



# FASD STREET

## Clock Tower

Checking the clock to make sure you are where you need to be at the right time comes naturally. Time, money, ownership are all concepts that are challenging for someone with FASD.



## Bakery

Walking into a bakery is a sensory delight if your brain can manage the sights, smells, tastes, sounds and feel of the baked goods. Some people with FASD can easily be overwhelmed by sensory input.

## Candy Shop

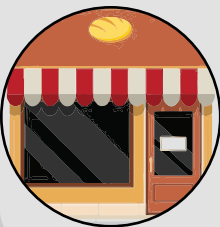
A place of sweet delights that challenges your ability to plan and prioritize, to manage your impulses and to make good choices. If you have FASD, these are very difficult all of the time!

## Library

Want to learn more about FASD and universal strategies that could assist you in supporting your student? Pop into the Library and check out some links and all the resources they offer!

## Coffee Shop

You look forward to meeting friends here and having a conversation. Making and keeping friends can be very difficult for someone with FASD.



### **Bakery (Sensory Processing):**

Check the environment for things that alert the 5 senses – sounds, smells, touches, tastes and sights. Encourage the student to identify the ones that are bothering them and work together for solutions.



### **Candy Store (Attention & Impulsivity):**

Break tasks into smaller steps. Use visuals/songs/signals to help remember. Limit the number of choices. Practice making decisions as well. Avoid long periods of concentration. Take lots of body and brain breaks.



### **Clock Tower (Time & Money):**

Give warnings about transitions. Add visual and auditory signals when counting down time. Keep valuables out of sight. Have a buddy walk to and from appointments.



### **Coffee Shop (Social Skills):**

Help the student by talking with them about appropriate behavior with peers. Be a good role model. Ensure opportunities for social interactions that can be matched with compassionate feedback. Help the student predict what might happen in specific situations.



### **“Read All About Me”:**

Please consult with your coordinating teacher to interview your Mentee using this document, helping you better understand the supports required with the individual Mentee’s comfort level in mind.



### **Barriers to Explore:**

Individuals with FASD often encounter the following Barriers to Learning & Support such as:

- Trauma
- Mental Health Concerns
- Delayed Diagnosis or Misdiagnosis
- Lack of FASD Trained Supports
- Dysmaturity
- Attachment Disorder
- Executive Functioning Deficits
- Impaired Navigation of Social Situations
- Brain & Body Impairments
- Sporadic Memory



### **Library (Resources):**

- [Canada FASD Research Network](#) provides FASD information, research, and training opportunities
- [Alberta’s FASD Service Networks](#) connects you with FASD services for your area
- [WRaP2.0](#): FASD mentorship & coaching supports for every school in Alberta
- [POP FASD](#): a great list of resources for FASD proven strategies & resources
- [FASD Strategies, not Solutions](#): a handy booklet for strategies when working with an FASD student
- [FASD Mentorship Program | Healthy Families AB](#) - A perfect place to get started – the role of the Mentorship Program