

# Fetal Alcohol Spectrum Disorders in School WEBINAR



*Presented by Kelly Henderson, PhD  
Hosted by Formed Families Forward  
February 7, 2019*



## Who we are...

- ▶ Formed Families Forward's **mission** is to improve developmental, educational, social, emotional and post-secondary outcomes for **children and youth with disabilities and other special needs** through provision of information, training and support to adoptive and foster parents, and kinship caregivers. We provide:
  - ❖ In-person trainings (we sponsor and we come to you!)
  - ❖ Webinars
  - ❖ Fact sheets and other resources
  - ❖ Youth/YA peer support group; parent/caregiver support group
  - ❖ Direct support- consultations by phone & in person
  - ❖ Youth LifeSkills classes; Parenting Wisely classes
  - ❖ Connecting families to resources

[www.FormedFamiliesForward.org](http://www.FormedFamiliesForward.org)

# Past/Upcoming Trainings



- FASD Webinars: sessions 1 & 2- Practical Strategies for Supporting a Loved One with FASD and Neurodevelopmental Disorder- Prenatal Alcohol Exposure (In Resources/Webinars on website)
- Trauma & Resilience in Loudoun (Feb 25)
- *I'm Determined* introduction in Herndon (April 3)
- Spring Forward Foster, Adoptive and Kinship Family Fun Day and Professional Conference, April 27 at GMU Manassas - REGISTER NOW!

## Other requests!

- Complete Evaluation at conclusion of the webinar
- If you need a certificate of completion, email [Whitney.Emerson@formedfamiliesforward.org](mailto:Whitney.Emerson@formedfamiliesforward.org)
- Like us on Facebook!  
<https://facebook.com/FormedFamiliesForward>
- Suggestions for other topics of interest – let us know!  
[info@formedfamiliesforward.org](mailto:info@formedfamiliesforward.org)



# Agenda

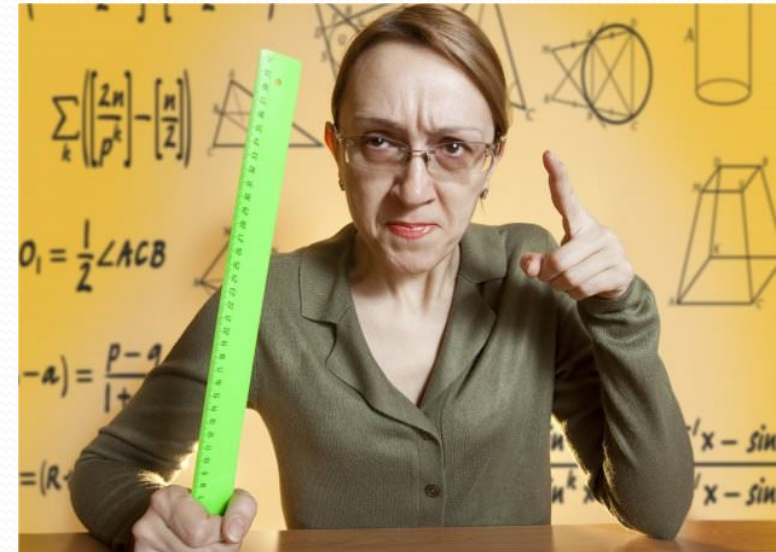
- The Challenge when FASD meets schools
- What do teachers see?
- Federal/state policies for supporting children/youth with disabilities
- Making it work for your child with FASD
- Resources for you and to share with educators

# The Poor Fit of FASD into Systems



# What do teachers see?

- Processing delays/disabilities; learning disabilities
- Sensory sensitivities; Sensory processing disorder/sensory integration dysfunction
- Impulsivity
- Defiance; oppositional defiant disorder
- “Lying”
- Social skills deficits
- Inappropriate boundaries
- Poor decision making
- Immaturity; behaviors that are typical of younger children



# FASD, up close and personal

- FASD is umbrella term comprising a broad range of symptoms and disabilities associated with prenatal alcohol exposure.
- Primary (related to central nervous system dysfunction; can vary according to degree of neurodevelopmental damage that has occurred) and secondary conditions (associated difficulties, may develop across lifespan).
- **Primary disabilities** include: intellectual disability; low IQ; impaired executive functioning, memory process and attention; hyperactivity and impulsivity; speech and language difficulties; and ADHD.
- **Secondary conditions** include: mental health disorders such as conduct disorder, depressive disorder and oppositional defiant disorder; difficulties in school including withdrawal and suspension; trouble with the justice system; deviant sexual behavior; substance abuse issues; and employment challenges.

Source: Singal, D. et al. (2018). BMJ Open, doi:10.1136/bmjopen-2017-013775



# What guides education of children with special needs?

- Special Education law and regulations, namely IDEA and Section 504/ADA
  - Privacy and confidentiality (ex., FERPA)
  - Local school board policies and formal and informal procedures



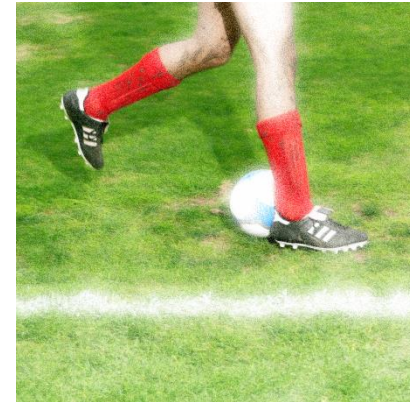
# Section 504



- Section 504 of the Rehabilitation Act of 1973 protects rights of individuals with disabilities in programs and activities that receive Federal financial assistance, including public school districts.
- **Prohibits discrimination** of those with disabilities-physical or mental impairment that substantially limits a major life activity, including learning, communicating, concentrating, reading, etc.

