

# Support positive behaviour

A suggestion for implementing the strategy 'Support self-regulation and positive behaviour' from the Guide: [FASD and learning](#)

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**Includes:**

- Identify the student's goal
  - Maintain predictable environments
  - Role-play to support understanding
  - Use a Stress-o-Meter
  - Videos
  - Useful resources
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## Inclusive Education

From

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

Strategy: [Support self-regulation and positive behaviour](#)

Suggestion: [Support positive behaviour](#)

Date

22 January 2019

Link

[www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-positive-behaviour](http://www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/support-positive-behaviour)

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# Identify the student's goal

“If I am unhappy, unfriendly or difficult this will be because I am confused, frustrated, tired or angry. Please take the time to understand me.”

– Student with FASD

All behaviour is communication. It is goal-oriented, functional, and serves a purpose.

Determine:

- ▲ what the student's goal is
- ▲ what may be obstructing them
- ▲ how to capitalise on their strengths to help them reach their objective.

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## Maintain predictable environments

Students with FASD are more comfortable in predictable environments.

Collaborate with whānau and other teachers to plan coherent approaches.

Source: [WrAP Schools \(Canada\)](#) No captions or transcript

Source:

[WrAP Schools \(Canada\)](#)

[https://www.youtube.com/channel/UChuAycUoRt\\_HkcdbXnKiV\\_Q](https://www.youtube.com/channel/UChuAycUoRt_HkcdbXnKiV_Q)



Video hosted on Youtube <http://youtu.be/LJRBPPw9ej4>

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## Role-play to support understanding

One student regularly had difficulty in the cafeteria. He was suspended on numerous occasions for breaking the cafeteria rules.

When he was asked to tell someone the rules, he could state them.

When he was asked to demonstrate he understood them, he became teary-eyed. He did not know where to sit or what to do with his tray.

The counselor helped him to role-play different cafeteria scenarios and showed him where to sit and where to get his tray. Then she took photos of him doing things the correct way in the cafeteria so he would have them as a reference.

Source: [Understanding fetal alcohol spectrum disorders: A comprehensive guide for pre K-8 educators \(p. 48\)](#)

**Source:**

[Understanding fetal alcohol spectrum disorders: A comprehensive guide for pre K-8 educators \(p. 48\)](https://sites.duke.edu/fasd/files/2016/04/FASD_Guide.pdf)  
[https://sites.duke.edu/fasd/files/2016/04/FASD\\_Guide.pdf](https://sites.duke.edu/fasd/files/2016/04/FASD_Guide.pdf)

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## Use a Stress-o-Meter



Source: [Adapted by Kathryn Whitaker from “The Incredible Five-Point Scale” by Kari Buron Dunn and Mitzi Curtis. 3/2008](#)

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[Adapted by Kathryn Whitaker from “The Incredible Five-Point Scale” by Kari Buron Dunn and Mitzi Curtis. 3/2008](#)

[http://www.5pointscale.com/more\\_sweet\\_scale.htm](http://www.5pointscale.com/more_sweet_scale.htm)

[View full image \(35 KB\)](#)

Discuss the **anxiety curve** with the student. Identify what each stage feels like.

Start at 5. Identify the tipping point and what could come before it, for example, music in a calming space.

Share with the student's teachers and peers.

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## Videos

### Nathan Ory – Dealing with stealing

Publisher: British Columbia Ministry of Education

[Visit website](#)

### Nathan Ory – Why typical behavioural approaches may not work

Publisher: British Columbia Ministry of Education

[Visit website](#)

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## Useful resources

### Professionals without parachutes: Brain not blame tip sheet

Publisher: Professionals without Parachutes

[Download PDF](#)

### Managing challenging and/or extreme behaviour

Publisher: NOFASD, Australia

[Visit website](#)

### Chapter 6: The FASD student and behavioural issues

Read time: 5 min

Publisher: Duke University

[Visit website](#)

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