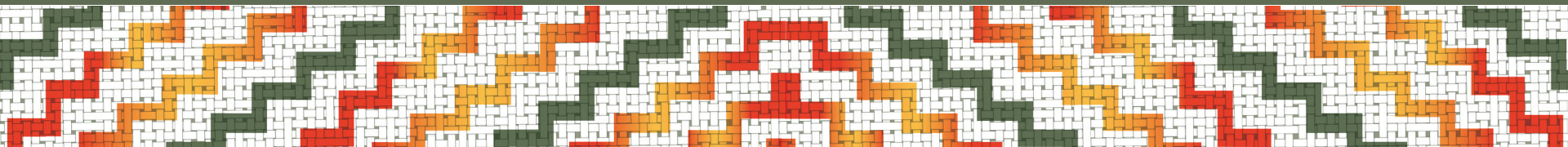


Learning about FASD

Following the He Pikorua pathway

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



RTLB/ MOE

If you are an RTLB/ 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

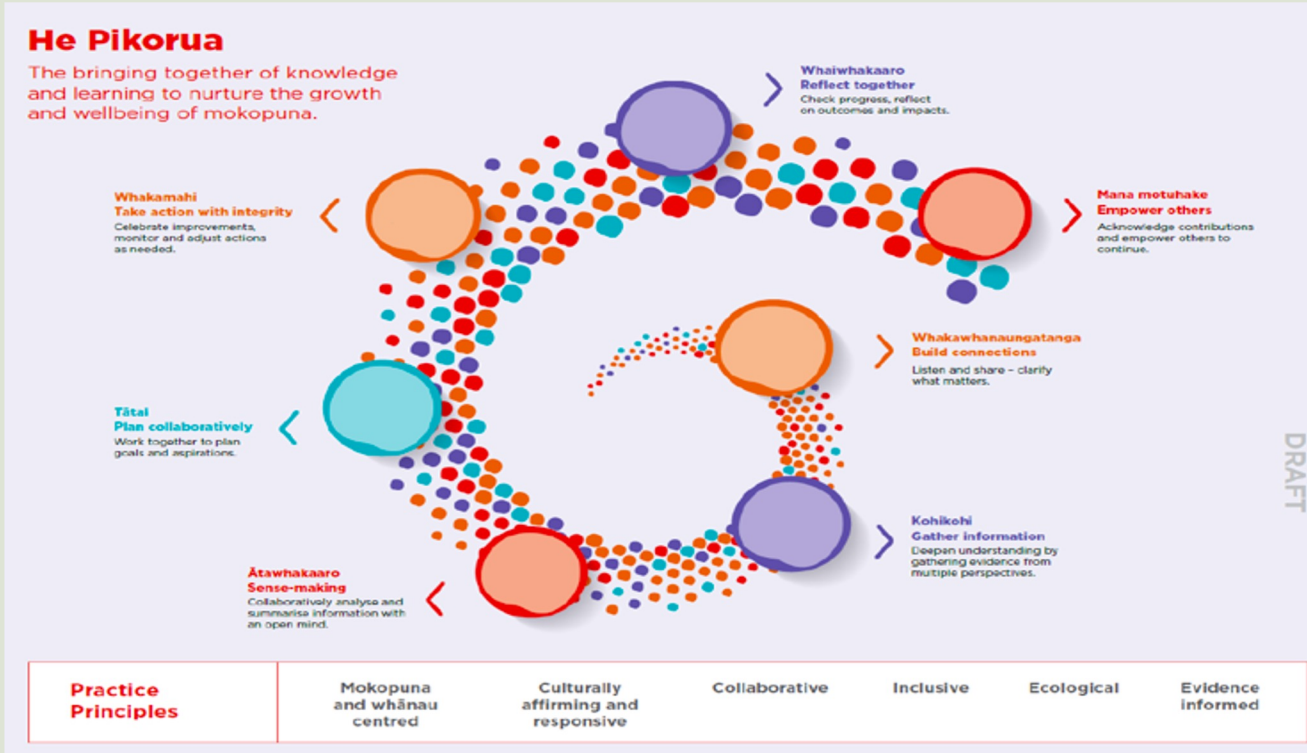
If you are a teacher - remember **relationship is key**. Build your knowledge of FASD through both the video clips about FASD and through listening to the student and whanau.

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



Working with integrity working in the He Pikorua model

To do this we need to:

- Build a positive relationship with the student and whanau.
- 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

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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**



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Slide 1. Title

Slide 2. How to use this resource

Slide 3. He Pikorua diagram MOE

Slide 4. **Whakamahī** - Working with integrity: A school overview of what is needed to succeed when supporting students with FASD.

