, SOCIAL SKILLS AND SOCIAL COMMUNICATION

- May not understand personal boundaries and have difficulty reading social cues
- May be socially vulnerable and easily taken advantage of
- Difficulty seeing things from another's perspective
- Socially and emotionally immature and may behave younger than actual age
- May have trouble with hygiene, money and coping skills

MOTOR SKILLS

- Difficulty with balance, strength, endurance, coordination, reflexes and muscle tone
- Difficulty with printing, using pencil and scissors

AFFECT REGULATION

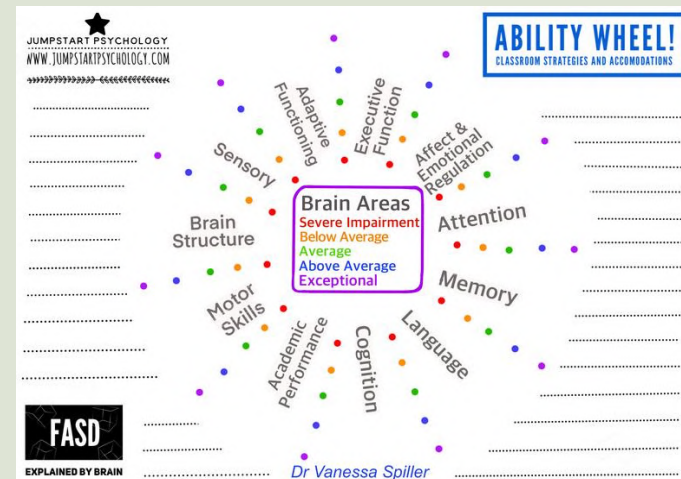
- Includes anxiety, depression and mood instability in the severe range meets Diagnostic and Statistical Manual-V criteria

Ref: Mencheta, FASD Network, Professional FASD Assessment and Support

Overlapping Behavioral Characteristics & Related Mental Health Diagnoses in Children												
Overlapping Characteristics & Mental Health Diagnoses	FASD	ADD/ADHD	Sensory DE Typ	Autism	Bi-Polar	SAU	Depression	ODD	Tourette	Mania	Priority	
Easily distracted by extraneous stimuli	Organic	Organic	Organic	Organic	Mood	Mood	Mood	Mood	Emotion	Emotion		
Developmental Dysmaturity	X			X								
Feel Different from other people	X	X			X			X	X	X		
Others does not follow through on instructions	X	X		X	X		X	X				
Often interrupts/interudes	X	X	X	X	X		X					
Often engages in activities without considering possible consequences	X	X	X	X	X							
Often has difficulty organizing tasks & activities	X	X		X	X		X					
Difficulty with transitions	X	X	X	X	X							
Has impulsive controls, acts hyperactive	X	X	X	X								
Sleep Disturbance	X			X	X		X		X			
Indiscriminately affectionate with strangers	X	X	X	X	X		X					
Lack of eye contact	X	X	X	X	X		X					
Not easily	X			X	X		X					
Lying about the obvious	X			X	X							
No impulse controls, acts hyperactive	X	X		X	X				X			
Learning style: "What I know, you can't know"	X	X		X	X				X	X		
Increased chatter, or abnormal speech patterns	X	X	X	X	X							
Increased startle response	X	X		X					X			
Emotionally volatile, often exhibit wide mood swing	X	X	X	X	X	X	X	X	X	X		
Depression develops, often in teen years	X	X		X	X	X	X		X			
Problems with social interaction	X			X	X		X					
Defect in speech and language, delays	X			X								
Over/under-responsive to stimuli	X	X	X	X								
Pervasive, inflexibility	X	X	X	X	X							
Excitation in response to stress	X			X	X		X		X			
Poor problem solving	X			X	X		X					
Difficulty seeing cause & effect	X			X								
Exceptional abilities in one area	X			X								
Does as other "sawed" it	X			X								
Lie when it would be easy to tell the truth	X			X	X							
Difficulty initiating, following through	X	X		X	X		X					
Difficulty with relationships	X	X	X	X	X	X	X			X		
Manage time poorly, lack of comprehension of time	X			X								
Information processing difficulties	X			X								
Speech/language, restricted to, repetitive	X	X		X			X	X	X			
Often loses temper	X	X		X	X		X	X	X			
Often argues with adults	X			X			X					
Often actively defies or refuses to comply	X	X		X			X	X	X			
Often blames others for his or her mistakes	X	X		X			X	X	X			
Is often lonely or easily annoyed by others	X			X	X		X	X	X			
Is often angry and resentful	X			X			X	X	X			

