
***TOWARDS INCLUSION:
TAPPING HIDDEN STRENGTHS***

*Planning for
Students Who Are
Alcohol-Affected*

2001

Manitoba Education, Training and Youth

Manitoba Education, Training and Youth Cataloguing in Publication Data

371.92 Towards inclusion : tapping hidden strengths : planning
 for students who are alcohol-affected

Includes bibliographical references.

ISBN 0-7711-2642-5

1. Children of prenatal alcohol abuse—Education.
2. Children of prenatal alcohol abuse—Education—
Manitoba. I. Manitoba. Education, Training
and Youth.

Copyright © 2001, the Crown in Right of Manitoba as represented by the Minister of Education, Training and Youth. Manitoba Education, Training and Youth, School Programs Division, 1970 Ness Avenue, Winnipeg, Manitoba R3J 0Y9.

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education, Training and Youth. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors and publishers who allowed their original material to be adapted or reproduced.

Acknowledgements

Manitoba Education, Training and Youth gratefully acknowledges the contributions of the following individuals in the development of *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*.

Writer

Darryl Johnson	Writer/Researcher	Independent
----------------	-------------------	-------------

Development Team

Janet Bergen	Resource Teacher	Interlake School Division No. 21
Valery Czarnecki	Guidance Counsellor	Seven Oaks School Division No. 10
Gert Lang	School Social Worker	Brandon School Division No. 40
Laura Machan	Classroom Teacher	Swan Valley School Division No. 35
Linda McLean	Special Education Consultant	Manitoba Education, Training and Youth
Daisy Monias	Vice-Principal	Frontier School Division No. 48
Susan Moore	Occupational Therapist	River East School Division No. 9
Dawn Ridd	Child Health Consultant, Child Health Unit	Manitoba Health
Don Shackel	Community Education Wellness Specialist	Manitoba First Nations Educational Resource Centre
Charlotte Sloan	Special Education Support Teacher	Winnipeg School Division No. 1
Deb Thordarson	Resource Teacher	Winnipeg School Division No. 1

Manitoba Education, Training and Youth

Lee-Ila Bothe	Coordinator	Production Support Unit Manitoba Education, Training and Youth
Jim Hoddinott	Project Leader	Special Education Review Initiative Manitoba Education, Training and Youth
Adair Morrison	Project Manager	Special Education Review Initiative Manitoba Education, Training and Youth
Jan Oakley	Publications Editor	Production Support Unit Manitoba Education, Training and Youth
Tim Pohl	Desktop Publisher	Production Support Unit Manitoba Education, Training and Youth
John VanWalleghem	Coordinator	Special Education Review Initiative Manitoba Education, Training and Youth

Special Thanks

We would also like to express our thanks to the following individuals for their contributions and advice in the preparation of this document.

Helga Berger and the students of Marymount School

Mary (Vandenbrink) Berube, Provincial FAS/E Specialist, Alberta Children's Services

Dr. Ab Chudley, The Clinic for Alcohol and Drug Exposed Children

Mary Cox-Millar, The Clinic for Alcohol and Drug Exposed Children

Michelle Dubik, Healthy Child Manitoba

Kathy Jones, Case Worker, West Region Child and Family Services

Deborah Kacki, Director, Interagency FAS/E Program

Diane V. Malbin, Fetal Alcohol Syndrome Consultant, FASCETS, Inc.

Dorothy Schwab, Occupational Therapist, Interagency FAS/E Program

Julia Wellwood, Family Services, FAS Outreach Program

External Review Team

Helga Berger	Principal	Marymount School
Arlene Billeck	Principal	St. James - Assiniboia School Division No. 2
Lia Braun	Special Services Consultant	Frontier School Division No. 48
Paula Cook	Resource Teacher	Winnipeg School Division No. 1
Eileen Davidson	Parent	Ashern, Manitoba
Christine Hoeschen	Resource Teacher/ Guidance Counsellor	Western School Division No. 47
Lorna Sanderson	Resource Teacher	Kelsey School Division No. 45
Dorothy Schwab	Occupational Therapist	Interagency FAS/E Program

CONTENTS

Acknowledgements	<i>iii</i>
Table of Contents	<i>v</i>
Preface	<i>P.1</i>
Section 1	Introduction — Basic Principles and Framework <i>1.1</i>
	Underlying Principles <i>1.2</i>
	The Nature of Alcohol Effects <i>1.3</i>
	Terminology <i>1.4</i>
	Diagnostic Assessments <i>1.5</i>
	Primary and Secondary Disabilities <i>1.6</i>
	Building on Individual Strengths <i>1.10</i>
Section 2	Continuum of Supports and Services <i>2.1</i>
	Core Team <i>2.3</i>
	Pre-Referral Consultation <i>2.4</i>
	In-School Support Team <i>2.5</i>
	Educational Support Team <i>2.6</i>
	External/Community Supports <i>2.7</i>
Section 3	Creating a Positive School Climate <i>3.1</i>
	Positive School Climate <i>3.1</i>
	The Physical Climate <i>3.4</i>
	Sensory Issues <i>3.5</i>
	The Social-Emotional Climate <i>3.8</i>
	The Learning Climate <i>3.8</i>
	Helping Students Belong <i>3.9</i>
Section 4	Learning Strategies, Supports, and Interventions <i>4.1</i>
	Continuum of Instructional Supports <i>4.1</i>
	Differentiated Instruction <i>4.4</i>
	Adaptations <i>4.8</i>
	Redesigning Course Content <i>4.11</i>
	Individualized Programs <i>4.12</i>
	Communication Issues <i>4.17</i>

Section 5	Classroom Behavioural Strategies and Interventions	5.1
	Setting the Stage	5.1
	Classroom Strategies	5.8
	Student-Specific Interventions	5.14
Section 6	Planning for Individual Behaviour	6.1
	Eight Steps in a Behavioural Analysis	6.3
	Functional Behaviour Assessments	6.8
Section 7	Working Together — Family and Community Involvement in the School	7.1
	Parental Partnerships	7.2
	Supporting Families	7.4
	Strategies for Engaging Parents	7.5
	Parents and Individual Education Planning	7.8
	Intersectoral Partnerships	7.15
Section 8	Transitions	8.1
	Transitions into School	8.2
	Transitions Between Schools and Levels	8.4
	Transitions Between Activities and Settings	8.5
	Transitions from a Treatment Centre or Special Program into a Regular School	8.6
	Transition from Secondary School into Adult Life	8.8
Section 9	Planning for Tomorrow	9.1
	Early Intervention Programs	9.1
	Prevention Programs	9.4
	Staff Development	9.5
	Intersectoral Approaches	9.6
	Next Steps	9.7
Appendix A	Bibliography and Suggested Resources	A.1
Appendix B	Manitoba Resources for Students Who Are Alcohol-Affected	B.1
Appendix C	Glossary	C.1

Poem*

by David Vandenbrink, 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**

* Copyright © David Vandenbrink. Reprinted by permission.

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.
