



A Needs based approach for families



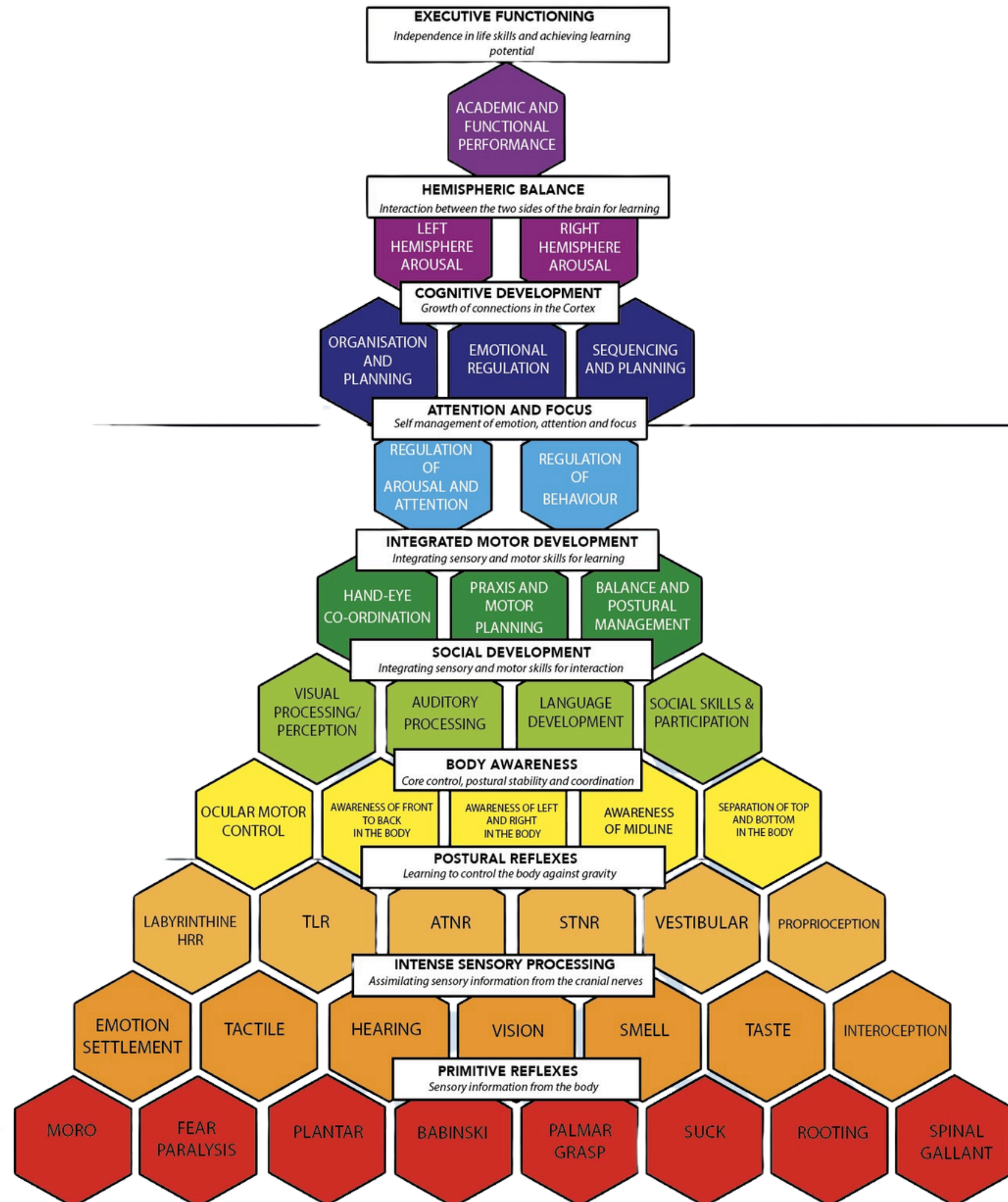
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Activity!

