FASD is an **INVISIBLE, BRAIN-BASED, PHYSICAL** Condition

All you see are the behavioural symptoms - Look past the behaviours to truly understand the person

---

1. **Take a deep breath & depersonalize**

2. **Remember!**
   
   Behaviour = Communication
   
   (though unconscious)

3. **Ask yourself**
   
   “WHAT IF?...”

4. **Complete the NB Screening Tool**

5. **Ask yourself**

   “What does the brain need to be able to do for a person to be successful...”

   - in my classroom / this activity / this topic / this environment...

6. **Compare this with the person’s abilities:**
   
   Refer back to the Neurobehavioural Screening Tool

---

Is there a good fit between the expectations and the person’s actual abilities?

(are you expecting the blind child to read the blackboard?)

If no, you can expect behaviours...

To prevent or resolve

---

*What if the brain has something to do with what you are seeing...

Develop accommodations to create a good fit: change the environment and/or modify the expectations

(like providing Braille books for a blind child or a wheel chair for someone who cannot walk)

---

If you want to learn more about the Neurobehavioural Model and how to support individuals with FASD and other brain-based disabilities, please contact

Nathalie Brassard, nathalie@fascetscanada.com, 778-210-1591

Revised May 2018

* This flow-chart is based on the FASCETS Neurobehavioural Model - www.fascets.org