City: Brian Thompson, Adoption Training Coordinator, Henneep County, MN 952-541-4251 city.brian.thompson@co.henneep.mn.us 12/06

With much appreciation to the many who edited and contributed



Dr Vanessa Spiller – Charts: What lies beneath and other
Downloadable Worksheets, Short Videos & More

Ten brain domains particular focus on Executive functioning, adaptive behaviour regulation

Overlapping behavioural characteristics and related mental health diagnosis in children

Executive Functioning

If you are lucky enough to be working with an MOE Psychologist they will be able to share some really good information with you. They are able to test a students execution functioning skills, adaptive skills, processing speed and flexible thinking skills. They do not diagnosis nor do they need to give you an overall IQ score. Their information can be great backup, hard data that can be shared with the team when you are trying to explain that the student who looks typical, talks is not being wilful and manipulative but has lagging skills.



Executive Functions
Part 1 with
Dr Kimberly Kerns



Executive Functions
Part 2 with Linda Struthers -
how it impacts reading,
writing and maths



Executive Functions
Part 3 with Linda Struthers
provides some classroom support
ideas to address the various
aspects of executive functioning



A short introduction to
Executive Functioning

“ The difference between what they know and what they can do is disability. They know a lot, but because of deficits in their executive functioning it’s hard to put thoughts into action. ”

Facebook.com/FASDsucces



Click to download 3 free posters of Executive functioning in Reading, Writing & Maths

Ata Whakaaro - Sense making / apply the information.

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Dysmaturity

Dysmaturity and immaturity are two very different things. For children with FASD, developmental age and chronological age do not always correspond. Immaturity: With support, the child can function in a manner that is compatible with their chronological age.

Dysmaturity: The child's developmental age is less advanced than their chronological age.

We are used to gauging a person's ability by how well they present to us, how well they talk, are sociable etc. For a person with FASD this misleads us into assuming capability. On brief social encounters or in busy classroom we can miss this and thereby have expectations that exceed ability.

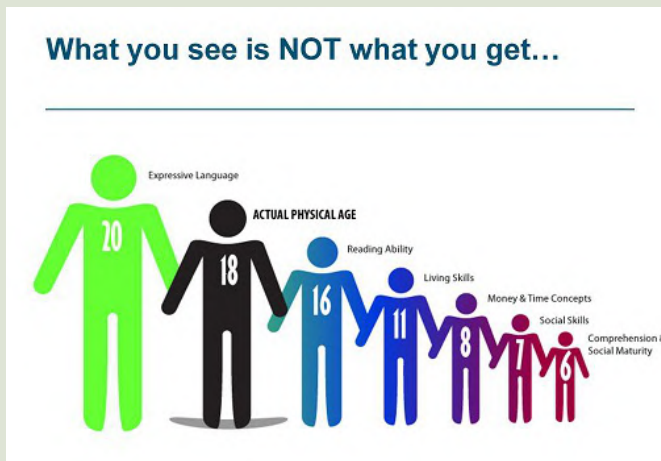
The student is not being willful and manipulative they have lagging skills and require accommodations and support.



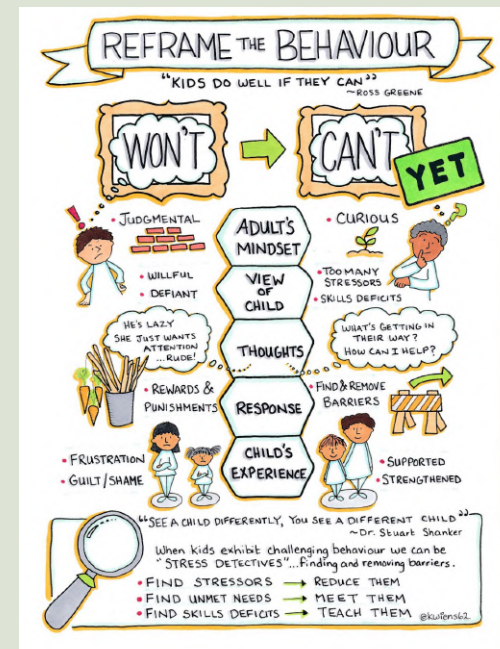
Understanding
Dysmaturity



Flip your lid analogy



NOFASD Australia



Kristen Wiens

Memory

Memory Difficulties

- POPFASD
- Short term
 - Working memory
 - Long term memory



Adaptive Functioning and FASD

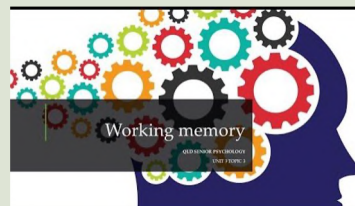
Retrieving information from long term memory is often difficult for students with FASD as well.