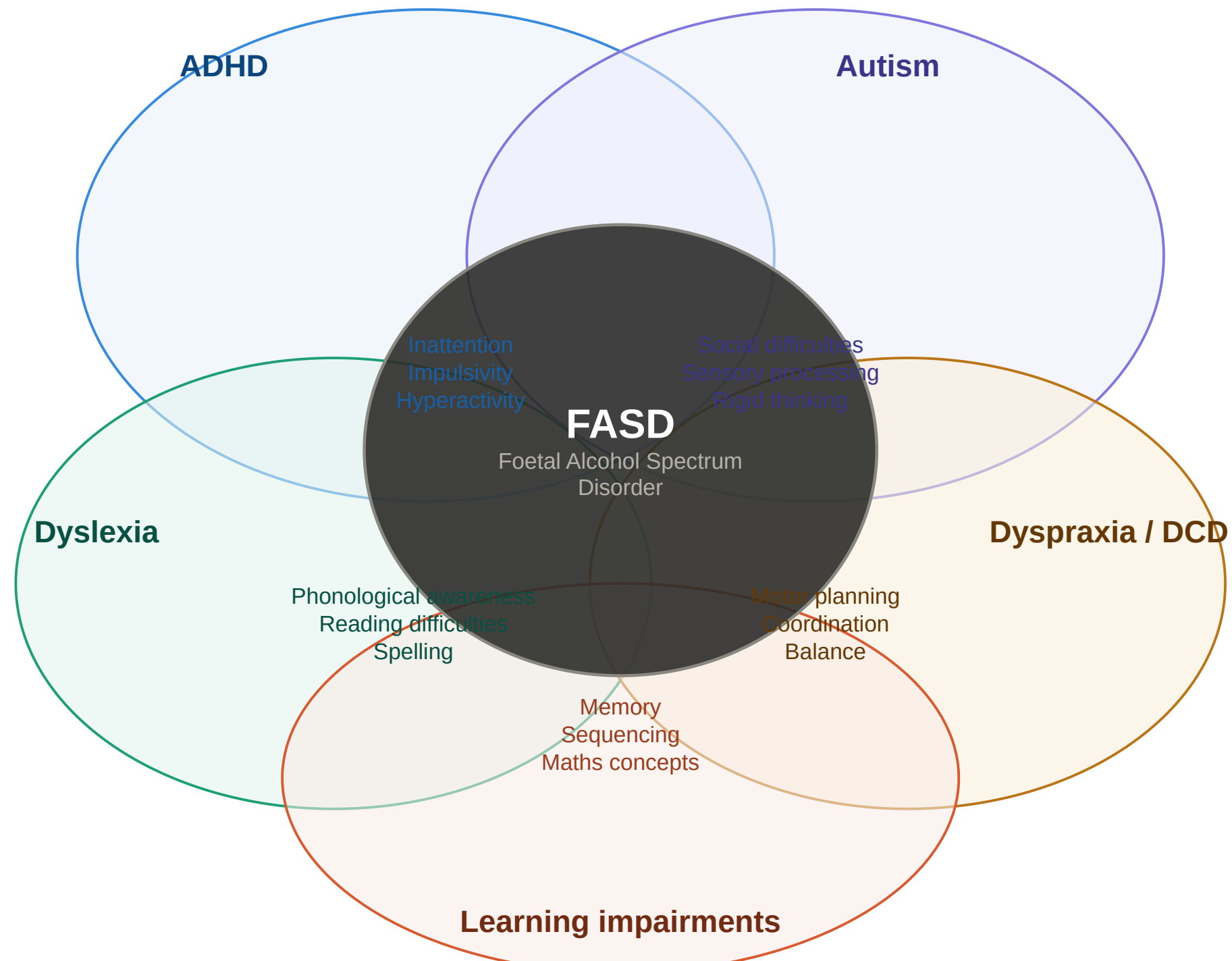


REFLECTIONS



FASD and neurodevelopmental overlap

FASD can present with features from one, several, or all of these profiles simultaneously



ADHD overlap

Inattention · Impulsivity · Hyperactivity
Working memory deficits · Poor task completion
Most common misdiagnosis of FASD

Autism overlap

Social communication · Sensory processing
Rigid thinking · Literal language · Routine preference
Autism significantly over-represented in FASD

Dyslexia overlap

Phonological awareness · Reading fluency
Spelling difficulties · Written expression
Difficulties arise from broader language processing in FASD

