

Table 2. Tailored strategies for supporting children living with FASD

Tailored teaching strategies for supporting children living with FASD		
Aim and rationale	Support caregiver/teacher to...	
<p>To build executive functioning skills (behavioural regulation and metacognition [memory and attention]).</p> <p>Children living with FASD can have difficulty with tasks that involve executive functioning. Structuring and sequencing tasks can reduce the cognitive load for a child and make it easier for them to succeed.</p>	<p>support new learning by adopting a structured approach as follows:</p> <ul style="list-style-type: none"> • explain clearly what the child needs to do (e.g. 'Pack your bag for school'). • teach/remind the child of each step in this process using simple language, addressing one step at a time. Supplement with visual cues until the steps have been learned. For example, 'Put your homework in your bag'; then 'Pack your lunch in your bag'; then 'Put in your water bottle'. Supplementing instructions with visual reminders of the sequence will help the child to build independent skills over time. 	<ul style="list-style-type: none"> • teach self-monitoring skills (e.g. visual scheduling of tasks and timetables). • teach self-talk (e.g. 'What am I supposed to do next?' 'What is the next step?') • teach and practice basic memory techniques, such as rehearsal and 'chunking' long pieces of information into smaller bits. <p><i>Repetition is important. Computerised programs that are designed to train memory, attention and academic skills use high levels of repetition that may be needed to improve the learning of children living with FASD.</i></p>
<p>To build and extend language skills.</p> <p>Children living with FASD may have delayed language and vocabulary, slowed language processing and poor understanding of the social use and social conventions of language.</p> <p>While other children pick up language conventions implicitly, children living with FASD will need to be explicitly taught vocabulary and social skills.</p>	<ul style="list-style-type: none"> • teach basic vocabulary first at the child's developmental age • place emphasis on building emotional literacy, beginning with basic feeling words (e.g. happy, sad, angry, scared), using visual prompts to support learning. Extend vocabulary over time, from simple to more complex terms (e.g. 'scared' can be extended to 'frightened', 'anxious', 'fearful', 'terrified', etc.) • make sure you teach children the vocabulary and story-telling skills needed to talk about their interests, their family and their likes/dislikes. Children are not likely to be able to do this without explicit support • use mind mapping or similar visual strategy to teach how words are connected in meaning. 	<ul style="list-style-type: none"> • teach children a socially acceptable way to signal that they do not understand • teach children the skills of joining in, greeting friends, being assertive and saying no politely, etc. • teach children the implicit rules of social language (e.g. how to take turns in conversation; how to ask about another's interests; how to change your language to suit the situation [formal vs. informal settings]) • use visual aids to support language and vocabulary development whenever possible • be aware of difficulty in understanding or in forming words or speech sounds, which indicates the need for formal speech and language therapy.
<p>To build capacity for sensory regulation.</p> <p>Children living with FASD are quite affected by their sensory environment. It is common for these children to experience drowsiness, hyperactivity and/or anxiety in direct response to their sensory world. Identifying and managing sensory sensitivities using sensory regulation strategies can support children to remain in an alert and calm state that helps learning.</p>	<ul style="list-style-type: none"> • use a sensory profile to establish the child's sensory triggers and to identify what the child's sensory likes and dislikes are • identify ways that the sensory environment or sensory strategies can be used to soothe and regulate the child. Identify at least one 'transportable' strategy that a child can use across different settings 	<ul style="list-style-type: none"> • incorporate sensory regulation strategies at regular intervals throughout the day, these might include movement, deep muscle and oral resistance • teach the child the skills to monitor their sensory 'temperature' – self-monitoring strategies to support them to identify if and how the sensory environment is affecting them.

*Strategies adopted from: Adnams et al., 2007; Coles, 2007; Kable, 2007; Kerns, 2010; Loom, 2008; McLean & McDougall, 2014; McLean, 2018a, b; O'Connor et al., 2006, 2012; Padgett, 2006; Petrenko, 2015.