

Keys to Success: Strategies for Support

adapted from Deb Evensen and Jan Lutke (1997)

STRUCTURE



Students with Fetal Alcohol Spectrum Disorder (FASD) are sometimes noted to be “consistently inconsistent.” Prenatal alcohol exposure has impacted brain development and brain function; therefore, neural pathways can often be unpredictable and what might be okay for one day, may not be the next. With this in mind, structure is a valuable strategy to help refocus any inconsistencies, organize routines, and arrange a supportive pattern for daily tasks. Structure also offers a sense of predictability and security in situations that could potentially create confusion.

Expectations are also essential to creating an environment that promotes structure. While expectations need to be consistent and clear, they also need to be realistic. Realistic and **developmentally** appropriate expectations are flexible and respond to the diverse learning needs of the student affected with FASD.

For more information, please watch the short video on the topic of **structure** from the WRaP Schools’ YouTube Channel: (3mins 2secs) https://www.youtube.com/watch?v=NR-_GTm5MA8