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| **Concrete** | Talk and educate in concrete terms  Avoid double meanings and idioms such as “catch the bus” |
| **Supervision** | Develop habit patterns of appropriate behavior since child may be socially inappropriate  FASD creates naivete and danger, so adults need to be vigilant |
| **Specific** | Say exactly what you mean to help the child who has difficulty with abstractions  Avoid the abstract and generalizations  Students with FASD are unable to “fill in the blanks” when given directions |
| **Structure** | Structure is the “glue” that helps the world make sense to someone with FASD  Adjust expectations to meet the child or youth’s developmental level  Adapt work and study schedules to child or youth’s frustration level |
| **Consistency** | Accommodate the inability to generalize learning from one situation to another, provide consistency  Provide an environment with few changes  Teachers and parents need to use the same key words for oral directions |
| **Repetition** | Address short term memory problems; Re-teach Re-teach Re-teach  Patiently explain step by step with visual supports |
| **Routine** | Provide a daily stable routine to decrease anxiety and enable learning  Provide assistive technology within a routine (watch with alarm)  Allow adequate time to complete tasks within a daily routine |

https://www.mnadopt.org/wp-content/uploads/2014/03/FASD-Strategies-and-Intervention.pdf