Using the Correct Roadmap with FASD: Much of the information in this section is based on presentations from Diane Malbin, a noted FASD expert from Portland, Oregon. She notes that we often use the wrong instructions or roadmap to work with people with FASD. She describes what we are doing now as trying to get around one city using the road map from a different city. For example using a map of Hamilton to find your way in London simply won’t work. There is no sense in using the same instructions and trying harder, it is necessary to try differently. Some of our current road directions in education don’t work for FASD. They include the following:

1-Education is about positive/progressive change but with FASD students may progress, then regress and then go forward again. Progress is often not predictable. Planning has to be done differently for students with FASD. It takes more time to educate them.

2-Our educational pedagogy is normally about developing independence not interdependence. Schools are expected to graduate “almost adults” who become independent. Instead, most students with FASD need to be trained to accept support and help much of the time at school and then to continue to ask for help whenever needed and to be interdependent for life. This is a huge change for the education system.

3-Rewards and “punishments” have been used for centuries to get students to work and obey rules at school. Behaviour modification techniques are an outgrowth of this and along with Learning Theory are integral to making schools able to progress through a curriculum and award graduation certificates. This is not an effective strategy for students with FASD and has been shown to actually cause many of the negative secondary effects related to FASD.

4-Typically, behaviour at school is considered to be deliberate and/or planned, or at the very least under the control of a student. With FASD, behaviour is brain-based and the brain is damaged. Students with FASD exhibiting “behaviour problems” have very little or no control over these behaviours.

5-The education system (and other systems such as the justice system) expect students to learn from the consequences of their mistakes, be able to predict outcomes of repeating past mistakes and thus make better choices. Students with FASD generally can’t do any of this effectively.

Schools Don’t Get What They Need From Students with FASD
Schools need students who have abilities; but students with FASD bring disabilities that are caused by the permanent brain damage ALWAYS found with FASD.

<table>
<thead>
<tr>
<th>Abilities That Schools Need</th>
<th>Disabilities That Come With FASD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Old Education Roadmap</td>
<td>Need Accommodations on A New Education Roadmap</td>
</tr>
</tbody>
</table>

- Thinks quickly→ Slow cognitively, aurally
• Makes good decisions→ Poor executive functioning
• Pays attention, focused→ Distraction, Impulsivity
• Remembers well→ Widely variable Memory
• Understands concepts→ Inability to generalize
• Abstracts well (15+)→ May never be able to abstract or hypothesize
• Good social Skills→ Boundary and Touching Issues
• Good social conscience→ “Lack of conscience”
• Communicates well→ Confabulates, “Big Talkers”
• Reliable performance→ Performance will vary widely