

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 | |