

Keys to Success: Strategies for Support

adapted from Deb Evensen and Jan Lutke (1997)

REPETITION



Students with FASD can sometimes be observed as students who have trouble listening or following directions. This behavior, or symptom of FASD, can be attributed to the possible presence of short-term memory challenges, slower processing speed and shorter attention spans. If students living with FASD don't remember a rule, guideline or expectation, it is representative of brain-based challenges and the need for repetition.

It is important to teach, re-teach, and then re-teach again. In order for a message, routine or guideline to make it into long-term memory, it will take several occurrences of repetition. Just when you think you have provided enough repetition, and the individual appears to remember, they may not be able to retrieve it the following day or week. So, we must repeat it again.

Remember, students affected by FASD benefit from having gentle reminders from a supportive person who can be their external brain. Try to keep engaging in repetition in a positive way, even if we feel like a broken record.

For more information, please watch the short video on the topic of **repetition** from the WRaP Schools' YouTube Channel: (2mins 10secs) <https://www.youtube.com/watch?v=NpiAlgD9Oj0>