

# FASD & ME: Strengthening My Community

## Worksheets

This excerpt from the *FASD & Me: Strengthening My Community* workbook has been made available as a digital download, for families to easily update and share information as their child's strengths and needs change over time. To order a full copy of the hard-copy workbook, visit [www.adopt4life.com/fasd-and-me](http://www.adopt4life.com/fasd-and-me)



# My strengths

- Likeable
- Generous
- Smart about \_\_\_\_\_
- Have points of insight
- Artistic, musical, mechanical
- Highly verbal and may be good story tellers
- Protective of weaker kids from bullies
- Persistent, hard worker
- Good with younger children and animals
- Willing to forgive and do not hold grudges
- Every day is a new day
- I like people for who they are, not what they have or what they can offer.
- Outgoing
- Affectionate
- Helpful
- Determined
- Athletic
- Friendly

## My top 3 strengths

1.

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2.

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3.

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# For educators

Children with FASD often have complex and unique learning characteristics. A student with FASD could have difficulty with information processing. This could make reading very difficult. Younger students with FASD often learn letter/word recognition and decoding skills along with their peers. As students get older, reading becomes more difficult as they are required to develop abstract and problem-solving skills. Students are expected to make predictions, inferences, and to understand challenging vocabulary. These are skills that can be very difficult for children with FASD. When any student feels frustrated, often they begin to 'act-out' or 'shut-down'.

Educators must differentiate instruction to meet the individual needs of their students. In order to support students with FASD in developing their reading skills (as well as all other skills) and prevent challenging behaviours, educators must provide environmental and instructional accommodations/adaptations.

As you review your student's Individual Education Plan (IEP), check for external assessments in their student records, as they will often contain individual recommendations to support the child's learning strengths and challenges.

## 3 things that will help me learn in your classroom

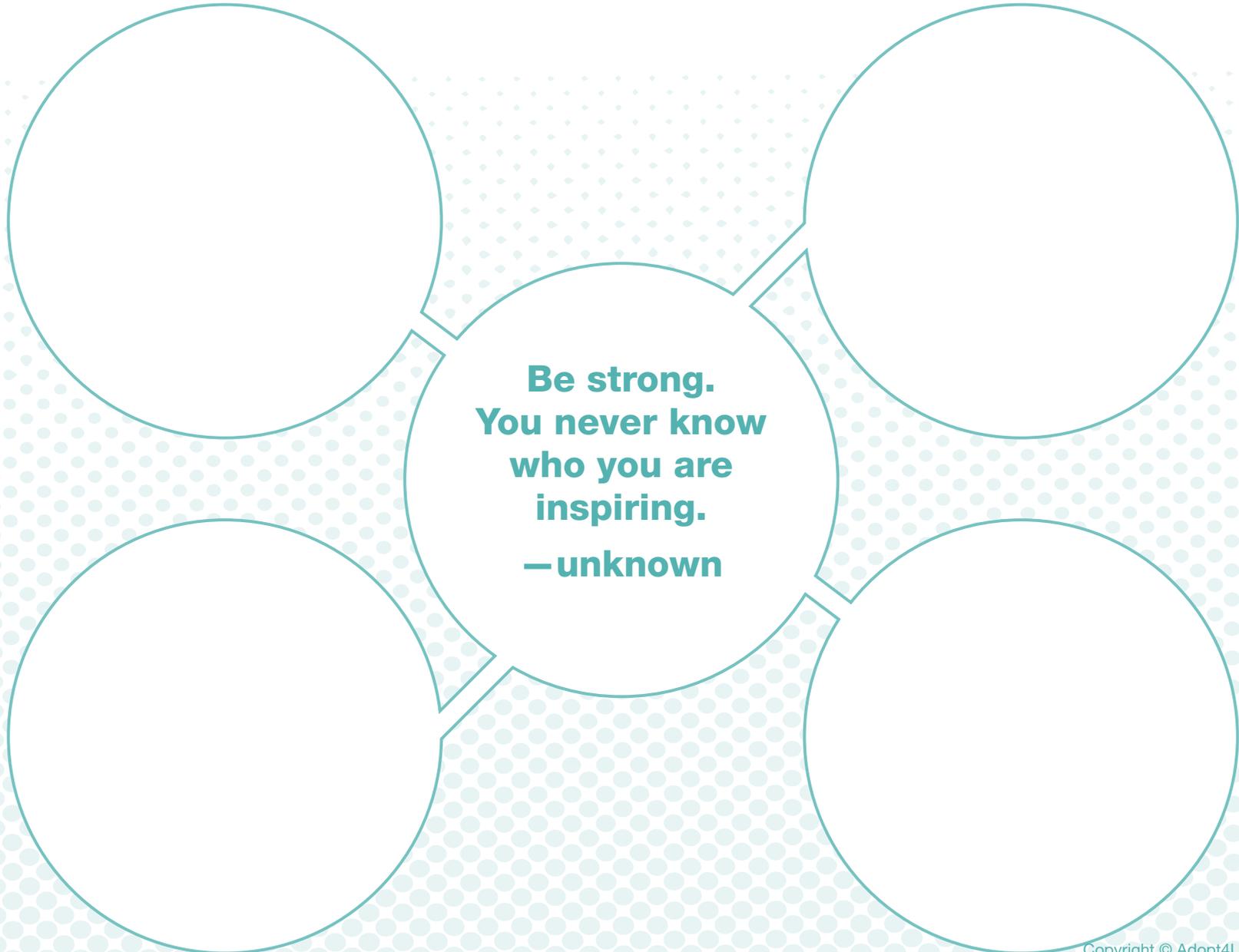
Blank space for writing the first of three things that will help the student learn in the classroom.

