

Design for variability across days and times

Think 'gravel roads not highways'. Damage to the brain means that students with FASD may need to work harder than their peers to complete every task required of them. This in turn leads to fatigue, and overload if the demands placed on them are too high.

- ✓ Design the day with several brain breaks and quiet times.
- ✓ Have low sensory zones available to students at all times.
- ✓ Give students more time to process, understand and complete tasks.
- ✓ Prepare a routine for break times, and make sure the student knows where to eat, where to play, and so on.
- ✓ Teach and use sensory regulation strategies such as wearing noise cancelling headphones and calming strategies.
- ✓ Keep instructions and tasks simple using step by step approaches.
- ✓ Recap and consolidate previous learning before moving on to new learning.
- ✓ Extend learning opportunities with repetition, games and a variety of activities.
- ✓ Anticipate difficult times and design strategies to minimise distress.
- ✓ Check in on students regularly and intervene early when issues arise.

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