

Bibliography

- Aase, J. M., K. L. Jones and S. K. Clarren. "Do We Need the Term 'FAE'?" *Pediatrics* 95 (1995), pp. 428–430.
- Abel, E. *Fetal Alcohol Abuse Syndrome*. New York, NY: Plenum Press, 1998.
- Abel, E. L. and R. J. Sokel. "Fetal Alcohol Syndrome is Now the Leading Cause of Mental Retardation." *Lancet* 2 (1986), p. 1222.
- Alberta Education. *Teaching for Student Differences*. Book 1 of the *Programming for Students with Special Needs* series. Edmonton, AB: Alberta Education, 1995.
- Alberta Education. *Essential and Supportive Skills for Students with Developmental Disabilities*. Book 2 of the *Programming for Students with Special Needs* series. Edmonton, AB: Alberta Education, 1995.
- Alberta Education. *Individualized Program Plans*. Book 3 of the *Programming for Students with Special Needs* series. Edmonton, AB: Alberta Education, 1995.
- Alberta Education. *Teaching Students with Learning Disabilities*. Book 6 of the *Programming for Students with Special Needs* series. Edmonton, AB: Alberta Education, 1996.
- Alberta Education. *Partners During Changing Times: An Information Booklet for Parents of Children with Special Needs*. Edmonton, AB: Alberta Education, 1996.
- Alberta Education. *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*. Edmonton, AB: Alberta Education, 1998.
- Alberta Learning. *A Handbook for Aboriginal Parents of Children with Special Needs*. Edmonton, AB: Alberta Learning, 2000.
- Alberta Learning. *Teaching Students with Emotional Disorders and/or Mental Illnesses*. Book 8 of the *Programming for Students with Special Needs* series. Edmonton, AB: Alberta Learning, 2000.
- Alberta Learning. *Make School Work for You: A Resource for Junior and Senior High Students who Want to be More Successful Learners*. Edmonton, AB: Alberta Learning, 2001.
- Alberta Learning. "Transition Planning." *Effective Practices in Special Programs* 1 (2001).
- Alberta Learning. *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.
- Alberta Learning. *The Learning Team: A Handbook for Parents of Children with Special Needs*. Edmonton, AB: Alberta Learning, 2003.
- Alberta Learning. *Teaching Students with Autism Spectrum Disorders*. Book 9 of the *Programming for Students with Special Needs* series. Edmonton, AB: Alberta Learning, 2003.

Bibliography (continued)

- Alberta Teachers' Association. *Bullying: What You Can Do About It—A Guide for Upper Elementary Students and Their Parents*. Edmonton, AB: The Alberta Teachers' Association, 1999.
- Antayá-Moore, Dana and Catherine M. Walker. *Smart Learning: Strategies for Parents, Teachers and Kids*. Edmonton, AB: Smart Learning, 1998.
- Aronson, M. and R. Olegard. "Children of Alcoholic Mothers." *Pediatrician* 14 (1987), pp. 57–61.
- Astley, S. J. and S. K. Clarren. *Diagnostic Guide for Fetal Alcohol Syndrome and Related Conditions: The 4-Digit Diagnostic Code* (2nd ed.). Seattle, WA: University of Washington Press, 1999.
- Astley, S. J. and S. K. Clarren. "Diagnosing the Full Spectrum of Fetal Alcohol-exposed Individuals: Introducing the 4-Digit Diagnostic Code." *Alcohol and Alcoholism* 35 (2000), pp. 400–410.
- Astley, S. J. and S. K. Clarren. "Measuring the Facial Phenotype of Individuals with Prenatal Alcohol Exposure: Correlations with Brain Dysfunctions." *Alcohol and Alcoholism* 36 (2001), pp. 147–159.
- Astley, S. J. et al. "Fetal Alcohol Syndrome (FAS) Primary Prevention Through FAS Diagnosis II: A Comprehensive Profile of 80 Birth Mothers of Children with FAS." *Alcohol and Alcoholism* 35 (2000), pp. 509–519.
- Astley, S. J. et al. "Fetal Alcohol Syndrome (FAS) Primary Prevention Through FAS Diagnosis I: Identification of High-risk Birth Mothers Through the Diagnosis of Their Children." *Alcohol and Alcoholism* 35 (2000), pp. 499–508.
- Baxter, S. L. "Adapting Talk Therapy for Individuals with FAS/E." In Judith Kleinfeld (ed.), *Fantastic Antone Grows Up: Adolescents and Adults with Fetal Alcohol Syndrome* (Fairbanks, AK: University of Alaska Press, 2000), pp. 169–191.
- Bender, William N. (ed.). *Professional Issues in Learning Disabilities: Practical Strategies and Relevant Research Findings*. Austin, TX: Pro-Ed, 1999.
- British Columbia Ministry of Education, Skills and Training. *Teaching Students with Fetal Alcohol Syndrome/Effects: A Resource Guide for Teachers*. Victoria, BC: British Columbia Ministry of Education, Skills and Training, 1996.
- Burgess, Donna M. and Ann P. Streissguth. "Fetal Alcohol Syndrome and Fetal Alcohol Effects: Principles for Educators." *Phi Delta Kappan* 74, 1 (1992), pp. 24–30.
- Clarren, Sandra G. B. and Tracy Jirikowic. *Intervention Ideas Guide for Individuals with Prenatal Alcohol Exposure and Organic Brain Damage*. Seattle, WA: Fetal Alcohol Syndrome Diagnostic and Prevention Network, University of Washington, 2000.
- Clarren, Sandra G. B. et al. *A Neurodevelopmental Psychoeducational Profile of Children with Fetal Alcohol Syndrome*. Seattle, WA: University of Washington, unpublished manuscript, 1995.
- Coggins, T. E., T. Freit and T. Morgan. "Analyzing Narrative Productions in Older School-age Children and Adolescents with Fetal Alcohol Syndrome: An Experimental Tool for Clinical Applications." *Clinical Linguistics and Phonetics* 12, 3 (1998), pp. 221–236.

