Provincial Outreach Program
for Fetal Alcohol Spectrum Disorder

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Video Guide

What are eLearning videos? eLearning videos are a new way to learn about FASD. We combine video clips, narration, slides and photos to help you understand a particular topic.

To access our videos, use the links below or click the eLearning menu at the top of this page and select one of the eight headings (Learning About FASD, Essential Tips, Planning Instruction, Creating a Positive Behavior Climate, Teaching to Strengths and Needs, Developing the IEP, Transitioning, and Assessment Networks). The videos are located under these headings. We are continuing to add new videos – watch the website for announcements.

If you would like a copy of this guide for offline use, just print this page.

Learning About FASD
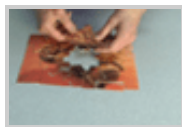
Module 1: What is FASD?

November 29, 2006

Provides an overview, definitions, basic premises. Increase basic understanding of FASD to facilitate planning for effective supports/strategies/ accommodations.
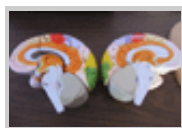
7:54

Module 2: Alcohol Effects on Developing Brain

November 30, 2006

Explains the effects of prenatal exposure to alcohol (a teratogen) on the developing fetus. Enhances understanding of students with FASD; this condition is life-long and brain-based so we must make appropriate, individual accommodations.

7:11

Module 3: Primary Disabilities

November 30, 2006

A primary disability is a functional deficit that is a result of permanent brain injury. A primary disability affects how a student learns. This video explores the learning and behaviour patterns of a brain affected by FASD

10:09

Module 4: Paradigm Shift

December 31, 2006

Understanding FASD as a brain based disability requires that we shift our thinking about students' behavior "won't' to "can't" We need to change our thinking based on a new understanding – this change fosters more appropriate supports and less frustration.

5:22

Module 5: Secondary Disabilities

March 31, 2007

If primary disabilities are not accommodated by a "good fit", other (ie secondary) behaviours and feelings result. These are often the behaviours we see in class (anger, shutdown etc). This module uses video clips from Whitecrow staff and the analogy of learning to cross-country ski to exemplify "poor fit" and "good fit" If we make a "good fit" for the primary disabilities, secondary behaviours can be prevented.

11:37

Recent News

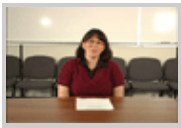03/15 2013 YES I CAN! AWARDS

03/15 Risk Of Victimization Greater For People With Disabilities

03/15 Mother's Drinking Increases Risk of Infant's Death: Study

03/07 Population based study provides new alcohol and pregnancy data

03/07 Worldwide cost of drinking alcohol during pregnancy could be far higher than expected

more

Research: Assessment of a Professional Development Program for Teachers of Elementary Students Diagnosed with FASD

November 30, 2011

4:46

Would increasing teachers' understanding of FASD and then providing ongoing mentor support throughout a school year improve outcomes for students with FASD? This module describes an important research study conducted by Erica Clark, a PhD candidate from UBC (funded by the Victoria Foundation).

Kim Barthel - Speaking about the Brain

January 9, 2012

13:33

Kim Barthel speaks about the brain and FASD. A video excerpt from the 2009 POPFASD District Partner Meeting in Richmond, B.C.
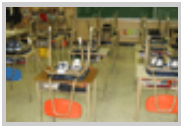
Kim Barthel - Attachment

January 9, 2012

8:32

Kim Barthel speaks about the theory of attachment. A video excerpt from the 2009 POPFASD District Partner Meeting in Richmond, B.C.
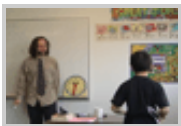
Planning Instruction

Environment

October 31, 2006

6:21

Classroom environment can have a positive and negative impact on learning for children with FASD. This video discusses strategies for managing classroom environment to support learners with FASD.

Classroom Routines

July 3, 2008

6:48

Explains how to establish classroom routines. Routines are an important part of establishing the structure that our learners with FASD depend on.

Classroom Observation

February 18, 2011

5:36

Speaks to the importance of observation in the classroom and how the observational information can be used to improve instructional decisions.

