

Keys to Success: Strategies for Support

adapted from Deb Evensen and Jan Lutke (1997)

CONCRETE LANGUAGE



What are you trying to say? Is an idiom or metaphor being used?

Concrete language can be measured or observed. Making sure that our language is clear and avoids alternate interpretations leads to less misinterpretations and more successful communication with students suspected or diagnosed with FASD. For example, instead of using a relatively abstract concept saying, “Be a good girl” try asking for the behavior you would like to see by saying “Sit quietly and say thank you.”

As students get older (chronologically and developmentally - but these ages do not always match), it becomes a bit easier and more fun to joke with them and use slang. This can be instrumental in building rapport. At the same time, this can cause the student to feel confused or even frustrated if they do not understand.

For more information, please watch the short video on the topic of **concrete language** from the WRaP Schools’ YouTube Channel: (2mins 47secs) <https://www.youtube.com/watch?v=ijkR39zsvMo>