

# Meet Your Student



I have a Fetal Alcohol Spectrum Disorder (FASD), which is a brain-based disability that I've had since birth. It affects me in different ways—sometimes it might seem like I'm not paying attention or I get overwhelmed easily, but I promise I'm trying my best.

I really like having a routine and clear instructions, as they help me understand and do better in class. I might take a bit longer to learn from my experiences or to grasp new concepts, but with patience and support, I can definitely get there.

Please take a few minutes and get to know me. If you have further questions about FASD

you can visit  
**[fasdunited.org](https://fasdunited.org)**

For peer support, questions and resources you can  
**[fasdunited.org/family-navigator](https://fasdunited.org/family-navigator)**

*Thank  
you!*

FASD can present differently in home and school environments due to a variety of factors, including the nature of these settings, the types of interactions and expectations involved, and the individual's unique responses to these contexts. Understanding these differences is important for providing effective support and accommodations.

# Meet Your Student



Name

Age

Grade

Caregiver contact

Hobbies and Interests

I might physically look a certain age, but cognitively and socially I may be immature. What I can do today I might not be able to do tomorrow. I often need things taught to me multiple times before I can do it independently.

Sometimes I struggle with

Memory

Anger, Aggression

Sensory Processing

Hyperactive

Dysmaturity

Speech and Language

Executive Functioning

Math, Time and Money



By being more aware they would know I am doing my best. I am not a bad kid; I am just struggling and need a little extra help and patience.

Brenna, High School Student



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Some things that help me concentrate or focus better in class

Things that tend to upset me or make you feel overwhelmed

Things I would like others to know about you or how they can support me

Comments

## Resources

Understand FASD: What Educators Need to know

[https://www.nhsaaa.net/media/8391/fasd\\_whateducatorsneedtoknow.pdf](https://www.nhsaaa.net/media/8391/fasd_whateducatorsneedtoknow.pdf)

IQ vs Exe. Functioning <https://www.beyondbooksmart.com/executive-functioning-strategies-blog/iq-and-executive-function-skills>

Reframe & Reconsider Poster series (Covers areas of difficulties and how FASD impacts them)

[Fidgeting](#)

[Inconsistent Performance](#)

[Lying](#)

[Non-Compliance](#)

[Poor Judgement](#)

[Repeating Mistake](#)

[Seeming Easily Triggered](#)

[Boundary Issues](#)

[Being Late](#)

**For more information and free support, contact  
[fasdunited.org/family-navigator](https://fasdunited.org/family-navigator)**

***We are here to help!***



**FASD United**

Family Navigator

# Tips that can help me in the classroom



**Structured Environment:** Individuals with FASD often thrive in structured environments where routines are consistent. This predictability can help us feel more secure and less anxious.

**Clear and Simple Instructions:** Breaking down tasks and instructions into smaller, manageable steps can be beneficial. Clear and concise communication helps us to understand and retain information. *Masking is seen by many educators working with students with an FASD. This can be used to hide or compensate for their difficulties in social and academic contexts. It is a coping mechanism to navigate social and academic expectations and to avoid negative outcomes like embarrassment or punishment.*

**Visual Aids:** Visual supports such as charts, diagrams, and organizers can be helpful. These tools can make abstract concepts more concrete and easier to understand.

**Social Skills Support:** Due to challenges in social interactions and understanding social cues, structured support in developing social skills is helpful. Role-playing, social stories, and group activities can be beneficial.

**Behavioral Support:** Positive reinforcement can help in managing impulsivity and difficulties with self-regulation.

**Sensory Integration Strategies:** For many individuals with FASD we have sensory processing issues. Providing a sensory-friendly environment and tools like stress balls or noise-canceling headphones can be helpful.

**Support with Transitions:** Transitions, whether between activities or different school years, can be challenging. Providing extra support and preparation for these changes can ease anxiety and confusion.

**Collaboration with Parents and Caregivers:** Effective communication and collaboration between my teachers and my caregivers is essential. Sharing insights about what works well at home and school can provide a more cohesive support system for me.

**Mental Health Support:** Access to counseling or therapy at school can address emotional and mental health challenges that may arise.

**Career and Life Skills Education:** As I approach adulthood, please provide me with life skills and career education tailored to my abilities. This will be beneficial for my future independence.