

Diagnosis	Issues child may face	Prevalence	What may help
<p style="text-align: center;">FASD Foetal Alcohol Spectrum Disorder</p> <p>Neurodevelopmental disorder/prenatal brain injury</p> <p><i>Note students who have FASD may also have parents who suffer from intergenerational trauma and their parents may also have FASD.</i></p> <p><i>Students may also have a trauma history or may be currently living with trauma</i></p> <p>Child may have attachment difficulties</p>	<p>Facial features may be evident – however not necessarily.</p> <p>FASD may be diagnosed if there has been pre-natal exposure to alcohol and there is severe impairment in three or more domains. Domains that maybe affected are :</p> <ul style="list-style-type: none"> - Brain structure and neurology - Motor skills - Cognition (includes IQ, verbal and non-verbal reasoning skills, processing speed and working memory) - Language - Academic achievement, - Memory - Attention - Executive function, impulse control, hyperactivity - Affect regulation - Adaptive behaviour, social skills or social communication <p><i>Bower C, Elliott EJ 2016, on behalf of the Steering Group. Report to the Australian Government Department of Health: "Australian Guide to the diagnosis of Fetal Alcohol Spectrum Disorder (FASD</i></p> <p>https://www.mofas.org/wp-content/uploads/2015/09/Overlapping-Characteristics-4-29-2016.pdf</p>	<p>The prevalence may be as high as 12% in some high-risk Indigenous communities.</p> <p>https://ama.com.au/position-statement/fetal-alcohol-spectrum-disorder-fasd-2016</p>	<ol style="list-style-type: none"> 1. Concrete Terms 2. Consistency 3. Repetition 4. Routine 5. Simplicity 6. Specific Language 7. Structure 8. Supervision <p>Needs a calm environment, may become overwhelmed when there is a lot of noise and activity in class room.</p> <p>Recognising early that student is becoming overwhelmed and responding with a planned break can help. Amount of time and place need to be consistent.</p> <p>More info available:</p> <p>http://www.apsu.org.au/assets/Uploads/20160505-rep-australian-guide-to-diagnosis-of-fasd.pdf</p> <p>http://www.kimberleyfasdresource.com.au/</p> <p>http://www.faslink.org/strategies_not_solutions.pdf</p> <p>http://www.nofasd.org.au/literature_142522/FASD - Characteristics across the Lifespan</p> <p>https://alcoholpregnancy.telethonkids.org.au/alcohol-pregnancy-and-breastfeeding/diagnosing-fasd/e-learning-modules/</p>

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<p>Trauma</p> <p>Includes exposure to Domestic Violence, physical, emotional, and sexual abuse, grief and loss especially where loss is unexpected, life threatening illness or accident (or witness to) or exposure to natural disaster, abandonment and neglect</p> <p>The repetitive nature, duration, available supports and child's own coping mechanisms will determine impact.</p> <p>Child also may have attachment difficulties</p>	<p>Trauma impacts the brain, body, behaviour, learning, relationships, memory and emotions</p> <ul style="list-style-type: none"> - Affect dysregulation (lack of emotion control) - Shame - Reduced cognitive capacity - Difficulties with memory - Language delays - Need for control - Attachment difficulties - Poor peer relationships - Unstable living situation <p>Anxiety and depression, self-harm</p> <p>Be aware that a child with attachment difficulties may:</p> <ul style="list-style-type: none"> - reject you overtly or make out more subtly that he does not need you or your help - push you to your emotional limits - attempt to get you to behave out of character – e.g. to scream or yell at him - attempt to shock or frighten you – by trying to take control as he has always felt so out of control due abuse, neglect or loss. - find your vulnerabilities <p>Bombèr, L. (2007) <i>Inside I'm Hurting</i>. Croydon: Worth Publishing.