

Support social and emotional learning

A suggestion for implementing the strategy

'Key areas to support' from the Guide: [FASD and learning](#)

-
- Includes:**
- Understand interoception, co-regulation and self-regulation
 - Develop interoception
 - Support social and emotional development
 - Teach respect for people and property
 - Social stories and scripts
 - Useful resources

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From

Guide: [Fetal alcohol spectrum disorder and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support social and emotional learning](#)

Date

01 July 2026

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inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-social-and-emotional-learning

Understand interoception, co-regulation and self-regulation

Self-regulation is the ability to moderate or control emotions and actions in order to function effectively and get along with others.

Damage to the brain during pregnancy can affect self-regulation abilities. Support ākongā by developing interoception and providing co-regulation as students learn.

Interoception

Interoception is thought to be a prerequisite for self-regulation. Interoception is recognising and understanding the internal physical states of the body, for example, being aware of the physical signs that you are thirsty, cold or becoming angry or upset. It is a first step in managing emotions.

Co-regulation

Co-regulation is the ability to regulate emotions and manage stressful situations with the support and direction of others. Support may come from a range of people such as teachers, whānau, peers or specialists.

Self-regulation

Self-regulation is the ability to moderate or control emotions and actions independently. In the classroom, self-regulation supports students to engage in learning activities, participate in social interactions and get along with others.

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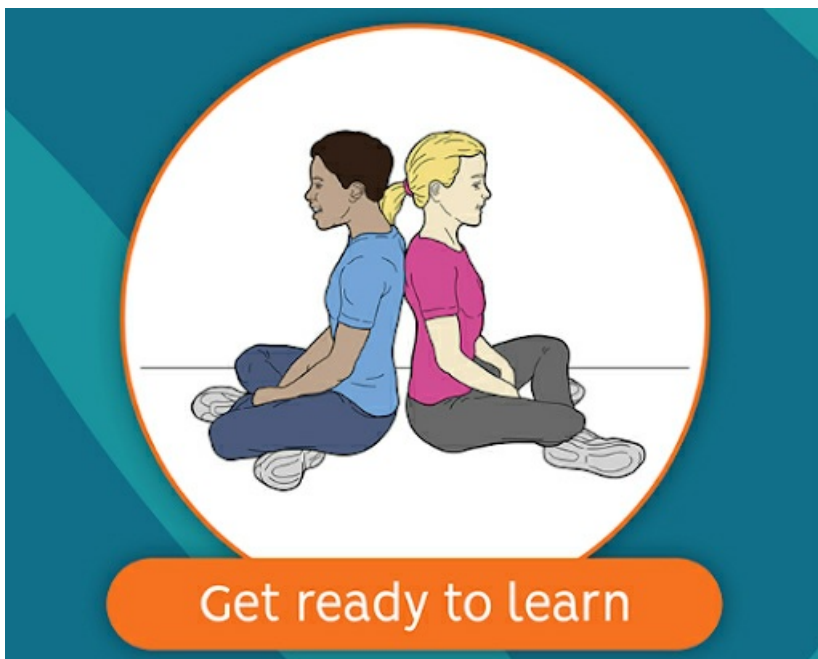
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Develop interoception



Source:

Student Wellbeing Hub, Education Services Australia

<https://studentwellbeinghub.edu.au/educators/topics/interoception-and-self-regulation/>

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Support social and emotional development

Provide targeted learning and a range of supports to develop students' social and emotional skills.

Begin with co-regulation, helping students recognise emotions and manage stressful situations. Reduce support as ākongā develop skills.

- ✓ Use modelling and coaching to help students recognise how they feel or how someone else might be feeling.
- ✓ Use whole class visual and verbal prompts to support awareness.
- ✓ Teach and practise conflict-resolution and cooperative skills.
- ✓ Develop problem solving skills by analysing events.
- ✓ Take a tuakana-teina approach, to build self-confidence, a sense of belonging, and enhance academic skills.
- ✓ Teach reflective listening.

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Teach respect for people and property

Teach ākongā about concepts such as personal space, touching, consent and ownership.

Respecting people

- Be very specific, using visual and kinesthetic cues.
- Practise in real-life settings.
- Explain and role-play appropriate touching.
- Define personal space using visual and physical tools, such as tape or seating mats.
- Explain and demonstrate boundaries for special spaces and equipment.

Respecting other people's property

- Teach the concept of ownership by marking each student's possessions with their name or a symbol that stands for that person alone.
- Teach and practise how to ask to borrow something.
- Reinforce the concept of ownership through school rules.
- Use school-wide systems so that ākongā with FASD do not have to generalise in order to comply.

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Social stories and scripts

Create multiple opportunities for students to practise how to communicate and manage themselves in social situations.

Repetition helps embed skills and builds confidence and understanding.



Video hosted on Youtube <http://youtu.be/HOekiyPk2pM>

No captions or transcript

Source:

[POPFASD \(Canada\)](#)

https://www.youtube.com/channel/UCWRoE1YnO371Fc_hWx6Pnhg

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Useful resources



Social and emotional learning – Resource collections

Resources to support social and emotional learning. Includes Ata and Oho cards and activities.

[Visit website](#)



He Māpuna te Tamaiti

Resources to help teachers support social and emotional competence in early learning.

[Visit website](#)



Sparklers

Bank of resources for students and teachers to help grow ākonga wellbeing and emotional literacy. Can be filtered by topic, competency, activity type and te whare tapa whā.

Publisher: Sparklers

[Visit website](#)



Kei Whea A Mauri Tau

Resource for parents and teachers to read to tamariki aged 6 to 8 years to help them learn about connecting with themselves, others and the environment and how to respond to their emotions.

Publisher: He Paiaka Tōtara

[Visit website](#)



Interoception and self-regulation

39 activities to develop interoception and self-regulation.

Publisher: Education Services Australia

[Visit website](#)

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