

Spectrum Disorder

FASD: A CHECKLIST

NB: The observations and assessments of parents and carers can be useful to assessment, diagnosis and planning interventions. This simple tool will help get you started.

Concern	Symptoms	Y/N	
Hearing	Ear infections – with or without complaint of pain		
	Little or no response to noise		
Vision	Wandering or lazy eye		
Dental	Displaced teeth		
	missing teeth – never formed		
Co-ordination	poor eye-hand co-ordination		
	visual spatial difficulties		
	poor balance		
	accidents		
Physical stature	Small height and weight		
Eating	Never hungry		
	No appetite		
	Always hungry		
	Inability to stop eating		
	Gorging		
Disabilities	Academic – school and learning		
	Attention deficit disorder (with or without hyperactivity)		
	Speech/language		
	Information processing		
	Development		
Compromised Executive Functioning	Patterning problems - sequencing		
	Planning		
	Predicting		
	Organising		
	Prioritising		
	Initiating play and following rules		
	Setting goals		
	Apply a new rule in a different setting		
Memory	Integrating (making sense of) information		
	Forming associations		



	Learning from pa	ast mistakes		
	Same mistakes despite increasingly severe consequences			
	remembers a thing for two days then forgets on the third day – like it was never learned at all			
Conceptual skills - abstract concepts	Time			
	Maths			
	Money			
Judgement, consequential thinking	Inability to make decisions			
	Cannot recognise danger			
	Cannot distinguish danger from safety			
	Cannot tell difference between friend and stranger			
	Cannot tell difference between fantasy and reality			
Speech and language	Cannot easily answer simple questions			
	When answering, agrees or complies – fills in the gaps			
	When answering, makes up an answer			
	Volume or use of words can create expectation of competence			
	Talks excessively without any depth of understanding			
	Talks excessively without exchange in conversation			
	Says "I don't know" a lot or seems 'shut down'			
	Needs Time to answer – delayed reply			
	Difficulty with opposites – hot when meaning cold			
	Picks up information only from every third or fourth word			
Poor impulse control	With poor judgement and not recognising consequences, acts without thought			
Perseveration	Stuck on an idea or thought			
	Difficulty switching thoughts			
	Difficulty stopping activity or changing to a new one			
	Reacts strongly to a change in setting			
	May repeat words or phrases over and over			
	Reacts strongly to a change in program - support worker, new teacher or respite carer			
Development	Much younger age – socially/friendships			
	Much younger age – emotionally			
	Much younger age – thinking			
Sensory	Over-reacts to	Touch		
	stimuli	Textures		



		Lighting	
		Taste	
		Smell	
	Unable to filter out background noise		
	Under-reacts	Does not complain	
	to pain	Does not notice heat or cold	
Attention	Over-reacts to external stimuli	Hyperactive	
		Moves from one	
		Cannot follow through on a task	
		Poor focus and concentration	
		Does not get unspoken rules in socialising with others	
	Withdrawn in own world	Daydreaming	
		Slow moving	
		Appears unmotivated	