

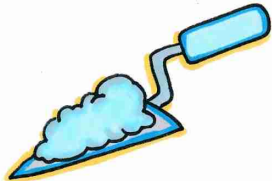
# Planning For Students with FASD

DEB EVENSON AND JAN LUTKE'S

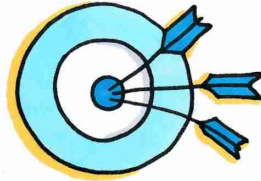
## EIGHT MAGIC KEYS

PLANNING FOR STUDENTS WITH FETAL ALCOHOL SPECTRUM DISORDER

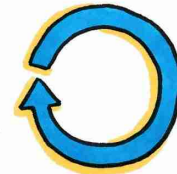
@kwiens62



**CONCRETE**  
TALK IN CONCRETE TERMS  
AVOID ABSTRACT LANGUAGE



**CONSISTENCY**  
PARENTS & EDUCATORS USE  
THE SAME WORDS & STRATEGIES



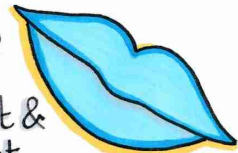
**REPETITION**  
RE-TEACH MANY TIMES TO RETAIN  
IN LONG-TERM MEMORY



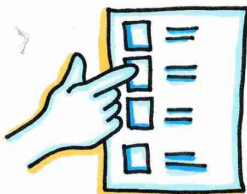
**ROUTINE**  
HELP REDUCE ANXIETY



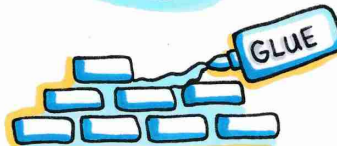
Keep  
It  
Short &  
Sweet



**SIMPLICITY**



**SPECIFIC**  
SAY EXACTLY WHAT YOU MEAN  
GIVE STEP BY STEP DIRECTIONS



**STRUCTURE**  
THE GLUE THAT MAKES THE WORLD  
MAKE SENSE... THEIR FOUNDATION



**SUPERVISION**  
SCAFFOLD INDEPENDENCE

Kristin Wilms 2017

## EIGHT KEYS: Developing Successful Interventions for Students with FASD

|   |  |  |
|---|--|--|
| <ol style="list-style-type: none"> <li>1. <b>Structure</b></li> <li>2. Concrete</li> <li>3. Consistency</li> <li>4. Repetition</li> <li>5. Routine</li> <li>6. Simplicity</li> <li>7. Specific</li> <li>8. Supervision</li> </ol>   | <p><b>4. Repetition</b> - 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 retaught.</p> <p><b>5. Routine</b> - 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 decrease their anxiety, enabling them to learn.</p> <p><b>6. Simplicity</b> - Remember to Keep it Short and Sweet (KISS method). Students with FASD are easily overstimulated, 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>7. Specific</b> - Say exactly what you mean. Remember that students with FASD have difficulty with abstractions, generalization, 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>8. Supervision</b> - Because of their cognitive challenges, students with FASD bring a naiveté to daily life situations. They need constant supervision, as with much younger children, to develop habit patterns of appropriate behavior.</p> | <div style="border: 1px solid black; padding: 5px; text-align: center; font-weight: bold;">Video Resources</div> <p>8 Magic Keys of Success<br/>WRaP Schools <a href="http://bit.ly/217iHob">http://bit.ly/217iHob</a></p> <p>8 Magic Keys of Success<br/>Anchorage School District and ASDtv<br/><a href="http://bit.ly/1R6RqSE">http://bit.ly/1R6RqSE</a></p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-weight: bold;">The 2 x 10 Strategy - Relationships</div> <p>The 2 x 10 strategy is simple: spend 2 minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about. <a href="http://bit.ly/1KoeDHX">http://bit.ly/1KoeDHX</a></p> <p>The FIND, REMIND, and BIND strategy. FIND a student that you want a relationship with, REMIND them why you are grateful for the, and this will BIND you. <a href="http://bit.ly/1SCEQCC">http://bit.ly/1SCEQCC</a>.</p> <div style="border: 2px solid black; padding: 10px; text-align: center; margin-top: 10px;"> <p><b>What is FASD?</b></p> <p>FASD describes a spectrum of disorders caused by prenatal exposure to alcohol.</p> <p>Three or more domains of the central nervous system are impacted when you are living with FASD.</p> <p>Children living with FASD have a brain-based disability.</p> </div> |
| <p>While there is no recommended "cookbook approach" to working with students with FASD, there are strategies that work, based on the following guidelines:</p> <p><b>1. Structure</b> - Structure is the "glue" that makes the world make sense for a student with FASD. If this glue is taken away, the walls fall down! A student with FASD achieves and is successful because their world provides the appropriate structure as a permanent foundation.</p> <p><b>2. Concrete</b> - Students with FASD do well when parents and educators talk in concrete terms, don't use words with double meanings, idioms, etc. Because their social-emotional understanding is far below their chronological age, it helps to "think younger" when providing assistance, giving instructions, etc.</p> <p><b>3. Consistency</b> - Because of the difficulty students with FASD experience trying to generalize 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>When a situation with a student with FASD is confusing and the intervention is not working, then:</p> <ul style="list-style-type: none"> <li>• Stop Action!</li> <li>• Observe.</li> <li>• Listen carefully to find out where he/she is stuck.</li> <li>• Ask: What is hard? What would help?</li> </ul>  |  |

Developed by Deb Evenson and Jan Lutke 1997

Adapted by POPFASD 2016

**Master Key – Trusting Relationship**

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