Students with Fetal Alcohol Spectrum Disorders (FASD) have special learning needs and face a wide range of behavioral challenges.

Characteristic Facial Features of a Child with FASD

![Image of a child with facial features associated with FASD]

Edutators can play a critical role in determining whether children with FASD reach their maximum potential.

Common challenges for educators who teach students with FASD include:

- Hyperactivity, impulsivity, attention and memory deficits
- Inability to complete tasks, disruptiveness
- Poor social skills
- Need for constant supervision
- Disregard for rules and authority

Successful strategies for educating children with FASD include:

- Using concrete, hands-on learning methods
- Establishing structured routines
- Keeping instructions short and simple
- Providing consistent and specific directions
- Repeating tasks again and again
- Providing constant supervision

(Teresa Kellerman)

According to the Substance Abuse and Mental Health Services Administration, FASD affects 1 in 100 live births.

Recognizing FASD can be a challenging task.

Most students with FASD are unidentified or go misdiagnosed as most people with FASD do not have the characteristic features associated with fetal alcohol syndrome. The majority of students with FASD are not significantly developmentally disabled, and they can be articulate and skilled at performing specific tasks.

Students who exhibit behavior or learning problems may require psychoeducational testing to identify possible presence of central nervous system damage.

For more information on FASD, go to www.nofas.org