Bibliography (continued)

- Coles, Claire D. et al. "A Comparison of Children Affected by Prenatal Alcohol Exposure and Attention Deficit, Hyperactivity Disorder." *Alcoholism: Clinical and Experimental Research* 21, 1 (1997), pp. 150–161.
- Conry, Julianne and Diane K. Fast. *Fetal Alcohol Syndrome and the Criminal Justice System*. Vancouver, BC: British Columbia Fetal Alcohol Syndrome Resource Society, 2000.
- Davis, Diane. *Reaching Out to Children with FAS/FAE: A Handbook for Teachers, Counselors, and Parents Who Work with Children Affected by Fetal Alcohol Syndrome and Fetal Alcohol Effects*. West Nyack, NY: The Center for Applied Research in Education, 1994.
- Day, N. L., D. Jasperse and G. Richardson. "Prenatal Exposure to Alcohol: Effect on Infant Growth and Morphologic Characteristics." *Pediatrics* 84 (1989), pp. 536–541.
- Doctor, Susan G. *Fetal Alcohol Syndrome/Fetal Alcohol Effect/Fetal Drug Effect: Educational Implications*. San Jose, CA: Family Educational Foundation, 1994.
- Doctor, Susan G. *Fetal Alcohol Syndrome/Fetal Alcohol Effect/Fetal Drug Effect: Educational Implications*. Reno, NV: Self-published, 1999.
- Doctor, Susan G. Personal communication with author. February 2003.
- Eaton, Howard and Leslie Coull. *Transitions to High School: Self-Advocacy Handbook for Students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder*. Vancouver, BC: Eaton Coull Learning Group Ltd., 2000.
- Edmonton Public Schools. *Planning Student Programs: Health, Grades 1 to 9*. Edmonton, AB: Edmonton Public Schools, 1993.
- Evensen, Debra. "Working with Adolescents in High School: Techniques that Help." In Judith Kleinfeld (ed.), *Fantastic Antone Grows Up: Adolescents and Adults with Fetal Alcohol Syndrome* (Fairbanks, AK: University of Alaska Press, 2000), pp. 139–158.
- Evensen, Debra. Personal communication with author. July 2001.
- Evensen, Debra. "Common Misinterpretations of Normal Responses In Children/Adolescents/Adults with FAS and FAE." *Project FACTS: Fetal Alcohol Consultation and Training Services*. © 1994–2002. <http://www.fasalaska.com/interps.html> (Accessed 2002).
- Field, Sharon, Barbara LeRoy and Sharon Rivera. "Meeting Functional Curriculum Needs in the Middle School General Education Classrooms." *Teaching Exceptional Children* 26, 2 (1994), pp. 40–43.
- Fredericks, H. D. Bud et al. *A Data Based Classroom for the Moderately and Severely Handicapped*. 2nd edition. Monmouth, OR: Instructional Development Corp., 1977.
- Freder, Gloria. *Teaching for Learning Success: Practical Strategies and Materials for Everyday Use*. Nashville, TN: Incentive Publications, Inc., 1994.

Bibliography (continued)

- Fried, Peter A. "Tobacco Consumption During Pregnancy and Its Impact on Child Development." *Encyclopedia on Early Childhood Development*. Centre of Excellence for Early Childhood Development. June 28, 2002. www.excellence-jeunesenfants.ca/documents/FriedANGxp.pdf (Accessed 2003).
- Gardner, Howard. *Multiple Intelligences: The Theory in Practice*. New York, NY: Basic Books, 1993.
- Gelo, J. "The Value of an FAS Diagnosis." *Iceberg* 6, 3 (1996), pp. 1–6.
- Grant, T. et al. "An Advocacy Program for Mothers with FAS/FAE." In Ann P. Streissguth and Jonathan Kanter (eds.), *The Challenges of Fetal Alcohol Syndrome: Overcoming Secondary Disabilities* (Seattle, WA: University of Washington Press, 1997), pp. 102–112.
- Gray, Carol (ed.). *The Original Social Story Book*. Jenison, MI: Jenison Public Schools, 1993.
- Hartness, Carolyn. *Alcohol and The Fetus*. Indianola, WA: Self-published, 2000.
- Hartness, Carolyn. *Intervention Mapping Strategies for Assisting Children Affected by Alcohol in Utero*. Self-published, 2001.
- Hingsburger, Dave. *Just Say Know: Understanding and Reducing the Risk of Sexual Victimization of People with Developmental Disabilities*. Eastman, PQ: Diverse City Press, 1995.
- Huebert, Kathy and Cindy Raftis. *Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects*. 2nd edition. Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996.
- Jones, K. L. et al. "Pattern of Malformation in Offspring of Chronic Alcoholic Women." *Lancet* 1 (1973), pp. 1267–1271.
- Kleinfeld, Judith (ed.). *Fantastic Antone Grows Up: Adolescents and Adults with Fetal Alcohol Syndrome*. Fairbanks, AK: University of Alaska Press, 2000.
- Kleinfeld, Judith and Siobhan Wescott (eds.). *Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome*. Fairbanks, AK: University of Alaska Press, 1993.
- Knight, Diane. "Families of Students with Learning Disabilities." In William N. Bender (ed.), *Professional Issues in Learning Disabilities: Practical Strategies and Relevant Research Findings* (Austin, TX: Pro-Ed, 1999), pp. 263–306.
- LaDue, Robin A. *Psychosocial Needs Associated with Fetal Alcohol Syndrome: Practical Guidelines for Parents and Caretakers*. Seattle, WA: Fetal Alcohol and Drug Unit, School of Medicine, University of Washington, 1993.
- LaDue, Robin A. *A Practical Native American Guide for Caregivers of Children, Adolescents, and Adults with Fetal Alcohol Syndrome and Alcohol Related Conditions*. Juneau, AK: Office of FAS, Department of Health and Social Services, State of Alaska, 1999.
- Laporte, Annette et al. *Fetal Alcohol Spectrum Disorder: FASD Guidebook for Police Officers*. Ottawa, ON: Royal Canadian Mounted Police, 2003.

