

Helping Students with FASD Generalize Skills: Quick Tips for Teachers

Teach Skills in Multiple Settings

- Don't assume a student will automatically use a skill learned in one classroom. Practice it in different classes, during recess, or in real-life activities.
- Make connections explicit: Help the student see the link between settings. For example, say, *"Remember how we used this in math? We do it here too."*

Explicitly Teach Transfer from Resource/Support Classes

- Skills learned in resource or support sessions need to be explicitly taught in the general classroom to expect the same growth. Students won't automatically apply what they learned in a small-group setting to other environments.

Use Consistent Language and Routines

- Use the same words, cues, and steps across all teachers and aides. For example, if "raise your hand" is taught in math, use the same phrasing in art, PE, and library.

Provide Visual Supports

- Checklists, schedules, or step-by-step visual guides help students remember what to do in any setting.

Reteach and Review Regularly

- Skills need repeated practice. Schedule short, frequent practice sessions and review past lessons often.

Collaborate Across Adults

- Share strategies and successes with other teachers, aides, and parents so everyone is reinforcing the skill in the same way.

Celebrate Small Wins

- Positive reinforcement for each successful use of a skill builds confidence and motivation.

Make It Real and Relevant

- Practice skills in real-life contexts, not just worksheets or drills. For example, use math skills while measuring ingredients in a cooking activity. Remember to connect the two things explicitly.