</p> <p>Developmental Trauma may occur when the trauma occurs before 3 years of age. (See Beaconhouse link)</p>	<p>From a variety of studies listed in Australian Institute of Family Studies</p> <p><i>Emotional Maltreatment</i> 6.5-17.1 %</p> <p><i>Neglect</i> 1.6- 4 %</p> <p><i>Physical Abuse</i> 5.2-18 %</p> <p><i>Exposed to Family Violence</i> 4.3 – 23%</p> <p><i>Sexually Abused</i> 4.2 – 12%</p> <p>penetrative 10.5 – 21.8 %</p> <p>non-penetrative</p> <p>https://aifs.gov.au/cfa/publications/prevalence-child-abuse-and-neglect</p> <p>Trauma can also relate to separation from care giver (death, divorce, separation, abandonment)</p>	<p>Understand the child – Understand trauma and attachment difficulties. Understand the child may be developmentally younger than their chronological age</p> <p>Manage your own reactions. Staying calm will help the child to calm</p> <p>“I see you need help with” – help them comply and avoid power struggles</p> <p>Structure and consistency – Need firm boundaries, rules, expectation and consequences applied with sensitivity and calm</p> <p>Time in not time out - Time out can increase feelings of rejection and worthlessness</p> <p>Connect</p> <p>Consequences not punishment – Natural consequences designed to repair damaged property and relationships</p> <p>Structure choices to remain in control- offer choices with humour and creativity to avoid power battles</p> <p>Acknowledge good decisions and choices</p> <p>Support parents and carers</p> <p>Maintain your role as a competent, caring teacher</p> <p>May become very anxious in the presence of a lot of noise or activity</p> <p>Recognising signs of agitation/anxiety early is important</p> <p>http://education.qld.gov.au/schools/healthy/pdfs/calmer-classrooms-guide.pdf</p> <p>https://www.theactgroup.com.au/documents/makingspaceforlearning-traumainschools.pdf</p> <p>https://professionals.childhood.org.au/smart-online-training</p> <p>https://beaconhouse.org.uk/useful-resources/</p>

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<p data-bbox="98 204 371 284">Autism Spectrum Disorder</p> <p data-bbox="120 341 349 373">ASD & Aspergers</p> <p data-bbox="98 421 371 804">Autism is a lifelong developmental condition that affects, among other things, the way an individual relates to his or her environment and their interaction with other people</p> <p data-bbox="98 1299 371 1410">Child also may have attachment difficulties.</p>	<p data-bbox="400 204 1030 277">They find looking and listening at the same time hard to do.</p> <p data-bbox="400 309 1030 421">They have slower processing time. Sometimes it can take them up to a minute to formulate the answer in the correct sequence.</p> <p data-bbox="400 453 1043 644">If they feel pressured they will answer with stock standard answers. They know it will get them out of trouble quickly. This may include: “I don’t know”, “yes”, “maybe” and often this isn’t their true answer!</p> <p data-bbox="400 676 949 740">They often don’t “generalise” information between people and places.</p> <p data-bbox="400 772 1039 852">They find organisation of their school equipment very difficult.</p> <p data-bbox="400 884 1039 1027">Limit their choices and be very specific with choices. They find choices overwhelming and are often concerned with making wrong choice due to their difficulty with problem solving.</p> <p data-bbox="400 1059 987 1139">People with ASD have difficulty with abstract thinking.</p> <p data-bbox="400 1171 1016 1251">They are visual learners and verbal information takes them longer to process and retain.</p> <p data-bbox="400 1283 864 1315">They often enjoy verbal arguments.</p> <p data-bbox="400 1347 1016 1426">People with ASD may have sensory processing difficulties and this can cause behaviour issues.</p>	<p data-bbox="1075 204 1330 628">Research shows that about 1 in 100 children, almost 230 000 Australians, have autism and that it is more prevalent in boys than girls (Taylor & Seltzer, 2011; Brugha, et al., 2011).</p>	<p data-bbox="1352 204 2092 236">Students with ASD don’t have to look at you all the time.</p> <p data-bbox="1352 261 1989 293">Give them time to answer any of your questions.</p> <p data-bbox="1352 316 2114 389">They are best with one folder with everything inside. Limit the number of pencils, pens etc.</p> <p data-bbox="1352 411 1939 443">Be as clear, concise and concrete as possible.</p> <p data-bbox="1352 466 2145 497">Avoid verbal overload. Also use visual cues/timetables/cards</p> <p data-bbox="1352 520 2101 593">Avoid verbal arguments by redirecting them to what they should be doing. E.g. “Start your work”.