

Possible Physical Difficulties

Hearing

- Ear infections - fatigue
- Articulation
- Auditory discrimination
- Listening
- Auditory processing

What we can do:

- determine appropriate physical placement
- wait for eye contact or attention before speaking
- Give clear, short instructions
- Communicate with family & other agencies

Physical difficulties - continued

- Vision
 - Vision problems due to optic nerve damage that may not be corrected by glasses
 - Sensitive to bright or fluorescent lights
 - Eyes may tire easily
- What we can do:
 - Preferential seating
 - Watch for light sensitivity
 - Provide adapted materials if necessary
 - Communicate with parents and other agencies

Physical Aspects - continued

Immune System

- Frequently ill or absent
- Allergies
- Be on medications
- Exhibit lack of energy, inattentiveness, irritability or hyperactivity

What we can do:

- Allow for extra time and/or extra assistance
- Be aware of seasonal or allergic reactions
- Be aware of medications and their possible effects
- Break tasks into small, manageable tasks
- Communicate with family and other agencies

Physical Aspects - continued

- Motor Skills
 - Weak fine motor coordination
 - May appear uncoordinated and have lack of self-confidence
 - May experience difficulties in group games
- What we can do:
 - All extra time for activities and transition time
 - Adapt materials to accommodate students needs
 - Assist with organizational aspects
 - Adapt instruction in P.E.

Communication Aspects

May be difficulties in these areas:

- Processing language
- Listening
- Acquiring basic concepts
- Remembering vocabulary
- Expressing thoughts clearly

Noticeable in:

- Solving problems
- Following directions
- Being safe
- Expressing her/his feelings
- Making his/her needs & wants known
- Responding with appropriate actions
- frustration

Receptive Language Strategies

- Getting student's attention before beginning
- Relating new information to what's already learned
- Using clear language
- Review, reteach & remind
- Be aware of danger of information overload
- Use rehearsal, teaching & reteaching in variety of contexts
- Reduce room distractions – auditory and visual
- Provide visual and tactile cues and opportunities
- Use task analysis

Expressive Language

- May appear to have good verbal skills but his/her language could lack content – “party talk”
- Phonology, semantics & syntax
- Word retrieval
- Problems initiating, sustaining or ending conversation
- Difficulties with sequencing
- Difficulties with time referencing
- May appear tactless
- Difficulty putting thoughts on paper
- Spelling, punctuation, capitalization, organizing thoughts, letter formation

Techniques that Help

- Use visuals
- Teach routines
- Make life predictable
- Teach social skills
- Use social stories
- Model positive self-talk
- Understand sensory sensitivities

Site on Using Visuals

- <http://www.do2learn.com/disabilities/diagnosis/fetalalcohol.htm>
- <http://www.do2learn.com/picturecards/printcards/index.htm>
- <http://www.do2learn.com/picturecards/howtouse/index.htm>

Sites in Using Social Stories

Social Stories

http://www.thegraycenter.org/Social_Stories.htm

<http://www.usevisualstrategies.com/stories.html>

Getting along with others

<http://www.schwablearning.org/articles.asp?g=2&r=575>

<http://www.allkindsofminds.org/articleDisplay.aspx?articleID=11&categoryID=9>

A Parents' Guide to Social Relationships

<http://www.schwablearning.org/articles.asp?r=842>

Helpful Resources

- *Planning for Students with Fetal Alcohol Spectrum Disorder. A Guide for Educators*
http://www.sasked.gov.sk.ca/branches/children_services/special_ed/sepublshtml
- *Creating Opportunities for Students with Intellectual or Multiple Disabilities, Saskatchewan Learning*
<http://www.sasked.gov.sk.ca/k/pecs/se/docs/createopp/creatopp.html>

More Resources Online

- *Teaching Students with Fetal Alcohol Spectrum Disorder.* Alberta Learning.
http://www.learning.gov.ab.ca/k_12/specialneeds/resource.asp
- *Teaching Students with Fetal Alcohol Syndrome/Effects.* B.C. Ministry of Education
<http://www.bced.gov.bc.ca/specialed/fas/welcome.htm>