What “The dress” teaches us about Lying, FASD and perception



Confabulation: When lying isn't lying



General explanation of Working memory- such a complex task.

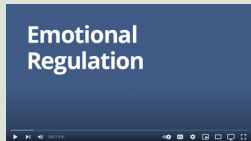
Ata Whakaaro - Sense making / apply the information.

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Click a thumbnail to watch the Youtube video or visit a website



FASD Trees
Why we accomodate



Emotional Regulation



ECE - What is inclusion
(Student must have purpose
and contribution for being in
this environment) Shelley Moore



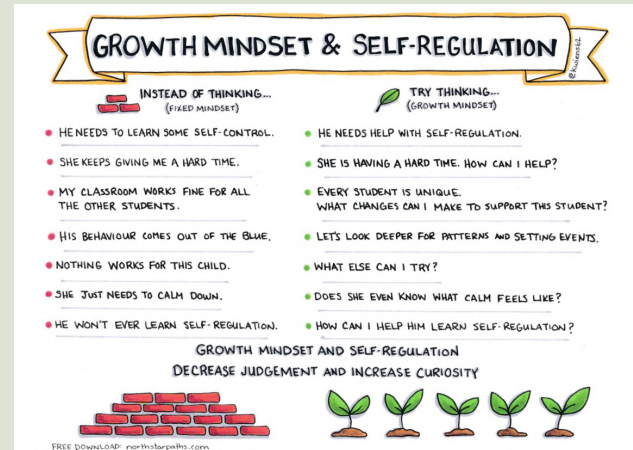
Nate Sheets- 6 Things
Educators and School
Staff Should Know
About FASD



Helping people with
FASD process what we
are saying (First steps)



Growth Mindset
by Kristen Wiens



Kristen Wiens



“ Some individuals with FASD have auditory processing deficits – they only hear every third or fourth word. Remember the game broken telephone? Can be extremely frustrating for both caregiver and kid. ”

Tatai – Planning: How to make it work

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Click a thumbnail to watch the Youtube video or visit a website



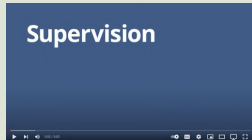
Eight Magic Keys for
Developing Successful
Interventions for
Students with FASD



Separate videos
of the eight
magic keys



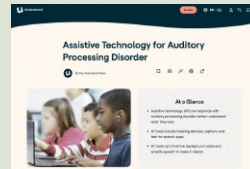
Structure



5 s' Supervision



Create structure in
a flexible space



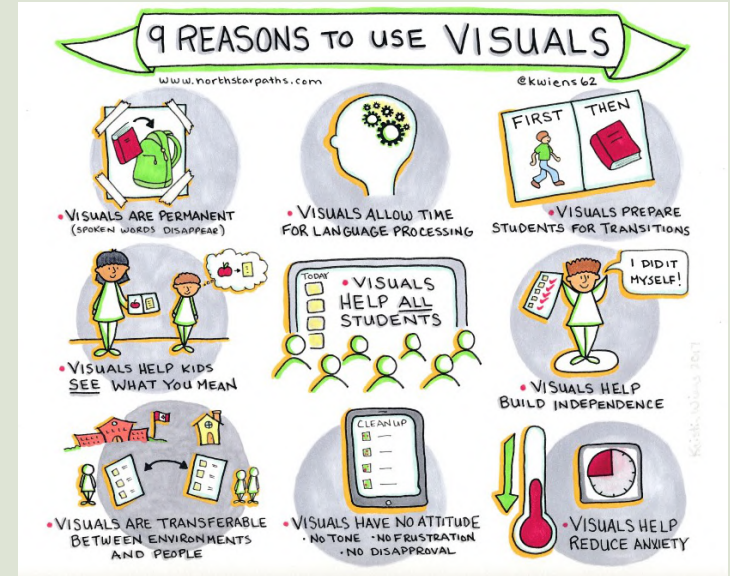
AT options



Explains how
to establish
classroom
routines



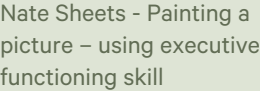
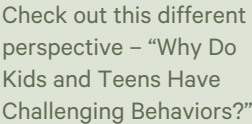
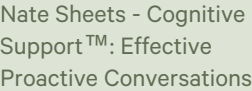
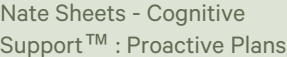
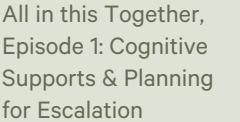
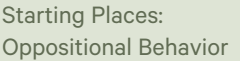
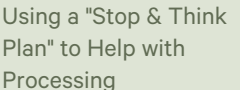
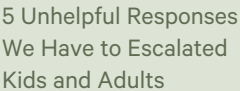
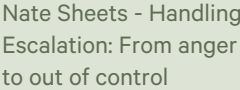
Communication -
Strategies That
Work!



