

# Work as a team

A suggestion for implementing the strategy  
'Identify needs and ways to provide support'  
from the Guide: [FASD and learning](#)

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- Includes:**
- Get the right people around the table
  - Work in partnership
  - Learn from students and parents
  - Collaborate with professionals
  - Build respectful and reciprocal relationships

Inclusive Education

From

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

Strategy: [Identify needs and ways to provide support](#)

Suggestion: [Work as a team](#)

Date

01 July 2026

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/work-as-a-team](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/work-as-a-team)

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## Get the right people around the table

Bring together a team to work in partnership with the student and their whānau.

- ✓ Discuss with the student and their whānau who could be part of a supportive team, for example, the RTLB, Learning Support Coordinator, support worker, dean.
- ✓ Consider asking colleagues who have experience of teaching students with FASD if they would like to contribute.
- ✓ Consider connecting to external expertise or agencies with specialist knowledge.
- ✓ Build regular times for communication.

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# Work in partnership

Build an effective partnership with the learning support coordinator, RTLB, parents, and specialists such as occupational therapists.

- ✓ Work with your team to discuss strategies that will work for your student and provide you with support.
- ✓ Discuss assessment approaches, evaluate assessment data together, and consider possible strategies.
- ✓ Implement a strengths-based approach.
- ✓ Ask about recommended resources and online communities.
- ✓ Foster understanding of FASD to decrease secondary behaviours, such as mental health problems, frustration, and anxiety.
- ✓ Share your concerns and ask questions.
- ✓ Meet together with the student and whānau and take a team approach to planning and providing support.
- ✓ Find out about staff members who have experience teaching students with FASD, or personal experience of FASD, who might be happy to advise you.

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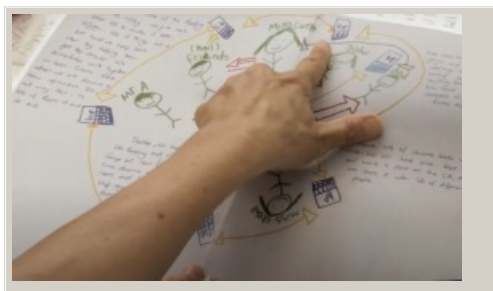
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## Learn from students and parents

**Mapping, drawing, and talking** together builds understanding.

Explore **case studies** to find out more.



Video hosted on Youtube <http://youtu.be/zG6sowkzvqg>

Closed Captions

Source:

[Infinity: Where the Learning Never Ends \(US\)](#)

<https://www.youtube.com/channel/UCHYo7InP5D457ybZs9A6PWg>

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## Collaborate with professionals

A large part of the FASD diagnostic process includes developing strategies and interventions specifically designed for the unique needs of the child, to help them learn successfully.

A report containing the assessment findings, medical diagnosis, and recommendations is available (with the consent of the legal guardian) to families, caregivers, and educators who work with the child. The assessment provides information about the child's needs and allows interventions to be tailored to their strengths and challenges.

Because FASD is not routinely screened for in infancy and early childhood, many children with FASD remain undiagnosed when starting school. Most commonly diagnosis is made when the child is between 6–12 years old, and having learning or behaviour difficulties. Sometimes, the condition may never be diagnosed.

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## Build respectful and reciprocal relationships

He Pikorua, the learning support practice framework, begins with whanaungatanga, building connections.

Trusting relationships between kaiako, whānau and ākonga provide opportunities to explore what is important, share aspirations and have difficult conversations where necessary.

Build connections by:

- empowering others
- building staff capability
- gaining informed consent
- information sharing
- exploring aspirations and goals
- negotiating roles and expectations.

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