Slide 5. Table of Contents Guide

Slide 6. **Whakawhanaungatanga** - Build Connection
- List of NZ organisations with info on FASD

Slide 7. **Whakawhanaungatanga** - Build Connection
- List of overseas organisations with info on FASD

Slide 8. Relationship is the master key to making a difference
- Gain the student and whanau perspective

Slide 9. FASD is what I have not what I am - Poster

Slide 10. **Whakawhanaungatanga** Use parent knowledge to make a profile to the student (includes templates)

Slide 11. Inspirational quotes

Slide 12. **Kohikohi** Gather information - build knowledge of FASD
- Three Canadian modules a must view.
Expanding common issues to consider

Slide 13. Overview of Why behavioural approaches may not work

Slide 14. Brain not blame - Tip Sheet - Change of perspective

Slide 15. Inspirational quotes

Slide 16. **Kohikohi** - Charting the students abilities - Ability wheel
- giving you a visual picture of your data. Dr Vanessa Spiller

Slide 17. **Ata Whakaaro:** Understanding Executive Functioning

Slide 18. **Ata Whakaaro:** Understanding Dysmaturity

Slide 19. **Ata Whakaaro:** Understanding memory

Slide 20. **Ata Whakaaro:** Sense making

Slide 21. **Tatai:** Planning the strategies: How to make it work.

Slide 22. **Tatai:** Nate Sheets view on how to make it work.
These clips may give you important insight into why your student behaves as they do.

Slide 23. **Tatai:** How to ask the right question
- Dr Ross Green Collaborative problem solving

Slide 24. **Tatai:** Planning: Profiling sensory needs and calming strategies.

Slide 25. Continuation of Sensory profiling and calming

Slide 26. Carol Gray Resources - Social Stories

Slide 27. Continuation of How to make it work - Explicit teaching, visuals, scaffolding, how to use rewards and consequences successfully

Slide 28. Duplicate of slide 4 **Whakamahī:** Taking action with integrity

Slide 29. **Whakamahī:** Taking action with integrity con't

Slide 30. **Whaiwhakaaro:** Reflect

Slide 31. **Mana Motuhake:** Empowering others

Slide 32. 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

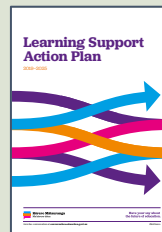


the
education
hub

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.

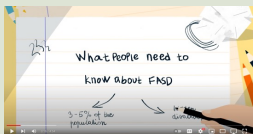
Relationship is the master key to making a difference

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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



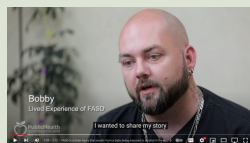
Myles Himmelreich, who has FASD shares - What Educators Need to Know



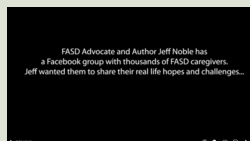
Hidden Epidemic Of Fetal Alcohol Syndrome



Jazpa's Story



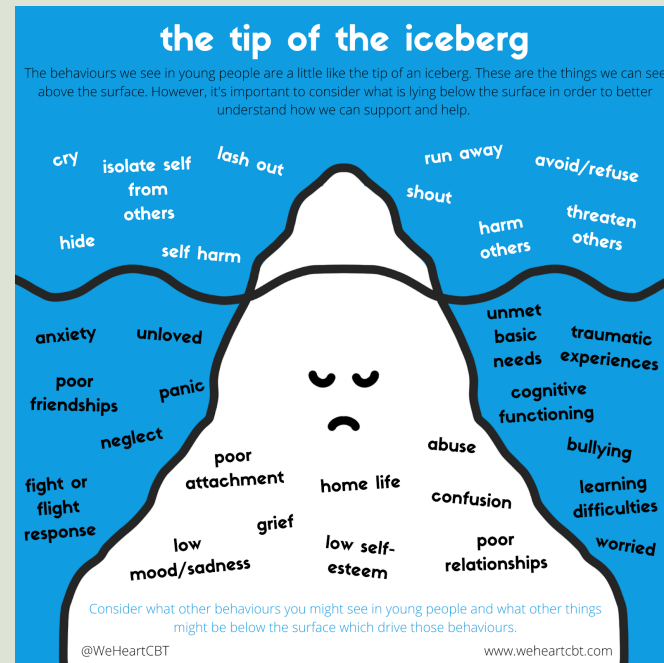
Bobby shares how he has learned to accept and successfully manage his disability



Caregivers share their hopes and challenges



Siblings with Fetal Alcohol Syndrome (An Adoption Story)



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

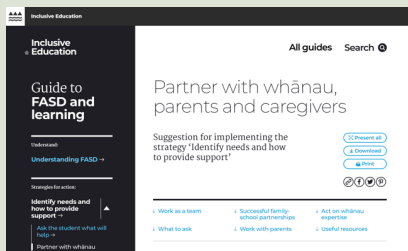
**FASD is what I HAVE...
not what I AM.**

