

School to Adult Transitions

Fetal Alcohol Spectrum Disorder (FASD) is a **diagnostic term** used to describe impacts on the brain and body of individuals **prenatally exposed to alcohol**. FASD is a **lifelong disability**. Individuals with FASD will experience some degree of challenges in their daily living, and need support with motor skills, physical health, learning, memory, attention, communication, emotional regulation, and social skills to reach their full potential. **Each individual with FASD is unique** and has areas of both strengths and challenges.



Building Inclusive Schools

Caregivers of individuals with FASD often juggle multiple roles. They are their child's primary provider, but also often take the role of advocate to raise awareness of FASD and secure supports for their children.

The student and educator both need a strong and supportive network to achieve success.

The whole team of support needs to have a shared understanding of FASD and shared goals.

Continued and shared learning within the student's entire support system will enhance education outcomes.

Implementing Interventions

By implementing interventions and/or supports we create opportunities for targeted skill growth and development, while also shifting environmental supports and expectations in order to optimize opportunity.

Transitions



Transitions are any events that result in changes to relationships, routines, expectations, or roles. Transitions occur naturally throughout our lifespan and can be small or big. For individuals with FASD, transitions can be especially challenging.

Transitions to adulthood are seen as particularly stressful because it often means changes to existing services and supports.

Individuals with FASD will have experienced many different transition periods prior to their transition from school to adulthood but different stages can bring on new and complex issues never seen or experienced before.

Many individuals with FASD become dependent on structured routines and struggle when this routine is disrupted. There is also an expectation of increased responsibilities and independence in many areas of life. However, many individuals may require ongoing support from social services, parents, and caregivers in order to manage their daily routines.

Individuals with FASD may also struggle with transitions, particularly during the adolescent/emerging adulthood period, because of the adverse outcomes they may experience.



Supporting Students Through School Transition Periods

◀ Prepare:

Transitions become more frequent, and potentially more difficult, as the grades increase. Warning students about transition periods ahead of time and preparing them for what they can expect may help.

▲ Collaboration:

Collaboration within the team of support allows resources to be combined to maximize the opportunities students with FASD have both before and after they leave school.

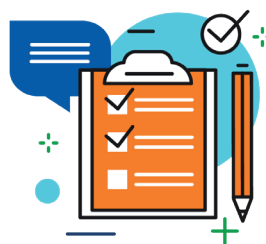
Every student benefits when educators and caregivers regularly communicate, work towards a common goal, and regularly review strategy effectiveness together.



Educator/caregiver collaboration requires:

- FASD-informed educators,
- Caregiver involvement in education,
- Resources and accommodations,
- Supportive knowledge base and continuous learning, and
- Support and understanding at home and at school

The role of the school can be different depending on each student's support system.



Transition Planning

Transition planning is the process of preparing for the move from one phase of life to another. Transition planning is designed to assist youth and families during the transition to adulthood by providing information, service referrals, and planning for the future.

Transition planning is shown to help support people with FASD to succeed during periods of change.

Early planning also helps students understand at a young age that changes and challenges are part of life.

A transition plan should include a step-by-step and time-sensitive task plan.

The student is the most important person in the planning for transitions because they have the greatest stake in what is planned and decided.

The team must be committed to follow up and meet at various stages of the student's transitions.

Effective planning means that each stage in the process builds on previous stages and sets the groundwork for future stages.