# Section 504, continued

- Referral begins with a **referral request** and local screening committee meetings. Once eligible:
- Knowledgeable **committee** creates a plan for accommodations; reviewed annually.
- Procedural safeguards apply.



# Amendments to Americans with Disabilities Act, 2008

- Office of Civil Rights, US Department of Education enforces. New guidance re: implications of 2008 amendments to the Americans with Disabilities Act (ADA) **broadens the potential class** of persons with disabilities protected by the statutes.
- Academic success does not necessarily disqualify a student from being identified with a disability.
- <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.pdf>



Building the Legacy: IDEA 2004

# On to the Basics of IDEA- Individuals with Disabilities Education Act

Thanks to Parent Educational  
Advocacy Training Center,  
the Virginia Parent Training  
center; some slides from  
their Special Education Tour,

[www.peatc.org](http://www.peatc.org)



# What is Special Education?

## Individuals with Disabilities Education Act (IDEA)

- Specifically designed instruction
- At no cost to parents
- To meet the unique needs of a child with disabilities



# The Legal Foundations for Special Education

- The Individuals with Disabilities Education Improvement Act (IDEA) 2004
- State Special Education regulations-  
[http://www.pen.k12.va.us/special\\_ed/regulations/state/regs\\_speced\\_disability\\_va.pdf](http://www.pen.k12.va.us/special_ed/regulations/state/regs_speced_disability_va.pdf)
- Parent resources:  
[http://www.doe.virginia.gov/special\\_ed/parents/index.shtml](http://www.doe.virginia.gov/special_ed/parents/index.shtml)



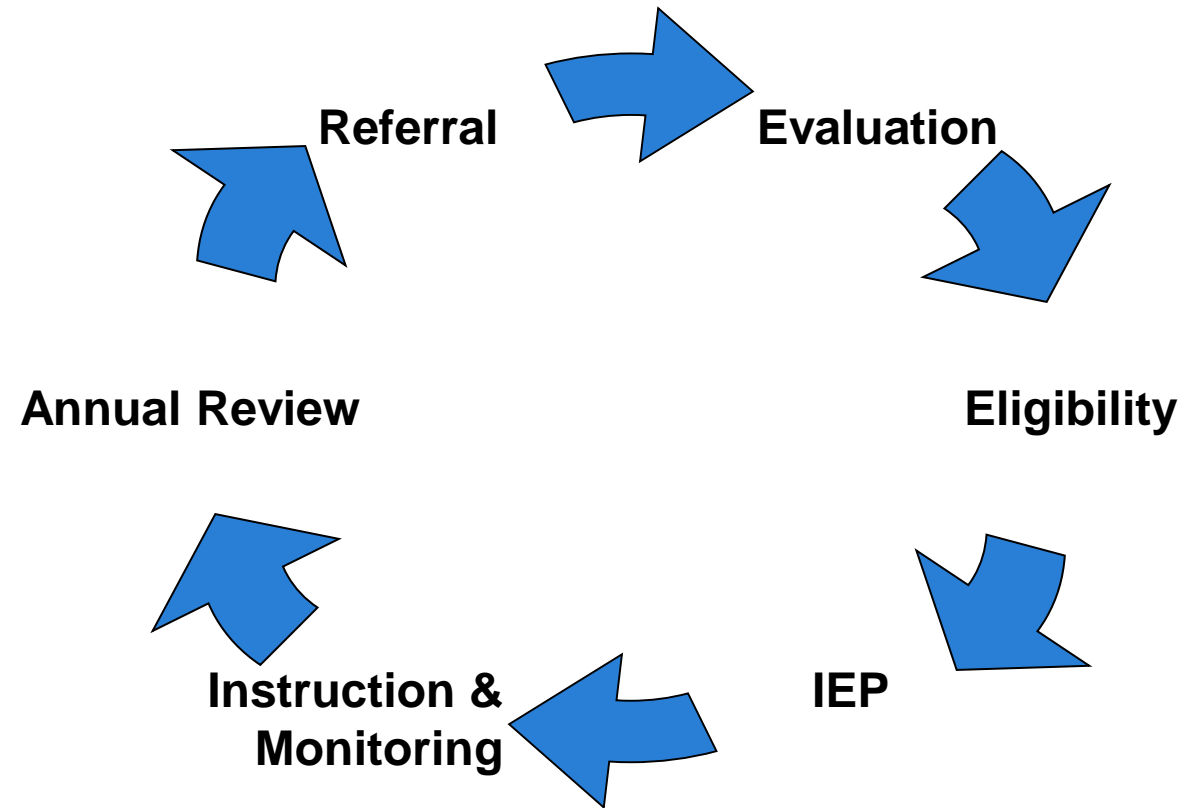
# IDEA Guarantee:

- A free, appropriate education for all children (FAPE)
- Placement in the least restrictive environment
- Protection for the rights of children and their parents
- Parent participation in educational planning





# The Special Education Cycle



From the beginning, there are steps to getting a program for a child with disabilities.

