TOWARDS INCLUSION:
TAPPING HIDDEN STRENGTHS

Planning for
Students Who Are
Alcohol-Affected

2001
Manitoba Education, Training and Youth
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Poem*

by David Vandenberg, written at age 21

David’s struggles with Fetal Alcohol Syndrome have been documented in the National Film Board film David With FAS. David enjoys writing poetry.

Check out the realities of life
The people beyond my dusted eyes
Filled with feelings so like my own
I won’t have my love to hold
And yet I am a child
Within my heart I want to go
Take what I can to make me grow
I have wants and desires
And yet I am jaded beyond repair
I will never go beyond the barrier
Until I gather the courage
To face my heart and life
I know not where I sit
But I want to give what I can
So that I’ll never miss
the opportunity to love
the chance to live
the stuff to give
and the things to learn
I want to be all I can
I wish I could
I want to go beyond
But I feel I can’t
Where is my heart
Where is my head
And why

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**PREFACE**

*Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected* is a planning resource intended to assist educators in meeting the needs of students who are alcohol-affected. Across Manitoba, schools have been struggling to find the best approach for working with students who are alcohol-affected. Schools are meeting success when they implement multi-faceted approaches that include professional development for staff, team planning, community involvement, a positive school environment, parental involvement, and an understanding of individual learning needs.

The intent of this planning resource is to provide a support for student service administrators, principals, classroom teachers, resource teachers, school counsellors, clinicians, and other community professionals who will help assist schools in developing approaches for students who are alcohol-affected.

The resource will address the spectrum of students who are alcohol-affected, including those diagnosed with Fetal Alcohol Syndrome (FAS), partial Fetal Alcohol Syndrome (pFAS), Alcohol-Related Neurodevelopmental Disorder (ARND), and Alcohol-Related Birth Defects (ARBD).

Specifically, the planning resource will provide:

- processes and systems that can be used by a school/division to address the needs of students who are alcohol-affected
- strategies and interventions for individual students
- sample tools including forms and support materials
- additional sources of information including resources and useful Internet sites

In this planning resource, a number of guide graphics have been used to draw the reader’s attention to specific items.

This graphic is a reference to other documents produced by Manitoba Education, Training and Youth and their partners.

This graphic refers to text references on students who are alcohol-affected.

This graphic is used to refer to Internet websites that provide information on children who are alcohol-affected.
This graphic is used to refer to video and film resources on children who are alcohol-affected.

This graphic is used to highlight an area of text that is explained using a “Close Up” approach.
Philosophy of Inclusion

Manitoba Education, Training and Youth is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.