



Educational Advocacy Strategies

For Families, Educators & Service
Providers

*Healthy
& Minds*
CONSULTING



Embracing The Brain

Strategies that work



Best Practices

Examples aligned with FASD-Informed practices:

- Applied Educational Neuroscience
- Collaborative and Proactive Solutions
- Cognitive Supports
- FASCETS Neurobehavioral Model
- Neurosequential Model
- Polyvagal Theory
- Trauma-informed Care
- Trust Based Relational Intervention
- Universal Design for Learning (UDL)



Describing the disability



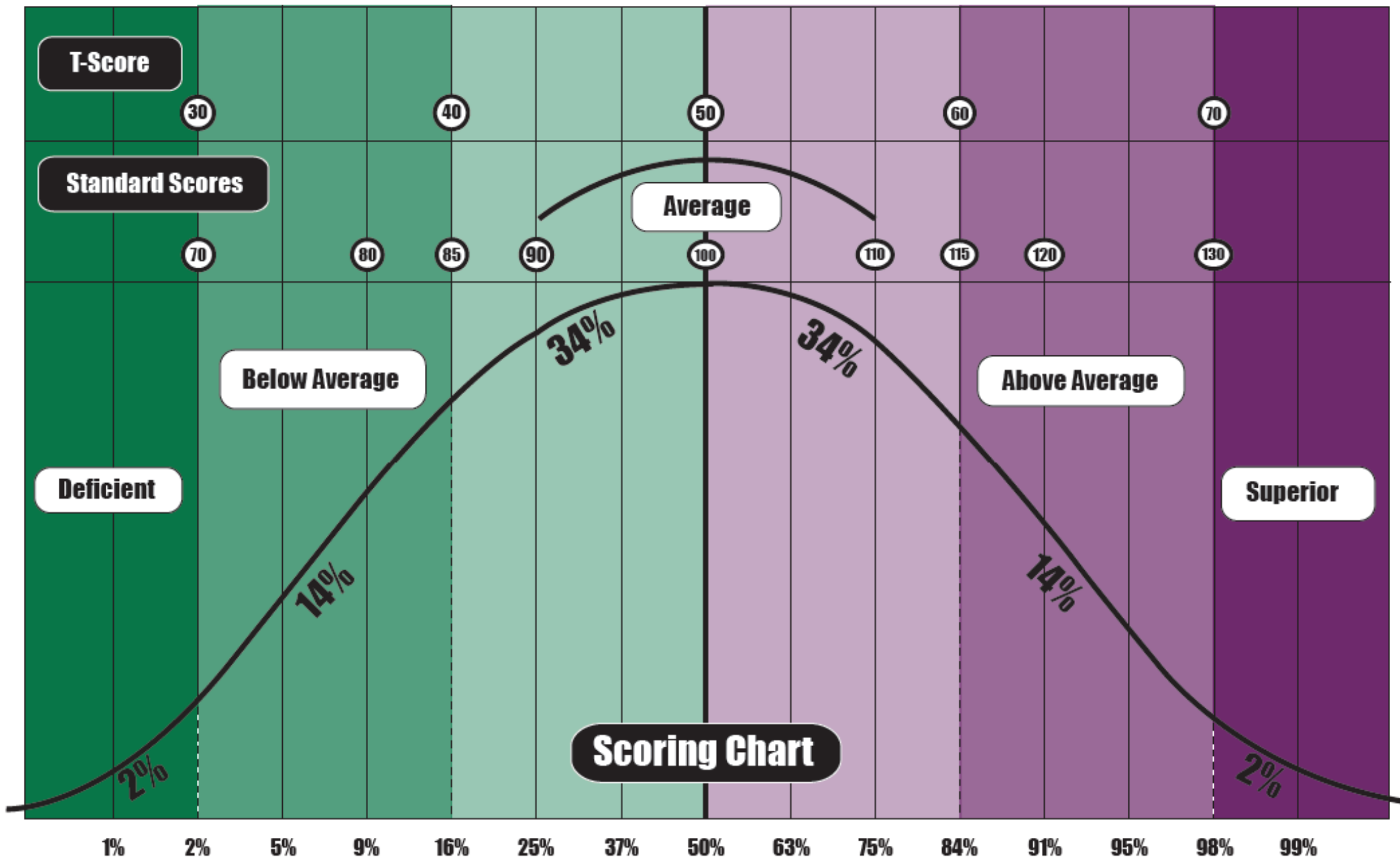
- Ensuring team has education on FASD
- Take the information and describe **how** it manifests in the individual student/learner



