

Appendix C

The following activities provide opportunities to engage school staff in learning about this resource and FASD.

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Activity 1–Jigsaw: Overview of FASD

Purpose

To familiarize participants with defining features, terminology, characteristics and key considerations for planning effective education programs.

Briefing

The starting point to effective education programs for students with FASD is understanding of the disorder and key considerations in planning programs.

Grouping

Home group—Expert groups—Home group

Process

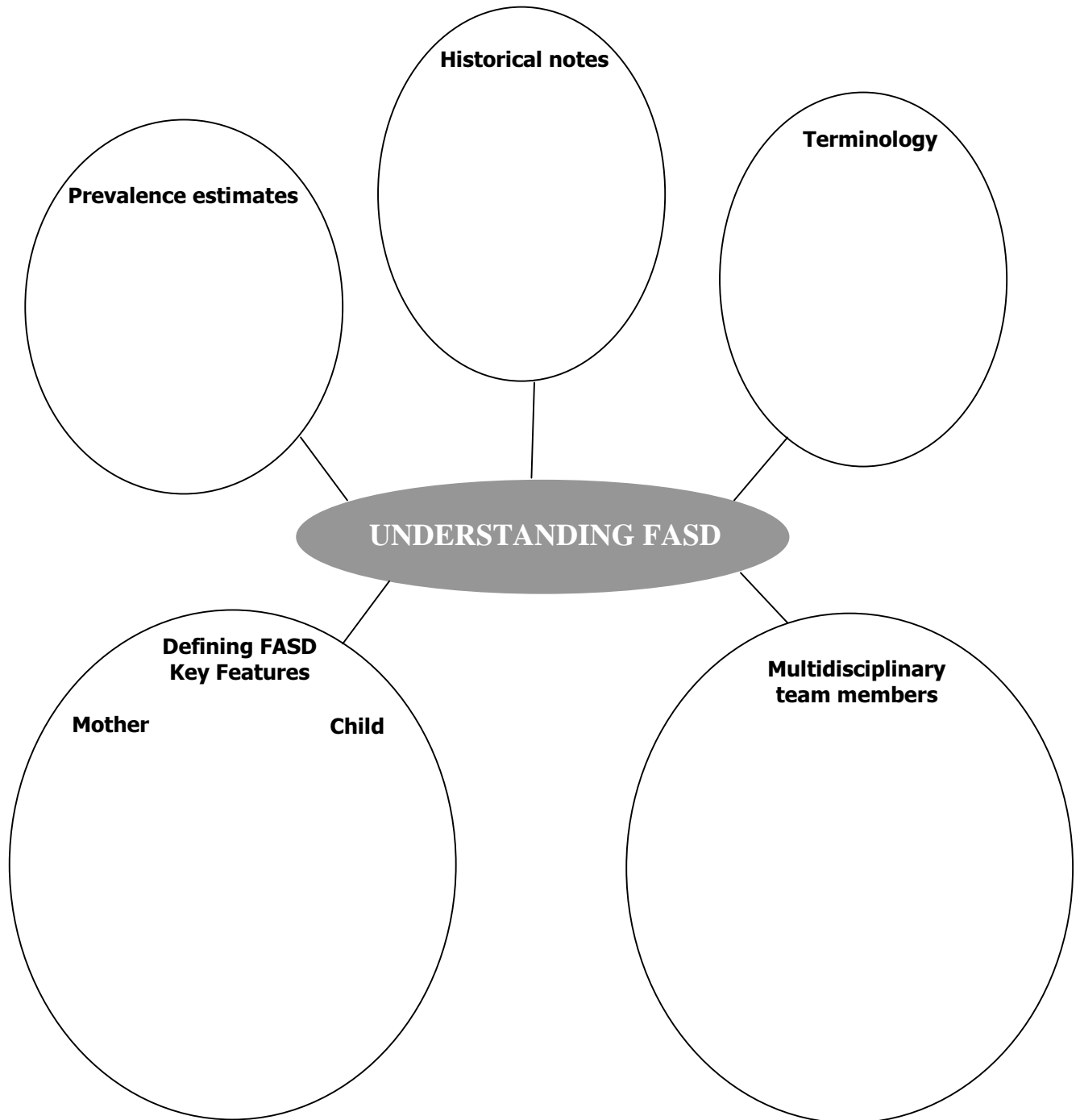
1. Form home groups with three members. Each member will become an expert in one topic that will contribute to overall understanding of FASD.
2. Members leave their home groups and join their assigned expert groups to review material. Each expert group summarizes relevant information on the related handout.
 - Expert Group A: Understanding FASD
 - Expert Group B: Primary disabilities
 - Expert Group C: Key considerations for planning effective programs
3. Experts then return to their home groups. Taking five minutes, experts relate their knowledge to the group, until everyone has shared.

