

FASD: CONSIDER THE ENVIRONMENT

SAME CHILD, DIFFERENT ENVIRONMENT.

Ability did not change. The environment did.

OVERLOADING ENVIRONMENT

- 30 students • noise and visual clutter • frequent transitions
- Lecture and language-heavy learning • rapid verbal instructions
- Limited supervision and individual support • less opportunity for meaningful connection
- Early signs may be missed • responses may focus on behavior, not what is driving it



MORE ENERGY GOES TO COPING.

Less is available for learning, communication, and regulation.

SUPPORTIVE ENVIRONMENT

- Small classrooms • calm, organized and predictable space
- Hands-on, project-based learning • multimodal instruction • flexible pacing
- Small group/1:1 support available • time for meaningful interaction and connection
- Early signs are noticed • underlying needs are addressed before problems escalate



STRESS DECREASES.

Strengths, participation, and learning can emerge.

Consider if the environment fits how the student's brain works.

These are examples, not a complete list. Every child is different, and the environment in which each child learns best will look different.