Data

- Inconsistency
- Scatter in assessments
 - Deep dive into the nuances
 - Extreme scatter and outliers
 - Variation from one testing session to another
- Validity on behavioral questionnaires
- How the data informs interventions

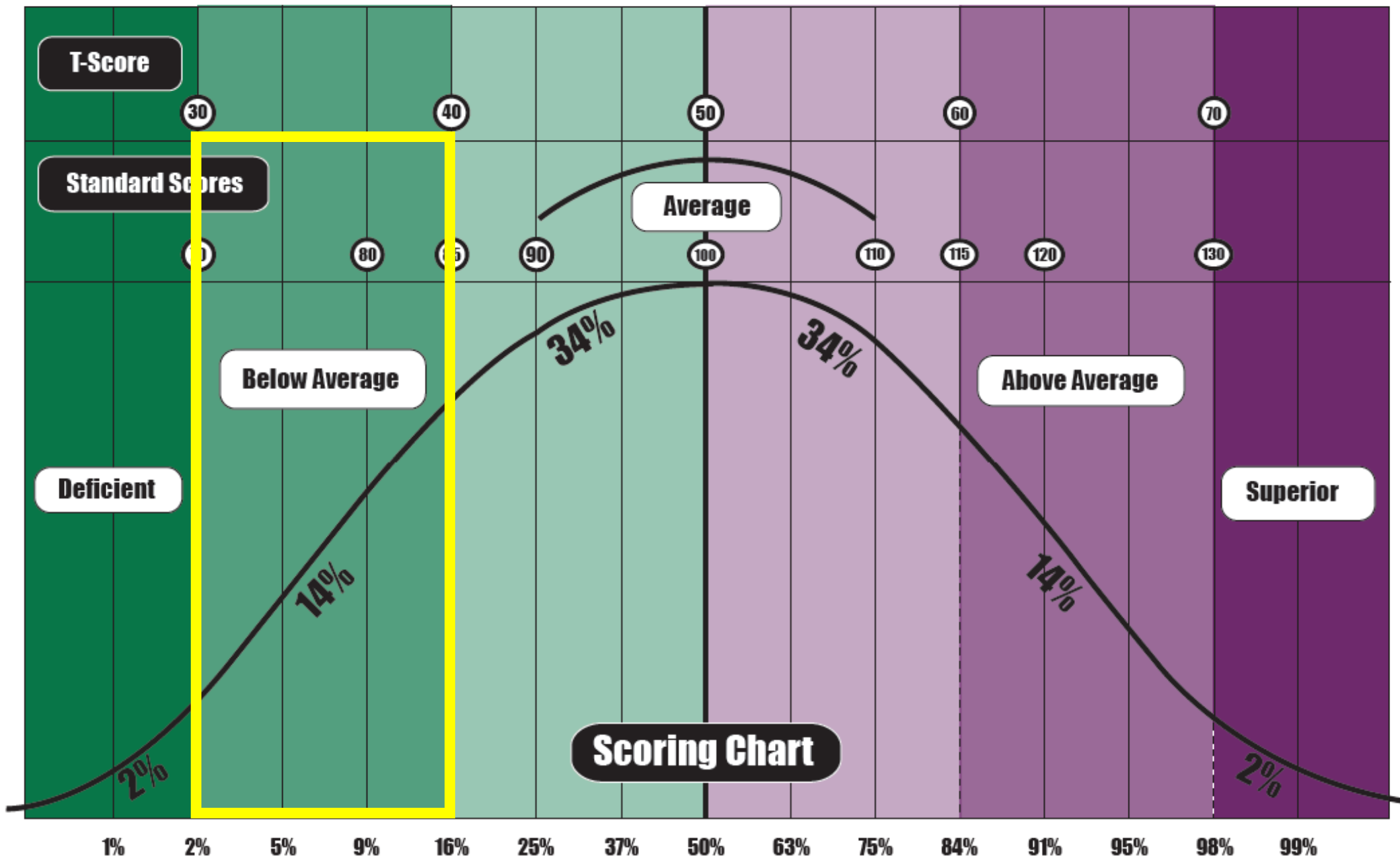




