

Reconnect and restore

Support ākongā to feel safe and calm after a challenging situation. Proactively protect the tapu and mana of ākongā and others involved in the challenging situation.

Take into account the impact of perseveration, which can be a characteristic of people with FASD. Perseveration means ākongā can get stuck or fixated in a thought pattern or an action and find it difficult to move on.

Give ākongā extra time and space to settle

- Students with FASD are likely to need extra time to recover from distress.
- Extend time in alternative spaces and doing alternative activities.
- Reduce demands for extended periods.

Immediately after the situation

- Monitor the wellbeing of ākongā, kaiako and anyone else who may have been affected by the situation.
- Use karakia, waiata, and calming strategies ākongā might know or have in their support plan.
- Offer ākongā food or drink.
- Make sure that someone with a solid connection with the ākongā can stay nearby.

Support ākongā to re-engage with classroom activities

- Provide a warm, welcoming environment.
- Gently and discreetly support ākongā to re-engage with classroom activities.
- Facilitate activities and include peers.
- Suggest things you know they enjoy and can do.
- Reduce learning demands.
- Use restorative practices.

Consider next steps for teachers

- Take time to reflect on the situation.
- Debrief with school leaders or colleagues.
- Connect with parents, whānau and caregivers.
- Plan what needs to happen next.
- Reflect on any environmental factors that could be improved.
- Reflect as a team on the school's policies and practices.

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