Kristen Wiens

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Click a thumbnail to watch the Youtube video or visit a website

[illegible]

Explanation of OBC Cognitive Skills and Tasks list
[In-Depth Skill Explanation! \(Skills #1-7\) Nate Sheets](#)
[In-Depth Skill Explanation, Part 2 \(Skills #8-14\)](#)
[In-Depth Skill Explanation, Part 3 \(Skills #15-#17\)](#)

Dr Ross Greene – Collaborative Problem Solving

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Click a thumbnail to see Ross Greenes strategies explained

Students with FASD will struggle to talk about the problem but the perspective of Dr Green and defining the situation in terms of “the difficulty is …” can be really helpful.



Consequences –
Ross Greene



What to do in
the midst of an
explosion



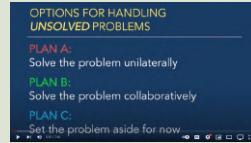
Problems not
behaviours



Shifting school
focus to CPS



What to do
about stealing



The three plan
options



Whats the matter
with Plan A



Dr Vanessa Spiller-
Understanding why kids with
FASD can go from 0 to 100 and
strategies to manage this.

Alsop 2020 chart is one of Ross Greenes Tools

ALSOP ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS		Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED		
CHILD'S NAME _____	DATE _____	
INSTRUCTIONS: The ALSOP is intended for use as a discussion guide rather than as a freestanding checklist or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.		
LAGGING SKILLS	UNSOLVED PROBLEMS	
<input type="checkbox"/> Difficulty handling transitions, shifting from one incident or task to another. <input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order. <input type="checkbox"/> Difficulty persisting on challenging or tedious tasks. <input type="checkbox"/> Poor sense of time. <input type="checkbox"/> Difficulty maintaining focus. <input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsivity). <input type="checkbox"/> Difficulty considering a range of solutions to a problem. <input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words. <input type="checkbox"/> Difficulty managing emotional responses to frustration so as to think rationally. <input type="checkbox"/> Chronic irritability and/or anxiety significantly impeding capacity for problem-solving or "high-gear" frustration. <input type="checkbox"/> Difficulty using "I" statements, "I" feel, "I" think, "I" want, "I" need. <input type="checkbox"/> Difficulty deviating from rules, routine. <input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty. <input type="checkbox"/> Difficulty shifting from original idea, plan, or solution. <input type="checkbox"/> Difficulty being flexible about alternative factors that would trigger the need to adjust a plan of action. <input type="checkbox"/> Difficulty maintaining appropriate boundaries of behavior (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame it on me," "It's not fair," "It's stupid"). <input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/ poor perception of social context. <input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with peers/friends or other adults. <input type="checkbox"/> Difficulty seeking attention in appropriate ways. <input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting others. <input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view. <input type="checkbox"/> Difficulty appreciating how s/he is coming across or being perceived by others. <input type="checkbox"/> Sensory/motor difficulties.	SAMPLE UNSOLVED PROBLEMS: • Difficulty missing from class time to math. • Difficulty sitting next to him during social time. • Difficulty missing hand during social studies discussions. • Difficulty getting started or engaged in homework or geography. • Difficulty standing in line for lunch.	
UNSOLVED PROBLEM GUIDE: Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior, free of adult themes and expectations, "right" (not "kumpst") and specific.		
HOME CHALLENGES: • Difficulty getting out of bed in the morning to time to get to school. • Difficulty getting dressed or completing homework, specific assignments. • Difficulty ending the video game to get ready for bed at night. • Difficulty getting started or engaged in homework or geography. • Difficulty getting to school and/or to bed on time. • Difficulty with the feelings of anxiety in school. • Difficulty starting teeth brushing routine.	SCHOOL CHALLENGES: • Difficulty missing from class time to math. • Difficulty sitting next to him during social time. • Difficulty missing hand during social studies discussions. • Difficulty getting started or engaged in homework or geography. • Difficulty standing in line for lunch.	
livesinthebalance.org		

Tatai – Planning: How to make it work – Profiling, sensory and calming strategies

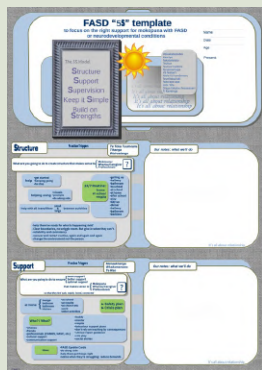
Click a thumbnail to watch the Youtube video or visit a website



Interception | Sensory Processing & Pediatric Occupational Therapy



Autism resource that has cross over with FASD sensory issues



NZ resource created by Oranga Tamaki

Sensory Processing Issues

are real.