Bibliography (continued)

- Laporte, Annette et al. *Fetal Alcohol Spectrum Disorder and Law Enforcement Training Program*. Ottawa, ON: Royal Canadian Mounted Police, 2003.
- Lasser, Peggy. *Challenges and Opportunities: A Handbook for Teachers of Students with Special Needs with a focus on Fetal Alcohol Syndrome (FAS) and partial Fetal Alcohol Syndrome (pFAS)*. Vancouver, BC: Vancouver, School Board, 1999.
- Lemoine, P. and P. H. Lemoine. "Avenir des enfants de meres alcooliques (etude de 105 case retrouves a l'age adulte et quelques constatation d'interet prophylactiques." *Ann Pediatr (Paris)* 39, 4 (1992), pp. 226–235.
- Lemoine, P. et al. "Les enfants des parents alcooliques: anomalies observees apropos de 127 cas." *Ouest Medical* 21 (1968), pp. 476–482.
- Little, R. et al. "Maternal Alcohol Use During Breast-feeding and Infant Mental and Motor Development at One Year." *New England Journal of Medicine* 321 (1989), pp. 425–430.
- Malbin, Diane B. "Paradigm Shifts and FAS/FAE." Portland, OR: Fetal Alcohol Syndrome Consultation, Education and Training Services (FASCETS), Inc., 1994.
- Malbin, Diane B. *Fetal Alcohol Syndrome/Fetal Alcohol Effects: Trying Differently Rather Than Harder*. Portland, OR: Fetal Alcohol Syndrome Consultation, Education and Training Services (FASCETS), Inc., 1999.
- Malbin, Diane B. *Fetal Alcohol Syndrome/Alcohol-Related Neurodevelopmental Disorder: A Five-part Set of Information for Parents and Professionals; Set Five: Master Set: Collection of Set One Through Four*. Portland, OR: Fetal Alcohol Syndrome Consultation, Education and Training Services (FASCETS), Inc., 1999.
- Manitoba Education, Citizenship and Youth. *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001.
- Mattson, S. and E. Riley. "A Review of the Neurobehavioural Deficits in Children with Fetal Alcohol Syndrome or Prenatal Exposure to Alcohol." *Alcoholism: Clinical and Experimental Research* 22, 2 (1998), pp. 279–294.
- May, Philip A. *FAS Among North American Indians: Overview of Scientific Literature*. 1992.
- May, Philip A. et al. "Epidemiology of Fetal Alcohol Syndrome Among American Indians of the Southwest." *Social Biology* 30, 4 (1983), pp. 374–387.
- McGinnis, Ellen and Arnold P. Goldstein. *Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press, 2003.
- McKinney, Vicky. Personal communication with author. 2000.
- McMahon, Robert J. and Peters, Ray DeV. (eds.). *The Effects of Parental Dysfunction on Children*. New York, NY: Kluwer Academic, Plenum Publishers, 2002.

Bibliography (continued)