Relationship is the master key

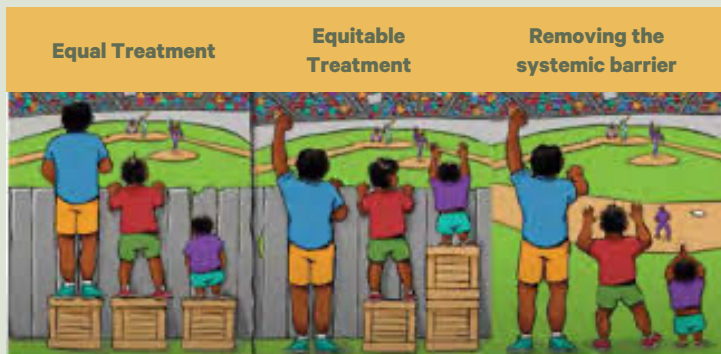
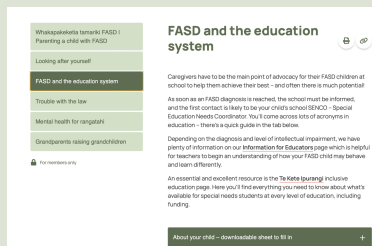
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Use parent knowledge to make a profile of the student

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!



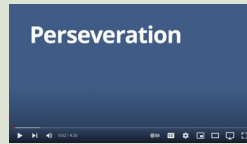
Three Canadian modules to show you what alcohol does to the brain and how it impacts functioning



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



Perseveration



Emotional Regulation



Kim Barthel
“Speaking about
the Brain”



Dan Dubovsky -
The Approach



Dan Dubovsky -
Strategies for
Improving Outcomes



Dan Dubovsky -
Rewards and
Consequences

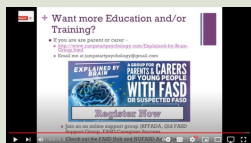


Dan Dubovsky -
Comparing ODD,
ADHD, and FASD

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

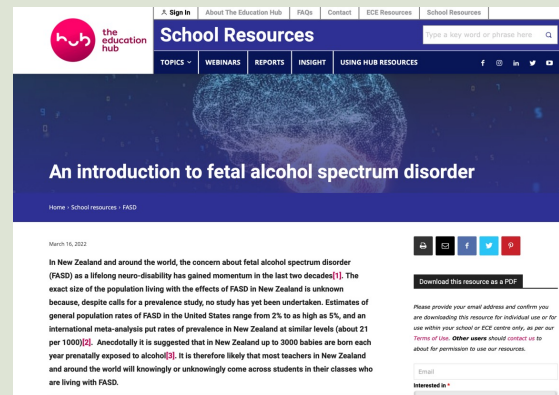


Nathan Ory
- Why Kids Steal



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

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 ★.



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.

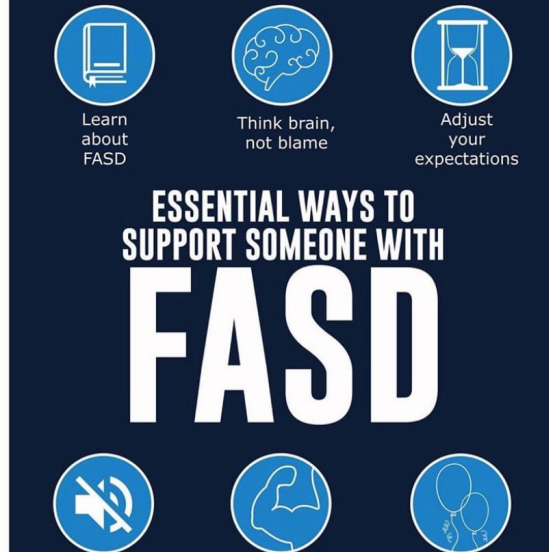
- Sue Hawk's V&A



WHEN THINKING ABOUT FASD, WE OFTEN OVERLOOK POOR JUDGEMENT.

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

FASD
SUPPORT



Learn about FASD

Think brain, not blame

Adjust your expectations

ESSENTIAL WAYS TO SUPPORT SOMEONE WITH FASD

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 be, 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 scans (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
- Challenges with transitions and change
- 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

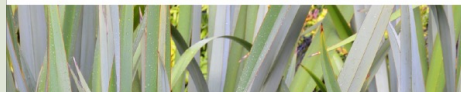
MOTOR SKILLS

- 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

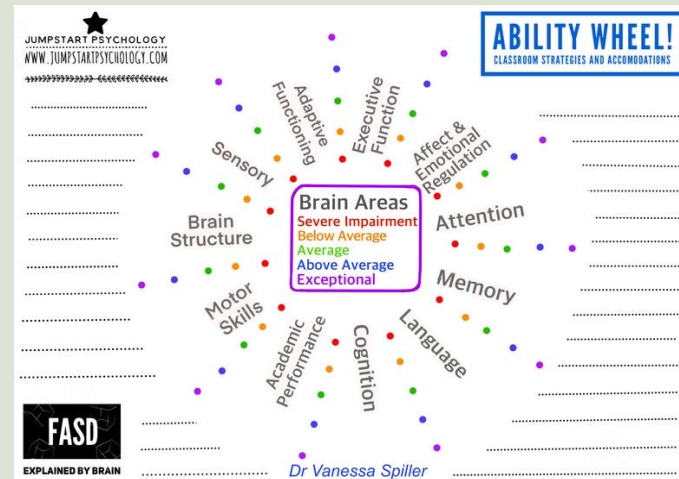
Ref: Menchola, FASD Network, Professional FASD Assessment and Support