Wrap-up

Stress that FASD is a medical diagnosis. Highlight the importance of collaboration, and the key role teachers play in building on the strengths of students and creating hope for their futures.

Expert Group A

Review the information in Chapter 1, pages 3–8. Complete the following semantic map outlining relevant details in each category.



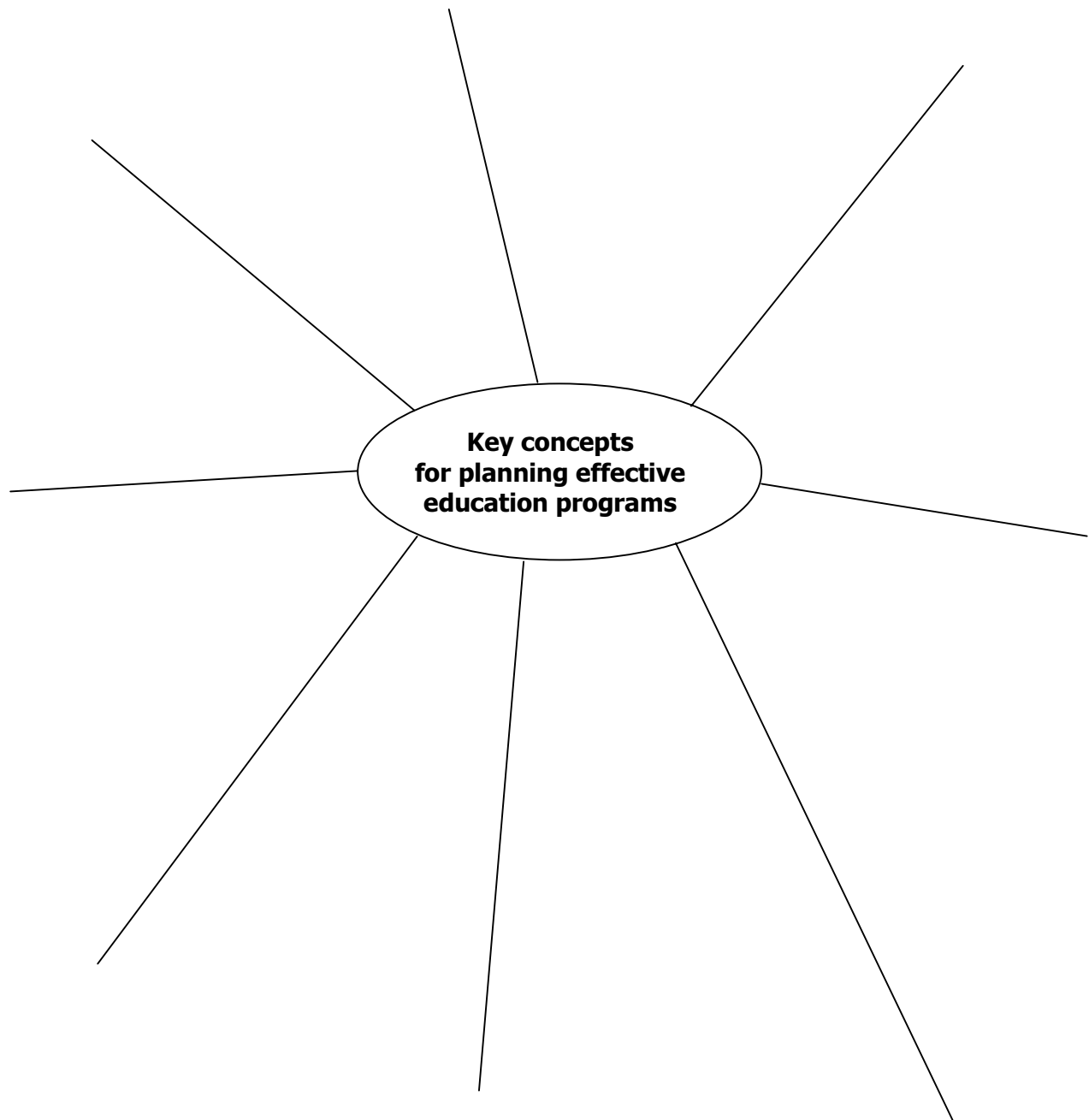
Expert Group B

Review the information in Chapter 1, pages 10–13. Complete the chart below listing the primary disabilities associated with FASD, and selecting examples of related characteristics observed during school years.

Primary disabilities	Examples during school years
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Expert Group C

Review the information provided in Chapter 2 (pages 15–26). Complete the following chart indicating a key concept on each spoke. Select two key concepts and provide an example of a best practice.



Activity 2–Quick Tour: Overview of the Contents of the Resource

Purpose

To familiarize participants with the contents of *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope*.

Briefing

Teachers are able to plan effective education programs for students with FASD when they have knowledge about the disorder and strategies to implement in the classroom. The resource provides extensive background information to help teachers better understand the challenges faced by students with FASD. The resource offers suggestions for creating a positive classroom climate, organizing instruction and responding to students' needs in various domains.

Grouping

Participants work in pairs or small groups.

Process

1. Each participant has a copy of the Quick Tour (Activity 2). Each pair or small group completes the Quick Tour. The task requires that participants review the table of contents, skim the resource and write down the page number(s) where they can find information to answer the questions on the Quick Tour.
2. Participants share their findings with the large group. An answer key is provided to assist in giving feedback.

Wrap-up