Scoring Chart

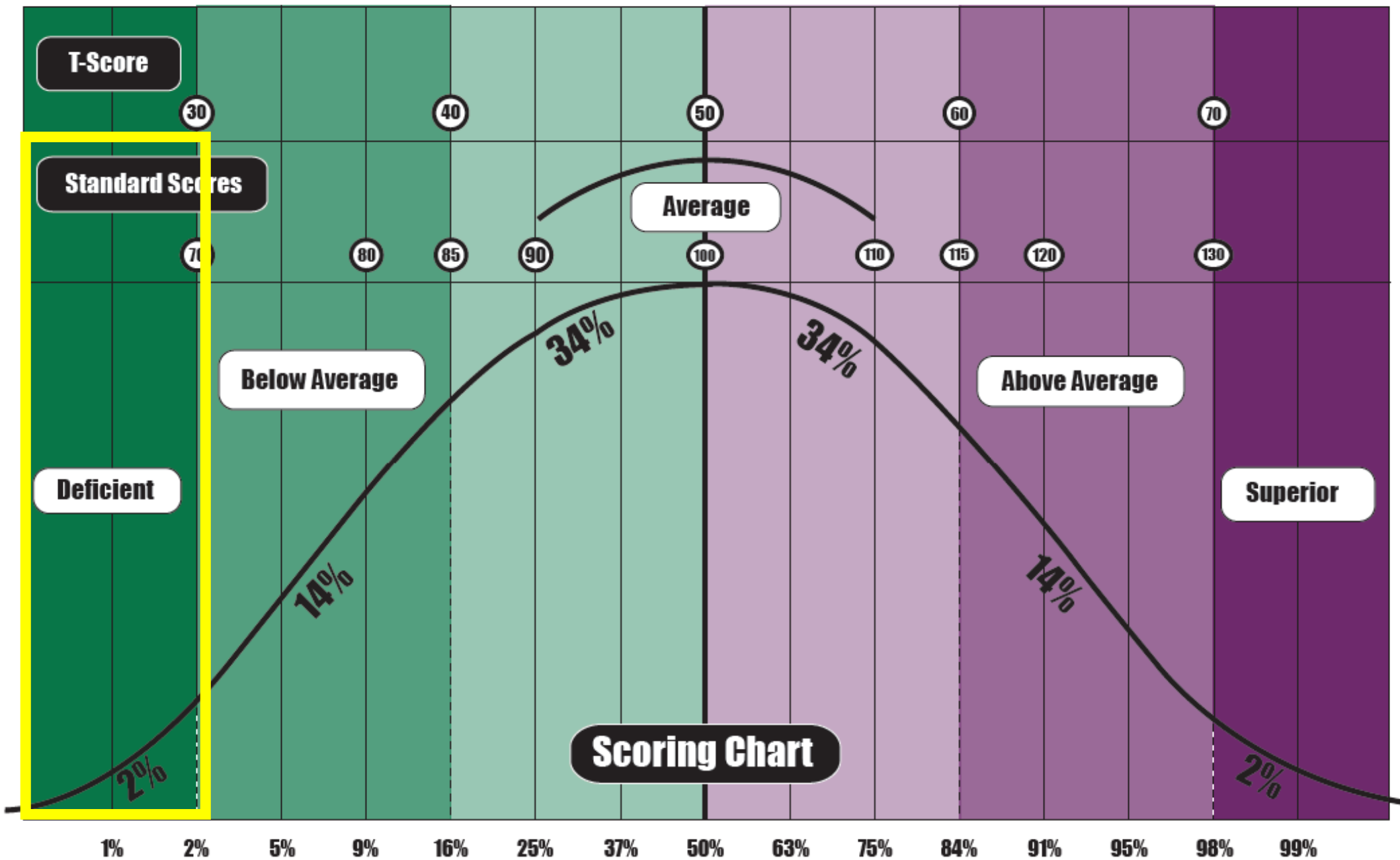
Percentile

* Deficient through Superior Standards do not apply for T-Score.
 ** 50% of all scores fall in the standard score of 90 - 110.
 *** For subtest, the average is 10 and one standard deviation is 3.



