

Reaching Out: Teacher to Teacher
by Diane Davis

Tips for Teachers

- * Allow yourself to become educated; find out all you can. Check FAS web sites on the internet. It isn't you - it's the damage!
- * Read the file on the new student and take the time to add to the file so the next teacher can refer to it.
- * Enlist the help of parents; be sure to educate the parent volunteers about the disability of FAS/E.
- * Find other teachers who have students with FAS/E and support each other. Many times administrators don't get it.
- * If administrators won't listen, take a group of parents to meet with them.
- * Study learning styles. It really helps to know which approach to use with all your students. You may also discover your teaching style in the process since it is based on your learning style.

Outside the Classroom

- * What is the plan for recess? Does the child have adequate supervision?
- * Who will supervise during lunch time?
- * Who will accompany the child when the classroom is not self-contained and students go elsewhere for reading, math, music, etc.? Will it be an adult or another student from the room?
- * Will the child be allowed to go on field trips? If so, who will supervise the child one-on-one? If not, where will he go within the school?
- * Inside the Classroom
- * Each student needs a 70% success rate. So give a pop quiz that is below their level at the beginning of each day so they can at least have a positive jump start.
- * Where can the child sit so that he will be able to focus better and be the least disruptive? Some teachers use carrels around the student's desk to help block out too much stimulation. Other teachers have a desk located in the back or side of the room for the student to go to. It is important that whatever the set-up is, it should not be perceived by the student as punitive.
- * What is the child's learning style? Is he visual, auditory, kinesthetic?
- * What can the teacher realistically expect from the student academically? (If the child has trouble keeping up with the others in his class, assignments may have to be shortened or changed so that he has a better chance of being successful.)
- * How can the teacher build on the student's strengths?
- * Who is available to work one-on-one with the child (an aide, intern, parent or other volunteers)?
- * What types of discipline work or don't work?
- * What strategies should be used if the child has an outburst in class? For example, does the teacher leave his class to deal with the child one-on-one in private? Or, should the student be sent to the counselor, principal, or designated other?

(This article is reprinted by permission from a chapter in the book, Reaching Out to Children with FAS/FAE by Diane Davis. Her book may be purchased from Prentice Hall for \$20 by calling 1-800-288-4745. This is an excellent resource for teachers, counselors and parents.)