Some people are much more – or much less – sensitive than others to what they hear, see, smell, taste, or touch. Sensory processing issues can also affect balance and movement.

can be overwhelming.

Things like bright lights and loud noises can trigger meltdowns beyond a person's control. These difficulties can lead people to seek out sensations, too – like wanting to be hugged.

are misunderstood.

Trouble with sensory processing doesn't mean a person is "difficult" or "overreacting." When provided with the right strategies, people can thrive.



Sensory processing issues aren't caused by a lack of discipline or toughness.

Trouble areas

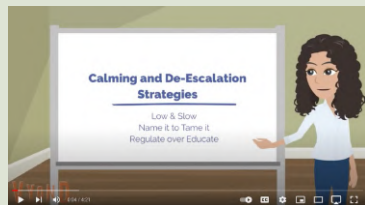
- ▶ Melting down from sensory overload
- ▶ Not reacting to pain, heat, or cold as expected
- ▶ Handling changes in routines
- ▶ Coordination and balance
- ▶ Invading personal space or playing too roughly
- ▶ Trying new foods
- ▶ Managing emotions

Ways to help

1. Strategies like removing clothing tags, dimming the lights, or using noise-canceling headphones
2. Fidgets or chewing gum to help sensory seekers maintain a "just right" state
3. Quiet spaces and advance warning about changes in routine or loud noises, like fire alarms

Tatai – Planning: How to make it work – Profiling, sensory and calming strategies

Click a thumbnail to watch the Youtube video or visit a website

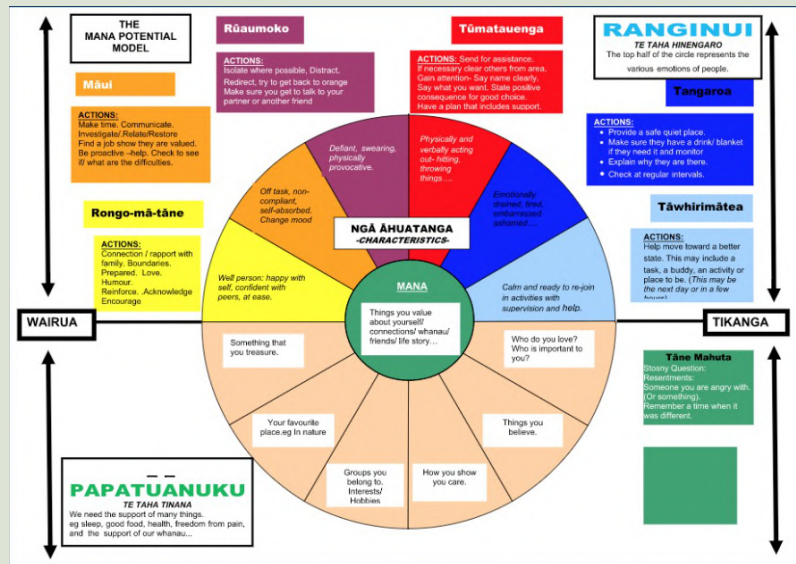


Calming & De-escalation Strategies General advice but good clear strategies, adapt to the individual. Consider the profile you made earlier.

Click here for the webpage
[Mana Enhancement](#) training

WHAT TO PUT IN A CALM DOWN BOX <small>www.andnextcomes.com</small>	
Items that provide proprioceptive support <ul style="list-style-type: none"> Weighted lap cushion or weighted stuffed animal Weighted vest or pressure vest Stretchy resistance bands Sensory tunnel Mini massager Body sock Small blanket 	Items for auditory sensory support <ul style="list-style-type: none"> Noise cancelling headphones MP3 player with music Audiobooks
Items to squeeze & keep hands busy <ul style="list-style-type: none"> Fidgets like Tangle Jr. or puffer ball Rubik's Cube Play dough or silly putty Pipe cleaners Stress balls Bubble wrap Bag of tissue paper to rip Scarves or fabric scraps Spinning top 	Items for oral motor sensory support <ul style="list-style-type: none"> Chew toy or chew necklace Chewing gum, hard candies, or lollipops Snacks with a variety of textures Whistle, harmonica, party blowers, or similar Rescue Remedy Spray
Items to support breathing & relaxation <ul style="list-style-type: none"> Bottle of bubbles Pinwheels Straws and cotton balls or pom poms 	Items that give kids a brain break <ul style="list-style-type: none"> Puzzle Books to read Blank notebook and writing utensils Coloring books Scratch art doodle pad Small chalk board, Magna-Doodle, Etch-a-Sketch, or Boogie Board Activity books Photo album
Items for olfactory sensory support <ul style="list-style-type: none"> Calming essential oil spray Smelling bottles Scratch and sniff stickers 	Items to visually calm <ul style="list-style-type: none"> Visual calm down cards Sensory bottle or calm down jar Light up toys Flashlight Plastic snow globe Kaleidoscope Hourglass Eye mask
Items to get kids moving <ul style="list-style-type: none"> Book of yoga poses or yoga activity cards Skipping rope 	

