

FASD Neurodevelopmental Summary Template for Students

| Neurodevelopmental Domains impacted by FASD (Bowers et al, 2016) | Core Deficits associated with each neurodevelopmental domain | Neurodevelopmental Domains, brain-based structures and skills needed to successfully execute the attached contract/agreement (see attached) | My child's identified and documented domains of impairment limiting their ability to successfully execute the attached contract/agreement |
|--|---|---|---|
| Brain structure | <ul style="list-style-type: none"> ■ Structural Brain issues ■ Medical conditions such as epilepsy | | |
| Motor Skills | <ul style="list-style-type: none"> ■ Fine and gross motor deficits ■ Difficulties with tasks combining motor and visual skills | | |
| Cognition | <ul style="list-style-type: none"> ■ Low IQ or difficulties accessing IQ even if high or in normal range ■ Poor problem solving skills ■ Slow processing speed | | |
| Language | <ul style="list-style-type: none"> ■ Deficits in understanding language and what has been said ■ Difficulties in using language to communicate and express themselves | | |
| Academic Achievement | <ul style="list-style-type: none"> ■ Deficits in numeracy and literacy ■ Inability to generalise learned skills to other areas | | |
| Memory | <ul style="list-style-type: none"> ■ Is unable to remember various amounts of what they see and hear | | |
| Attention | <ul style="list-style-type: none"> ■ Deficits in being able to focus on particular things ■ Deficits in maintaining and switching attention when needed | | |



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|-----------------------|---|--|--|
| Executive Functioning | <ul style="list-style-type: none"> ■ Deficits in being able to control behaviours (verbal and physical) and thoughts especially under strong emotions ■ Inability to consistently plan and organise behaviours and to link cause and effect | | |
| Affect Regulation | <ul style="list-style-type: none"> ■ Issues with depression and anxiety ■ Lacking skills to express and manage strong emotions | | |
| Adaptive Functioning | <ul style="list-style-type: none"> ■ Inability to understand the motivations and intentions of others ■ Poor social skills ■ Inability to perform basic life skills such as self care, managing money and organising their time | | |

Insert copies of school contract/agreement:

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Parent/Carer/Advocate response:

Kind Regards,

Insert name, signature and date.

