

# FASD in Schools

**Fetal Alcohol  
Spectrum Disorders**

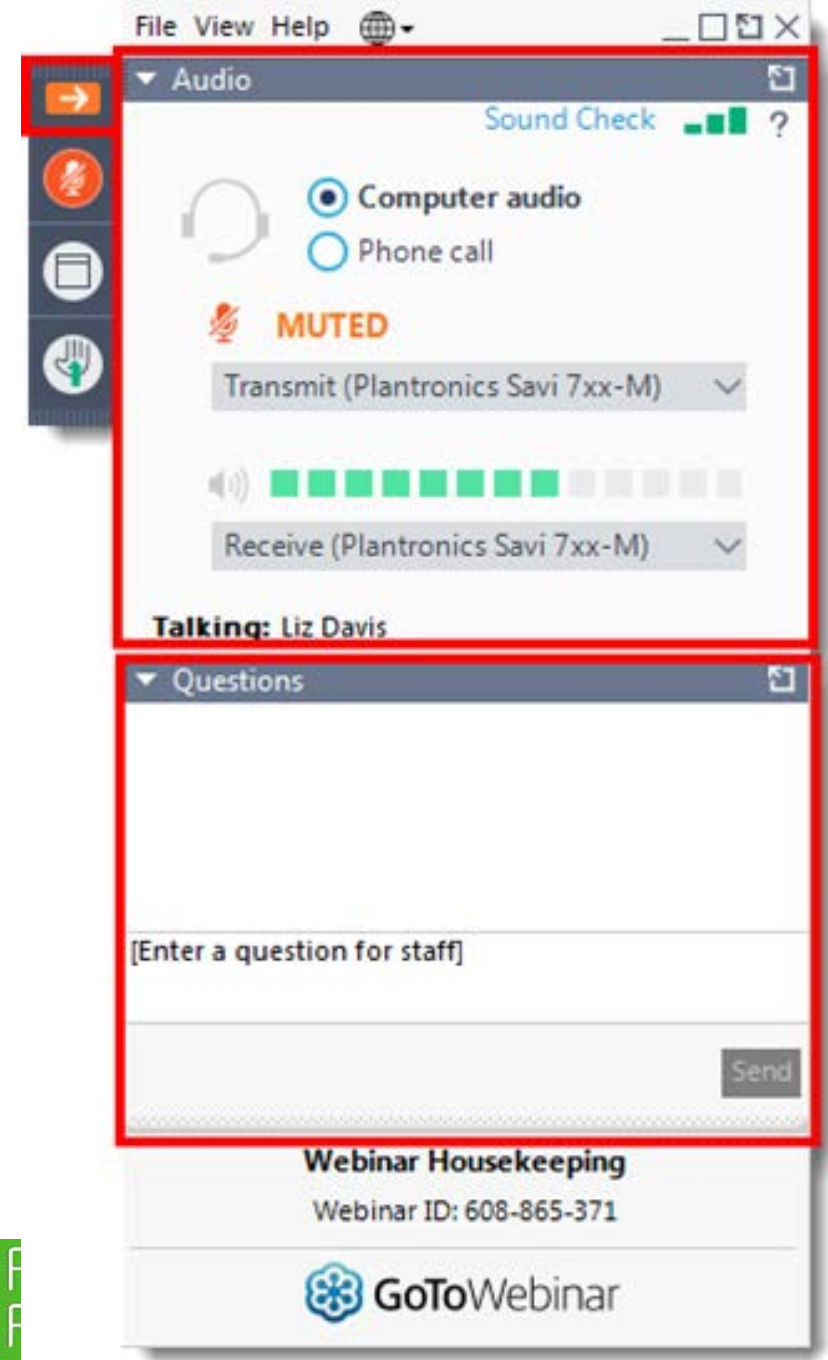
**January 2022  
Webinars**

Kelly Henderson, PhD  
Executive Director,  
Formed Families Forward

January 27, 2022

# Housekeeping

- Use **Questions** pod to pose questions and comment; others will not see your questions/comments.
- All recordings, slides and handouts will be on FFF website under RESOURCES: WEBINARS.
- Email [info@formedfamiliesforward.org](mailto:info@formedfamiliesforward.org) if you need certificate of attendance.



