

## **8 Magic Keys: Planning for Students with FASD**

The following “**8 Magic Keys**” developed by Deb Evenson and Jan Lutke summarizes effective ways to support and plan for students with FASD.

### **1. Use CONCRETE language**

- Individuals with FASD do well when parents and educators say what they mean. Use concrete words that are specific and describe exactly what is wanted, needed and/or expected.
- Avoid using words with double meanings, abstract words and idioms.
- Social-emotional understanding is often far below the student’s chronological age. It helps to “think younger” when providing assistance, giving instructions, setting expectations, etc.

### **2. Foster CONSISTENCY**

- Students with FASD experience difficulty generalizing learning from one situation to another.
- Minimize changes to the environment and language/words used.
- Teachers and parents can coordinate with each other to use the same words for key phrases and verbal directions.

### **3. REPETITION, repetition, repetition...**

- Individuals with FASD have short-term memory difficulties, they often forget things they want to and need to remember.
- Repetition and re-teaching will help information make it to long-term memory.

### **4. Create a predictable ROUTINE**

- 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 helps to decrease their anxiety, making their brains more available to learn.

### **5. SIMPLICITY is key**

- Keep it short and sweet
- Individuals with FASD are easily over-stimulated, leading to “shutdown” at which point no more information can be taken in.

### **6. Be SPECIFIC**

- Say exactly what you mean
- Individuals with FASD often have difficulties with abstract concepts, generalizations and have a hard time “filling in the blanks” when given directions.
- Provide instructions step-by-step. This also supports developing appropriate habit patterns.
- Tell the child what you want them to do rather than what you don’t want them to do
- Remember the child’s functional age and abilities when setting goals and expectations

## 7. STRUCTURE the day

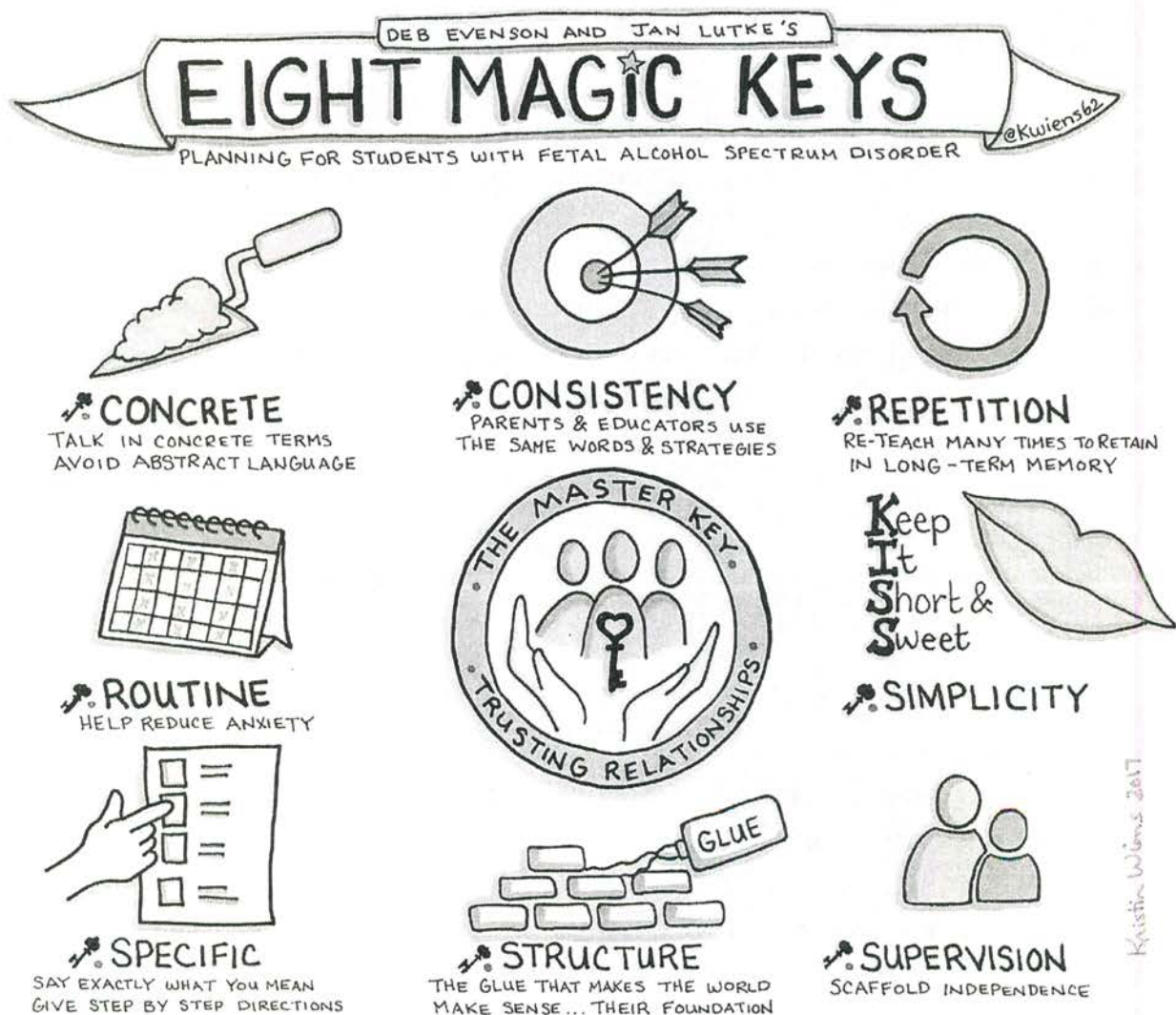
- Doing the same thing, in the same order, in the same manner and with the same expectations
- Structure is the "glue" that helps the world make sense. If the glue is taken away, the walls fall.

## 8. Provide SUPERVISION

- As a result of cognitive impairments and dysmaturity, individuals with FASD are often naïve in everyday life situations and are easily taken advantage of by others.
- Consider developmental age and supervision requirements.
- Supervision is required to develop habit patterns of appropriate behavior.

### See the 8 Magic Keys in action!

- WRaP Schools video series. Available on YouTube <https://bit.ly/217ip0D>
- Colorado Department of Education. DVD <http://www.cde.state.co.us/cdesped/fasd-8magickeys>
- This is Me video series. <https://vimeo.com/user92157743>



The 8 Magic Keys for \_\_\_\_\_  
(student)

	What will this look like?
1. Use <b>concrete</b> language	
2. Foster <b>consistency</b>	
3. <b>Repetition</b> , repetition, repetition	
4. Create a predictable <b>routine</b>	

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The 8 Magic Keys for \_\_\_\_\_  
(student)

	What will this look like?
5. <b>Simplicity</b> is key	
6. Be <b>specific</b>	
7. <b>Structure</b> the day	
8. Provide <b>supervision</b>	

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