

## S.P.I.R.I.T.S.

Strategies for Prevention, Intervention & Resilience in Teaching for Success



Suzie Kuerschner

FASD Consult. & Trainer; Early Int. & Spec. Ed. Consult. & Program Dev.

Early Child. Ed. Consult. & Program Dev.; Child Dev. Spec.

Phone: 503-622-3973 Fax: 503-622-4881

[suziekuerschner@gmail.com](mailto:suziekuerschner@gmail.com)

N.P.A.I.H.B.: 503-228-4185

## Learning Landscapes

*Supporting Sensory and Processing Behaviors associated with an FASD*

### ② Things to consider:

- Challenges impacting ability to find point of focus, self-regulate, organize and process information, resulting in frequent cognitive, sensory, and motor episodic “overload” within a limbic system that further compromises the ability to calm

### ② Things to design for:

#### ○ Think about:

- Light
- Sound
- Sight
- Texture
- Smell
- Temperature
- Movement

#### ○ Encourage:

- Non-florescent, non-white LED, incandescent lighting
- Use of textiles to absorb sounds and echoes

- Limiting wall displays/hanging banners for less visual clutter; keeping part of at least one wall blank
  - Use quiet, earth tone colors/limit use of primary bright colors
- Offer variety of natural soothing textures and textiles (wood, sheepskin)
- Diminish exposure of off-gassing from plastics, carpets and other petro chemicals
- If possible and within building code policy, regulate room temperature (warm/cool) to reinforce activity level
- Design room layout and flow of traffic from entry (beginning of day) to exit (end of day) to functionally and conceptually support the daily classroom schedule and organization of activity areas. Ensure a menu of group, paired and single seating tables.

② Things that can be quick tricks and tools:

- “Show” more than “tell” ... one part direction at a time
- Create classroom schedule that is visual and predictable
- Create retreat/self-regulatory space (using sensory guidelines with regard to color, texture and smell)
- Use ear muffs and/or white noise to create consistent background
- Offer mat boards to define individual student’s writing and work spaces
- When transitioning from high activity to low activity...walk the brain (CNS) down (e.g., skip...walk...tiptoe)
- Use “flash signs” (communication cards) with students to be able to immediately signal their need
- Use tire swings (spinning) and hammocks (side to side) as alternate motor retreats for focus and calming
- Map the positive...show and tell what is being done right