

Help students and their parents/caregivers and teachers become aware of the circle of support that is created by caring adults in the school community.

## SAMPLE STRATEGIES

- *Encourage students and parents/caregivers and/or school staff to identify adults who are part of the school community and have frequent contact with the student.*

Talk about how each of these individuals currently helps the student. For example:

- “Betty, the bus driver, takes me to school every morning.”
- “Mrs. Sparks, the lunchroom supervisor, lets me sit with John at lunch.”
- “Ms. Love, the principal, always asks me how I am doing.”

Ask the student for ideas about other kinds of things that adult might be able to do to help them. For example:

- “Betty, the bus driver, could make sure Theo doesn’t sit near me because when no one is looking he always hits me on the head with his backpack.”
- “Mrs. Sparks, the lunchroom supervisor, could remind me to put my lunch bag back in my knapsack after lunch. I forget it almost every day.”
- “Ms. Love, the principal, could phone my auntie and tell her I’m doing good at recess and I don’t have any problems playing soccer anymore.”

- *Consider sharing these student-generated ideas for increased support with the adults involved.*

Depending on the developmental level of the student, he or she might be able to do this on his or her own, with a little adult coaching and support. In other cases, the parent/caregiver or the teacher might be the most appropriate person to discuss these ideas with the adults.

Consider what other information (e.g., about FASD, about this individual student) each of these adults might need to better understand and support the student.

- *Encourage parents and caregivers to help their child identify his or her circle of support in school.*

The student could create a visual reminder by creating a drawing that shows all the adults in the school community who are in the student’s circle of support.

See **Tool S** for a **Circle of Support** template.

Students could identify which adults they are most comfortable talking with by marking their name with a star. These could be the people they go to when they are frustrated or have a problem.



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