

Inclusive Education

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

21 January 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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