

FASD across the lifespan

<i>DOMAIN</i>	<i>Preschool aged children</i>	<i>Primary school</i>	<i>Young people</i>	<i>Adults</i>
<i>Sensory</i>	<ul style="list-style-type: none"> • May be over-sensitive to light, noise, stimulation, busy environments. May overreact with anger or running away when they hear loud noises • May be under aware of sensory input – may not be aware of hunger, thirst, temperature or pain • May avoid or seek out sensations - e.g. sand, dirt, playdoh, dislike labels on clothing • Dislike hair brushing, teeth cleaning 	<ul style="list-style-type: none"> • Difficulty with regulation in busy environments, e.g. classroom • May be inappropriately intrusive, not understanding personal space • May want to smell or touch items in the environment • As for pre-schoolers 	<ul style="list-style-type: none"> • Difficulties managing school environment • May find it harder to concentrate in noisy and bright environments e.g. classroom • May be tactile or respond strongly to smell • Difficulty with multiple conversations or talking with the TV on 	<ul style="list-style-type: none"> • Difficulty coping with challenging environments such as group discussions, being on a team • Easily overtired; may need to work in short bursts • May have difficulty socialising or working in noisy environments • May be affected by bright lights, perfumes, or other sensory input
<i>Emotional regulation</i>	<ul style="list-style-type: none"> • Difficulty regulating emotions, leading to tantrums, meltdowns, withdrawal, tearfulness, angry outbursts • Anxiety, separation anxiety 	<ul style="list-style-type: none"> • Difficulty coping with frustration, conflict • May be angry, aggressive 	<ul style="list-style-type: none"> • Emotional dysregulation may include aggression, self-harming • Mental health conditions – anxiety, depression, mood disorders may emerge 	<ul style="list-style-type: none"> • May have mental health diagnosis, self-harming or suicidal thoughts • May have difficulty controlling aggression or offending behaviour • Difficulty coping with pressured situations
<i>Communication Receptive/ expressive language</i>	<ul style="list-style-type: none"> • Speech delays, slow to develop language, fewer words and less complex language • Difficulty following simple verbal instructions 	<ul style="list-style-type: none"> • Difficulty following or remembering 2-3 step verbal instructions • May say they understand, but lack real comprehension • May be able to repeat instructions, but not put into practice 	<ul style="list-style-type: none"> • Receptive or expressive difficulties continue. • May have superficially good verbal communication skills, but conversation may be lacking depth • May appear to understand instructions, but not be able to follow through 	<ul style="list-style-type: none"> • May say they understand and agree, but fail to follow through e.g. “talk the talk”, but not “walk the walk” • Misunderstanding communication or expectations
<i>Social Skills</i>	<ul style="list-style-type: none"> • Social skills – slower to develop social skills such as sharing, turn taking, slower to develop cooperative play skills 	<ul style="list-style-type: none"> • Wants to make friends, but has difficulty understanding social rules and expectations • Difficulty with sharing, turn taking, following rules • May prefer to play with younger children or spend time with an adult • Difficulty reading body language or facial expressions 	<ul style="list-style-type: none"> • Difficulty making and keeping friends • Few friends and superficial friendships • Behaviour may seem immature to peers • May make social ‘faux pax” • May not show social skills e.g. remorse or take responsibility for actions, affecting peer relationships • Vulnerability to exploitation or being taken advantage of by others 	<ul style="list-style-type: none"> • Poor social skills, limited support networks and few genuine friendships, may be isolated or struggle with social contact

