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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