Dyspraxia / DCD overlap

Motor planning · Coordination · Balance
Spatial awareness · Learning physical sequences
Prenatal alcohol directly affects cerebellum development

Learning impairment overlap

Memory · Sequencing · Maths concepts
Cause and effect · Inconsistent performance
Inconsistent performance is a FASD hallmark

FASD unique / highly characteristic features

Executive dysfunction · Emotional dysregulation
Adaptive behaviour deficits · Social naivety
Language processing gaps · Sensory hypersensitivity
Sleep difficulties · Difficulty generalising skills

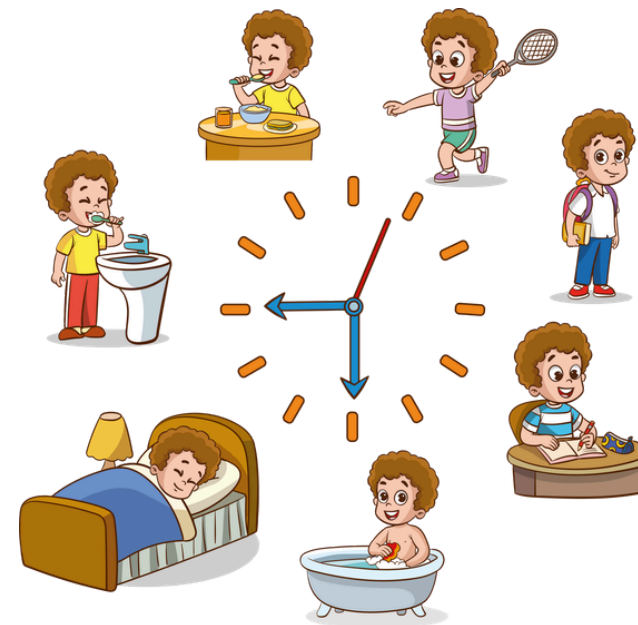
A child with FASD may receive multiple diagnoses before FASD is ever considered.
FASD can overlap with one, several, or all surrounding profiles simultaneously.

What is Occupational Therapy?

WORK/ SCHOOL



SELF-CARE



LEISURE



Speech and Language Therapy

COMMUNICATE



CONNECT



NOURISH



PEO MODEL

Person-Environment-Occupation Model (Law et al, 1996)