The screenshot displays the GoTo Webinar interface. At the top, there is a menu bar with 'File', 'View', and 'Help' options. Below this, the 'Audio' settings panel is visible, featuring a 'Sound Check' indicator and a volume level. The audio output is set to 'Computer audio', and the input is set to 'MUTED'. The microphone is identified as 'Transmit (Plantronics Savi 7xx-M)'. Below the audio settings, the 'Questions' pod is shown, which is currently empty and contains a text input field with the placeholder '[Enter a question for staff]' and a 'Send' button. At the bottom of the interface, the webinar title 'Webinar Housekeeping' and ID '608-865-371' are displayed, along with the GoToWebinar logo.

# Formed Families Forward - who we are...

- A family-led resource center in Northern Virginia supporting foster, adoptive and kinship families raising children, youth & young adults with special needs, and professionals who work with our families.
- We offer free training, consultations to families, events, resources, and systems navigation. Also - **peer support groups**; webinars; virtual trainings; youth classes; videos and other resources.
- Family partner to Virginia Tiered Systems of Supports (VTSS; a VDOE project)

[Kelly.Henderson@formedfamiliesforward.org](mailto:Kelly.Henderson@formedfamiliesforward.org)

[Lisa.Mathey@formedfamiliesforward.org](mailto:Lisa.Mathey@formedfamiliesforward.org)

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# Upcoming Events

## *Accessing Special Education: Evaluation and Eligibility Basics* series

<https://formedfamiliesforward.org/wp-content/uploads/2022/01/FFF-2022-Winter-Evaluation-webinars-flyer.pdf>

Tuesdays, February 22- March 15  
7 – 8 PM



# *Stronger Together* Youth Peer Support Groups

- IN-PERSON for youth and young adults ages 14-22
- Twice monthly on Tuesday nights, 6:30 – 7:30 PM, October through May. Clinician-led. FREE of charge.
- Register at <https://strongertogether21-22.eventbrite.com/>



# *Formed Families Together* parent and caregiver support groups

- TWO Formed Families Together peer-led support groups for **adoptive and foster parents and kinship caregivers** meet monthly
- Virtual group- First SUNDAY of each month, 7:30 – 9 PM
- In-person group- Third WEDNESDAY of each month on site in Fairfax city, 7- 8:30 PM
- Led by trained FFF staff and a volunteer
- <https://fftogether.eventbrite.com>



## FASD Series- Thursdays

- January 6- *Instilling Hope A Brain Based Approach to Understanding FASDs and other Neurobehavioral Conditions* with Melissa Elligson, FASCETS
- January 13- *FASD Diagnosis* with Renee Turchi, MD
- January 20- *Educational Interventions and Support for Children Affected by Prenatal Exposure* with Dr. Molly Millians
- January 27- *FASD in Schools* with Dr. Kelly Henderson

**Fetal Alcohol  
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# 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



# Poll

Check all that describe you:

- I parent someone with FASD
- I work with someone with FASD
- My child has an IEP or 504 plan
- I think my child needs specialized education services but we can't get them
- My child's teachers and providers don't really understand FASD

# 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



# Realities of FASD: The nail polish



# 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).

# 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.



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# Amendments to ADA, 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>

# What is Special Education? Individuals with Disabilities Education Act (IDEA)

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



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)

# Learning Your Way- Special Education 101

- Online, self-paced learning modules including a Special Education course.
- Offered for two windows a year. Spring: February- June; Fall: August-December.
- Next registration opens February 1, 2022.
- Certificates of completion available.
- <https://formedfamiliesforward.org/services/learning-your-way-online-courses/>