# Referral

- The **Referral** is a formal (oral or written) notification to the local school system that a child is experiencing learning or developmental difficulties and may require a full evaluation for early intervention or special education and related services.
- A referral may be made by a family, teacher or other individual.
- A written request documents referral and starts a timeline.



# Referring...



Statement of Concern: \* Describe as specifically as possible the nature of your concern(s).  
\* Describe all Classroom and School Interventions. Include Frequency, Duration, and Other Pertinent Information.  
\* Effect of Interventions on Student Performance

Families can share copies of private evaluations/assessments



# Evaluation

- An **Evaluation** is the process of collecting information about a referred student's learning needs through a series of individual tests, observations, and talks with the student, the family and others.
- This information is used to determine whether the child has a disability as well as the nature and extent of the special education and related services that the child needs.
- Conducted at no cost to parents.
- Parents are members of the team reviewing the evaluation data and deciding whether more information is needed.

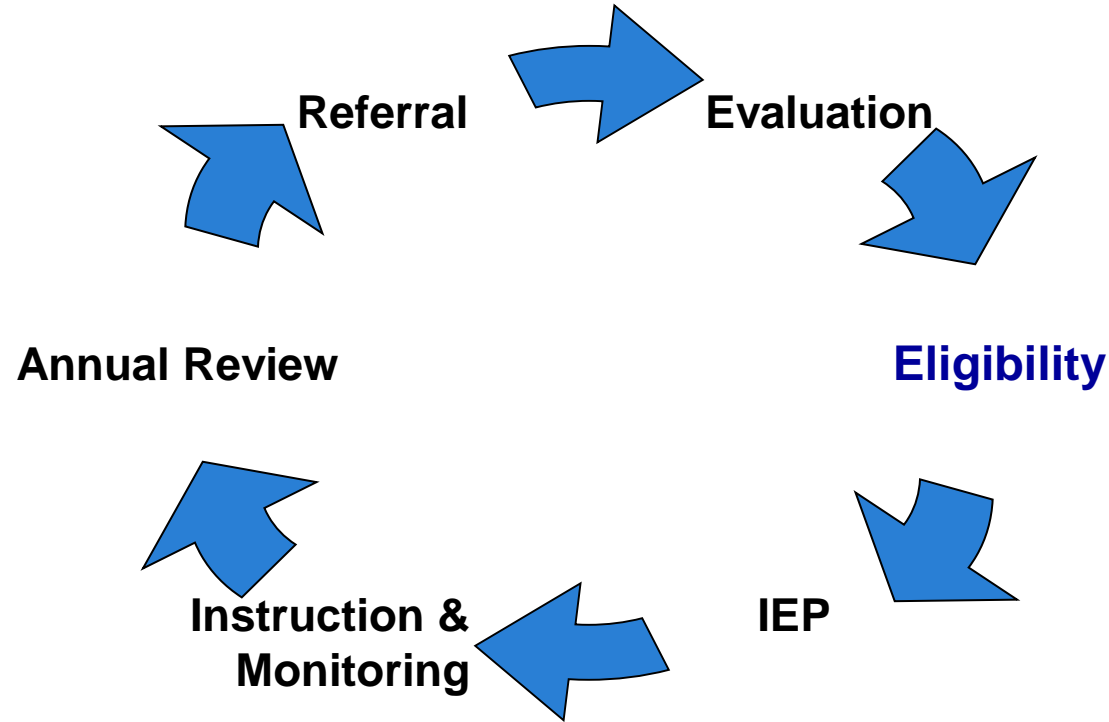


# Independent Educational Evaluation

- If parents disagree with a test given during their child's evaluation process, they have the right to request an **independent evaluation (IEE)** conducted by a qualified person who does not work for the school.
- Parents may request that the school pay for the IEE. However, the school may ask for a due process hearing to show that its initial evaluation is appropriate.
- Even if it is decided that the school does not have to pay for it, parents have the right to an IEE.
- If parents pay for the IEE, they determine whether or not to share the information in the IEE with the school.



# Eligibility



- Based on the results of the evaluation, a team decides if a child is **Eligible** to receive early intervention or special education and related services.
- Parents are members of the eligibility team and receive documentation of the determination of eligibility at no cost.