PERSON



ENVIRONMENT

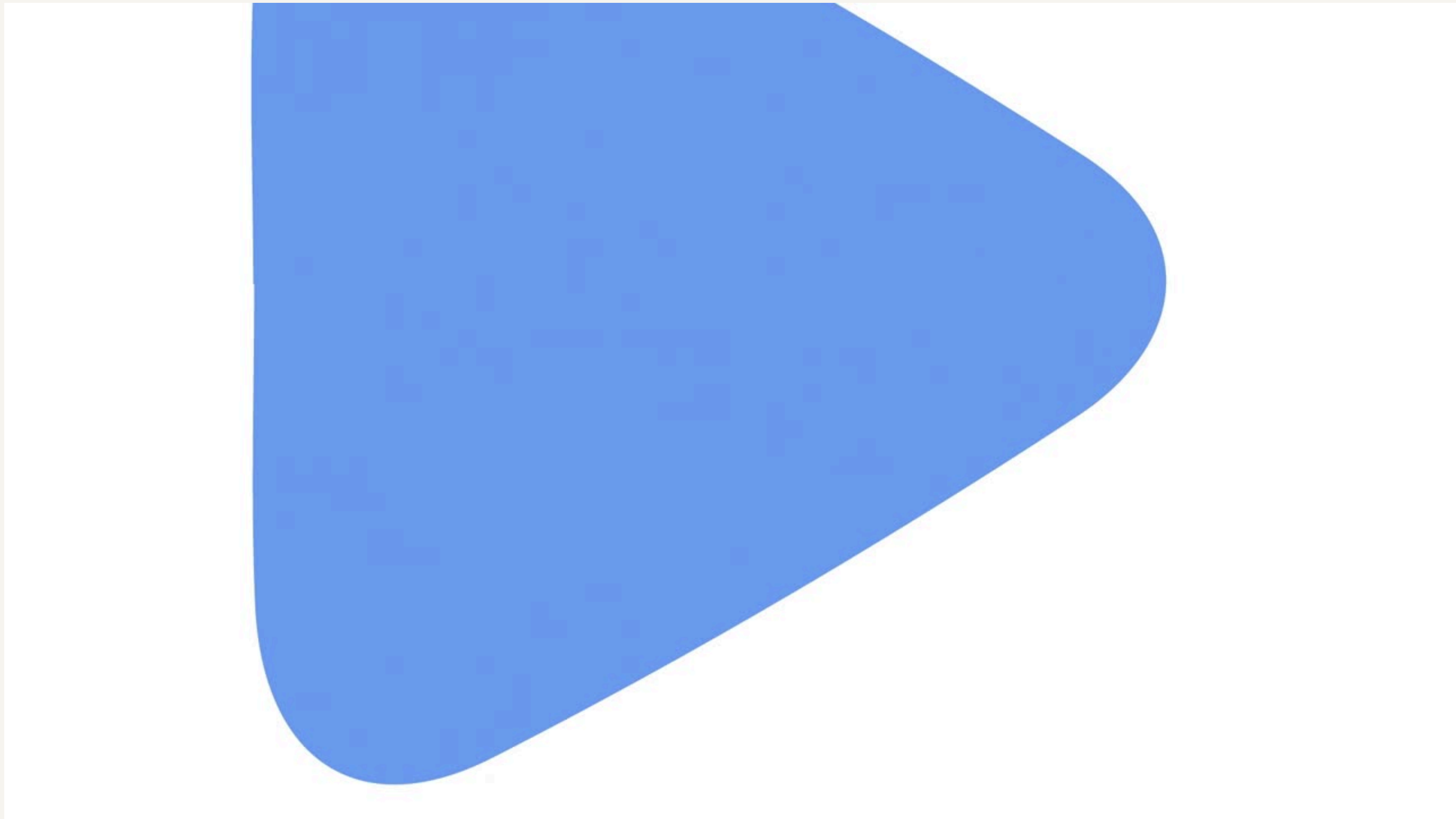


**OCCUPATIONAL
PERFORMANCE**



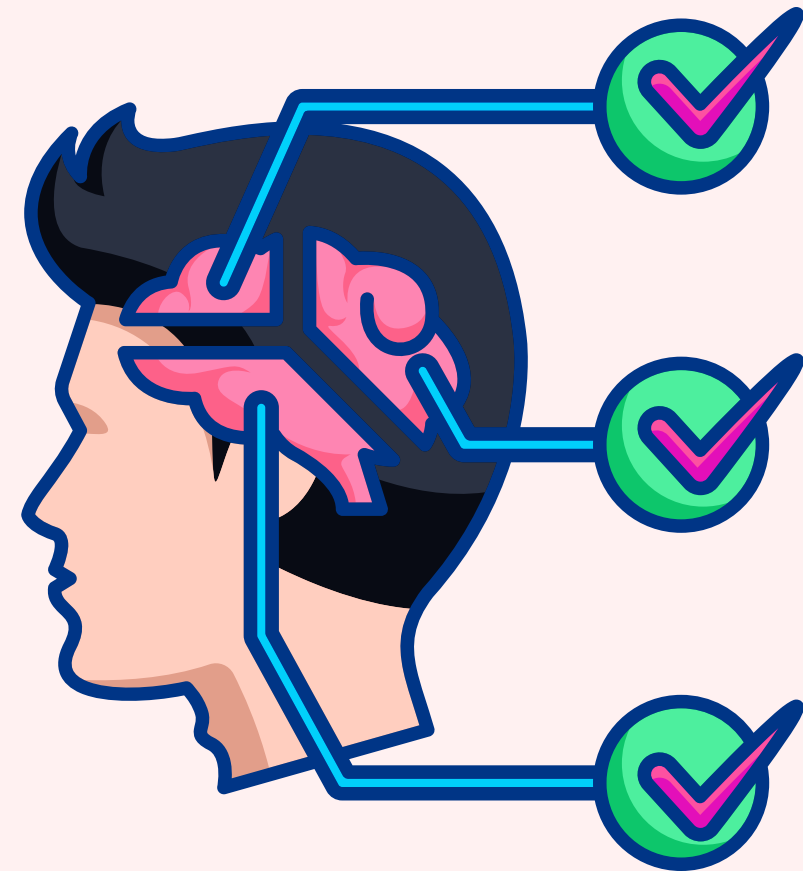
OCCUPATION