- Murphy, Deborah A. et al. *Exceptions: A Handbook of Inclusion Activities*. Longmont, CO: Sopris West, 1988–1994.
- Nanson, J. L. and M. Hiscock. “Attention Deficits in Children Exposed to Alcohol Prenatally.” *Alcoholism: Clinical Experimental Research* 16, 3 (1990), pp. 558–565.
- Olson, H. Carmichael. “Helping Individuals with Fetal Alcohol Syndrome and Related Conditions: A Clinician’s Overview.” In Robert J. McMahon and Ray DeV. Peters (eds.), *The Effects of Parental Dysfunction on Children* (New York, NY: Kluwer Academic, Plenum Publishers, 2002), pp. 147–177.
- Olson, H. Carmichael. *New Research on Intervention for Families Raising Children with Fetal Alcohol Syndrome or Alcohol-related Neurodevelopmental Disorder*. Seattle, WA: Grand Rounds, Division of Child Psychiatry, Children’s Hospital and Regional Center, 2003.
- Olson, H. Carmichael. et al. “Neuropsychological Deficits Among Adolescents with Fetal Alcohol Syndrome: Clinical Findings.” *Alcoholism: Clinical and Experimental Research* 22, 9 (1998), pp. 1998–2012.
- Politano, Colleen and Joy Paquin. *Brain-Based Learning with Class*. Winnipeg, MB: Portage and Main Press, 2000.
- Quill, Kathleen Ann. *Teaching Children with Autism, Strategies to Enhance Communication and Socialization*. New York, NY: Delmar Publications, 1996.
- Rathbun, Antonia. “Talking About FAS/FAE With Children.” *About FAS/E: A Publication of the FAS/E Support Network of BC*, February 2001, pp. 10, 15–16.
- Robinson, G. C., J. L. Conry and R. F. Conry. “Clinical Profile and Prevalence of Fetal Alcohol Syndrome in an Isolated Community in British Columbia.” *Canadian Medical Association Journal* 137 (1987), pp. 203–207.
- Rosner, Jerome. *Helping Children Overcome Learning Difficulties: A Step-by-Step Guide for Parents and Teachers*. 2nd edition. New York, NY: Walker and Company, 1979.
- Schumm, Jeanne Shay. *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)*. Minneapolis, MN: Free Spirit Publishing Inc., 2001.
- Steinhausen, H. C., J. Willms and H. L. Spohr. “The Longer Psychopathological and Cognitive Outcome of Children with Fetal Alcohol Syndrome.” *Journal of American Academy of Adolescent Psychiatry* 32, 5 (1993), pp. 990–994.
- Stratton, Kathleen, Cynthia Howe and Frederick Battaglia (eds.). *Fetal Alcohol Syndrome: Diagnosis, Epidemiology, Prevention, and Treatment*. Washington, DC: Institute of Medicine, National Academy Press, 1996.
- Streissguth, Ann P. *Fetal Alcohol Syndrome: A Guide for Families and Communities*. Baltimore, MD: Paul H. Brookes Publishing Co., 1997.
- Streissguth, Ann P. and Jonathan Kanter (eds.). *The Challenge of Fetal Alcohol Syndrome: Overcoming Secondary Disabilities*. Seattle, WA: University of Washington Press, 1997.

Bibliography (continued)

Streissguth, Ann P. et al. “Fetal Alcohol Syndrome in Adolescents and Adults.” *Journal of American Medical Association* 265 (1991), pp. 1961–1967.

Streissguth, Ann P. et al. “Primary and Secondary Disabilities in Fetal Alcohol Syndrome.” In Ann P. Streissguth and Jonathan Kanter (eds.), *The Challenge of Fetal Alcohol Syndrome: Overcoming Secondary Disabilities* (Seattle, WA: University of Washington Press, 1997), pp. 25–39.

Sullivan, W. C. “A Note on the Influence of Maternal Inebriety on the Offspring.” *Journal of Mental Science* 45 (1899), pp. 489–503.

Wallace, Rosella R. *Smart-rope Jingles: Jump Rope Rhymes, Raps, and Chants for Active Learning*. Tucson, AZ: Zephyr Press, 1993.

Index

A

Aboriginal parents

resources for, 25

academic skills, 96–109

age-appropriate expectations, 21, 97

difficulties for students, 11, 15–16, 96–97

reading skills, 91, 94, 106–7

study skills, 99–103

See also homework; language and communication;
math skills

activity areas

uses for, 29

activity levels. *See* movement needs

adaptive behaviours. *See* life skills

ADD/ADHD. *See* attention and focus

adolescents with FASD

age-appropriate expectations (chart), 21

collaborative team involvement, 23–24

explaining FASD to, 120–21

interpreting behaviour of (charts), 16, 51–52

primary disabilities, 10–13

strengths, 14, 20–22

transition plan involvement, 46

age-appropriate expectations (chart), 21

alcohol exposure in utero. *See* FAS

American Sign Language, as supplemental strategy, 96

anxiety management, 102–3

ARBD (Alcohol-related Birth Defects), 3–4

See also FASD (Fetal Alcohol Spectrum Disorder)

ARND (Alcohol-related Neurodevelopmental Disorder), 3–4

See also FASD (Fetal Alcohol Spectrum Disorder)

assertiveness training. *See* self-advocacy skills

assessments

explaining results to students, 66

for FAS, 6–9

of learning challenges (self-assessment inventory),
122–23

of life skills, 37

of motor skills, 79

of physical environment (inventory), 28, 116–17

for program planning, 20–22

of social skills, 37, 38, 118–19

**assistive technology for communication, 80, 98,
108**

athletic skills as talents, 14

**attention, getting a person's (sample social story),
41, 129**

attention and focus, 86–89

ADD/ADHD, 12

age-appropriate expectations (chart), 21

assessment of physical environment (inventory),
28, 116–17

difficulties for students, 12, 33–34, 86

how to develop, 34–35, 86–89

interpreting behaviour (charts), 16, 52

self-assessment by students (inventory), 122–23

self-talk (sample visual), 135

students working (sample visuals), 133–34

See also movement needs

audiotapes

uses for, 54, 68, 87, 95, 98, 106

auditory cues

for attention and focus, 34, 87–89

for transitions in activities, 57

auditory stimuli

assessment checklist, 28, 116–17

difficulties for students, 27, 73–74

strategies, 28, 74–76

B

ball skills, 79

behaviour management

behavioural regulation, 12, 81–82

correction or consequences, 53, 60, 70

difficulties for students, 12, 51–53

formal behavioural plans, 69–71

interpreting behaviour (charts), 16, 52

lying and stealing, 53–55

management of environment, 55–59

student behaviour as communication, 62–63

See also positive feedback; self-management of
behaviour

belongings, organizing. *See* personal belongings

binder organization skills, 92, 103

books, communication, 25, 98, 115

books, how to select, 106–7

boot room, checklist, 116

**brain damage (central nervous system
dysfunction) in FAS, 3, 8**

breast-feeding as FAS factor, 17

bullyproofing skills, 41–42

C

calendars, 33, 90, 105

See also time concepts

caregivers. *See* parents

carrels

uses for, 28, 29, 77, 86

Index (continued)