Overlapping Behavioral Characteristics & Related Mental Health Diagnoses in Children

Overlapping Characteristics & Mental Health Diagnoses	FASD		ADD/ADHD		Sensory Int. Dys.		Autism		Bi-Polar		RAD		Depression		OCD		Trauma		Perv. Dis.	
	Organic	Organic	Organic	Organic	Organic	Organic	Organic	Mood	Mood	Mood	Mood	Environ	Environ	Mood	Mood	Environ	Environ	Mood	Mood	
Easily distracted by extraneous stimuli	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Developmental Dysmaturity	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Feel Different from other people	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Often does not follow through on instructions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Often interrupts/blurts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Often engages in activities without considering possible consequences	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Often has difficulty organizing tasks & activities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Difficulty with transitions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
No impulse controls, acts impulsive	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sleep Disturbance	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Indiscriminately affectionate with strangers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lack of eye contact	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Not easily soothed	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lying about the obvious	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
No impulse controls, acts impulsive	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Learning lags: "Word's team, some can't learn"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Inconsistent cluster, or abnormal speech patterns	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Increased startle response	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Emotionally volatile, often exhibit wide mood swings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Depression develops, often in teen years	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Problems with social interactions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Defect in speech and language, delays	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Over/under-responsive to stimuli	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Persistence, inflexibility	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Excitability in response to stress	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Poor problem solving	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Difficulty seeing cause & effect	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Exceptional abilities in one area	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Given an "either/or" choice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Law when it would be easy to tell the truth	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Difficulty initiating, following through	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Difficulty with relationships	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Manage time poorly; lack of comprehension of time	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Information processing difficulties	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Specific language, receptive vs. expressive	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Often loses temper	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Often argues with adults	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Often actively defies or refuses to comply	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Often blames others for his or her mistakes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Is often easily or easily annoyed by others	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Is often angry and resentful	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Colby Bray-Thompson, Adoption Training Coordinator, Hennepin County, MN 952-541-4251 colby_bray-thompson@hennepin.us 3/2016
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 willful 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/FASDsuccess

Executive Functioning Skills

Planning is the ability to figure out how to accomplish our goals.

Organization is the ability to develop and maintain a system that keeps materials and plans orderly.

Time Management is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.

Task Initiation is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.

Working Memory is the mental processes that allow us to hold information in our minds while working with it.

Metacognition is being aware of what you know and using that information to help you learn.

Self-Control is the ability to regulate yourself including your thoughts, actions, and emotions.

Attention is being able to focus on a person or task for a period of time and shifting that attention when needed.

Perseverance is the ability to stick with a task and not give up, even when it becomes challenging.

Flexibility is the ability to adapt to new situations and deal with change.

www.thepathway2success.com

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

Ata Whakaaro - Sense making / apply the information.

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.



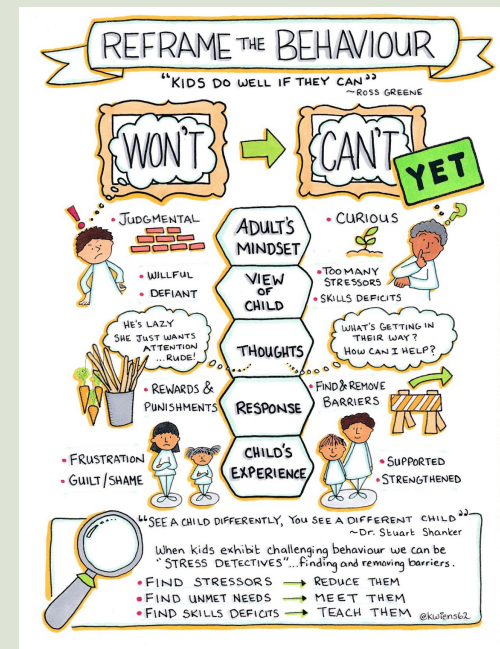
Understanding Dysmaturity



Flip your lid analogy



NOFASD Australia



Kristen Wiens

Memory Difficulties

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



Adaptive
Functioning
and FASD

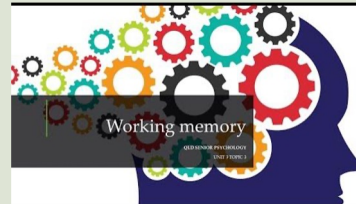
Retrieving information from long term memory is often difficult for students with FASD as well.