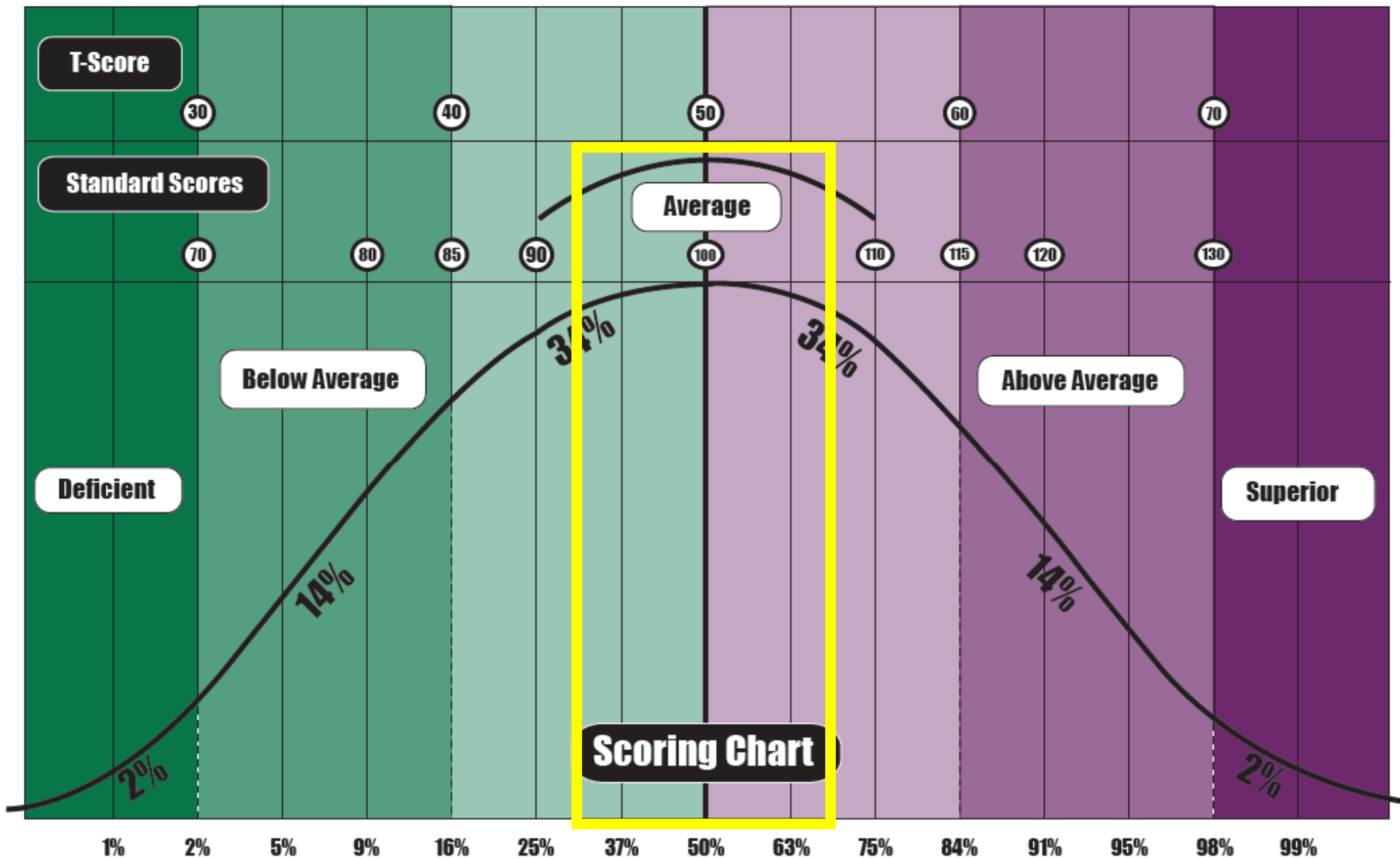
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