central nervous system (CNS) features in FAS, 3, 8

children. *See* adolescents; infants and preschoolers; students

choice, student, 66

chores. *See* life skills

chronological and developmental age-appropriate expectations (chart), 21

classrooms. *See* physical learning environment

classroom climate, 51–71

- communication strategies, 59–61
- interpreting behaviour (charts), 16, 51–52
- student behaviour as communication, 62–63
- teacher-student relationships, 61–69

See also behaviour management; positive feedback; self-management of behaviour

classroom jobs (sample visual), 132

classroom routines. *See* routines and schedules

classroom supplies

- organization, 30, 92, 116

CNS (central nervous system) features in FAS, 3, 8

cognitive functioning in FASD, 12

collaborative teams for planning and programming, 22–24

communication books, 25, 98, 115

communication strategies. *See* language and communication

computer skills

- general uses for, 80, 98, 108, 109
- for home-school communication, 105–6

consequences. *See* behaviour management

cooperative learning, 38, 64

correction of behaviour, 53, 60, 70

See also behaviour management

counselling approaches, 71, 81

criminal justice system partnerships, 26

curriculum matrix for generalization of learning, 47–48

D

daily living skills. *See* life skills

desks

- assessment checklist, 116–17
- uses for, 34, 77, 86

developmental levels

- age-appropriate expectations (chart), 21
- identification for program planning, 20–22
- in SCORES planning model, 48–49

diagnosis of FAS. *See* FAS (fetal alcohol syndrome)

4-Digit Diagnostic Code for FAS, 6–9

directions and instructions

- how to give oral instructions, 34–35, 60, 95
- interpreting behaviour (chart), 52
- strategies, 86–87, 89, 90, 94–96, 99

disabilities of FASD. *See* FASD

drug exposure in utero, 17

E

ear features in FAS, 7–8

early intervention and program planning, 19–20

efforts and success, 65

e-mail. *See* computer skills

emergency plans

- communication difficulties in, 94
- for nonclassroom settings, 44
- routines in, 31
- for self-management of overstimulation, 82

See also routines and schedules

Enhancing Parent Involvement in the Individualized Program Plan (IPP) Process, 112

Environmental Scan of the Classroom, 28, 116–17

examination skills, 100–103

executive functioning in FASD, 12

expectations, age-appropriate (chart), 21

Explaining FASD to Your Child, 120–21

exploitation of students, 85

eye contact, cultural values, 35–36, 38

eye features in FAS, 7

F

facial features in FAS, 3, 7, 9

FAE (Fetal Alcohol Effects)

- defined, 3
- prevalence, 5

See also FASD (Fetal Alcohol Spectrum Disorder)

fantasy and fact, student concepts, 53–54, 85

FAS (Fetal Alcohol Syndrome)

- defined, FAS and FASD, 3–4
- as diagnosis of mother, 5–6
- diagnostic process with 4-digit code, 6–9
- historical background, 3, 4–5
- prevalence, 5
- teacher's role in diagnostic process, 9, 18–19

See also FASD (Fetal Alcohol Spectrum Disorder)

FASD (Fetal Alcohol Spectrum Disorder), 3–14

- defined, FAS and FASD, 3–4
- chronological and developmental age-appropriate expectations (chart), 21
- early intervention, 19–20
- explaining FASD to children, 120–21
- family and community support, 17–18
- historical background, 3, 4–5
- interpreting behaviour (charts), 16, 51–52
- IQ and, 5, 12
- other prenatal factors, 17
- prevalence of FAS and FAE, 5

Index (continued)

primary disabilities, 10–13
secondary disabilities, 13
strengths of FASD individuals, 14, 20–22
teacher's role in FAS diagnosis, 9, 18–19
See also FAS (fetal alcohol syndrome)

fiction and nonfiction, student concepts, 53–54

figetting. *See* movement needs

fine motor skills, 78–81

fire drills, 76, 84

First Nations parents, resources for, 25

flashcards
uses for, 101, 107

focus. *See* attention and focus

foster parents. *See* parents

Fragile X syndrome, 8

functional life skills. *See* life skills

G

games
in physical education, 78–79
for social skills, 84

generalization of learning
curriculum matrix, 47–48
difficulties for students, 46, 53, 55
in role-playing, 39
strategies, 47–48, 84

