

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 past 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 stimuli	Touch
		Textures

		Lighting	
		Taste	
		Smell	
	Unable to filter out background noise		
	Under-reacts to pain	Does not complain	
		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	