

## Barriers to Learning for Students with FASD

Barriers	Possible Strategies
Verbal <b>expressive</b> ability is much more advanced than verbal receptive skills or ability to produce written products.	<ul style="list-style-type: none"> <li>• Do not assume that what they say is indicative of what they know</li> <li>• Allow them to provide verbal explanation and interpretation of what something means or have them demonstrate</li> <li>• Reword or repeat instructions</li> <li>• Provide cues and model how to do something</li> </ul>
Can't process several directions at once	<ul style="list-style-type: none"> <li>• Provide one direction at a time.</li> <li>• Give them more time to respond to each direction</li> <li>• Give them cues if they forget</li> <li>• Remember: Student with ODD still won't comply but a child with FASD will complete task.</li> <li>• Create visual task analysis charts</li> <li>• Provide a checklist</li> </ul>
Cannot keep track of multiple plans, each with several goals and a number of steps per goals	<ul style="list-style-type: none"> <li>• Rehearse with students who will take part in their IEP and then provide checklist.</li> <li>• Provide support to follow plans academic or behavior</li> <li>• Work on one goal at a time.</li> </ul>
Can't remember what they were supposed to do when (whether its an hour, day or week after being told)	<ul style="list-style-type: none"> <li>• Working and short term memory ideas</li> <li>• Reduce Cognitive Load</li> <li>• Use of texting to remind young adults.</li> <li>• Set alarms or reminders</li> </ul>
Cannot understand abstract concepts	<ul style="list-style-type: none"> <li>• Teach underlying skills</li> <li>• Provide manipulatives</li> <li>• Use concrete examples</li> <li>• Role play to act out concepts</li> <li>• Provide Examples &amp; NOT-examples of concepts</li> </ul>
Cannot filter what they are thinking	<ul style="list-style-type: none"> <li>• Support points of insight &amp; help relate comments to overall</li> <li>• Foster their creative ideas,</li> <li>• Model journaling without censorship or grading</li> <li>• They don't mean to be rude or intrusive, just say what they think.</li> <li>• Model good ways to speak your mind</li> <li>• Provide a quiet environment</li> </ul>
Say they know what they need to do and but they cannot show they can do it	<ul style="list-style-type: none"> <li>• Have them act out what to do</li> <li>• Have them complete an example</li> <li>• Provide guided practice</li> </ul>
Literal thinking	<ul style="list-style-type: none"> <li>• Be careful of specific directions, they will do what they are told.</li> <li>• Do not use sarcasm, joking, similes, metaphors, proverbs, idiomatic expressions.</li> <li>• Do a task analysis of a skill, do not assume that the students will fill in a step</li> <li>• Explain &amp; consider misinterpretations of words</li> </ul>

Barriers	Possible Strategies
Difficulty with number concepts: time, money, measurement	<ul style="list-style-type: none"> <li>• Provide direct instruction for time &amp; money</li> <li>• Provide schedules for month, mark off each day.</li> <li>• Provide support for shopping with a peer to help with money</li> <li>• Set alarms or timer, and use consistent phrases in telling time</li> <li>• Teach Time by association – how long it takes to drive to school</li> </ul>
Try to “go along with the crowd” so that they have friends.	<ul style="list-style-type: none"> <li>• Model their peers, so provide positive ones</li> <li>• Provide Social skills training</li> <li>• Work on Strengths</li> <li>• Identify positive role models and foster those relationships as they won’t thrive on their own</li> <li>• Do better in 1-to-1 situation</li> </ul>
Difficulty making & maintaining friends.	<ul style="list-style-type: none"> <li>• Provide positive mentors</li> <li>• Foster relationships through strengths &amp; interests</li> <li>• Social skill training so that others do not see them as weird, strange, being inappropriate</li> <li>• Find something that student likes to do and let them do that regardless of their behavior</li> <li>• Be careful about their attitudes about death (people who die get lots of attention, death be at peace)</li> </ul>
Does not learn by experiencing consequences of their behavior	<ul style="list-style-type: none"> <li>• Short term consequences –no more than 1 day</li> <li>• Do not use natural consequences</li> <li>• USE positive reinforcement - immediately</li> <li>• Use repeated role playing</li> <li>• Do not take away what they like to do as a consequence for their behavior.</li> <li>• Give them second chances</li> </ul>
Act oppositional	<ul style="list-style-type: none"> <li>• Brain might be overloaded</li> <li>• Try using fewer directions or only one</li> <li>• Find out if student knows what to do</li> <li>• Find out if student understands the directions and can do the academic task</li> <li>• Provide a chill-out space when they start to get frustrated.</li> </ul>
Keep breaking the rules	<ul style="list-style-type: none"> <li>• Rather be bad, instead of being stupid.</li> <li>• Make sure rules are simple, in a positive form</li> <li>• Have students explain what the rule means and not just repeat the rule</li> <li>• Act out the rules or see if they can provide a Not-Example</li> </ul>
Problems with lying.	<ul style="list-style-type: none"> <li>• Students do not have a good sense of a timeline, so they fill in the gaps</li> <li>• Discover the “purpose” of the lying, a behavior analysis</li> <li>• Verify the person’s story from <b>credible</b> sources, not always peers.</li> <li>• Not always connect between what they feel, to how they act so they might “look” like lying.</li> </ul>
Problems with verbal outbursts	<ul style="list-style-type: none"> <li>• Ask if they need help and be available if they do</li> <li>• Look for signs of stress and give them time to regroup</li> <li>• Provide a quiet environment to distress</li> <li>• Consider cognitive overload</li> <li>• Provide more opportunities for them to succeed</li> </ul>

<b>Barriers</b>	<b>Possible Strategies</b>
Problems with Adaptive Behavior	<ul style="list-style-type: none"><li>• Direct instruction for daily living skills</li><li>• Increase support for older students by providing relevance of academic skills to daily living</li><li>• Understand that supporting typical organization skills is not enabling</li></ul>