Getting a Person's Attention (social script), 129

Getting Along with Others Inventory, 38, 118–19
See also social skills

gross motor skills, 78–79

groups for instruction
difficulties for students, 33–34
self-assessment inventory, 118–19
whole class strategies, 34–36

growth deficiency in FAS, 3, 6–7, 9

guided observations, 59

H

hallways. *See* nonclassroom settings; routines and schedules

handwriting, 78–80

headphones
uses for, 75, 86

health education, 42–43

history of FAS and FASD, 3, 4–5

home and school relationships. *See* parents

Home-School Communication Book, 115

homework
communication books, 25, 98, 115
interpreting behaviour (chart), 52
strategies, 88, 103–6

household routines. *See* life skills; routines and schedules

hypersensitivity (oversensitive), 74
See also sensory processing

hyposensitivity (undersensitive), 74
See also sensory processing

I

in-service training
FASD overview (Jigsaw), 137–40
resource overview (Quick Tour), 141–43
strategies and ideas (Treasure Hunt), 144–47

inattention. *See* attention and focus

individualized program plan (IPP). *See* IPP (individualized program plan)

infants and preschoolers with FASD, 10, 19

instructional strategies
age-appropriate expectations (chart), 21
in SCORES planning model, 48–49
See also academic skills; generalization of learning; language and communication; organizing for instruction; resources for teachers; routines and schedules; visual cues and supports

instructions and directions. *See* directions and instructions

interpreting behaviour (chart), 52

IPP (individualized program plan)
collaborative teams for, 23–24
generalization of learning and IPP goals, 47
parent involvement, 22–23, 112–13
in SCORES planning model, 48–49
transitions to new programs in, 46

IQ research in FAS and FASD, 5, 12

J

jaws (facial features) in FAS, 7–8

Jigsaw (in-service training), 137–40

jobs, classroom (sample visual), 132

judicial system, partnerships, 26

K

keyboard skills, 80

kinesthetic strategies. *See* movement needs

L

language and communication, 93–96
age-appropriate expectations (chart), 21
concrete and abstract words, 59–60
difficulties for students, 11, 13, 59, 60, 93–94, 97
general strategies, 94–96
interpreting behaviour (charts), 16, 52
nonverbal strategies, 60
reading strategies, 91, 106–7
in SCORES planning model, 48–49
strengths of students, 14
student behaviour as communication, 62–63
See also visual cues and supports

Index (continued)

lateness. *See* time concepts
law enforcement partnerships, 26
Learning Challenges Inventory, 122–23
learning styles, 98
library books for students, 106, 107
life skills, 36–43
 defined, adaptive behaviours, 83
 age-appropriate expectations (chart), 21
 assessment of, 37
 bullyproofing skills, 41–42
 difficulties for students, 12, 36–37, 53–55, 78, 83
 fine motor skills, 81, 85
 general strategies, 37–38, 85, 93
 health and sexuality, 42–43
 interpreting behaviour (charts), 16, 52
 lying and stealing difficulties, 53–55
 personal belongings, organizing, 93
 resources for teachers, 36, 40, 85
 role-playing, 39–40
 self-advocacy, 23–24, 85, 124
 self-care, 85
 social stories, 40–41, 45, 129
 vocational skills, 85
 See also nonclassroom settings
lights. *See* visual stimuli
Likert scale for FAS diagnosis, 6–9
lip features in FAS, 7
listening skills
 difficulties for students, 35
 strategies for, 35–36, 87–88, 94–96
lockers
 uses for, 30–31, 92, 105, 136
lunch hour social skills, 44
 See also nonclassroom settings
lying
 difficulties for students, 53–54, 85
 interpreting behaviour (charts), 16, 52
 strategies, 54, 85

M

management of behaviour. *See* behaviour management; self-management of behaviour
math skills
 difficulties for students, 97
 strategies, 91, 92, 95, 108–9
 supplies (sample visual), 130
matrix of curriculum for generalization of learning, 47–48
media skills, 42, 85
medical diagnosis of FAS. *See* FAS
medication as FASD treatment, 12, 81
memory, 89–93
 difficulties for students, 11, 13, 89
 interpreting behaviour (charts), 16, 52
 strategies, 90–93
 strengths of FASD students, 14

mental retardation and FAS, 5
misinterpretations of behaviour (chart), 51–52
mnemonics, 91
mothers of FASD children
 FAS as diagnosis of mother, 5–6
 See also parents
motor skills, 10, 78–81
movement needs
 difficulties for students, 73–74
 interpreting behaviour (charts), 16, 52
 listening skills and, 35–36
 strategies, 56–57, 76–77, 87, 91, 94
multidisciplinary support teams, 18, 19
multisensory strategies, 91, 94, 98–99
music
 uses for, 76, 91

N

neurobehavioural disorder in FAS, 9
neurological dysfunction in FAS, 8, 15–16
noise. *See* auditory stimuli
nonclassroom settings, 43–46
 difficulties for students, 43, 56, 83
 errands in community, 82
 generalization of skills, 47–48
 hallways, 76
 lunch hour, 44
 playgrounds and recess, 43–44, 77
 school bus, 45, 46
 self-advocacy skills, 85
nonverbal communication. *See* auditory cues; visual cues and supports
noon hour social skills, 44
 See also nonclassroom settings
note-taking skills, 99–100

O

occurrence rate of FAS and FAE, 5
oral instruction. *See* directions and instructions
oral need for stimuli, 76
 See also sensory processing
organizing for instruction, 27–49
 generalization of learning, 46–48
 learning environments, 27–31
 in SCORES planning model, 48–49
 social and life skills, 36–43
 whole class instruction, 33–36
 See also routines and schedules
oversensitive students, 74
 See also sensory processing
overstimulation. *See* sensory processing
ownership concepts
 difficulties for students, 13, 54–55