# Who is Eligible?

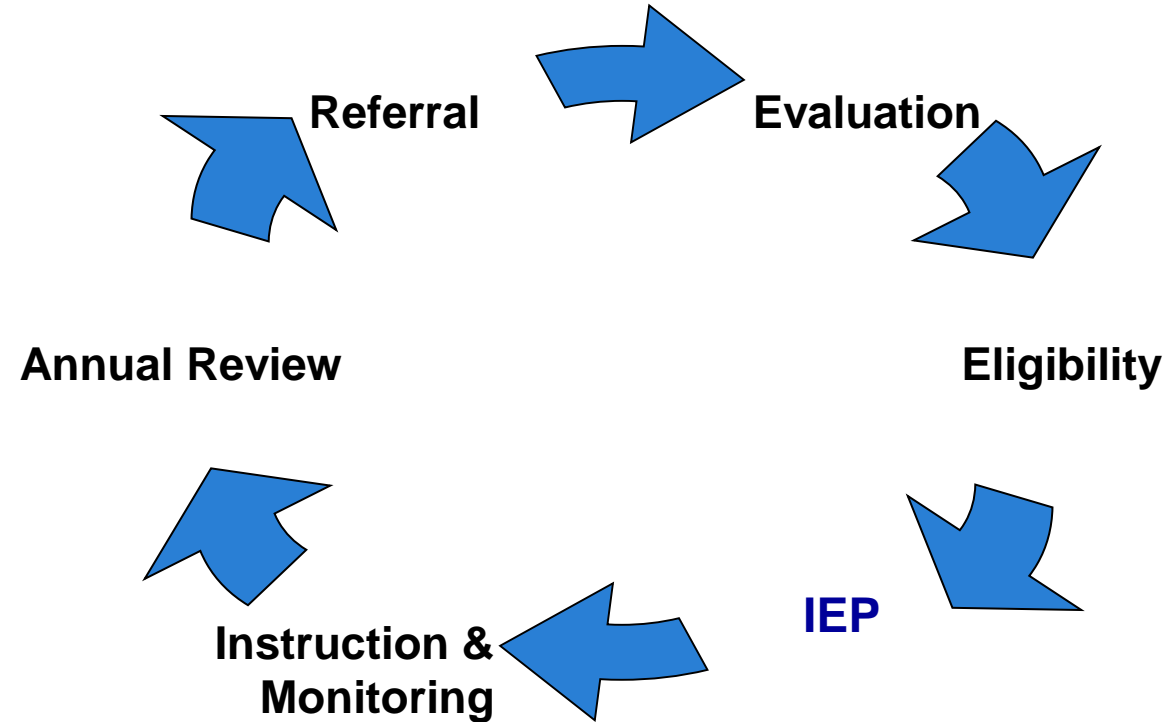


Children with:

- **Autism**
- Deafness
- Deaf-blindness
- **Developmental delay \***
- **Emotional disability**
- Hearing impairment, including deafness
- **Intellectual disability**
- Multiple disability
- Orthopedic impairment
- **Other health impairment, including ADHD**
- Specific learning disability
- Speech or language impairment
- **Traumatic brain injury**
- Visual impairment, including blindness

\* Use of DD for children age 3 through 9 is at discretion of state and local school systems.

# Individualized Education Program (IEP)

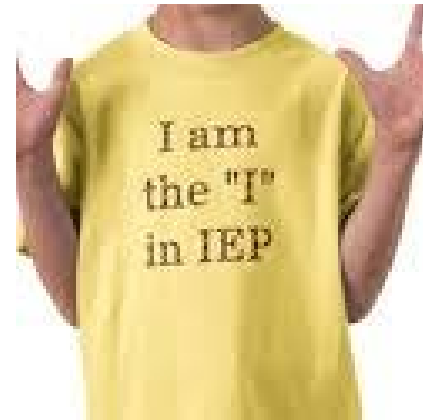


Every child in special education must have an **Individualized Education Program (IEP)**.



# Individualized Educational Program (IEP)

- The **IEP** is a written statement describing the specially designed program developed to meet the needs of the individual child.
- Parents are to be members of the IEP team and participate with school personnel in the development of the IEP.
- The child should also participate in the IEP decision making process as early as possible.



# What is on the IEP?

- Present levels of academic achievement and functional performance
- Measurable annual goals
- Plans for measuring progress
- Participation in state and division-wide assessments
- Special education, modifications and related services to be provided including dates and locations
- Participation with children without disabilities
- Secondary transition services including rights at age of majority



# Related Services

partial list of developmental, corrective, or supportive services required for the child to benefit from special education, including:

- Occupational therapy
- Physical therapy
- Transportation
- Counseling
- Speech and language therapy
- Audiology services
- Interpreting services
- Early identification
- Diagnostic services
- School health/nurse services
- Social work services
- Crisis Intervention
- Assistive technology
- Non-academic services
- Extra curricular activities
- Orientation/mobility training
- Rehabilitation counseling
- Psychological services
- Parent counseling and training