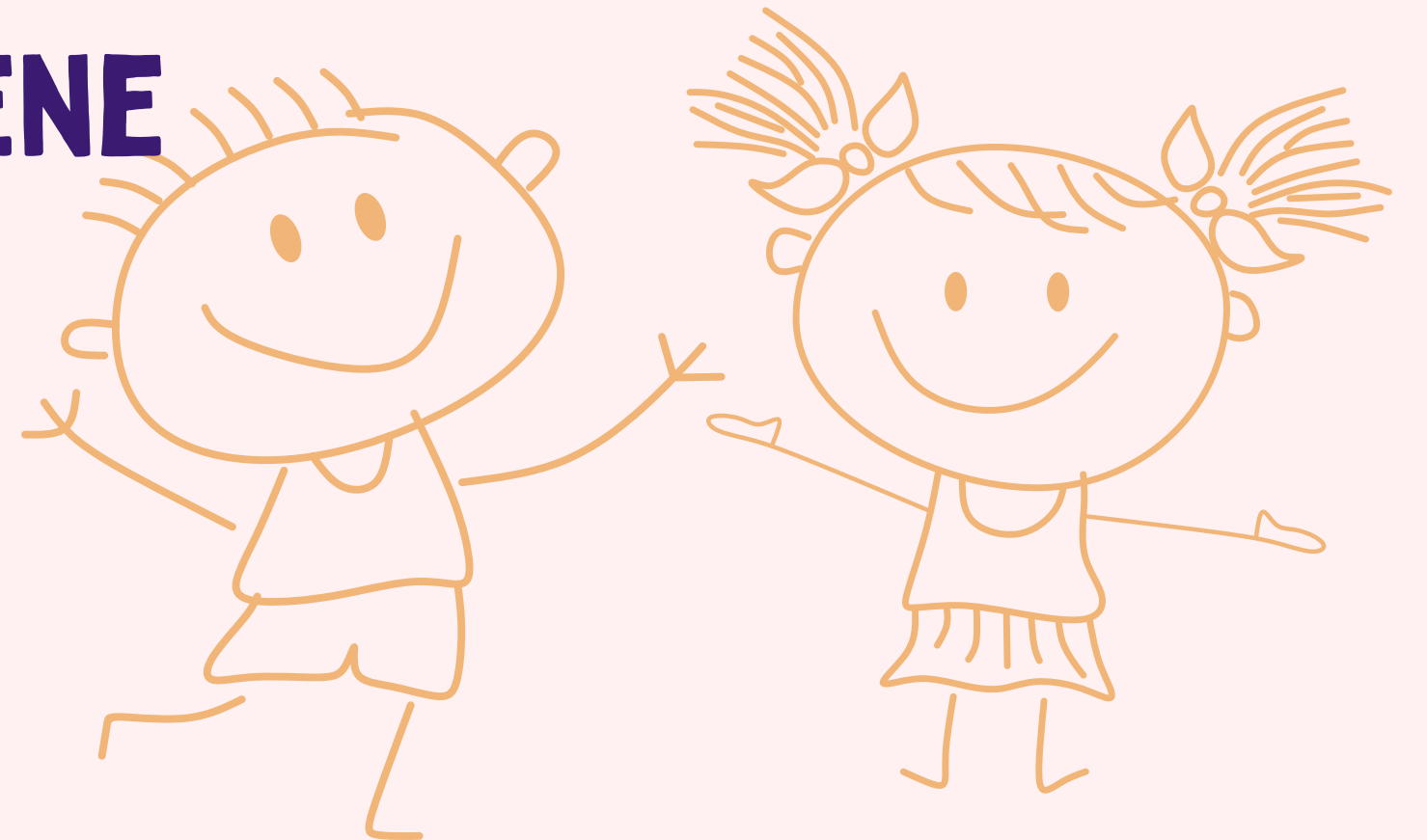


REGULATED FOR TASK?
PROCESSING INFORMATION
COMMUNICATION?
SOCIAL- PLAY, FRIENDSHIPS
EXECUTIVE FUNCTIONING
PSYCHOSOCIAL IMPACT