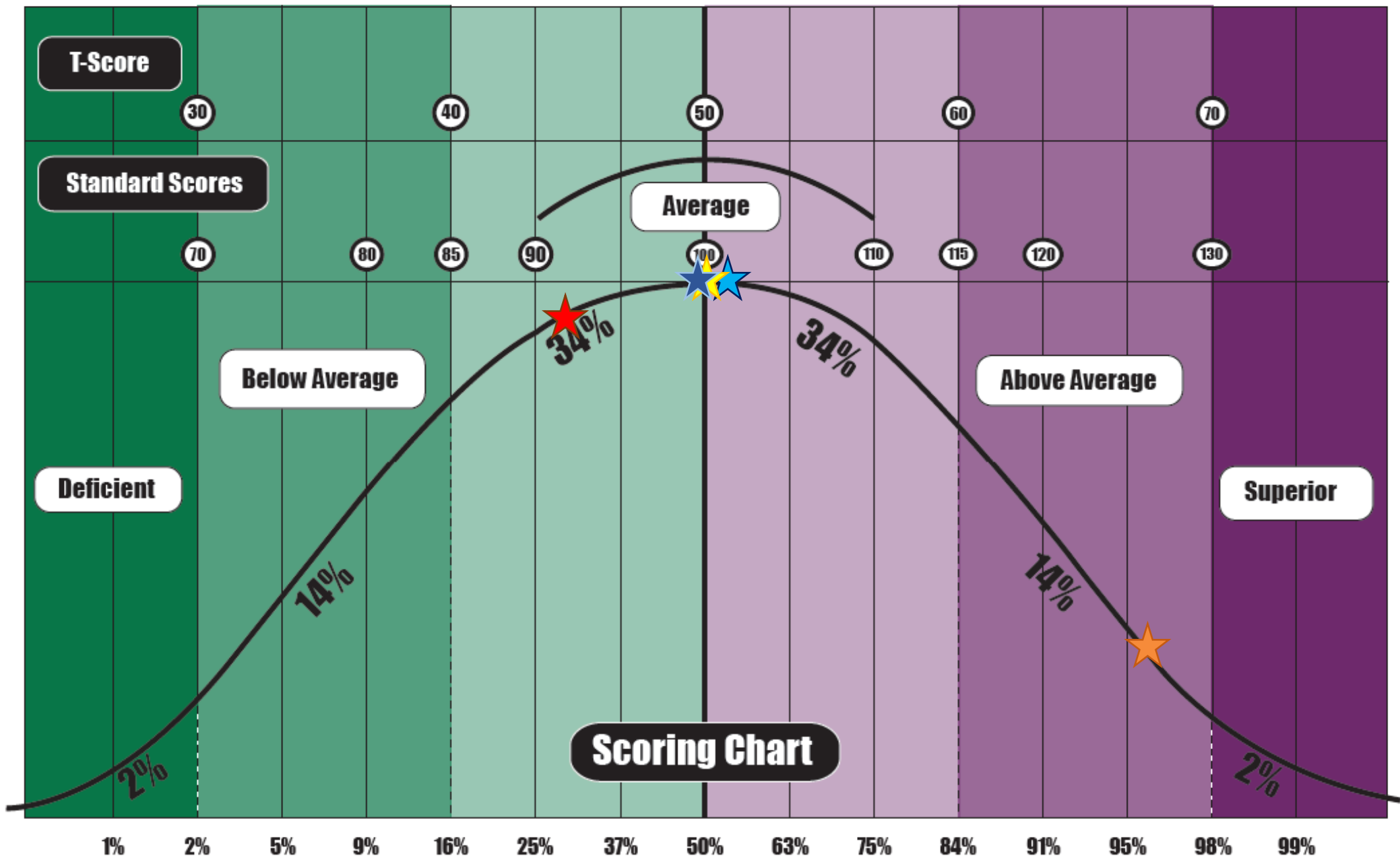
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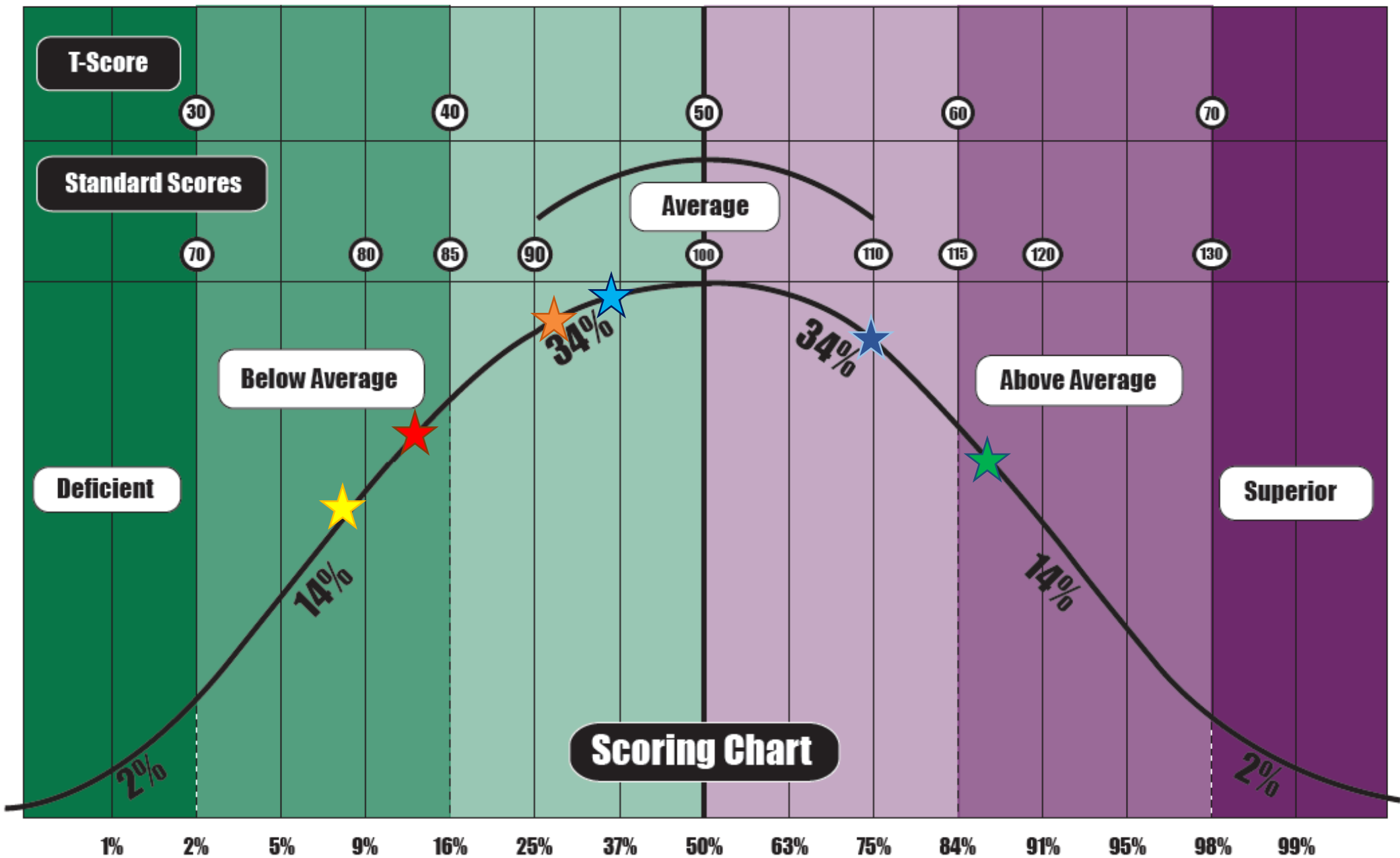