Blank space for writing the second of three things that will help the student learn in the classroom.

Blank space for writing the third of three things that will help the student learn in the classroom.



# How I use my strengths to overcome my challenges?



# Understanding meltdowns

When I get upset, emotional or have a meltdown, it does not mean:

- I hate you
- You are mean
- You are a bad parent
- I need you to punish me
- I expect you to meet every demand that I'm yelling
- I am a bad child
- I'm manipulating you

When I get upset, emotional or have a meltdown it means:

- I'm overwhelmed
- I need to learn a new way to ask you for this need when I am calm
- I'm trying to tell you about a need I have
- I'm possibly hungry, tired, overwhelmed, lonely or angry and I don't know how to handle that yet
- I'm new at figuring out big feelings
- My brain can't understand you when I'm feeling this much emotion
- I don't want to be acting this way
- I love you and feel safe with you
- I'm watching how you respond to my feelings so
- I know how to respond next time

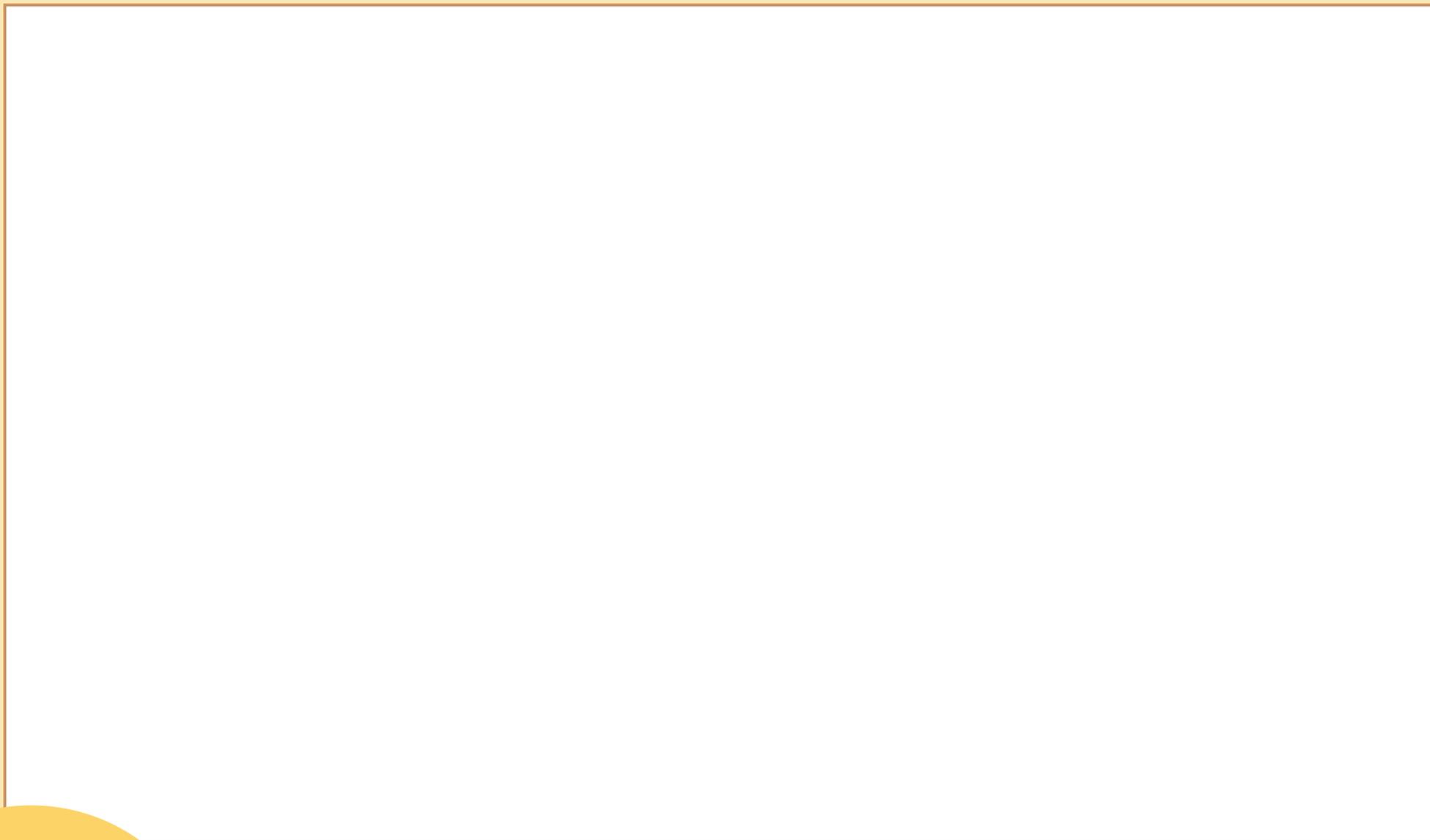
**Please write down 3 things that you commit to trying when you are upset, emotional or having a meltdown.**