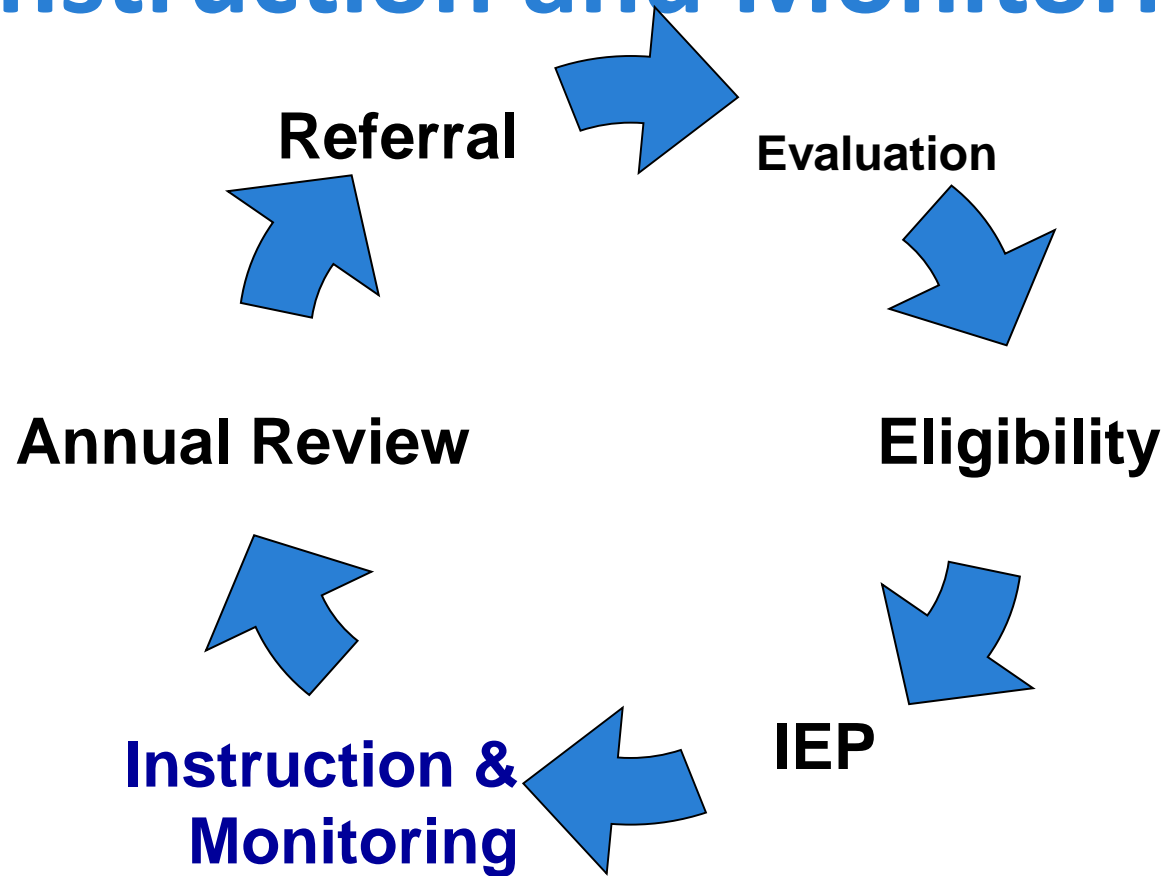


# Placement in the “Least Restrictive Environment”

- A **placement** decision is made at the IEP meeting – identifying the location of the appropriate school program and services needed to meet the child’s educational goals on the IEP statement.
- Students with disabilities are to be educated, to the maximum extent possible, with children who are not disabled. This is called the **“least restrictive environment”** or **LRE**.



# Instruction and Monitoring



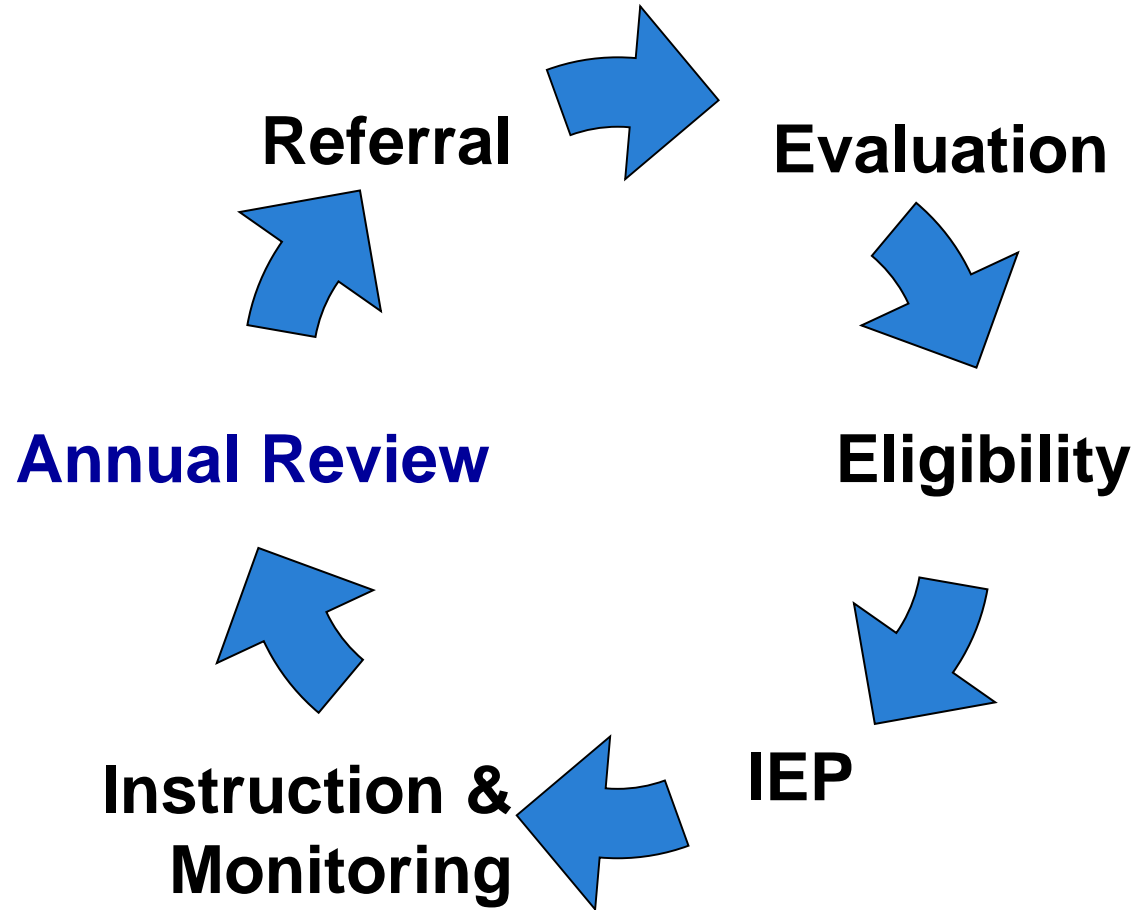
After the IEP is written and a child is placed in an educational setting, learning activities begin in the classroom.