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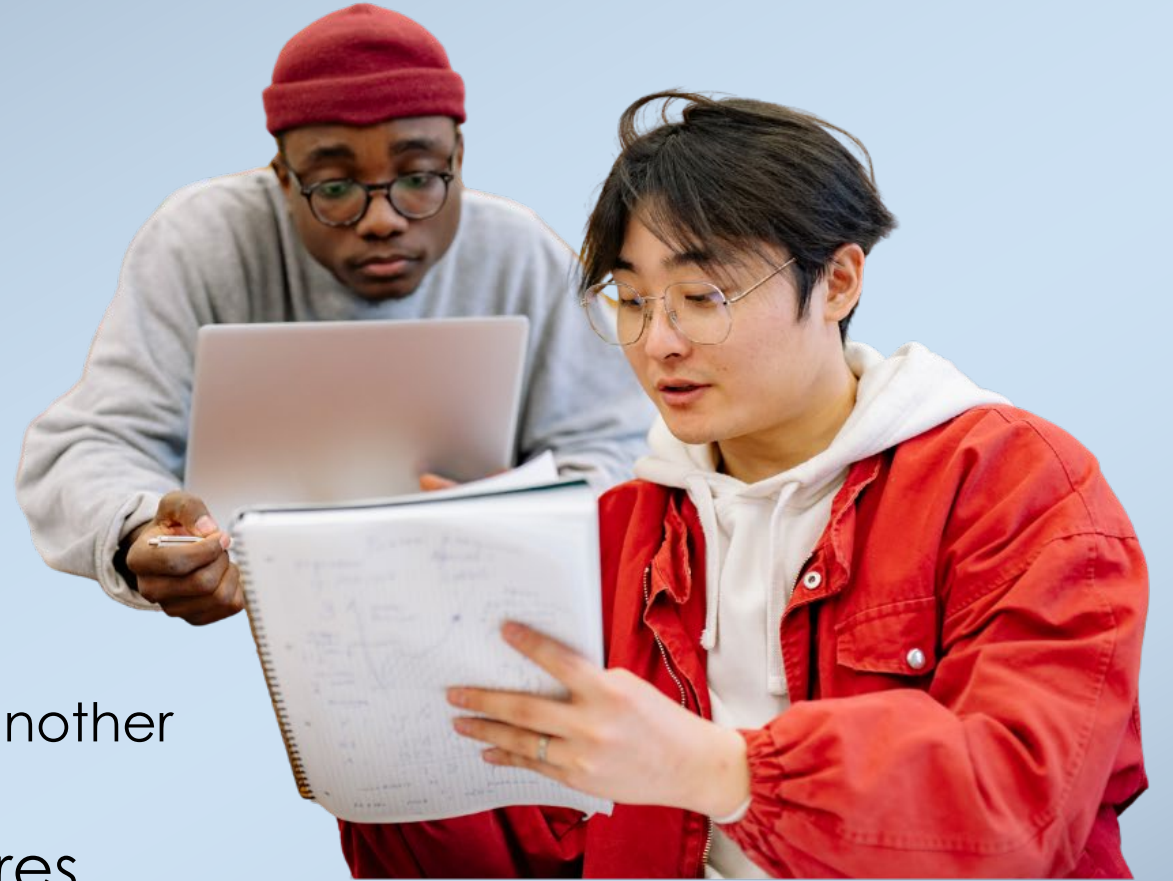
Validity



