



FASD LORRRRRSSSS (not LAWS!)

Education Support Strategy

When planning support for a student/ākonga with Fetal Alcohol Spectrum Disorder, remember that the usual LAWS don't work so well – try these LORRRRRSSSS instead!

Learning modalities

Observations

Relationship

Repetition

Role models

Routine

Self-esteem

Sensory overload

Strengths

Supervision & scaffolding



With shared strength, guidance and wisdom, those with FASD can grow and achieve.



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FASD Education LORRRRSSSS (LORS for short!)

Learning modalities, Observations, Relationship, Repetition, Role models, Routine, Self-esteem, Sensory overload, Strengths, Supervision & Scaffolding

A stable and positive education experience is a key protective factor for FASD ākonga/students. These LORS are designed for educators to help them remember all the most important elements involved in successfully supporting an ākonga with FASD.

The acronym LORS is an abbreviation of an alphabetically ordered mnemonic that has L, O, four R's and four S's. It is based around a brain, trauma and strengths-based approach to learning that focuses on the key ways people with FASD learn best in all areas of school life.

- **Learning modalities** - Use a variety of instructional methods to increase the likelihood that information will be processed and understood. Varied modalities can support engagement, task initiation, and sustained attention. This also plays to the ākonga's preferences and strengths, and is mana-enhancing.
- **Observations** - Your noted observations of the ākonga in different settings and scenarios will help you identify areas of strengths and areas of challenges where scaffolding is required for ākonga to experience success.
- **Relationship** - Felt safety is a fundamental requirement before an FASD student can even begin to attend and learn. This means building authentic, trusting relationships with a few key adults - use the 2 x 10 strategy: spend 2 mins a day for 10 consecutive days.
- **Repetition** - Repeat, repeat, repeat. And when you are sick of it, repeat again! It's the best way to shift learning over time from the working memory (generally poor) to the long-term memory (generally stronger). Even then, access to stored information can be 'patchy' due to neural pathway damage. If you find it frustrating, imagine how they must feel about it... and themselves.
- **Role models** - The importance of surrounding FASD ākonga/students with good role models (both adults and peers) cannot be under-estimated. They do not learn from mistakes and consequences but by watching and imitating the actions of others. So walk the talk yourself, and surround them with good role models who will have a positive influence on them at kura/school.
- **Routine**, consistency, structure to the day, and predictability are keystones to felt safety for FASD ākonga. Knowing what is coming next calms an anxious brain and allows learning to occur.
- **Self-esteem** - Everything educators do must be aimed at maintaining an FASD ākonga's self-esteem and mana / dignity. Failure to do so can lead to many adverse life outcomes. Remember it takes five positive experiences a day to off-set one negative experience. A healthy self-esteem leads to a desire to keep going and persevere. Coupled with a growth mindset, this keeps them motivated to stay in school and keep learning.
- **Sensory overload** - Sensory triggers can set off the fight, flight, freeze response which can be traumatic for all. Build a sensory profile and diet for the ākonga/student, and use it everywhere in school activities.
- **Strengths** - People with FASD are constantly told about their weaknesses - which they cannot change. So play to their strengths and interests. Develop learning plans around these to aid in their engagement and motivation to learn.
- **Supervision & scaffolding** - Supervision is essential to the ongoing inclusion of an FASD student in school due to the symptoms that come with their brain damage. They are not naughty, disobedient children - they are struggling with brain damage they did not ask for and do not want. Because their brains can be affected in so many ways, often manifesting in high impulsivity, no understanding of societal cues, and no 'off' switch, they need scaffolding support afforded by supervision. Leaving them unsupervised is a recipe for potential problems that can often end in exclusion.

