
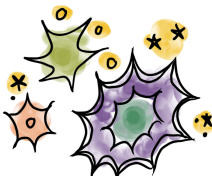
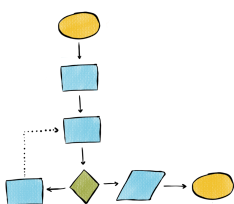




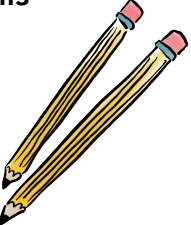

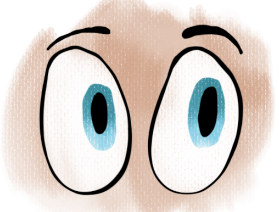


How to Succeed Differently:

FASD and Neurodevelopmental Ideas for Kaiako and Whānau

Brain Domain:	Challenge:	Try this instead:
Acedemic achievement 	<ul style="list-style-type: none"> • Having difficulty in school e.g. reading, math 	<ul style="list-style-type: none"> • Extra time to complete tasks and requests • Organisation and routine within the classroom
Attention 	<ul style="list-style-type: none"> • Difficulty paying attention and keeping still 	<ul style="list-style-type: none"> • Incorporating movement in tasks • Offering short breaks and 'chunking' work, small chunks at a time
Cognition 	<ul style="list-style-type: none"> • Trouble with planning, problem solving, and complex ideas 	<ul style="list-style-type: none"> • Simplify and clarify • Break down large tasks into one instruction at a time • Visual aids and prompts
Language 	<ul style="list-style-type: none"> • Hard to remember lengthy instructions • Can repeat instructions but not follow through 	<ul style="list-style-type: none"> • Reduce distractions • Use short and simple steps • Confirm understanding
Memory 	<ul style="list-style-type: none"> • Challenges in short term, long term, and working memory 	<ul style="list-style-type: none"> • Create meaningful connections to experiences or interests • Develop routines • Focus on one task at a time • Create habits and routines

Brain Domain:	Challenge:	Try this instead:
Executive functioning 	<ul style="list-style-type: none"> • Difficulty understanding cause and effect • Often repeats mistakes • Difficulty with concepts and abstract ideas 	<ul style="list-style-type: none"> • Remember, they will if they can • Focus on effort and progress rather than outcomes • Connection seeking not attention seeking
Social skills and social communications 	<ul style="list-style-type: none"> • May not read social cues • Socially vulnerable • Socially immature 	<ul style="list-style-type: none"> • School/employment support • Support with money and finance • Interdependence goals rather than independence
Motor skills 	<ul style="list-style-type: none"> • Difficulty with fine motor such as scissors, pencil grip • Difficulty with balance, coordination, reflexes 	<ul style="list-style-type: none"> • Adaptive tools, strategies and advice to help individual aspects
Window of tolerance 	<ul style="list-style-type: none"> • Anxiety, depression, mood swings 	<ul style="list-style-type: none"> • Whānau and personal wellbeing support • Seek professional support
Sensory processing 	<ul style="list-style-type: none"> • Can be over or under sensitive, can be both 	<ul style="list-style-type: none"> • Learn triggers and adapt to compensate e.g. brighter lights/curtains closed, rough textures/smooth textures