- Extreme vs. exaggerated
- Inconsistent answers vs. inconsistent behavioral presentation

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The Whole Student

- Multiple Components
 - Evaluations
 - Assessments
 - Observations
 - Performance
 - Behaviors
- Health history
 - Comorbidities



Collaboration & Curiosity



- Honor and utilize the experts in the room
- Engage the others on the team in getting curious



Predictions

- Setting the student up for success
 - now
 - future



Student-Centered & Strengths-Based

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Language



- Using neuro-affirming language
 - Helps reframe the need
 - Shift from language that is deficit/problematic focused to reframing as an area in need of support
 - The way we talk about the deficits, changes how we see and respond to the need of the student
- Avoid language that puts all responsibility on the student initiation
 - Use positive language focusing on the strengths and needs of the student



Specificity

- Describing the supports for the student



Self-Advocacy



- Supporting the student in learning about their own brain, body and nervous system
- Considering when and how to share about disability-related needs/accommodations
- Can be incorporated into transition planning



Application

- Utilizing the student you have kept in mind throughout the day
- Apply what you've learned – not only from this session, but from any of today's sessions
- Identify an area of need
- Which evidence-based practice is aligned with this student's needs?
- Determine supports that would be specific to the student's needs
- Write the accommodations or supports in neuro-affirming language





Thank You!

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