Classroom Transitions

June 23, 2011

10:54

Explains the importance of classroom transitions and demonstrates how to teach transitions to a group of students. Special thanks to Jennie Boulanger (SD 41 teacher), her class, and Margaret Sundberg (SD 41 District Learning Support Teacher and POPFASD District Partner).

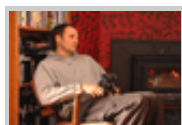### Matching Low Cost Technology to Individual Students - Part 1

November 28, 2012

6:10

Matching Low Cost Technology to Individual Students - Part 2

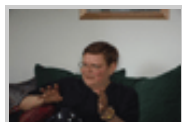November 28, 2012

15:59

Creating a Positive Behaviour Climate

Relationship

March 31, 2007

Explains the importance and meaning of understanding students through developing "relationship". Whitecrow staff share their ideas about relationship. Understanding that developing a relationship is a critical component to improving student success.

7:32

School Experiences

June 30, 2007

Youth with FASD and a parent speak about their school experiences and what worked well. Their stories clearly support the importance of understanding the learner and providing appropriate accommodations.

10:52

Stealing video 1 - "Why Kids Steal" - Nathan Ory

November 15, 2009

Nathan Ory speaks about the different reasons why kids steal.

7:00

Stealing video 2 - "Dealing with Stealing" - Nathan Ory

November 15, 2009

Nathan Ory speaks about strategies and approaches to use when kids steal.

8:44

Strategies video 1 - "Why Typical Behavioural Approaches May Not Work" - Nathan Ory

April 6, 2010

Nathan Ory speaks about why typical behavioural approaches may not work and provides ideas on how to make your interventions more effective.

9:56

Strategies video 2 - "Motivation and Learning" - Nathan Ory

April 6, 2010

Nathan Ory shares strategies for motivating our learners.
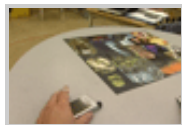
9:48

Teaching to Strengths and Needs

Slow Processing Pace

October 31, 2006

Many students with FASD have difficulty with processing and auditory pace. Provides samples of accommodations for the teacher to use.

5:10

Cause and Effect/Impulsivity

November 30, 2006

Many students with FASD have difficulty with cause/effect and impulsivity. Uses an interview with a classroom teacher. Provides strategies for helping students who have difficulty with cause and effect and impulsivity.

10:01

Dysmaturity

November 30, 2006

Explains the developmental "gaps" between the student's chronological and developmental age in different domains (eg. life skills, expressive language etc). Uses a case study with a teacher and a youth care worker. Introduces the LEIC analysis. Provides an example of the necessity of really knowing and planning

10:17

appropriate strategies for individual students.
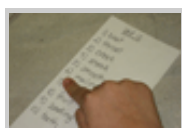
Memory Difficulties

March 31, 2007

Many students with FASD display varying degrees of difficulty with memory. These difficulties can be misinterpreted as non-compliance and are often the cause of much frustration. Provides samples of accommodations for the teacher to use to support students with memory difficulties.

8:20

Attention Difficulties

November 9, 2009

Provides, from a student's perspective, some strategies that may help a student who has attention difficulties. This video features the drawings of Nathan Fehr.

2:23

Communication video 1 - Language and Behaviour

November 15, 2010

Speech and Language Pathologist Sarah Dowling explores some of the reasons why learners may have behavioural reactions when they experience language problems.

4:39

Communication video 2 - Communication Strategies That Work!

November 15, 2010

This video highlights ten strategies that will enhance your communication with all learners in the class, including those with Fetal Alcohol Spectrum Disorder.

11:29

Social Skills Elementary

November 15, 2011

Many learners with FASD struggle with social skills due to difficulties with social awareness, complex expression of feelings, understanding directions, social cues and fast-paced conversations. In this module, we highlight a framework for working with learners with FASD to help them acquire the social skills needed to live and succeed in their day-to-day life in elementary school.

