

Assessment and monitoring using a team approach

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

Includes:

- Gather information
- Work as a team
- Collaborate with professionals
- Use your SMS to share data
- Utilise collaborative tools
- Useful resources

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From

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

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

Suggestion: [Assessment and monitoring using a team approach](#)

Date

05 June 2019

Link

www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/assessment-and-monitoring-using-a-team-approach

Gather information

Every child with FASD is unique. Their strengths and areas of need will be varied.

Gather information about your student from classroom observations. Include video observations so that they can be discussed with your support team.

Useful tools:

- [SOAP \(Stop action, Observe, Access, Plan\)](#) – a process for observing behaviour, explained on pp. 5.1–5.4 of *Making a difference: Working with students who have FASD*.
- [Strengths and difficulties questionnaire](#) – a brief behavioural questionnaire for use with students from 3–16 years. The results can be used to indicate strengths and difficulties.

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Work as a team

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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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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Use your SMS to share data

Secondary school students see several teachers each day.

Use your SMS to support up-to-date information sharing, including student's action plans and IEPs.

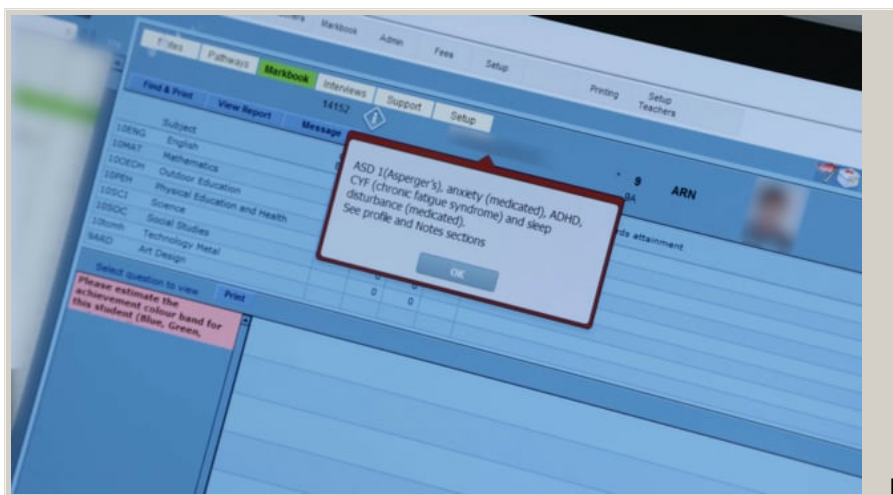
Source: [Enabling e-Learning \(NZ\)](#)

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Inclusive-classrooms/Sharing-information-and-strategies-through-your-SMS>



Video hosted on Vimeo <http://vimeo.com/173697963>

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Utilise collaborative tools

John Robinson reflects on the value of using the SMS to share information about students between staff and e-portfolios to share information with parents.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#)

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/album/2950799>



Video hosted on Vimeo <http://vimeo.com/100662394>

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Useful resources

Narrative assessment: A guide for teachers

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