

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 C



This guide is intended to facilitate conversation after viewing the video clip [Module Three: The Brain and Emotional Regulation](#) (4:33 – 11:18 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 C:

Prenatal Alcohol Exposure Impacts the Brain's Ability to Emotionally Self-Regulate

- Emotion regulation includes our ability to control our emotions and moods, whether consciously or automatically.
- Individuals with FASD may have reactions that far exceed what is typical (quick to accelerate) and then have difficulties in returning to a baseline emotional state (troubles with braking).
- These responses can appear to an outside observer as purposefully oppositional behaviour.
- Individuals with FASD are not typically trying to be oppositional or emotionally reactive; they may simply be responding to misinterpreted cues and having troubles with excessive acceleration and difficulty braking.

Questions for reflection and discussion:

- What are some strategies that could be used to support an individual with FASD when he or she needs help with excessive "acceleration"?
- What are some strategies that could be used to support an individual with FASD when he or she needs help "braking"?

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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