P

pain tolerance, 74

See also sensory processing

palpebral fissure (eye slit) features in FAS, 7

Paradigm Shifts and FASD, interpreting behaviour (chart), 16

Parent Participation in the IPP Process, 113

parents

- behavioural plans for students, 69–71
- on collaborative teams, 22–24
- communication books, 25, 98, 115
- explaining FASD to children, 120–21
- generalization of student learning, 47–48
- interpreting child's behaviour (charts), 16, 52
- IPP involvement, 23–24, 112–13
- mothers in FAS diagnosis, 5–6
- parent-teacher meetings, questions for, 111
- strategies for life skills, 81
- support for parents, 17–20, 24–26, 114
- See also* behaviour management; homework; resources for parents and community workers

personal belongings

- classroom routines (sample visuals), 125, 128
- lockers, 30–31, 92, 105, 136
- ownership concepts, 13, 54–55
- strategies, 29–30, 92

personal care. *See* life skills

personal spaces and boundaries

- difficulties for students, 55, 84
- how to define, 77, 84

personality strengths, 14

pFAS (Partial Fetal Alcohol Syndrome)

- defined, 3–4
- See also* FASD (Fetal Alcohol Spectrum Disorder)

philtrum (upper lip) features in FAS, 7

physical cues for attention and focus, 34, 35, 89

physical education, 78–79

physical learning environment

- assessment inventory, 28, 116–17
- difficulties for students, 27
- personal space and boundaries, 55, 77, 84
- strategies, 28–31

planning. *See* organizing for instruction; program planning, key concepts

playground social skills, 43–44, 77

See also nonclassroom settings

police services, partnerships, 26

positive feedback

- choices and, 66
- strategies, 63–64, 70–71
- student need for, 60
- success and, 64–65
- teacher-student relationships, 61–62
- See also* entries beginning with self

preschool children with FASD, 10, 19

pretend play, 54

pretending, student concepts, 53–54

prevalence of FAS and FAE, 5

primary disabilities of FASD, 10–13

program planning, key concepts, 15–26

- age-appropriate expectations (chart), 21
- collaborative teams, 22–24
- coordination of services, 26
- early intervention and support, 19–20
- home-school partnerships, 24–26
- identification of strengths and needs, 20–22
- interpreting behaviour (charts), 16, 52
- IPPs, 23–24
- medical diagnosis, 18–19
- prenatal and postnatal factors, 17–18
- variability in neurological impairments, 15–16

prosocial skills, resources, 40

See also social skills

psychiatric medications, 81

psychometrical assessments of FAS, 8

Q

Quick Tour (in-service training), 141–43

R

reading strategies, 91, 106–7

See also language and communication

reality and fantasy, student concepts, 54, 85

recess social skills, 43–44, 77

See also nonclassroom settings

resources for parents and community workers

- on daily living skills, 85
- on FASD for police and judicial system workers, 26
- on parenting, 25
- on special needs children, 25

resources for teachers

- on binder organization skills, 103
- on instructional strategies, 27
- on IPPs, 24
- on life skills, 85
- on social and adaptive skills, 36, 40
- on study and organizational skills, 100
- on time management instruction, 92

role-playing

- about, 39–40
- for self-management, 67, 68
- for social skills, 42, 85
- in teaching rules, 59–60

routines and schedules

- checklists, 32, 58, 86
- checklists (sample visuals), 125–28, 131–32, 136
- difficulties for students, 31
- managing changes in, 33, 83–84

Index (continued)

- self-assessment by students (inventory), 122–23
- strategies, 31–32, 41, 56, 75–76, 92, 99
- See also* time concepts
- rules**
- in SCORES planning model, 48–49
- strategies, 59–60, 64
- S**
- Sample Questions to Discuss During Meetings with Parents**, 111
- schedules**. *See* routines and schedules
- school administrators**
- on collaborative teams, 23–24
- school bus social skills**, 45
- See also* nonclassroom settings
- SCORES model for program planning**, 48–49
- seat selection for students**, 77
- secondary disabilities of FASD**
- overview, 13
- prevention of, 18–19
- Self-advocacy Checklist**, 124
- self-advocacy skills**
- checklist, 124
- in collaborative teams, 23–24
- strategies, 85
- self-care**, 85
- See also* life skills
- self-confidence and self-worth**
- in SCORES planning model, 48–49
- strategies for building, 63–66, 84–85
- self-management of behaviour**
- difficulties for students, 12, 53, 67, 81
- self-assessment tools, 67, 68, 122–23
- self-management strategies, 67–69, 82
- student behaviour as communication, 62–63
- See also* behaviour management
- self-talk**
- for classroom routines, 32
- for self-confidence, 64, 65, 84
- for self-management, 68
- for social skills, 84
- working in class (sample visual), 135
- sensitivity of students**, 74
- See also* sensory processing
- sensory processing**, 73–77
- assessment of classroom environment, 28, 116–17
- difficulties for students, 10, 12, 27, 34, 60, 73–74, 82
- interpreting behaviour (charts), 16, 52
- listening skills and, 35–36
- self-management of overstimulation, 82
- strategies, 28, 56, 74–77
- sentinel birth defects in FAS**, 9
- sexual abuse signs**, 43
- sexuality education**, 42–43
- sign language as supplemental strategy**, 96
- smoking during pregnancy**, 17
- social skills**, 36–43, 83–85
- defined, 83
- age-appropriate expectations (chart), 21
- assessment of, 37, 38, 118–19
- bullyproofing skills, 41–42
- classroom jobs (sample visual), 132
- communication development, 96
- difficulties for students, 12, 13, 36–37, 83
- general strategies to improve, 84–85
- health and sexuality education, 42–43
- interpreting behaviour (charts), 16, 52
- lying and stealing difficulties, 53–55
- raising your hand (sample visual), 131
- resources for teachers, 36, 40
- role-playing, 39–40
- in SCORES planning model, 48–49
- social stories, 40–41, 129
- strengths of FASD individuals, 14
- students working (sample visual), 133–34
- supportive environment for developing, 38
- transitions to new programs, 46
- See also* life skills; nonclassroom settings
- social stories**, 40–41, 45, 129
- sound**. *See* auditory stimuli
- special needs resources**. *See* resources
- static encephalopathy in FAS**, 9
- stealing**
- interpreting behaviour (chart), 52
- ownership concepts, 13, 54–55
- strategies for managing, 55
- story telling by students**
- fact/fantasy concepts, 14, 54, 85
- strengths**. *See* talents and strengths of students
- student support teams**, 22–24
- students**
- age-appropriate expectations (chart), 21
- collaborative team involvement, 23–24
- explaining assessment results to, 66
- explaining FASD to, 120–21
- interpreting behaviour of (charts), 16, 51–52
- primary disabilities, 10–13
- strengths, 14, 20–22
- students working (sample visual), 133–34
- transition plans involvement, 46
- See also* entries beginning with self; teacher-student relationships
- study carrels**
- uses for, 28, 29, 77, 86
- study skills**, 99–103
- supplies, classroom**. *See* classroom supplies

