

Brain-Based Behaviours

FASD is very often an invisible disability, meaning that most individuals with FASD do not necessarily show any physical signs of having FASD. Often, the brain-based struggles can be noticed in the behaviour of the student. Behaviour offers hints to how the student is functioning in the environment and responding to expectations and various stimuli.

It is crucial to remember that all behaviour is functional and communicates a need.

BRAIN-BASED STRUGGLES	OBSERVABLE BEHAVIOURS
Executive Functioning	The student may struggle with planning, sequencing, task initiation, and/or goal setting
Memory	The student may have difficulty with learning from past experiences, inconsistent retrieval and forming of associations with information
Abstract Concepts	The student may have difficulty understanding concepts such as ownership, money, time and/or math
Judgment	The student may struggle with decision making, impulse control and understanding safety and/or danger
Language and Communication	The student may have difficulty with organizing and comprehending information, social communication, verbally expressing ideas, and/or understand abstract language such as sarcasm, jokes, idioms, and metaphors
Processing Speed	The student may have difficulty taking in and processing information, and/or keeping up with instructions or directions (10 second kids in a 1 second world)
Preservation	The student may struggle with transitions to a new activity or subject and can get stuck more easily
Generalizing	The student may have difficulty generalizing information and rules in unfamiliar setting or situations
Dysmaturity	The student may experience a mismatch between chronological and developmental age, functioning younger socially, emotionally, or cognitively than their chronological age
Impulsivity	The student may struggle with impulse control, leaving class without permission, taking items from others, and/or blurting out in class
Attention	The student may have difficulty with focus and/or attending to information presented
Sensory Integration	The student may have difficulty integrating sensory information and filtering stimuli they can see, smell or hear, and/or under or over react to pain or temperature