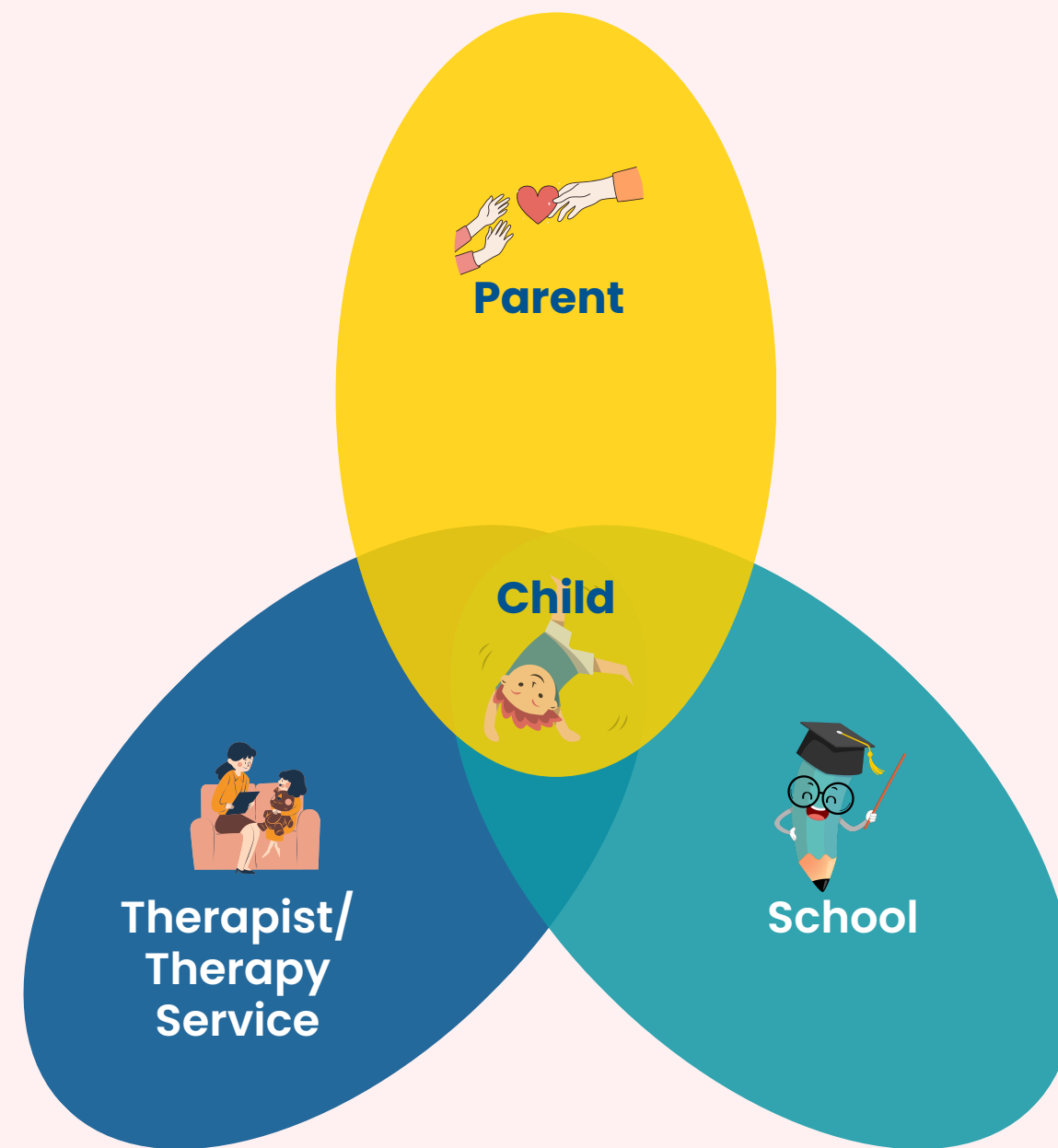


**CHILDREN DO WELL IF THEY CAN
DR ROSS GREENE**



Collaboration

for the best outcomes



BUT ISN'T THERAPY SUPPOSED PROVIDED BY THE EXPERTS?