For Personal Use Only | And Next Comes L | <http://www.andnextcomes.com>



Strength based relational tool to improve relationships, “now conversations.”

Contact Angeline Mc Donald angelinem2@gmail.com
for training in Mana Potential

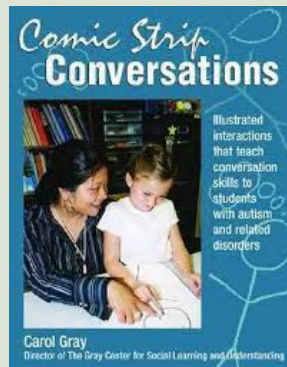
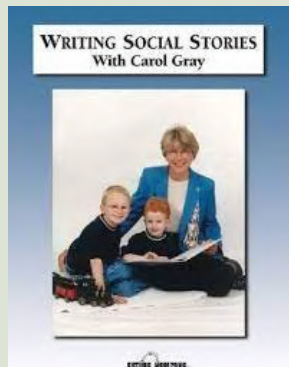
Mana Potential 2012

How to make it work – Put in the accommodations

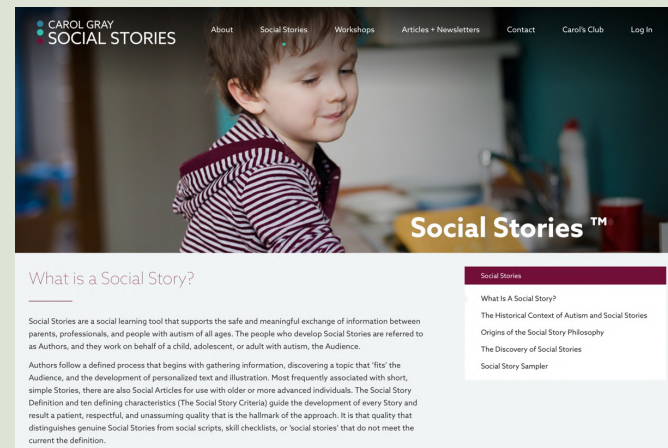
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Social Stories – Carol Gray Resources

Social Stories are a social cognitive strategy, based on the premise that sharing accurate information in a patient and positive format supports the Audience, who in turn develops more effective responses or gains a better understanding of why certain responses are expected. A Social Story may describe a desired response to a given situation, though not without respectfully sharing the supporting rationale, however obvious it may seem to the Author. (In Social Story terms, the word ‘response’ is preferred and used far more frequently than ‘behavior’.)



Social story website for FASD



Resources developed for ASD can be very useful to support students who are concrete thinkers and are missing important social information to see another person's perspective.

These books can be purchased through Amazon

How to make it work – Put in the accommodations

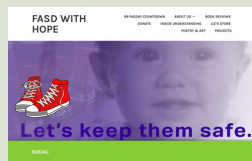
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Resources for making learning tasks manageable

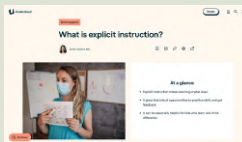
Independent work - supporting a student to do a task step by step is about completing the task - it is not learning how to do independent work. We have to teach how to do independent work by teaching the routine/ structure of independent work.

An independent work system tell the students:

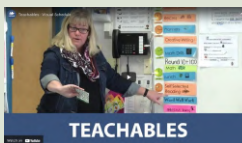
- What is the work?
- Is work they know how and can complete correctly without help
- What to do when I am finished.