Summarize the range of information included in the resource.

Quick Tour

Turn to the table of contents of *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope*. Use the table of contents and skim chapters to locate information that will help answer the following questions. Write down page numbers where the relevant information is located.

1. What is the definition of FASD? _____
2. How do I address lying? _____
3. What are common characteristics among individuals with FASD at particular ages, e.g., infancy, during school years? _____
4. If I need to adjust my expectations of students with FASD from chronological age-appropriate expectations to developmental age-appropriate expectations to plan an effective education program, how do I know what to expect from a 10-year-old with FASD?

5. How can I help students with FASD move toward greater self-management of their behaviours? _____
6. What kinds of talents and strengths might individuals with FASD demonstrate? _____
7. How do I address sensory processing difficulties? _____
8. Students with FASD often have difficulty connecting cause and effect, and understanding consequences. How do I establish clear behavioural expectations in the classroom? _____
9. How can I support participation of students with FASD in whole class instruction? _____
10. How prevalent is FASD? _____
11. What intervention strategies can I use with students who have attention difficulties? _____
12. How can I help individual students examine how they get along with others? _____
13. What strategies can I use for structuring the physical learning environment for students with FASD? _____
14. What kinds of intervention strategies specifically address memory difficulties? _____
15. How can I help parents explain FASD to their children? _____

Quick Tour Answer Key

Turn to the table of contents of *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope*. Use the table of contents and skim chapters to locate information that will help answer the following questions. Write down page numbers where the relevant information is located.