Index (continued)

T

tables

uses for, 29, 56

tactile stimuli

difficulties for students, 73–74
strategies, 74–76

talents and strengths of students

encouragement of, 38, 46, 61, 64, 66
identification of, 14, 20–22, 66
in transition plans, 46

talk therapy, 71, 81

teacher education on FASD. *See* in-service training

teacher-student relationships, 61–69

building positive relationships, 61–63
building self-confidence, 63–66
student behaviour as communication, 62–63
See also positive feedback

teachers. *See* in-service training; resources for teachers; teacher-student relationships

teams

for behaviour modification, 69–71
multidisciplinary support teams, 18, 19
for planning and programming, 22–24

tests

support for students, 109
test-taking skills, 100–103

therapy and counselling, 71, 81

time concepts

calendars, 33, 90, 105
difficulties for students, 32–33
interpreting behaviour (chart), 52
strategies, 32–33, 58, 61, 98, 109
See also routines and schedules

time-management skills, 33, 92, 105

tobacco use during pregnancy, 17

transference of learning. *See* generalization of learning

transitions and changes

difficulties for students, 57, 73–74, 81
managing changes in activities, 34, 57–58, 76
managing changes in routines, 33, 76, 83–84
managing transitions to new programs, 19–20, 46

Treasure Hunt (in-service training), 144–47

truth and falsehood, student concepts, 53–54

typing skills, 80

U

undersensitive students, 74

See also sensory processing

upper lip features in FAS, 7

V

videotapes of students

uses for, 40, 46, 69, 84

visual cues and supports

in assessment results explanations, 66
for attention and focus, 34, 35, 88–89
classroom routines, 32, 61, 68, 75, 84, 92, 99, 125–28
as instructional support, 35, 92, 95, 109
for memory aids, 91
nonclassroom routines, 45
organization of personal belongings, 29–30
personal space, 77, 84
self-management, 69, 82
strengths of students, 14
time concepts, 33
for transitions in activities, 57–58, 84

visual stimuli

assessment checklist, 28, 116–17
difficulties for students, 27, 73–74
strategies, 28, 74–76

vocational skills, 85

See also life skills

W

webs as instructional strategy, 101

whole class instruction

assessment of social skills, 38, 118–19
strategies, 33–36
See also directions and instructions

William's syndrome, 8

words

uses of concrete and abstract, 59–60

Working with Parents, 114

workspaces

assessment of, 116–17
organization of, 29–30
strategies for organizing, 77

writing skills, 108

See also handwriting

Feedback

Teaching Students with Fetal Alcohol Spectrum Disorder

We hope *Teaching Students with Fetal Alcohol Spectrum Disorder* is helpful to you in your classroom. Please indicate your level of agreement with the following statements about this teaching resource.

This document contains relevant information that I can use to provide programming for students with fetal alcohol spectrum disorder.

- strongly disagree disagree agree strongly agree

COMMENTS

Please return this page to:
Alberta Learning,
Learning and Teaching
Resources Branch,
8th Floor, 44 Capital Boulevard
10044 – 108 Street N.W.
Edmonton, AB T5J 5E6
Fax: 780-422-0576

This document is well-organized, and easy to read and use.

- strongly disagree disagree agree strongly agree

COMMENTS

The information, strategies and learning activities in this document are instructionally sound and represent best teaching practices.

- strongly disagree disagree agree strongly agree

COMMENTS

The information in this document enhanced my understanding of students with fetal alcohol spectrum disorder.

- strongly disagree disagree agree strongly agree

COMMENTS

We welcome your comments and suggestions for future Alberta Learning resources.

COMMENTS