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.

Return to Contents

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

GROWTH MINDSET & SELF-REGULATION

INSTEAD OF THINKING... (FIXED MINDSET)	TRY THINKING... (GROWTH MINDSET)
● HE NEEDS TO LEARN SOME SELF-CONTROL.	● HE NEEDS HELP WITH SELF-REGULATION.
● SHE KEEPS GIVING ME A HARD TIME.	● SHE IS HAVING A HARD TIME. HOW CAN I HELP?
● MY CLASSROOM WORKS FINE FOR ALL THE OTHER STUDENTS.	● EVERY STUDENT IS UNIQUE. WHAT CHANGES CAN I MAKE TO SUPPORT THIS STUDENT?
● HIS BEHAVIOUR COMES OUT OF THE BLUE.	● LET'S LOOK DEEPER FOR PATTERNS AND SETTING EVENTS.
● NOTHING WORKS FOR THIS CHILD.	● WHAT ELSE CAN I TRY?
● SHE JUST NEEDS TO CALM DOWN.	● DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?
● HE WON'T EVER LEARN SELF-REGULATION.	● HOW CAN I HELP HIM LEARN SELF-REGULATION?

GROWTH MINDSET AND SELF-REGULATION
DECREASE JUDGEMENT AND INCREASE CURIOSITY

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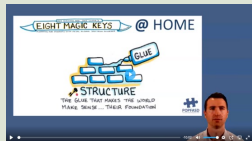
Click a thumbnail to watch the Youtube video or visit a website



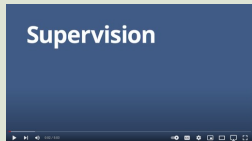
Eight Magic Keys for Developing Successful Interventions for Students with FASD



Separate videos of the eight magic keys



Structure



5 s' Supervision



Create structure in a flexible space



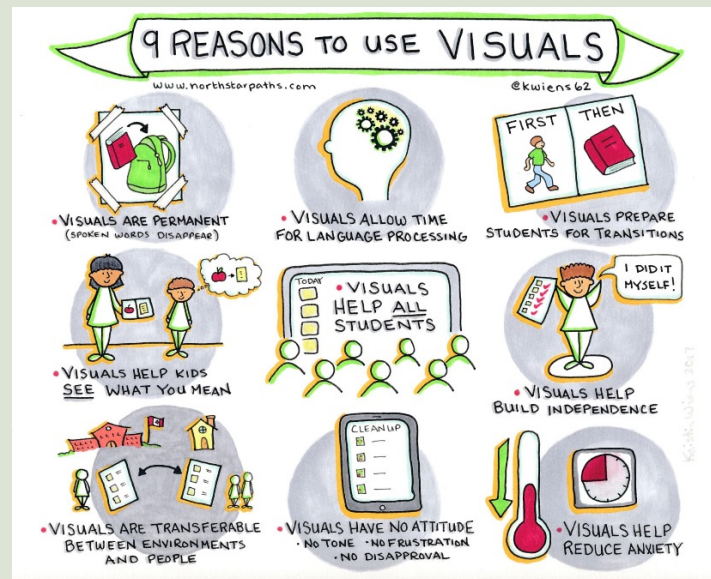
AT options



Explains how to establish classroom routines



Communication - Strategies That Work!



Kristen Wiens

Tatai – Planning: How to make it work

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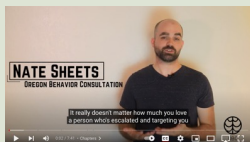
Click a thumbnail to watch the Youtube video or visit a website



Nate Sheets - Handling Escalation: From anger to out of control



Nate Sheets - Cognitive Support™ : Proactive Plans



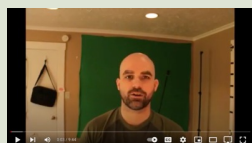
5 Unhelpful Responses We Have to Escalated Kids and Adults



Nate Sheets - Cognitive Support™: Effective Proactive Conversations



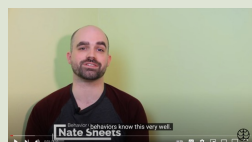
Using a "Stop & Think Plan" to Help with Processing



"Won't This Make Things Worse?"



Starting Places: Oppositional Behavior



Check out this different perspective – “Why Do Kids and Teens Have Challenging Behaviors?”



All in this Together, Episode 1: Cognitive Supports & Planning for Escalation



Nate Sheets - Painting a picture – using executive functioning skill

OBC Cognitive skills and task list

The image shows a document titled "Cognitive Skills and Task List" with a table of skills and tasks. The table has columns for Skill ID, Skill Name, and Rating. The skills are categorized into Executive Functioning, Processing Perception, and Memory. The document also includes a section for "Executive Functioning Categories" with a table of categories and their corresponding skills.

