



ABOUT US

Telethon Kids Institute is working with Mercy Services and the Newcastle Local Drug Action Team to help make FASD History in Newcastle. *If you'd like to know more about the project:*

Email:

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Online:

<https://alcoholpregnancy.telethonkids.org.au/our-research/research-projects/making-fasd-history-multi-sites/>

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FASD in the Classroom



FOR MORE INFORMATION

Telethon Kids Institute:

<https://www.telethonkids.org.au/our-research/research-topics/fetal-alcohol-spectrum-disorder-fasd>

NOFASD Australia:

<https://www.nofasd.org.au/>

FASD Hub Australia:

<https://www.fasdhub.org.au>

FASD and complex trauma -

A resource for educators - 2nd edition:

<https://mwrc.com.au/pages/mwrc-blog>



FASD IN THE CLASSROOM

Fetal Alcohol Spectrum Disorder (FASD) is caused by drinking alcohol during pregnancy. It can affect the development of a baby's brain and body in different ways.

Drinking during pregnancy can cause difficulties with:

-  growth
-  learning
-  memory
-  communication
-  behaviour

UNDERSTAND

What might FASD look like in the classroom?

Children and young people may:

- Have difficulties with memory and learning.
- Find it challenging to plan, and understand time.
- Have difficulties regulating their behaviour.
- Find abstract thinking and judgment challenging.
- Have difficulties with social skills and emotional maturity.
- Find it hard to make decisions.
- Experience challenges communicating and using language.

RECOGNISE

Do you have a child or young person in your classroom with FASD?

What behaviour may look like	What behaviour actually represents
Non-compliance with order	➤ May not understand or remember what is expected.
Repeatedly making the same mistake	➤ May not link cause and effect. ➤ May not understand or remember.
Often late	➤ Difficulties understanding the concept of time. ➤ May not remember appointments.
Not sitting still	➤ Sensory overload.
Poor social judgement	➤ Difficulties interpreting social cues and understanding social conventions.
Overly physical	➤ May not understand social cues about boundaries. ➤ Hyper or hypo sensitive to touch.
Does not work independently	➤ May not translate verbal instructions into actions. ➤ May have problems with memory.
Stealing	➤ Does not understand concept of ownership.
Lying	➤ May not link cause and effect. ➤ Difficulties accurately recalling events.
Self-centred	➤ May not link cause and effect.
Volatile	➤ Difficulties verbalising feelings. ➤ Feeling overwhelmed or over-stimulated.
Inconsistent performance	➤ Difficulties with memory. ➤ Difficulties carrying through learning from one situation to the next.



ACCOMMODATE

A supportive school environment is vital for young people with FASD.

- Use signs, pictures and written reminders.
- Use visual timetables and examples.
- Give warnings before changing activities.
- Give clear and frequent instructions and feedback.
- Provide quiet spaces for work and if children feel angry or upset.
- Provide lots of repetition, time and opportunities to practise.
- Create regular and easy routines.
- Minimise homework.
- Send notes or emails home.