

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

## ***Brain Structure Versus Brain Function*** Module Two: Part A



This guide is intended to facilitate conversation after viewing the video clip [Module Two: Brain Structure Versus Brain Function](#) (0:00 – 1:48 minutes)

### **General synopsis**

Module Two: *Brain Structure Versus Brain Function* highlights three key points: A) Brain structure and brain function are not the same, B) All behaviour serves a purpose, and C) Prenatal alcohol exposure during pregnancy impacts the brain's ability to communicate.

### **Key point A:**

#### **Brain Structure and Brain Function are not the Same**

- The brain may look as expected but this does not mean that it functions as expected.
- Since function, and not structure, is impacted, predicting the pattern of challenging behaviour is difficult.
- Despite not being able to predict challenges, there are ways to understand these behaviours and to help us become active and effective problem solvers when working with individuals with FASD.
- Applying a model like the Action, Communication, and Reflection (ARC) model (please see Additional Resources "ARC model") can help us respond to challenging behaviours.

### **Questions for reflection and discussion:**

- Reflect on some of the myths surrounding FASD, such as holes in the brain or "Swiss cheese brain". How has this module changed your understanding of FASD?
- Can you think of a time when you inaccurately predicted the behaviour of an individual with FASD?

### **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](http://www.knowfasd.ca)

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