Category	Skills
Attention	Skills #1-7
Working Memory	Skills #8-14
Planning	Skills #15-17
Task Initiation	Skills #18-20
Working Memory	Skills #21-23
Task Organization	Skills #24-26

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 \(Skills #15-#17\)](#)

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



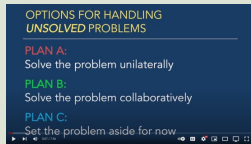
Problems not behaviours



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

ALSUP ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS

Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME _____ DATE _____

INSTRUCTIONS: The ALSUP 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 nonverbalizable list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<ul style="list-style-type: none"> <input type="checkbox"/> Difficulty handling transitions, shifting from one incident or task to another <input type="checkbox"/> Difficulty string 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 reactivity and/or anxiety significantly impairs capacity for problem-solving or "big brain" frustration <input type="checkbox"/> Difficulty using "smart" commonsense, logic, facts & rules; thinking <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 able to accept alternative solutions that would "logically" be used to adjust a plan of action <input type="checkbox"/> Inflexible, unrealistic mental representations or perceptions of others (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame it on me," "It's all her," "She's stupid") <input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/ cues/perspectives of social partners <input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with new/struggling or new social 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 	<div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><small>UNSOLVED PROBLEM GUIDE: Unsolved problems with the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior, free of adult theories and expectations, "right" (not "stupid") and specific.</small></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><small>HOME EXAMPLES:</small></p> <ul style="list-style-type: none"> • Difficulty getting out of bed in the morning in time to get to school • Difficulty getting dressed or completing homework assignments • Difficulty ending the video game to get ready for bed at night • Difficulty getting started in the morning when going to work • Difficulty arriving at school and not being able to follow after school • Difficulty with the feelings of anxiety in class • Difficulty starting math homework </div> <div style="width: 45%;"> <p><small>SCHOOL EXAMPLES:</small></p> <ul style="list-style-type: none"> • Difficulty missing from class one time to lunch • Difficulty getting stuck in line during social time • Difficulty missing hand during social studies discussions • Difficulty getting started or engaged in recess/center or playground • Difficulty transitioning to lunch </div> </div> </div>

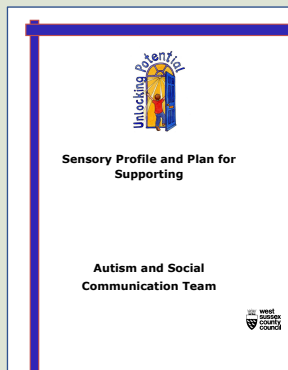
livesinthebalance.org

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

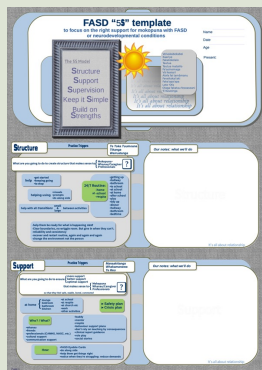
Click a thumbnail to watch the Youtube video or visit a website



Interoception | 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

- Strategies like removing clothing tags, dimming the lights, or using noise-canceling headphones
- Fidgets or chewing gum to help sensory seekers maintain a "just right" state
- 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

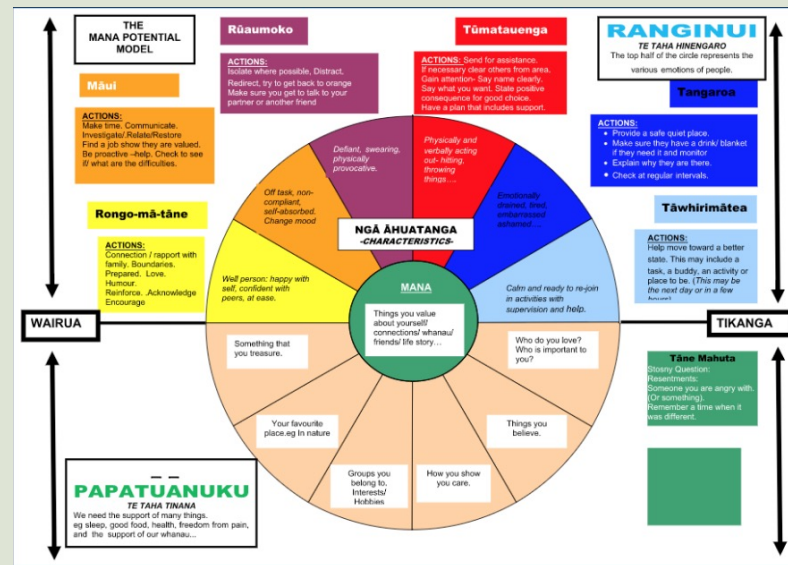
Click a thumbnail to watch the Youtube video or visit a website