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Adaptive function/skills of daily life	<ul style="list-style-type: none"> Delays in toilet training, learning to dress or self-care skills 	<ul style="list-style-type: none"> May need supervision for self-care - e.g. dressing, showering May have toileting difficulties 	<ul style="list-style-type: none"> May continue to struggle with independence in self-care or household tasks May need more supervision when cooking, etc., than expected for age 	<ul style="list-style-type: none"> Struggle with tasks of adult life including managing a household, cooking, cleaning and self-care. May struggle with skills of parenting and have difficulty parenting children safely
Attention	<ul style="list-style-type: none"> Poor concentration – short attention span Difficulty focussing for periods of time, moving from one thing to another, lacking focus, Difficulty sitting still 	<ul style="list-style-type: none"> May have ADHD Difficulties focussing in the classroom Difficulties in filtering out noise, easily distracted Forgets instructions 	<ul style="list-style-type: none"> May have ADHD Loses belongings at school, forgets timetable. Difficulty multi-tasking May get fixated on an interest or topic and have difficulty shifting attention 	<ul style="list-style-type: none"> May have ADHD – may be undiagnosed Difficulty focussing on tasks, forgets information, doesn't follow through.
Cognition/ Thinking and Reasoning	<ul style="list-style-type: none"> Challenges in learning routines, rules, expectations or following simple instructions. Difficulty adjusting to changes to routine. May have intellectual disability or normal IQ 	<ul style="list-style-type: none"> Difficulty with abstract concepts – e.g. telling time, ownership (which can result in stealing) May be very literal and argumentative Difficulty seeing others' point of view Challenges in learning routines, rules, expectations or following multi-step instructions 	<ul style="list-style-type: none"> Learning difficulties impact on school performance 	<ul style="list-style-type: none"> Likely to have developed coping strategies which mask underlying impairments Learning difficulties make it harder to learn new skills such as in workplace or parenting skills
Memory	<ul style="list-style-type: none"> Difficulty remembering information and routines May learn and then forget facts – e.g. colours, shapes 	<ul style="list-style-type: none"> Difficulty remembering routines or rules, even when they happen every day. May have difficulty remembering what is learned, or may seem to learn but then forget what has been learned May make up stories to fill memory gaps – not intentionally lying – “confabulation” 	<ul style="list-style-type: none"> May have difficulty telling an accurate account of events May lose belongings, forget timetable, forget to bring or complete homework 	<ul style="list-style-type: none"> Difficulty remembering appointments or agreements May not remember what was spoken about earlier Forgets to take medication, eat regularly or follow through plans; needs prompting

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<i>Executive Function - planning and decision making</i>	<ul style="list-style-type: none"> • Impulsivity • Risk taking – running, climbing 	<ul style="list-style-type: none"> • Impulsivity • May get ‘stuck’ on something - e.g. “perseveration”. Can’t be distracted or shifted • Disorganised, can’t plan to start or complete tasks • Loses belongings • Inattentiveness and impulsivity becomes more problematic as the expectations on child to self-regulate increase 	<ul style="list-style-type: none"> • Impulsivity leading to risk taking • Difficulty planning and organising self, managing a locker or belongings • Difficulty coping with new situations, managing time or money, and being independent - e.g. using public transport. The gap between their peers widens as expectations increase • Lack of inhibition may lead to socially inappropriate and/or sexually inappropriate behaviours 	<ul style="list-style-type: none"> • Difficulty with skills of adult life, such as managing money, negotiating bills or payments, banking, loans, housing or Centrelink • Challenges in the workplace • Difficulties with planning, problem solving and emotional regulation may impact on getting or keeping a job • More difficult to change behaviours, leave abusive relationships, engage in alcohol or drug treatment, work with child protection or comply with court conditions
<i>Academic skills</i>	<ul style="list-style-type: none"> • Slower to learn and write letters and numbers 	<ul style="list-style-type: none"> • Mild delays become more noticeable over time • May struggle more with maths than reading or writing. Recognises words, but may not comprehend sentences when reading • Difficulty with abstract concepts – e.g. time, money 	<ul style="list-style-type: none"> • Difficulty with abstract concepts • Reading skills e.g. reading aloud more advanced than comprehension • Gap between child and their peers increasing as academic expectations increase • Falling further behind peers, as world becomes increasingly abstract • Greater difficulty mastering new academic skills 	<ul style="list-style-type: none"> • Difficulty with literacy and numeracy in adult life • Difficulty meeting deadlines or handing in work • May write very slowly • Learns from example/doing more than from verbal instruction
<i>Secondary Effects</i>	<ul style="list-style-type: none"> • Meltdowns, tantrums, defiance and angry outbursts • Frustration and anger; hitting and hurting others 	<ul style="list-style-type: none"> • Engaging with a negative peer group • Withdrawing, loneliness, isolation or exclusion • Defiance, running away, disengaging • Aggression, towards children or teachers • Suspension, school exclusion and school refusal 	<ul style="list-style-type: none"> • Behavioural disruption • Being unmotivated or disengaging • School avoidance, refusal, exclusion • Being wrongly labelled lazy, stubborn, not trying, intentionally or wilfully misbehaving • Involvement in criminal behaviour • Self-harming or suicidality • Inappropriate sexual behaviours • Being exploited by others 	<ul style="list-style-type: none"> • May be in abusive relationships or be sexually or financial exploited • Criminal involvement • May exhibit abusive behaviours towards others, showing impulsivity rather than planning • Difficulty finding or keeping a job • Drug and alcohol problems • Mental health problems