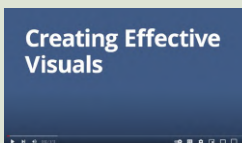
What is wrong with “no”- a blog



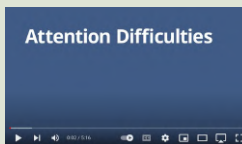
Explicit teaching from Understood website



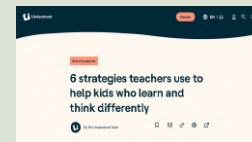
Example of visuals. Teachables whole class timetable



Creating Effective Visuals



Attention difficulties



Scaffolding from Understood website



NOFAS Webinar: Students with FASD: Simple Strategies for Behavioural and Academic Success



Teachables - Individual visual prompts, post it note



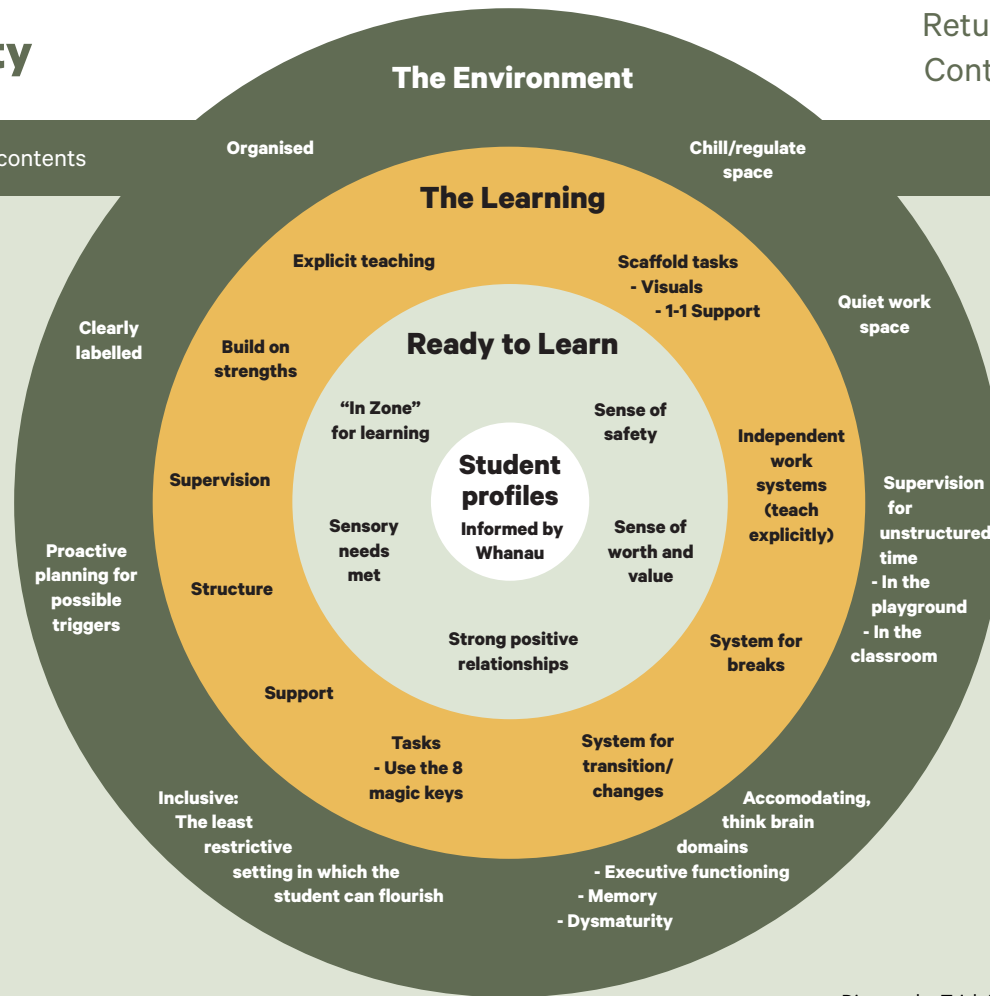
Dan Dubovsky - Rewards and Consequences

Whakamahi - Working with Integrity

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Contents

Click on an icon in the bands for more information or refer to the table of contents

This is a school overview of what is required for success.
The student must feel safe through strong positive relationships with sensory needs met in order to be ready to learn.
The learning needs to be structured using the strategies in the orange band.
The environment is the physical space in which this all takes place and can either support or hinder.



