

Developmental and Educational Strategies for Children with FXS

- ☐ Talk, talk, and talk to your child about what is happening during daily routines.
- ☐ Follow the CAR Activity:
 - ☐ Follow their lead in play or storybook reading
 - ☐ C—Comment on what they are doing/playing
 - ☐ A—Ask open ended questions
 - ☐ R—Respond by adding a little bit more
 - ☐ Wait time—count to yourself up to 10 seconds in between each of these steps
- ☐ Incorporate a holistic or simultaneous learning approach (i.e., use a whole word technique rather than a phonics method).
- ☐ Include visual cues to help children follow the daily routine in the classroom.
- ☐ Teach early math and science concepts using visual and tactile strategies, real object counters, size and shape manipulatives, and concrete examples.
- ☐ Teach early literacy skills through everyday literacy tools such as storybooks, environmental print, writing and drawing utensils, pictures, magazines, and oral story telling.
- ☐ Incorporate high-interest materials into all areas of the curriculum as needed.
- ☐ Use evidence-based interventions within a MTSS framework. These interventions should be based on the phenotypic profile of children with FXS as well as the individual profile of the child. This should include visually based interventions with limited language.

- ☐ Use routines-based and relationship-based approaches. Meaning that predictable routines and positive interactions between adults and children are imperative for healthy development.
- ☐ Utilize a family-centered approach.
- ☐ Avoid forcing eye contact or using “look at me” prompts.
- ☐ Use more commenting than questioning. Reduce direct questions and utilize a fill-in-the-blank format when possible.
- ☐ Model and teach play skills. Many children with FXS have dyspraxia, making it challenging to ideate, motor plan, and execute actions. This makes the development of play skills difficult.