</p> <p data-bbox="1352 616 2119 689">Simple changes in the environment can make a big difference to a child’s engagement and learning outcomes.</p> <p data-bbox="1352 711 2145 823">Sensory breaks can be important. Girls with autism may cope all day at school and then have major melt downs at the end of the day when they go home. Breaks can aid with this.</p> <p data-bbox="1352 845 1980 919">A noisy classroom, or sudden loud noises can be overwhelming.</p> <p data-bbox="1352 941 2128 1046">Assessment by OT to determine sensory needs and develop strategies to help manage identified difficulties. (fidgets, chews, sensory breaks, etc)</p> <p data-bbox="1352 1053 1827 1085">https://suelarkey.com.au/tip-sheet/</p> <p data-bbox="1352 1123 1814 1155">https://elearning.suelarkey.com.au</p> <p data-bbox="1352 1187 2074 1260">https://www.iidc.indiana.edu/pages/Teaching-Tips-for-Children-and-Adults-with-Autism</p> <p data-bbox="1352 1292 2145 1366">http://www.autismawareness.com.au/resources/educational-resources/</p> <p data-bbox="1352 1372 1850 1404">https://www.autismspectrum.org.au/</p>

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<p>Attention Deficit Hyperactivity Disorder</p> <p>ADHD is a neuro developmental disorder and a mental health condition.</p> <p>People with ADHD show a persistent pattern of inattention and/or hyperactivity–impulsivity that interferes with functioning or development.</p> <p>To be diagnosed there needs to be six or more symptoms present within either the inattention or hyperactivity/impulsivity section. They need to be present for six or more months, present in two or more settings and there needs to be <i>clear evidence</i> that interfere with quality of life, learning, relationships etc.</p>	<p>Inattention</p> <ul style="list-style-type: none"> - difficulty concentrating - forgetting instructions - moving from one task to another without completion. <p>Impulsivity –</p> <ul style="list-style-type: none"> - talking over the top of others - losing control of emotions easily - being accident prone - acting without thinking. <p>Overactivity</p> <ul style="list-style-type: none"> - constant fidgeting and restlessness. <p>Parents may face a lot of judgement about their parenting – however ADHD is not a result of bad parenting. Specific parenting and teaching practices can be helpful none-the-less.</p> <p>Parents can also face judgement over their decision to medicate or not to medicate when the child has an ADHD diagnosis. There is a lot of medical support both for and against this – so it is necessary to understand the difficulties parents face with this decision.</p>	<p>It is estimated that 1 in 20 children in Australia have ADHD.</p> <p>https://www.rch.org.au/kidsinfo/factsheets/Attention_deficit_hyperactivity_disorder_ADHD/</p> <p>It is diagnosed more often in boys than girls.</p>	<p>Clear rules and expectations:</p> <ul style="list-style-type: none"> ✓ Children with ADHD require regular reminders of classroom rules to consolidate them as part of every school day. Frequently praise those children who are following the rules, especially those with ADHD. <p>Strategic praise:</p> <ul style="list-style-type: none"> ✓ Students with ADHD deserve praise for achieving seemingly simple things other children can do without much effort, for example staying in their seat or putting up their hand before speaking. Positive attention is powerful - “Catch them being good”. <p>Corrective feedback</p> <ul style="list-style-type: none"> ✓ Give corrective feedback immediately after the negative behaviour is noticed. ✓ Be “matter of fact” in attitude rather than dramatic. ✓ Use a brief and specific statement outlining a clear consequence. ✓ Balance with rewards and positive reinforcement for acceptable behaviours. <p>More strategies in the documents below:</p> <p>https://www.education.vic.gov.au/Documents/school/principals/participation/tipsmanagingadhdinclass.pdf</p> <p>https://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching-2008.pdf</p> <p>https://www.rch.org.au/kidsinfo/factsheets/ADHD_ways_to_help_children_at_school_and_home/</p>