

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

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 \(p. 48\)](#)

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[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

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