# Module preparation: About FASD

This module examines how Fetal Alcohol Spectrum Disorder (FASD) impacts learning. School leadership teams and staff engage in activities to build their knowledge and understanding and explore effective strategies that support students with FASD.

The module runs for two hours and 50 minutes and is divided into four sessions. Suggested times for each session are:

* Session 1: Understanding FASD (Allocate 40 minutes for slides 3-18)
* Session 2: Accessing the curriculum (Allocate 45 minutes for slides 19-39)
* Session 3: Supportive learning environments (Allocate 35 minutes for slides 40-48)
* Session 4: Personal and Social Capability (Allocate 50 minutes for slides 49-69).

It is recommended that school leaders prepare to present this module to the whole staff by firstly working collaboratively through the documents with their leadership team to:

* ensure a familiarity with the key understandings contained within the presenter notes.
* determine if more than one presenter is required and to develop knowledge between the leadership team before they present the module to staff
* determine if activities will be modified to meet the needs of staff
* customise slide 2 to include the name of the traditional custodians and the country on which you are presenting.

Trigger warning: Please be aware that some information in this module may be distressing for some participants. If this module raises any concerns, participants are free to leave or to take some time away and return when they are ready. Through PeopleSense Department of Education employees are entitled to six sessions of counselling per year. Phone to make an appointment on 9388 9000 or 1300 307 912 or [reception@peoplesense.com.au](mailto:reception@peoplesense.com.au)

### **Preparing to present**

This professional learning is enhanced when presenters learn the content, watch the videos and practise presenting the workshop.

Familiarisation should focus on the:

* key understandings presented in the workshop
* flow of information
* video content
* timing of each session in the presentation
* roles of each presenter, where there will be more than one presenter
* curated resources in the [Support for students with diverse learning needs resource](https://connect.det.wa.edu.au/group/staff/resources/search?searchTerm=Keeping%20our%20workplace%20safe#426582_1).

### **Print**

* Presenter notes (one copy per presenter)
* Slideshow – three slides per page (one copy per participant)
* Handout 1 – for participants to access the online surveys. Ask participants to complete the first online survey before starting the workshop. The second survey should be completed at the end of this workshop and the third survey should be completed eight weeks after completing this workshop.

Note: Please ensure participants have downloaded a QR scanner from the App store to their mobile device or tablet technology to complete the surveys.

### Key understandings

The key understandings explored in **Session 1: Understanding FASD** (slides 3-17) include:

* what is Fetal Alcohol Spectrum Disorder (FASD)
* the impact of FASD on learning
* prenatal alcohol exposure and the developing brain
* FASD and the 10 neurodevelopmental domains
* the importance of taking a strength based approach.

The key understandings explored in **Session 2: Accessing the curriculum** (slides 18-38) include:

* the rights of all children to an education that is equitable and embraces diversity
* changes to teaching and learning that enable students with diverse learning needs to access the curriculum
* support for students with FASD who are also English as an Additional Language/Dialect   
  (EAL/D) learners
* NCCD levels of adjustment and RTP for students with special educational needs
* supporting students and keeping our workplace safe.

The key understandings explored in **Session 3: Supportive learning environments** (slides 39-47) include:

* understanding our responsibilities in providing quality school environments
* building quality relationships
* the importance of providing structured and predictable environments
* changing the learning environment to improve behaviour and engagement.

The key understandings explored in **Session 4: Personal and social capability** (slides 48-68) include:

* the importance of developing personal and social capability
* understanding the three neurological domains required for self-regulation
* social judgement, communication and daily living skills
* teaching and learning that develops personal and social capability.

### Extending the professional learning

Leadership teams may choose to build on this module by:

* making links between the information presented in the module and school improvement planning to create context-specific professional learning
* demonstrating how to find and use the [*Support for students with diverse learning needs hub*](https://connect.det.wa.edu.au/group/staff/resources/search?searchTerm=Keeping%20our%20workplace%20safe#426582_1)*.* Internet access will be required.
* allocating each group with small and/or large sticky notes, note paper and a set of pens. Presenters may choose to provide additional time for groups to share their thinking after each activity or display the large sticky notes in a prominent place. Encourage participants to tick the strategies they will implement in their classrooms. Plan a time with staff to discuss the changes they have made to their classrooms and reflect on their practice.

### Background reading

Presenters wishing to advance their knowledge and understandings may explore the resources available in [*Support for students with diverse learning needs hub*](https://connect.det.wa.edu.au/group/staff/resources/search?searchTerm=Keeping%20our%20workplace%20safe#426582_1)*.* Recommended reading includes:

* [Disability Standards for Education Act](http://det.wa.edu.au/studentsupport/detcms/navigation/disability-services-and-support/policy-and-legislation/)
* [Keeping our workplace safe guidelines](http://ecm.det.wa.edu.au/connect/resolver/view/KOWST000/latest/index.html#Guide)
* [Reporting to Parents: Special Educational Needs](http://det.wa.edu.au/curriculumsupport/reportingtoparents/detcms/navigation/special-education-needs/)
* [NCCD Professional learning](https://www.nccd.edu.au/resources-and-tools/professional-learning)
* [FASD and complex trauma - A resource for educators](https://www.marulustrategy.com.au/pages/teachers-school-leaders-and-aboriginal-educators)
* [FASD toolkit](https://docs.wixstatic.com/ugd/6eb9fe_ce1a2efc46bf4790a6364dda12ac9efc.pdf)
* [What educators need to know about FASD, Working Together to Educate Children in Manitoba with Fetal Alcohol Spectrum Disorder](https://www.gov.mb.ca/healthychild/fasd/fasdeducators_en.pdf)
* [National Fetal Alcohol Spectrum Disorder Strategic Action Plan 2018-2028, Commonwealth of Australia](https://beta.health.gov.au/resources/publications/national-fetal-alcohol-spectrum-disorder-fasd-strategic-action-plan-2018-2028)