

### CONCRETE



TALK IN CONCRETE TERMS  
AVOID ABSTRACT LANGUAGE

### CONSISTENCY



PARENTS & EDUCATORS USE  
SAME THE WORDS & STRATEGIES

### REPETITION



RE-TEACH MANY TIMES TO  
RETAIN IN LONG-TERM MEMORY

### ROUTINE



STABLE ROUTINES CAN HELP TO  
REDUCE ANXIETY

## The Eight Magic Keys

Planning for students  
with FASD



### SIMPLICITY



REMEMBER TO KEEP IT SHORT  
AND SWEET

### SPECIFIC



SAY EXACTLY WHAT YOU MEAN  
GIVE STEP-BY-STEP INSTRUCTIONS

### STRUCTURE



STRUCTURE IS THE 'GLUE' THAT  
MAKES THE WORLD MAKE SENSE

### SUPERVISION



SCAFFOLD INDEPENDENCE

DEVELOPED BY DEB EVENSON AND JAN LUTKE (1997)  
ADAPTED FROM POPFASD

STRATEGY	DETAILS
<p><b>CONCRETE</b></p> 	<p>Students with FASD do well when parents and educators talk in concrete terms, don't use words with double meanings, idioms, etc. Because the social-emotional understanding of students with FASD is often below their chronological age, it helps to "think younger" when providing assistance, giving instructions, etc.</p>
<p><b>CONSISTENCY</b></p> 	<p>Because of the difficulty students with FASD experience trying to generalise learning from one situation to another, they do best in an environment with few changes. This includes language. Teachers and parents can coordinate with each other to use the same words for key phases and oral directions.</p>
<p><b>REPETITION</b></p> 	<p>Students with FASD have chronic short-term memory problems. They forget things they want to remember as well as information that has been learned and retained for a period of time. In order for something to make it to long-term memory, it may simply need to be re-taught and re-taught.</p>
<p><b>ROUTINE</b></p> 	<p>Stable routines that don't change from day to day will make it easier for students with FASD to know what to expect next and will decrease their anxiety, enabling them to learn.</p>
<p><b>SIMPLICITY</b></p> 	<p>Remember to keep it short and sweet. Students with FASD are easily over-stimulated, leading to "shutdown," at which point no more information can be assimilated. Therefore, a simple environment is the foundation for an effective school program.</p>
<p><b>SPECIFIC</b></p> 	<p>Say exactly what you mean. Remember that students with FASD have difficulty with abstractions, generalisation, and not being able to "fill in the blanks" when given a direction. Tell them step-by-step what to do, developing appropriate habit patterns.</p>
<p><b>STRUCTURE</b></p> 	<p>Structure is the "glue" that makes the world make sense for a student with FASD. If this glue is taken away, things fall apart. A student with FASD achieves and is successful because his or her world provides the appropriate structure as a permanent foundation.</p>
<p><b>SUPERVISION</b></p> 	<p>Because of their cognitive challenges, students with FASD bring a naïveté to daily life situations. They need constant supervision, as with much younger children, to develop habit patterns of appropriate behaviour.</p>