# **FASD-Informed Teaching (FIT) Framework**

# ASON TO UR STUDENT

- review student files, formal assessments, behaviour records, IEPs, report cards, look for pertinent information about student's functional levels

- ask for clarification from specialist staff

# Interview (student & parent)

- spend time talking with student and caregivers
- ask about the student's stengths, interests, limitations, preferences, needs, family, friends
- consider the "2x10" strategy (2 minutes x 10 school days in a row to establish a stronger connection with a student

- consider the idea that "our students are our best teachers"
- look for attained and missing skills, patterns, preferences, strengths possible sensory issues, social connections, and triggers

- administer classroom-based and standardized assessment as appropriate
- collect work samples and observational data

# RESPONDING TO BEHAVIOUR

- use a calm, direct response to behaviour
- respond immediately to signs of agitation
- ensure your regulation is at a good place before responding
- utilize active supervision: scan, move, interact
- focus on teaching expectations while protecting student dignity &
- use least intrusive methods first: proximity, gestures, gentle TEACHING PRACTICES
  - reteach, review classroom expectations and routines

- include all know your class & plan for ALL at outset
- make everything concrete, relevant, and multi-sensory
  - reframe approaches to match developmental level
    - allow for repetition and practice opportunities
      - use a proactive approach set up for success - start with easy tasks & move to difficult
        - provide opportunities for movement
          - identify, then directly teach skills
            - scaffold on strengths

# APPROACH

- shift from "won't" to "can't vet
- give your student a voice. ask "what helps?"
- approach your student like they have a brain-based, physical disability
- ask, "Are the student behaviours you're seeing intentional, willful, malicious? Or are the behaviours a
- result of an underlying difficulty to meet expectations? - consider implementing some individual-type strategies
- BRAIN-BRSED NEEDS - create a classroom environment that meets all brain-based needs; calm, structured, predictable, and safe
- practice responsive teaching: be aware of what is happening in the classroom at all times
- identify Primary Disabilities & provide support, utilizing aspects of student's profile

# PRIMARY DISABILITIES

Abstract Concepts, Attention, Dysmaturity, Generalizing, Impulsivity, Language, Linking Actions/Predicting Outcomes, Memory, Planning/Organizing, Regulation, Sensory, Slow Processing, Staying Still

# STRUCTURE

- establish unchanging elements of a classroom & our practice that support the primary disabilities by being consistent & predictable
- utilize the 8 keys: consistent, simple, specific, repetition, structure, supervision, routine, concrete
- use daily schedules, behaviour prompts, anchor charts, checklists, directions, visual supports

RELATIONSHIP & TRUST

- consider desk placement: traffic flow, flexibility, proximity to adults
- establish quiet spaces: for work, calm down, instructional support
- manage clutter: reduce excess, remove distractions, defined
- ensure consistency: visual supports, where supplies belong movement - breaks, stand-up desks, variety of "chairs"

- consider activities that create a positive & inclusive feel
- give students a voice create rules together
- encourge a culture of brain differences
- have fun

ENVIRONMENT