# 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)

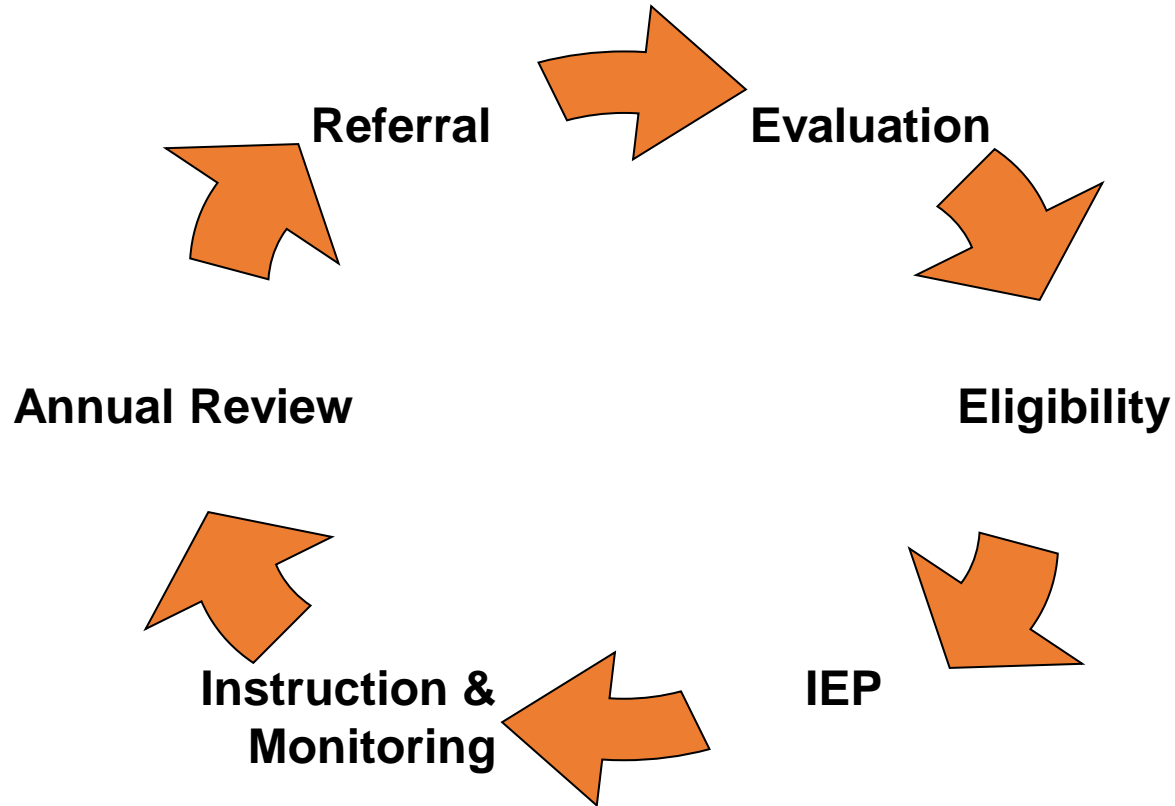


## IDEA Guarantee:

- 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 the 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 Info.  
\* 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.