1. What is the definition of FASD? **Chapter 1, pages 3–4**
2. How do I address lying? **Chapter 4, pages 53–54**
3. What are common characteristics among individuals with FASD at particular ages, e.g., infancy, during school years? **Chapter 1, pages 10–13**
4. If I need to adjust my expectations of students with FASD from chronological age-appropriate expectations to developmental age-appropriate expectations to plan an effective education program, how do I know what to expect from a 10-year-old with FASD? **Chapter 2, page 21**
5. How can I help students with FASD move toward greater self-management of their behaviours? **Chapter 4, pages 67–69**
6. What kinds of talents and strengths might individuals with FASD demonstrate? **Chapter 1, page 14**
7. How do I address sensory processing difficulties? **Chapter 5, pages 73–77**
8. Students with FASD often have difficulty connecting cause and effect, and understanding consequences. How do I establish clear behavioural expectations in the classroom? **Chapter 4, page 59**
9. How can I support participation of students with FASD in whole class instruction? **Chapter 3, pages 33–36**
10. How prevalent is FASD? **Chapter 1, page 5**
11. What intervention strategies can I use with students who have attention difficulties? **Chapter 5, pages 86–89**
12. How can I help individual students examine how they get along with others? **Appendix A7, pages 118–119**
13. What strategies can I use for structuring the physical learning environment for students with FASD? **Chapter 3, pages 27–31**
14. What kinds of intervention strategies specifically address memory difficulties? **Chapter 5, pages 89–93**
15. How can I help parents explain FASD to their children? **Appendix A8, pages 120–121**

Activity 3–Treasure Hunt: Exploring Strategies and Ideas

Purpose

To provide an opportunity for participants to examine the resource *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* in more depth by responding to specific scenarios.

Briefing

The resource includes many ideas and strategies to address the complex needs of students with FASD. It is important for teachers to have an opportunity to think about practical strategies to address specific problem areas or situations.

Grouping

Pairs or small groups.

Process

1. Each participant has a copy of the Treasure Hunt (Activity 3). Pairs or small groups review the resource, and note ideas and strategies that would help address each scenario. They may also wish to note page numbers of relevant sections of the resource for future reference.
2. In a large group, pairs or small groups share their ideas. An answer key noting sections of the resource that contain information relevant to each scenario is provided.

Wrap-up

Encourage participants to think about the students in their classes and identify how the information in the resource can be used to create understanding and build programming, interventions and supports to meet the special learning needs of these students.

Treasure Hunt

Use the resource *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* to find strategies and ideas that could help you in the following scenarios. Jot down the ideas suggested in the resource and note page numbers.

1. You have a student with FASD who experiences significant memory difficulties, such as recalling colours and shapes, and remembering daily routines.
2. You are concerned that a student with FASD in your class has difficulty in social interactions with other students.
3. A student with FASD is experiencing difficulty with writing tasks. The work is messy with much erasing, is not on the lines, has poor spacing between letters and words, and is generally difficult to read.
4. A student with FASD frequently makes up stories to explain situations. You are concerned.

Treasure Hunt Answer Key

Use the resource *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope* to find strategies and ideas that could help you in the following scenarios. Jot down the ideas suggested in the resource and note page numbers.

1. You have a student with FASD who experiences significant memory difficulties, such as recalling colours and shapes, and remembering daily routines.
Chapter 5, pages 89–93
2. You are concerned that a student with FASD in your class has difficulty in social interactions with other students.
Chapter 3, pages 36–43 and Chapter 5, pages 83–85
3. A student with FASD is experiencing difficulty with writing tasks. The work is messy with much erasing, is not on the lines, has poor spacing between letters and words, and is generally difficult to read.
Chapter 5, pages 79–80
4. A student with FASD frequently makes up stories to explain situations. You are concerned.
Chapter 4, pages 53–54
5. A student with FASD is experiencing behaviour difficulties in the lunchroom.
Chapter 3, page 44
6. You have set a personal goal of increased participation by parents in the IPP process for a student with FASD.
Chapter 2, pages 22–23, and Appendices A2 and A3, pages 112–113
7. A student with FASD is having particular difficulty in transitioning from one activity to the next during the school day.
Chapter 4, pages 57–58
8. A student with FASD will be leaving your class to go to a new school. You are meeting with the receiving teacher to share information. You would like to discuss the importance of correctly interpreting typical responses of students with FASD.
Chapter 4, page 52
9. You are reviewing the physical set-up of your classroom. You would like to assess how it could better accommodate students with special needs, particularly students with attention difficulties.
Appendix A6, pages 116–117