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

WHAT TO PUT IN A CALM DOWN BOX	
www.andnextcomesL.com	
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.andnextcomesL.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

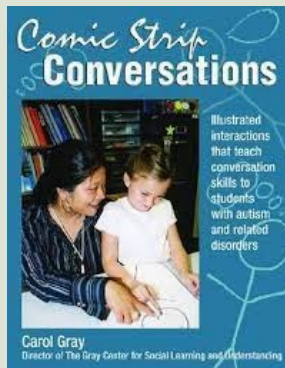
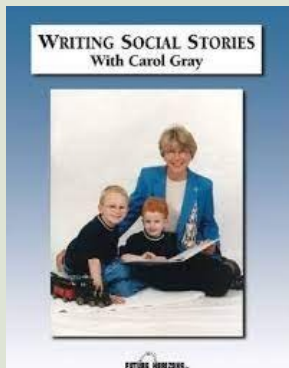
Click here for the webpage [Mana Enhancement](#) training

How to make it work – Put in the accommodations

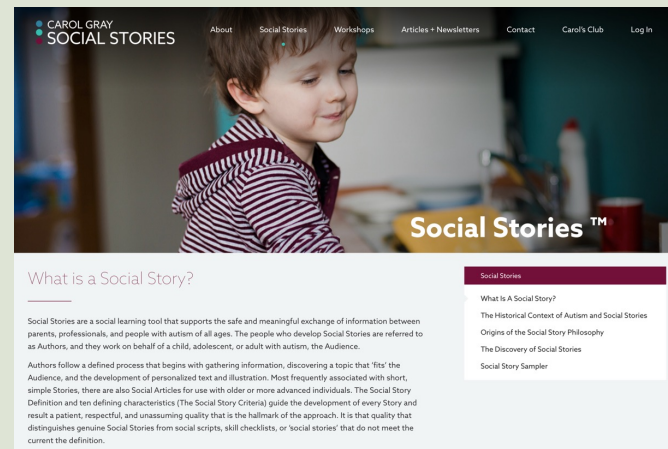
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Social Stories – Carol Gray Resources

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

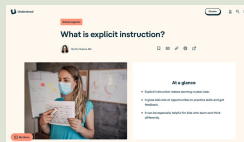
Independent work - supporting a student to do a task step by step is about completing the task - it is not learning how to do independent work. We have to teach how to do independent work by teaching the routine/ structure of independent work.

An independent work system tell the students:

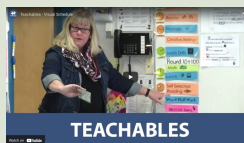
- What is the work?
- Is work they know how and can complete correctly without help
- What to do when I am finished.



What is wrong with “no”- a blog



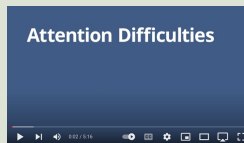
Explicit teaching from Understood website



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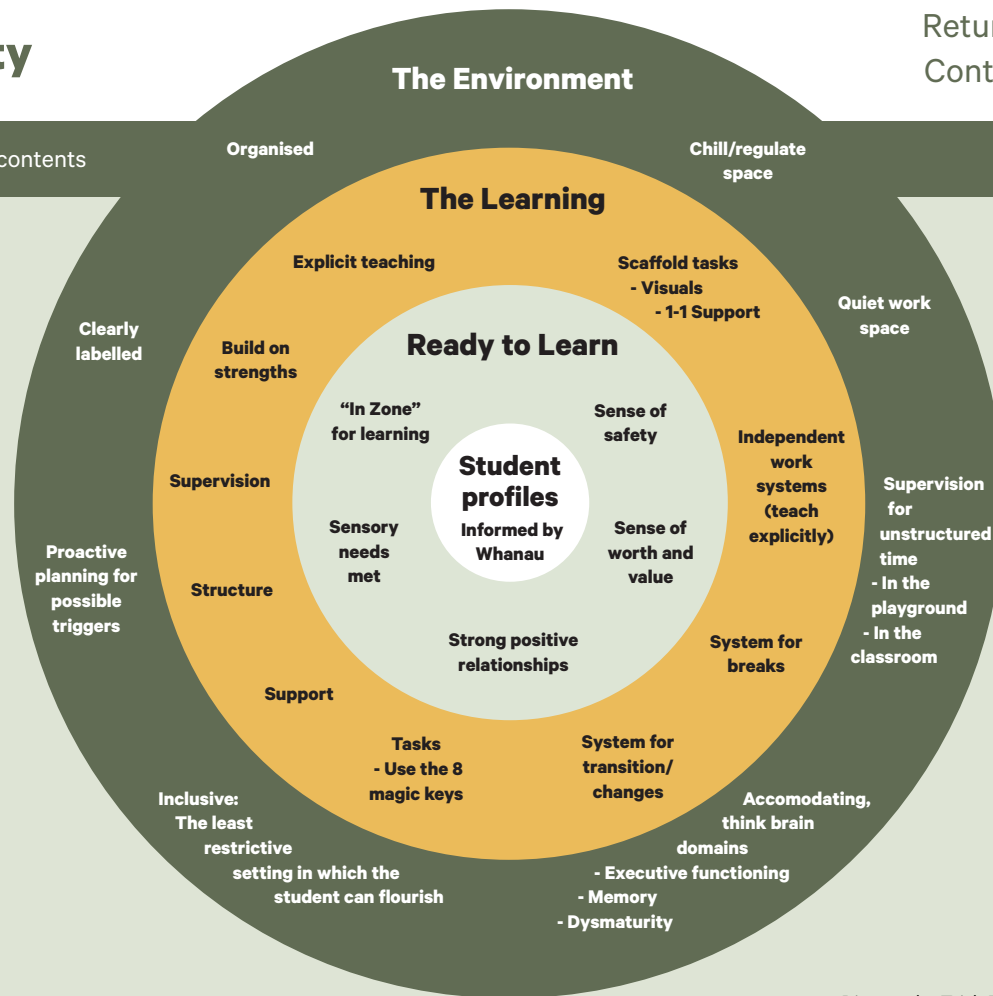
Click on an icon in the bands for more information or refer to the table of contents

