### Universal and inclusive accommodations to create FASD sensitive environments

<table>
<thead>
<tr>
<th>Aim and rationale</th>
<th>Ask caregiver/teacher to...</th>
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| **To provide a simple, structured, predictable and consistent environment.** | • use predictable routines and structure  
• explain each step of the daily routine, using visual cues as prompts. This may need to be repeated daily  
• avoid changes in routine/explain clearly any change in routine  
• give clear and simple explanation of expectations; use visual reminders to support this understanding  
• use consistent caregivers where possible, provide photos and explanations of any change in carers or teachers  
• minimise the number of different settings a child must manage  
• avoid unstructured settings or large social groups, keep peer groups as consistent as possible  
• provide two choices of activities to help children to cope with unstructured situations (rather than asking them to generate ideas). |
| **To reduce the amount of sensory stimulation, and the impact of potential sensory triggers.** | • remove or reduce fluorescent lighting  
• provide a separate carousel for schoolwork/study to reduce unnecessary visual distractions  
• help highlight key information and avoid ‘figure-ground’ confusion (not having important information on pages with ‘busy’ backgrounds or neon colours)  
• allow access to sensory regulation tools and strategies. |
| **To provide clear verbal instructions to support understanding and memory.** | • group instructions into manageable ‘bits’ of information  
• think of the ‘rule of 5’ (no more than five words in a sentence)  
• use simple language – e.g. “Close books. Put books back on shelf.”  
• give clear instructions, indicating what activity you require, and then what the steps are  
• teach and practice memory rehearsal strategies (e.g. teach child to repeat instructions to themselves)  
• repeat instructions and supplement verbal instructions with visual prompts  
• be prepared to repeat themselves more than once  
• allow additional time to ‘take up’ instructions  
• use consistent key words in communication  
• teach/discuss one concept at a time  
• supplement verbal learning with mind maps and other visual aids to assist categorisation of learning material  
• use concrete language, avoid metaphors or idioms that may not yet be understood  
• teach the use of a non-verbal signal to let them know the child has forgotten what to do or didn’t understand  
• play both verbal memory and visual memory games  
• not assume what is learned today will be remembered tomorrow, repetition may be necessary. |
| **To support the direction, focus, and transitioning of attention by using stepped instructions, warnings of impending change, and clear task expectations.** | • always use the child’s name to gain their attention  
• use a variety of speech tones and pace to maintain attention  
• provide instructions and check for understanding prior to giving out equipment/materials  
• break activities into smaller steps and give instructions for one step at a time  
• avoid providing additional instructions during an activity  
• consider using a regular auditory cue to remind children of where their focus should be and what they have been asked to do (e.g. chime or cue word).  
• monitor progress to ensure an activity is completed before beginning another one  
• provide warnings and prompts ahead of any change in activity or focus, supplemented with auditory and visual cues  
• provide reinforcement based on increasing time on task, not whether or not task is completed  
• preface stories with metacognitive questions that tell a child what the key points are – e.g. “During the story, see if you can see what Jonny does to help his sick dog.”  
• use visual/kinaesthetic supports (e.g. abacus, dominos) to help embed numeracy concepts. |

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Table 1. Universal and inclusive accommodations to create FASD sensitive environments