**Overview of FASD -
important to view**

Whakamahi - Take action with integrity

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Click a thumbnail to watch the Youtube video or visit a website

How to Talk to People with FASD



NEVER	INSTEAD
Reason	Divert
Shame	Distract
Lecture	Explain Simply
Say, "You Should Have ..."	Remind and Prompt
Say, "I Told you to ..."	Repeat and Connect
You Can't	Tell/Show What to Do
Command or Demand	Cue, Ask and Model
Force	Show and Encourage
Punish	Connect and Teach
Yell and React	Keep Calm
Escalate	Soothe and Redirect

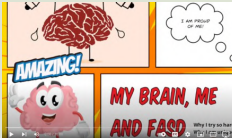
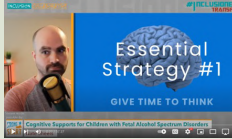
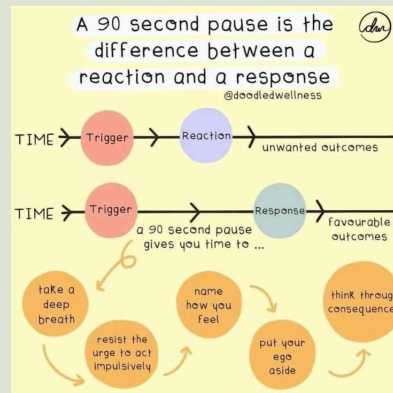


Parenting Complex Kids and Mackie's World

Don't get caught up thinking someone with FASD is more capable than they really are **WITHOUT SUPPORTS.**

If you do, resentment may creep in. Time to change or modify **YOUR expectations** so they can meet with **SUCCESS.**

facebook.com/TASDSuccess



Nate Sheets –
Essential strategies

My Brain, Me and FASD



What kids want
teachers to know video



Hub article strategies
by Tracey Jorgens and
Kirsty Griffith



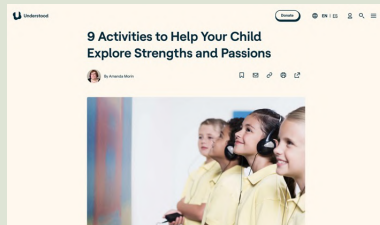
Why kids who think and
learn differently need to
stay motivated

Whaiwhakaaro – Reflect – How to solve problems (circle back)

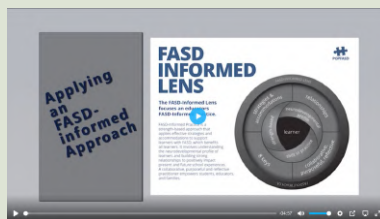
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Celebrate your success – Keep supports in place once its going well

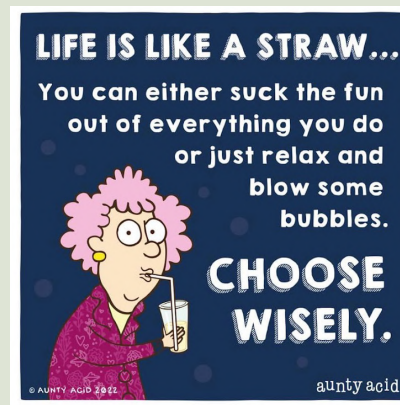
- Looks at students strengths
- Have we been doing it long enough
- Triggers
- Ask parents and caregivers
- Ask the student
- Think accommodations



9 activities to help your child explore strengths and passions



How to apply an FASD informed approach to a resource



Mana Motuhake - Empower others

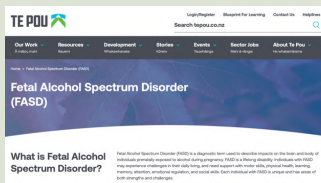
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Training Options



FASD-CAN Resources



Te Pou FASD training



NOFASD Australia training site



NOFASD Australia Webinars

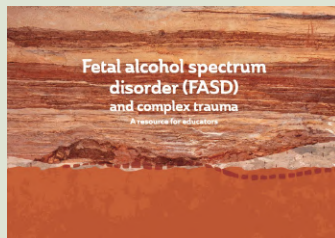


2021-2022 Webinar recording

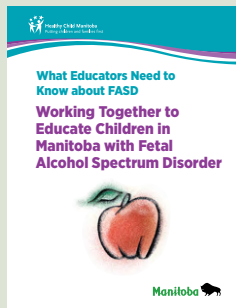
Printable Guides



FASD New Zealand
downloadable guide



FASD and complex trauma
- A resource for educators
- 2nd edition



What educators needs
to know about FASD



Building bridges with understanding
- Barry Carpenter Compiled by Carol Blackburn

To Watch



The Hidden Disability Movie

The production of this digital resource has been supported by a generous donation from WCTU and the collaboration of FASD-CAN and RTL B Cluster 10.



FASD-CAN
Fetal Alcohol Spectrum Disorder
Care Action Network



WCTU

**WOMENS CHRISTIAN TEMPERANCE UNION
NEW ZEALAND**



Manawanui ^{RT}_{LB}
Cluster 10

Ehara taku toa i te toa takitahi, engari he toa takitini.