# Instruction and Monitoring

- Parents and school personnel must work together to make the IEP and placement work for the child.
- Parents are to be kept regularly informed of their child's progress as defined in the IEP.
- IEP is to be accessible to **each** regular education, special education teacher, related services providers, etc.



# Annual Review



- The **Annual Review** is a meeting held at least once a year to look at, talk about, and study a student's IEP.

# Annual Review

The purpose of the Annual Review is to make decisions about changes in the IEP, review the placement, and develop a new IEP for the year ahead.





# Transition Planning

- Transition planning is careful preparation by the student, parents, educators, and other service providers, for the time when the student leaves high school.
- Transition services (appropriate measurable postsecondary goals and transition services) to be on IEP no later than the first IEP to be in effect when child turns 16.
- The plan is written in the Individualized Transition Plan.



# Transition Services

- The IEP Transition goals should relate to:
  - Education
  - Training
  - Employment
  - Independent living skills (if appropriate)
- The transition services must take into account a student's strengths, preferences and interests.
- By age 16, the IEP must include a statement of interagency responsibilities and linkages.

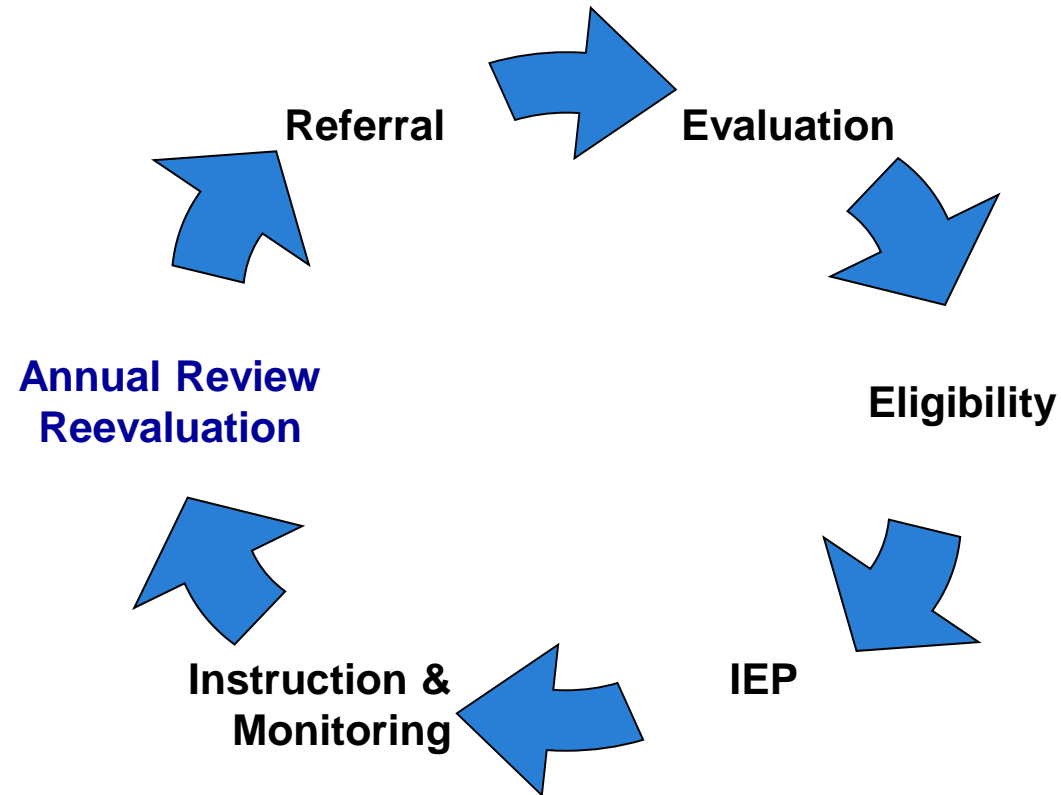




# Post secondary transitions

- IDEA defines “**transition services**” broadly: a coordinated set of activities focus on improving academic and functional achievement of child to facilitate movement to post-secondary activities, including postsecondary education, vocational education, integrated employment, adult services, independent living, or community participation.

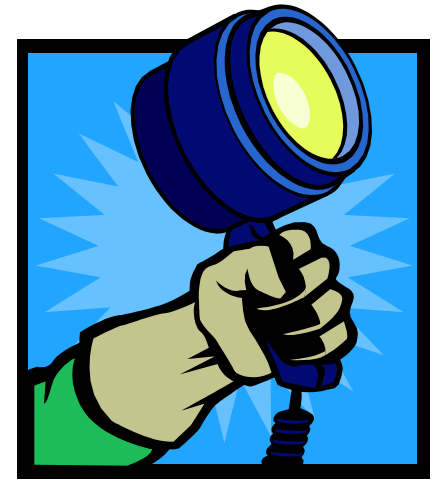
# Triennial and Reevaluation



Re-evaluation occurs

- at least **every three years**, (unless the parent and school personnel agree that it is not necessary). Or
- If a child is not making expected progress and a parent or teacher requests one (unless the specific evaluation requested is less than a year old).

