

# Keys to Success: Strategies for Support

adapted from Deb Evensen and Jan Lutke (1997)

## ROUTINE



Changes and transitions can be very difficult. Disruptions to routines lessen predictability for students with Fetal Alcohol Spectrum Disorder (FASD). Establishing routines that don't change make it easier for a student with FASD to know what to expect next and helps to decrease feelings of anxiety. When there is less anxiety, there is a greater ability to learn and pay attention.

Consistent routines also reinforce “this is what we do at this time,” which lessens possible power struggles and over time, promotes a sense of mastery and competence.

Offering visual and verbal warnings before transitions also support the effectiveness of routines. If visual routine check-lists are used, it is important that they are **age-appropriate**, considering both developmental and chronological ages of the child or youth.

With repetition and consistency, routines also invite the opportunity for individuals to engage in daily activities with more independence and less hand-over-hand prompts and cues from others.

For more information, please watch the short video on the topic of **routine** from the WRaP Schools' YouTube Channel: (2mins 13secs) <https://www.youtube.com/watch?v=qpbLnTvs2EQ>