

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders or as a self-paced study.

***The Brain and
Emotion Regulation***
Module Three: Part B



This guide is intended to facilitate conversation after viewing the video clip [Module Three: *The Brain and Emotional Regulation*](#) (2:19 – 4:33 minutes)

General synopsis

Module Three: *The Brain and Emotion Regulation* covers three key points. Prenatal alcohol exposure A) impacts the brain's ability to regulate mood, emotions, and reactions to stress, B) impacts the brain's ability to regulate fight or flight, and C) impacts the brain's ability to self-regulate.

Key point B:

Prenatal Alcohol Exposure Impacts the Brain's Ability to Regulate the Fight or Flight Response

- In the interest of self-protection, an individual may respond to a stressful or threatening situation through flight (walking away) or fight (aggressive action).
- Individuals with FASD may be more likely to react too quickly, too slowly, or inappropriately.
- Their fight or flight responses may reflect their misunderstanding of information or social cues.
- Recognition of this misunderstanding enables us to respond with responses that are supportive rather than punitive.
- Strategies to support individuals with FASD need to be flexible and responsive (see "Keys to Success" in the Additional Resources for ideas).

Questions for reflection and discussion:

- What are some examples of supportive responses?
- How can you advocate for the needs of individuals with FASD when faced with traditional punitive responses?

For more information:

The Canada FASD Research Network (CanFASD) is a leading source for information related to FASD in Canada:
<http://www.canfasd.ca/>

Alberta FASD Home (Alberta government):
<http://fasd.alberta.ca/index.aspx>

KNOWFASD is a resource maintained by the University of Alberta: www.knowfasd.ca

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