# Protections under the law:



- IDEA provides procedural safeguards (legal rights and protections to parent and child). Among these are prior written notice, opportunity to participate, parental consent for many school actions, confidentiality of school records, discipline, use of insurance, and resolving disputes.
- A copy of Procedural Safeguards notice must be provided to all families at initial referral or parent request for evaluation, if complaint is filed, discipline procedures, at least annually (usually at the IEP review) and upon request by parent.
- Dispute resolution options (formal & informal) are available.

# Family's Role in Supporting Schools



# Finessing it with School Staff



# Communication between caregivers at home and at school



Consider how to inform school:

- ❖ Letter, meetings, documentation
  - How much to share; what is the need to know?
  - Who shares?
- ❖ Practice your 1-minute elevator speech- what is essential for staff to know about YOUR child.  
Does your child have a speech too?





# Strategies for **being heard**



- Beforehand, think and write out your main points- what do you want for your child as a result of the meeting/conversation?
- Bring another adult with you.
- If you don't understand something, ask.
- Clarify your understanding.
- Offer to share evidence-based info on your child's disability.
- End conversation/leave meeting only after a plan for future steps is developed and responsible parties identified.
- Keep records of all communications.

# Opportunities in (and before) School...

- Early Intervention (Infant and Toddler Connection)- aka Part C of IDEA
- Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit provides comprehensive and preventive health care services for children under age 21 who are enrolled in Medicaid. Specialized services include behavior therapy, assistive technology and personal care.
- Use of Medicaid services for related services (ex. OT, PT) in school

# Opportunities in IEP/504...

- Present Level of Performance (PLOP), overall- be specific re: information you want the school to know. This enters critical information into the official record.
- Goals/objectives- for each goal, there is usually a present level of performance stated specific to that goal area. Statements re: the impact of the FASD or other conditions on child's performance. **Ex., Due to limitations in Anita's working memory related to her FASD, Anita's ability to rotely recall more than 10 basic multiplication facts is seriously limited.**

## More Opportunities in IEP/504...

- Goals/objectives- consider goals related to social skills, behavior, sustained attention, executive functioning, etc.
- Goals/objectives- use trauma-sensitive lens (**RESOURCE** on FFF's Trauma topical webpage)
- Statement of accommodations- consider accommodations that will be specifically and uniquely supportive of your child's goals. (**RESOURCE** on FFF's Special Education Basics topical webpage)
- Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIPs)

# Examples of Accommodations...

## Possible Accommodations and Services:

- Seat the student away from distractions and in close proximity to the teacher
- State classroom rules, post in an obvious location and enforce consistently
- Use simple, concise instructions with concrete steps
- Provide seating options
- Tolerate (understand the need) excessive movement
- Provide a peer tutor/helper
- Teach compensatory strategies
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Monitor for stress and fatigue; adjust activities
- Adjust assignments to match attention span, etc.
- Provide supervision during transitions, disruptions, field trips
- Model the use of study guides, organizing tools
- Accommodate testing procedures; lengthy tests might be broken down into several shorter administrations
- Provide prompt feedback on both successes and areas needing improvement
- Initiate frequent parent communication



# Behavioral Interventions for FASD

- In light of the multiple risks often experienced by children with FASD, designing effective interventions may be challenging. Interventions that seek to both **remediate primary deficits** as well as **mitigate the various environmental liabilities** that often accompany a history of prenatal alcohol exposure may yield the most positive outcomes.
- Source: Paley & O'Connor (2011). Behavioral Interventions for Children and Adolescents w FASD, *Alcohol Research & Health* (on FFF FASD webpage)