15:44

Social Skills Secondary

November 15, 2011

Many leaners with FASD struggle with social skills due to difficulties with social awareness, complex expression of feelings, understanding directions, social cues and fast-paced conversations. In this module, we highlight a framework for working with learners with FASD to help them acquire the social skills needed to live and succeed in their day-to-day life in secondary school.

15:17

Cris Rowan - Movement, Attention & Learning

February 28, 2012

Cris Rowan speaks about the importance of movement in improving our students' learning and attention.

9:29

Developing the IEP

Case Study - LEIC and IEP's

January 31, 2007

Explains how to "understand" the learner and then make appropriate accommodations to the environment, instruction and curriculum by using the "LEIC" planning tool. We then explain how the LEIC planning tool fits the IEP. This module will help teachers make appropriate accommodations for the student(s).

8:59

Developing the IEP 1: Theory and Practice - Overview

October 25, 2008

Provides an overview of the Individual Education Planning eLearning modules and introduces our fictional case study learner. Part 1 of 9 Developing the IEP 2: Preplanning

3:34

Developing the IEP 2: Preplanning

December 8, 2008

Provides an overview of the Preplanning phase of IEP development. Enhances understanding of the process for collecting information about the learner and how this information allows the IEP team to develop an effective and appropriate IEP. Part 2 of 9 Developing the IEP 3: Planning and Conducting Developing the IEP 1: Theory and Practice - Overview

8:42

Developing the IEP 3: Planning and Conducting

December 9, 2008

Explains how to plan and conduct an IEP meeting. Provides tips and reminders for preparing for and running the meeting. Part 3 of 9 Developing the IEP 4: Goals and Objectives Developing the IEP 2: Preplanning

5:37

Developing the IEP 4: Goals and Objectives

December 9, 2008

Provides an explanation of goals and objectives and some tips for writing effective goals and objectives. Our case study learner is used to demonstrate some effective IEP goals. Part 4 of 9 Developing the IEP 5: Implementing Developing the IEP 3: Planning and Conducting

7:03
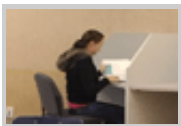
Developing the IEP 5: Implementing

December 10, 2008

Explains how to implement the Individual Education Plan. Implementing the plan involves putting accommodations and resources that reflect the individual strengths and needs into place. Part 5 of 9 Developing the IEP 6: Evaluating Developing the IEP 4: Goals and Objectives

3:15

Developing the IEP 6: Evaluating

December 10, 2008

Provides an overview of the process of monitoring, reviewing, and revising the IEP. Ongoing evaluation of the plan and learner ensures that the IEP develops along with the learner. Part 6 of 9 Developing the IEP 7: Reporting Developing the IEP 5: Implementing

3:29

Developing the IEP 7: Reporting

December 10, 2008

Provides a brief description of the reporting process for a student with an IEP. Part 7 of 9 Developing the IEP 8: Transitioning Developing the IEP 6: Evaluating

1:21

Developing the IEP 8: Transitioning

December 11, 2008

Enhances understanding of the transitioning process at key points in the learner's development and provides tips and resources for planning transitioning. Part 8 of 9 Developing the IEP 9: Summary Developing the IEP 7: Reporting

2:34

Developing the IEP 9: Summary

December 11, 2008

A summary of the Individual Education Planning process and the IEP story of Nikki.

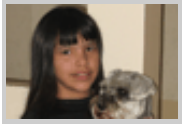Part 9 of 9 Developing the IEP 8: Transitioning

1:15

Transitioning

Transitioning Susie

March 17, 2010

Tells the story of a real-life student who transitions back to a middle school setting after being home-schooled for two years. This video shares the process for ensuring a successful transition.

7:01

Assessment Networks

Complex Developmental Behavioural Conditions

November 2, 2007

Sharon Davalovsky, from the Northern Health Authority, explains the Complex Developmental Behavioural Conditions (CDBC) Assessment Network by answering commonly asked questions.

11:04

The Key Worker Program

October 10, 2012

Anne Fuller and Roxanne Hughes discuss the Ministry of Children and Families' Key Worker Program.

15:02