

Table 1. Universal and inclusive accommodations to create FASD sensitive environments

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Aim and rationale	Ask caregiver/teacher to...	
<p>To provide a simple, structured, predictable and consistent environment.</p> <p>Children with neurocognitive challenges are more comfortable in highly-structured and predictable environments in which expectations are clear.</p>	<ul style="list-style-type: none"> • provide predictable routines and structure • explain each step of the daily routine, using visual cues as prompts. This may need to be repeated daily • avoid changes in routine/explain clearly any change in routine • give clear and simple explanation of expectations; use visual reminders to support this understanding 	<ul style="list-style-type: none"> • use consistent caregivers where possible, provide photos and explanations of any change in carers or teachers • minimise the number of different settings a child must manage • avoid unstructured settings or large social groups, keep peer groups as consistent as possible • provide two choices of activities to help children to cope with unstructured situations (rather than asking them to generate ideas).
<p>To reduce the amount of sensory stimulation, and the impact of potential sensory triggers.</p> <p>Children living with FASD can have extreme difficulty with self-regulation in response to the sensory environment. Therefore, it is important to be aware of common sensory triggers.</p>	<ul style="list-style-type: none"> • remove or reduce fluorescent lighting • provide a separate carousel for schoolwork/study to reduce unnecessary visual distractions 	<ul style="list-style-type: none"> • help highlight key information and avoid 'figure-ground' confusion (not having important information on pages with 'busy' backgrounds or neon colours) • allow access to sensory regulation tools and strategies.
<p>To provide clear verbal instructions to support understanding and memory.</p> <p>Children living with FASD can have difficulty in attending to, processing, and memorising incoming verbal information. Speech and language processing can be slowed, and children can have difficulty with abstract and social language.</p>	<ul style="list-style-type: none"> • group instructions into manageable 'bits' of information • think of the 'rule of 5' (no more than five words in a sentence) • use simple language – e.g. "Close books. Put books back on shelf." • give clear instructions, indicating what activity you require, and then what the steps are • teach and practice memory rehearsal strategies (e.g. teach child to repeat instructions to themselves) • repeat instructions and supplement verbal instructions with visual prompts • be prepared to repeat themselves more than once 	<ul style="list-style-type: none"> • allow additional time to 'take up' instructions • use consistent key words in communication • teach/discuss one concept at a time • supplement verbal learning with mind maps and other visual aids to assist categorisation of learning material • use concrete language, avoid metaphors or idioms that may not yet be understood • teach the use of a non-verbal signal to let them know the child has forgotten what to do or didn't understand • play both verbal memory and visual memory games • not assume what is learned today will be remembered tomorrow, repetition may be necessary.
<p>To support the direction, focus, and transitioning of attention by using stepped instructions, warnings of impending change, and clear task expectations.</p> <p>Children living with FASD can have difficulty in focusing, sustaining and managing attention to competing tasks.</p>	<ul style="list-style-type: none"> • always use the child's name to gain their attention • use a variety of speech tones and pace to maintain attention • provide instructions and check for understanding prior to giving out equipment/ materials • break activities into smaller steps and give instructions for one step at a time • avoid providing additional instructions during an activity • consider using a regular auditory clue to remind children of where their focus should be and what they have been asked to do (e.g. chime or cue word). 	<ul style="list-style-type: none"> • monitor progress to ensure an activity is completed before beginning another one • provide warnings and prompts ahead of any change in activity or focus, supplemented with auditory and visual cues • provide reinforcement based on increasing time on task, not whether or not task is completed • preface stories with metacognitive questions that tell a child what the key points are – e.g. "During the story, see if you can see what Jonny does to help his sick dog." • use visual/kinaesthetic supports (e.g. abacus, dominos) to help embed numeracy concepts.