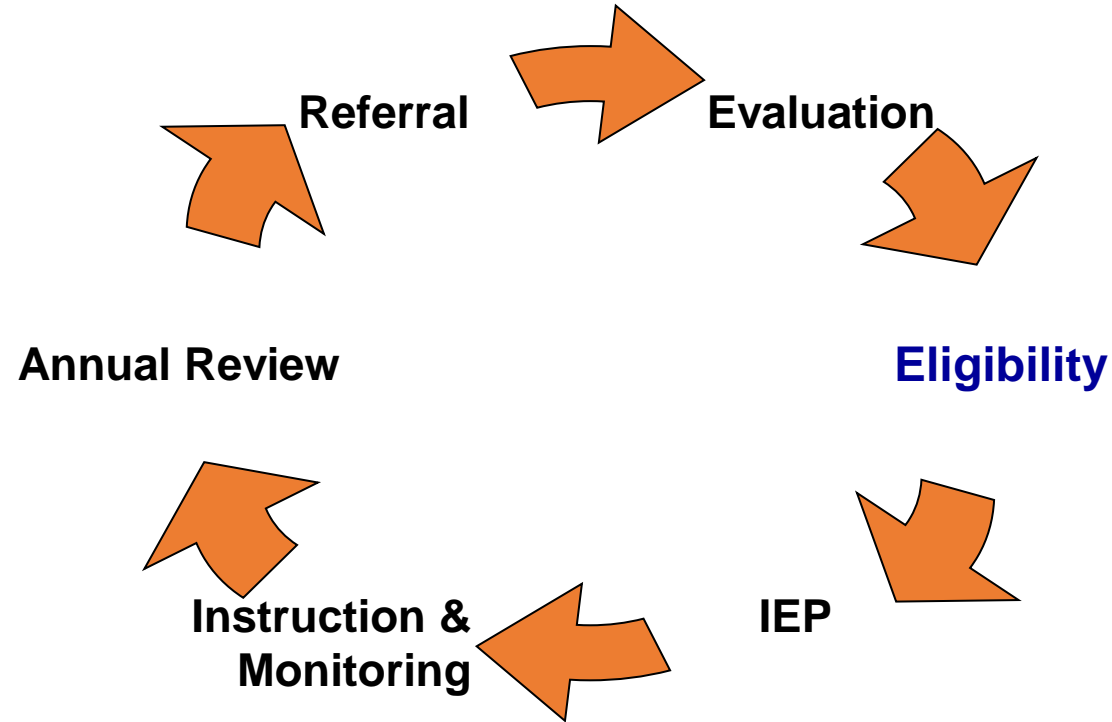


# Independent Educational Evaluation



- If parents disagree with a test given during their child's evaluation process, they have the right to request an **independent educational 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 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

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



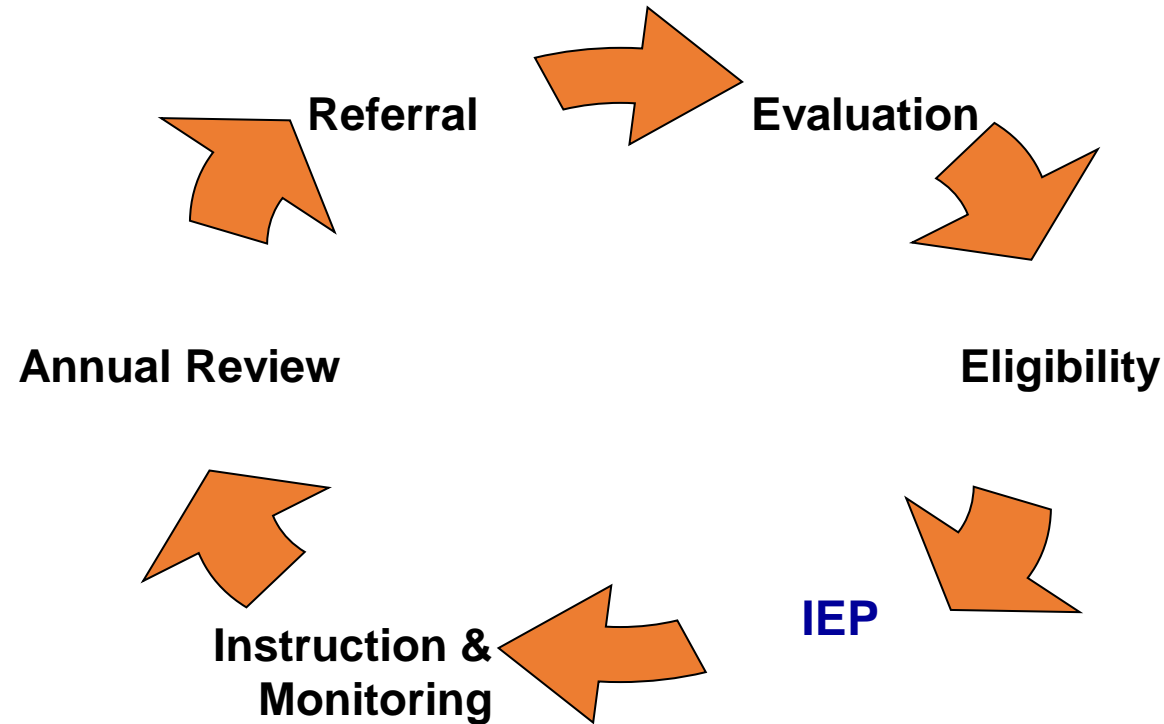
- Orthopedic impairment
- **Other health impairment, including ADHD**
- Specific learning disability
- Speech or language impairment
- **Traumatic brain injury**
- Visual impairment, including blindness

