

Keys to Success: Strategies for Support

adapted from Deb Evensen and Jan Lutke (1997)

SPECIFIC



Communication is often convoluted and many different interpretations can be drawn from what we hear and see in our interactions with others. Therefore, we must be specific in our communication. What are we asking, specifically?

How to complete a task or assignment can have different meanings for everyone, so it is important to be specific about the behavior or action that is desired.

Specific details of tasks and assignments helps the individual understand how it needs to be completed. To say “clean your locker” could simply be overwhelming leaving the individual confused about where to start. Step by step instructions help break down the task into more manageable pieces. As such, age-appropriate routine checklist are often helpful tools when working with students with FASD.

For more information, please watch the short video on the topic of **being specific** from the WRaP Schools’ YouTube Channel: (6mins 10secs)

https://www.youtube.com/watch?v=EZH8Z4jB_k