

Keys to Success: Strategies for Support

adapted from Deb Evensen and Jan Lutke (1997)

SUPERVISION



Students with Fetal Alcohol Spectrum Disorder (FASD) experience cognitive challenges as a result of impairment to the brain from prenatal alcohol exposure. Supervision allows support persons to act as an external brain for students affected by FASD, while providing a safer space to learn appropriate behavior.

Supervision can help to curb struggles with impulsivity and difficulties with memory, as it can provide on the spot responses to optimize learning. Supervision also reinforces routines and expectations, and in turn helps to bridge learning from one environment to another.

Helpful tips for providing supervision:

- Provide gentle reminders, using nonverbal and/or verbal cues
- Allow for additional processing time after prompts and/or cues are given
- Structure free time - offer specific activities during free time
- Continue to supervise tasks even when they have demonstrated success

For more information, please watch the short video on the topic of **supervision** from the WRaP Schools' YouTube Channel: (4mins 1secs) <https://www.youtube.com/watch?v=76EpXWdDo-s>