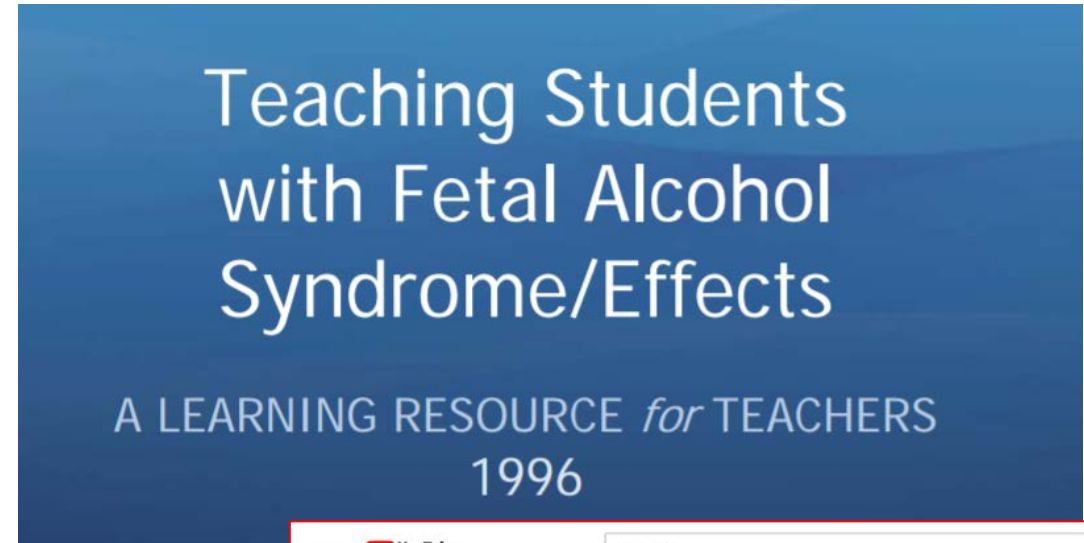
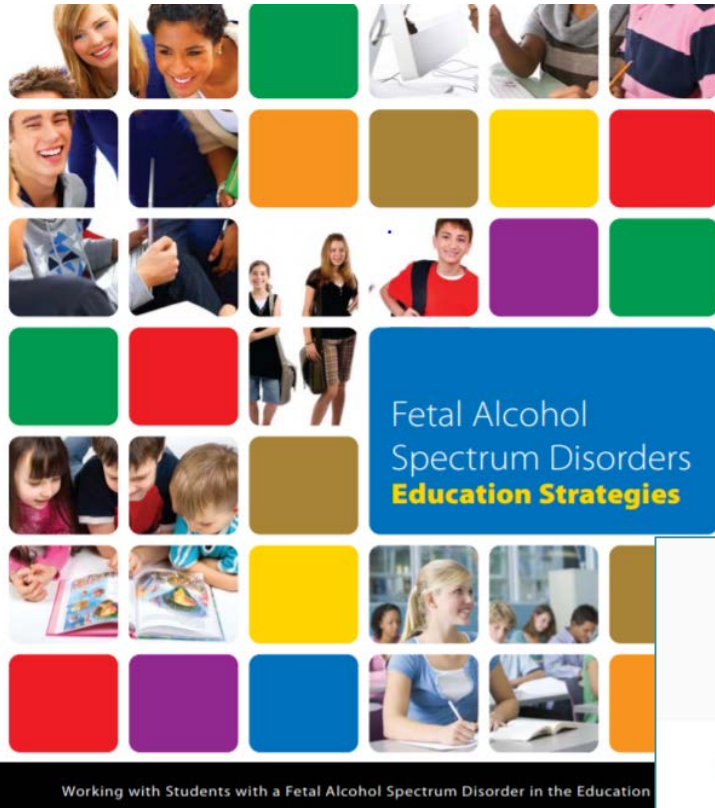
# Behavioral Interventions for FASD


- Parent-Focused Intervention
- Behavioral Consultation (*Families Moving Forward*)
- Educational and Cognitive Interventions
- Cognitive Control Therapy
- Language and Literacy Training
- Self-Regulation Intervention
- Mathematics Training
- Working-Memory Strategies
- Adaptive Skills Training
- Social Skills Interventions
- Safety Skills



Paley & O'Connor (2011). Behavioral Interventions for Children and Adolescents w FASD, *Alcohol Research & Health* (good review of studies; on FFF FASD webpage)




# Sample Resources to Share with Schools



 Oregon Behavior Consultation  
1,857 subscribers

HOME VIDEOS PLAYLISTS COMMUNITY CHANNELS

Uploads PLAY ALL

 10:14	 7:42	 5:01
Using a "Stop & Think Plan" to Help with Processing 2.3K views • 1 year ago CC	5 Unhelpful Responses We Have to Escalated Kids and... 7.7K views • 1 year ago CC	Why Practicing Can Help with Emotional Regulation 5.4K views • 1 year ago CC

YouTube Search



Students Like Me: Episode 5 of 9



# FASD resources from FFF & others

- Topical Webpage on FASD/ Neurodevelopmental disorders  
[https://www.formedfamiliesforward.org/resource\\_category/fetal-alcohol-spectrum-disorders/](https://www.formedfamiliesforward.org/resource_category/fetal-alcohol-spectrum-disorders/)
- Topical Webpage on Trauma  
[https://www.formedfamiliesforward.org/resource\\_category/trauma-specific-topics-schools/](https://www.formedfamiliesforward.org/resource_category/trauma-specific-topics-schools/)
- NOFAS-National Organization on FAS <http://nofas.org/>
- Proof Alliance, formerly MOFAS <https://www.proofalliance.org/>

# Special Education Resources

- Federally-funded centers that have expertise on special education topics: <http://www.tadnet.org/>
- Center for Parent Information and Resources: <https://www.parentcenterhub.org/resourcelibrary/> Fact sheets on many disabilities and links to organizations
- Virginia Department of Education- [http://www.doe.virginia.gov/special\\_ed/](http://www.doe.virginia.gov/special_ed/)
- Virginia Family Special Education Connection
- <http://vafamilysped.org/>
- Council of Parent Attorneys and (COPAA): <http://www.copaa.org/>



# Other disability resources

Some federal programs-

- SSI - <http://www.ssa.gov/pgm/ssi.htm>
- Rehabilitation - <http://rsa.ed.gov/> (link to Va Dept Rehab Services)
- ❑ Va Disability Services agencies <http://www.vadsa.org/>
- ❑ Va long term care/waivers  
<http://www.dmas.virginia.gov/#/longtermwaivers>
- ❑ Va Behavioral Health and Developmental Services  
<http://www.dbhds.virginia.gov/>



# Adoption/foster care/kinship care resources

- ❖ NewFound Families of Virginia [www.newfoundva.org](http://www.newfoundva.org)
- ❖ Formed Families Forward (Northern Va.)  
[www.FormedFamiliesForward.org](http://www.FormedFamiliesForward.org)
  - ❖ Directory online includes national, regional resources on adoption, foster care and kinship
- ❖ [Kelly.Henderson@formedfamiliesforward.org](mailto:Kelly.Henderson@formedfamiliesforward.org)