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



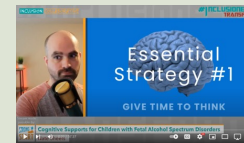
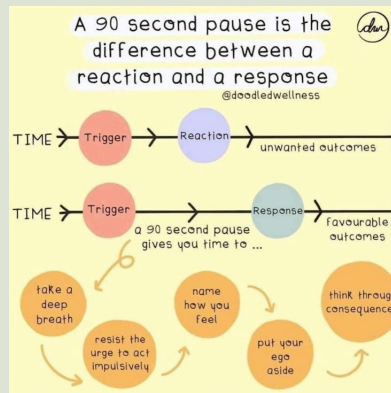
Parenting Complex Kids and Mackie's World

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.**



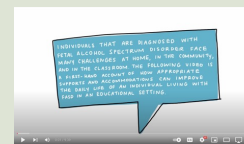
facebook.com/TASDSuccess



Nate Sheets – Essential strategies



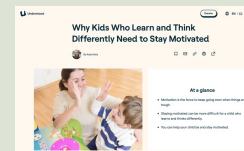
My Brain, Me and FASD



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)

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

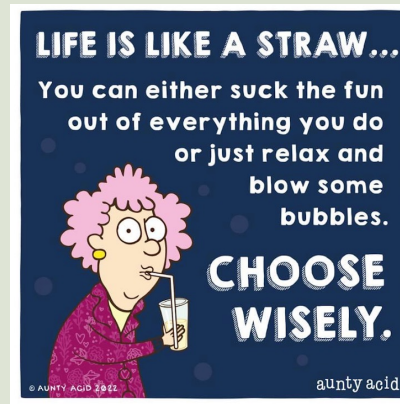
- Looks at students strengths
- Have we been doing it long enough
- Triggers
- Ask parents and caregivers
- Ask the student
- Think accommodations



9 activities to help your child explore strengths and passions



How to apply an FASD informed approach to a resource

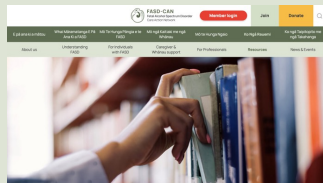


Mana Motuhake - Empower others

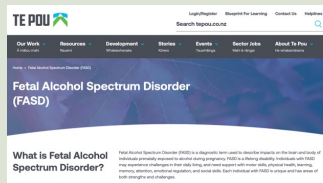
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Training Options



FASD-CAN Resources



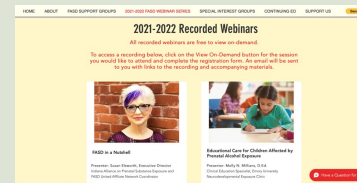
Te Pou FASD training



NOFASD Australia training site



NOFASD Australia Webinars

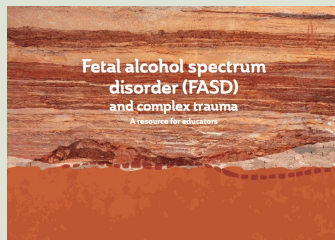


2021-2022 Webinar recording

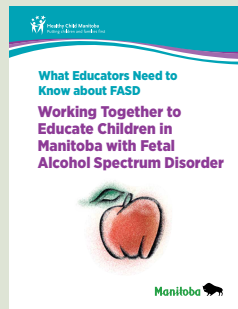
Printable Guides



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

Contributors to this resource

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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**



Feedback and questions to Trish Porter - trishp@rtlcluster10.school.nz