# 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)

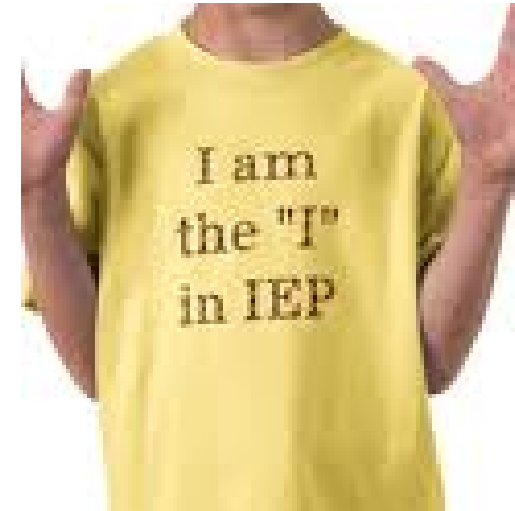
# Individualized Education Program (IEP)



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 (including accommodations or modifications)
- Special education, program 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



“In order for students with FASDs to be successful, teachers must **understand** the neurocognitive impact of prenatal exposure to alcohol, **modify** the environment to support appropriate behavior, and **explicitly teach** metacognitive strategies.”

Hutton, 2021

**Table 1** Modifying the Environment to Accommodate for the Neurobehavioral Challenges of Children With Fetal Alcohol Spectrum Disorders

<i>Neurobehavioral challenge</i>	<i>Potential environmental modification</i>
Lack of cause-and-effect thinking	Organize the environment to make challenging behavior more difficult Increase adult supervision
Impulsivity	Organize the environment to make challenging behavior more difficult Increase adult supervision
Poor emotional regulation	Teach students to take a break when agitated
Memory deficits, particularly with short-term memory and working memory	Use written directions and expectations Increase structure and consistency
Sensory processing deficits and poor inhibition	Reduce environmental stimulation
Distractibility	Reduce environmental stimulation
Difficulty switching gears	Provide visual schedules and checklists
Anxiety	Increase structure and consistency

# Examples of Accommodations & Modifications...

## 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



# 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.

# 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)- be specific re: information you want the school to know. This enters critical information into the official record. Include 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 rote recall more than 10 basic multiplication facts is seriously limited.*
- Goals/objectives- for each goal, there is usually a present level of performance stated specific to that goal area.

# 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
- Statement of accommodations/program modifications- consider accommodations that will be specifically and uniquely supportive of your child's goals. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)



# Trauma-Sensitivity in Special Education (Rossen and Bateman, 2020)

- Trauma-informed assessments and evaluations
  - Trauma-focused assessments (target processes to determine presence of traumatic events, experiences, effects; ex., trauma screening) vs. trauma-informed assessments (applying a trauma lens to all existing assessment processes, including those solely focused on academics; ex., trauma-informed FBAs)
- Trauma-informed Family Engagement and Report Writing
- IEPs for students:
  - Trauma-informed Present Level Statements
  - Trauma-informed IEP Goals
- Monitoring Progress

# 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

AND webinar from Dr. Millians, 1/20/22



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

# Family and School Collaboration



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# The Need for Collaboration Does Not End

- “Most educators desire to withdraw **supervision** as children age and demonstrate success, but this may not be a realistic goal for students with FASDs.”

Hutton 2021




## 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.




# Sample Resources to Share with Schools



 Oregon Behavior Consultation  
1,857 subscribers

HOME VIDEOS PLAYLISTS COMMUNITY CHANNELS

Uploads PLAY ALL

 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
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YouTube Search



Students Like Me: Episode 5 of 9

# Develop your List of 'Go-To Gifts'

Table 2 Examples of Interventions to Address Problem Behaviors

<i>Problem behavior</i>	<i>Effective intervention</i>
Child plays with belongings during instruction.	Provide the child with a special place out of reach in which to keep belongings.
Child invades other children's space while sitting on the rug for group instruction.	Give the child a visual reminder of their space by having the child sit on a carpet square or a chair.
Child engages in difficult behavior during class changes.	Have an adult or responsible peer accompany the child during class changes.
Child has difficulty moving from one task to the next.	Provide a visual schedule or task list.

## 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/)
- Topical Webpage on Transitions to post-school settings  
[https://formedfamiliesforward.org/resource\\_category/transition-through-middle-and-high-school-and-beyond/](https://formedfamiliesforward.org/resource_category/transition-through-middle-and-high-school-and-beyond/)



# 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 Advocates (COPAA): <http://www.copaa.org/>



# Formed Families Forward – Stay in Touch!

Please complete the evaluation!!!



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