1. \_\_\_\_\_

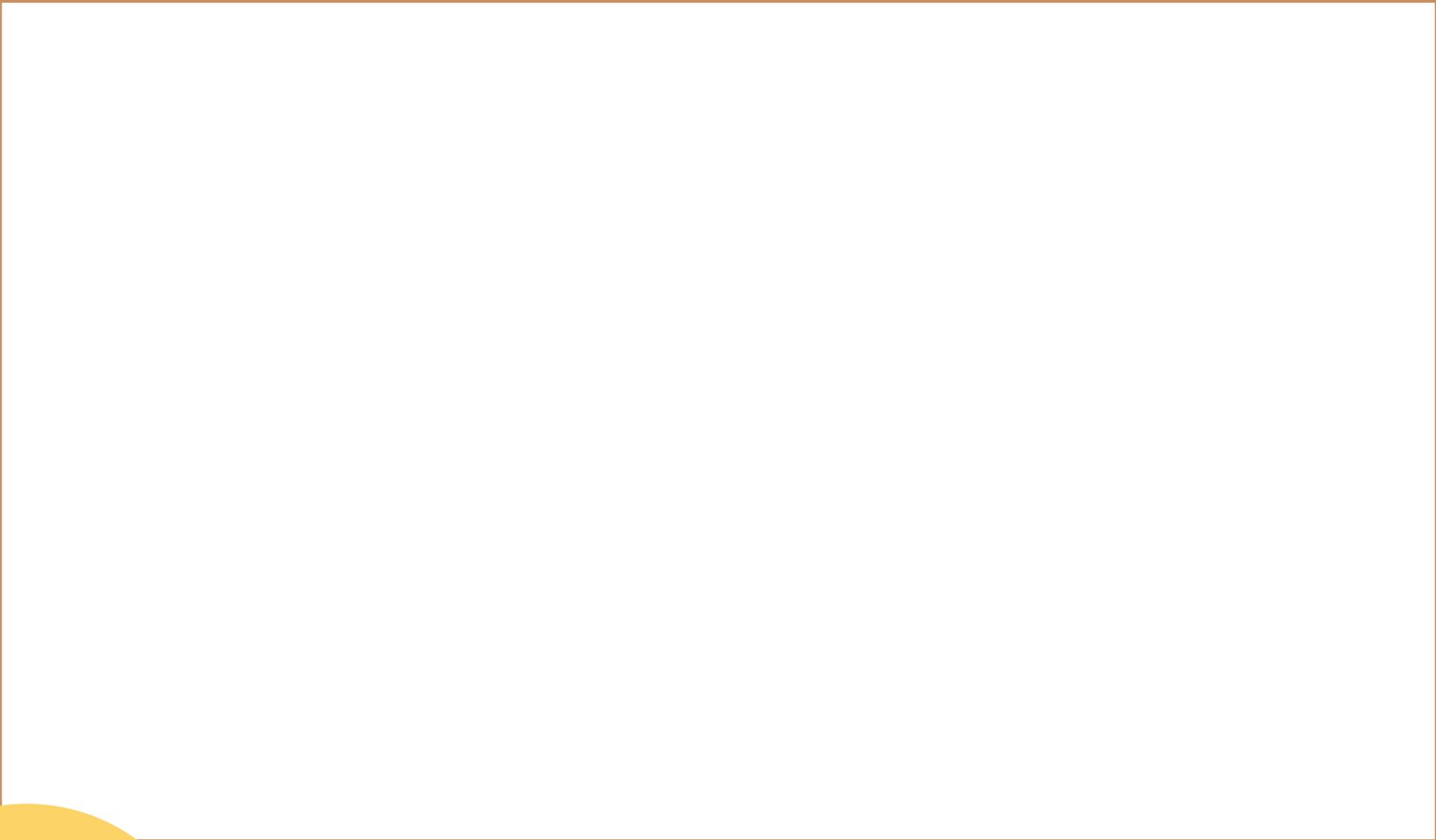
2. \_\_\_\_\_

3. \_\_\_\_\_

## About me—write a story



# About me – colouring page



# What are my triggers?

Social questions help me practice and prepare for spending time with other people.




## Social questions & struggles

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## My top 3 goals on how I will advocate for myself

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# What does FASD mean to me and my community?