- **Little and often**
- **In the child's own routine**
- **With people they know and trust and who know them well**
- **Build up from where they are**

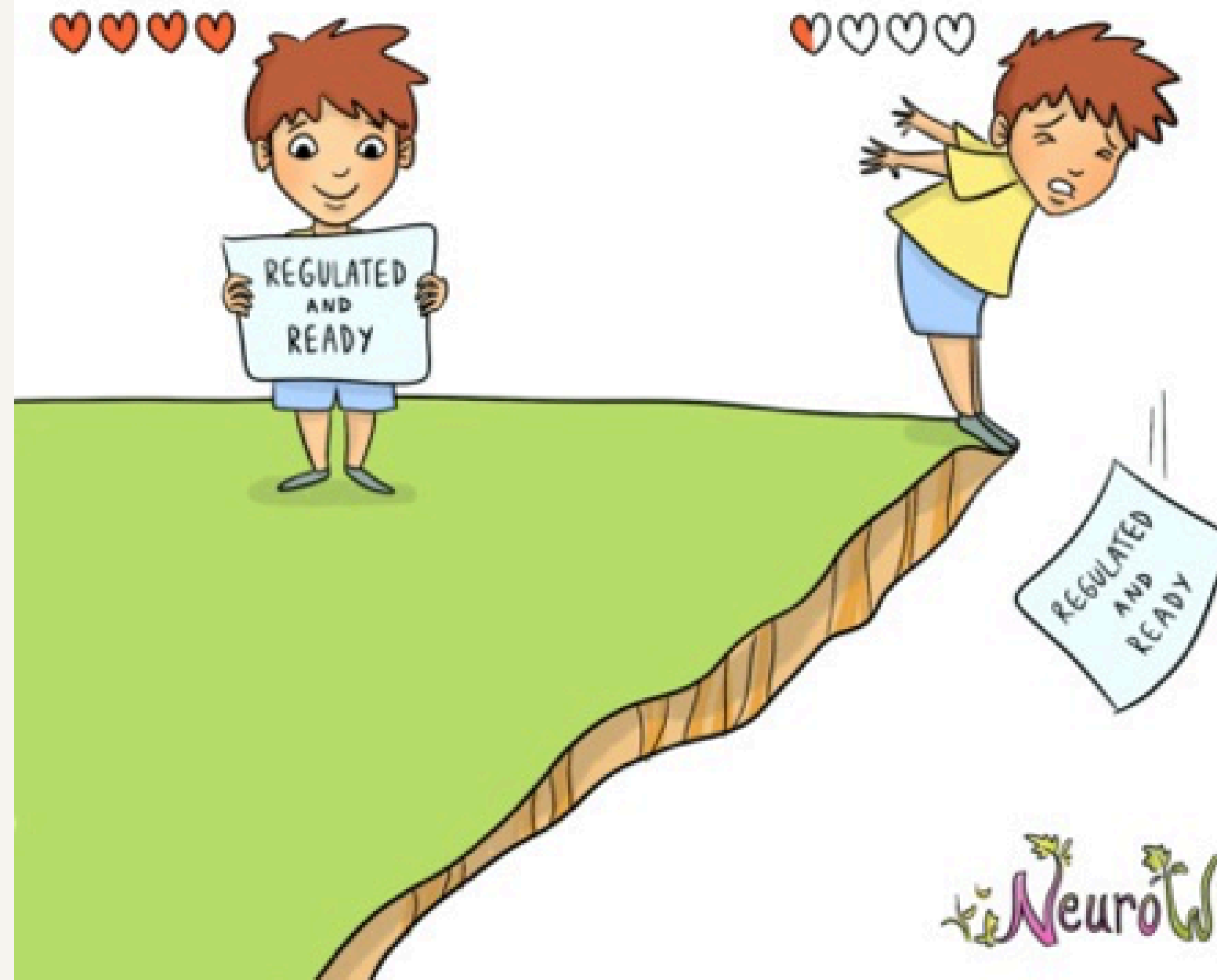


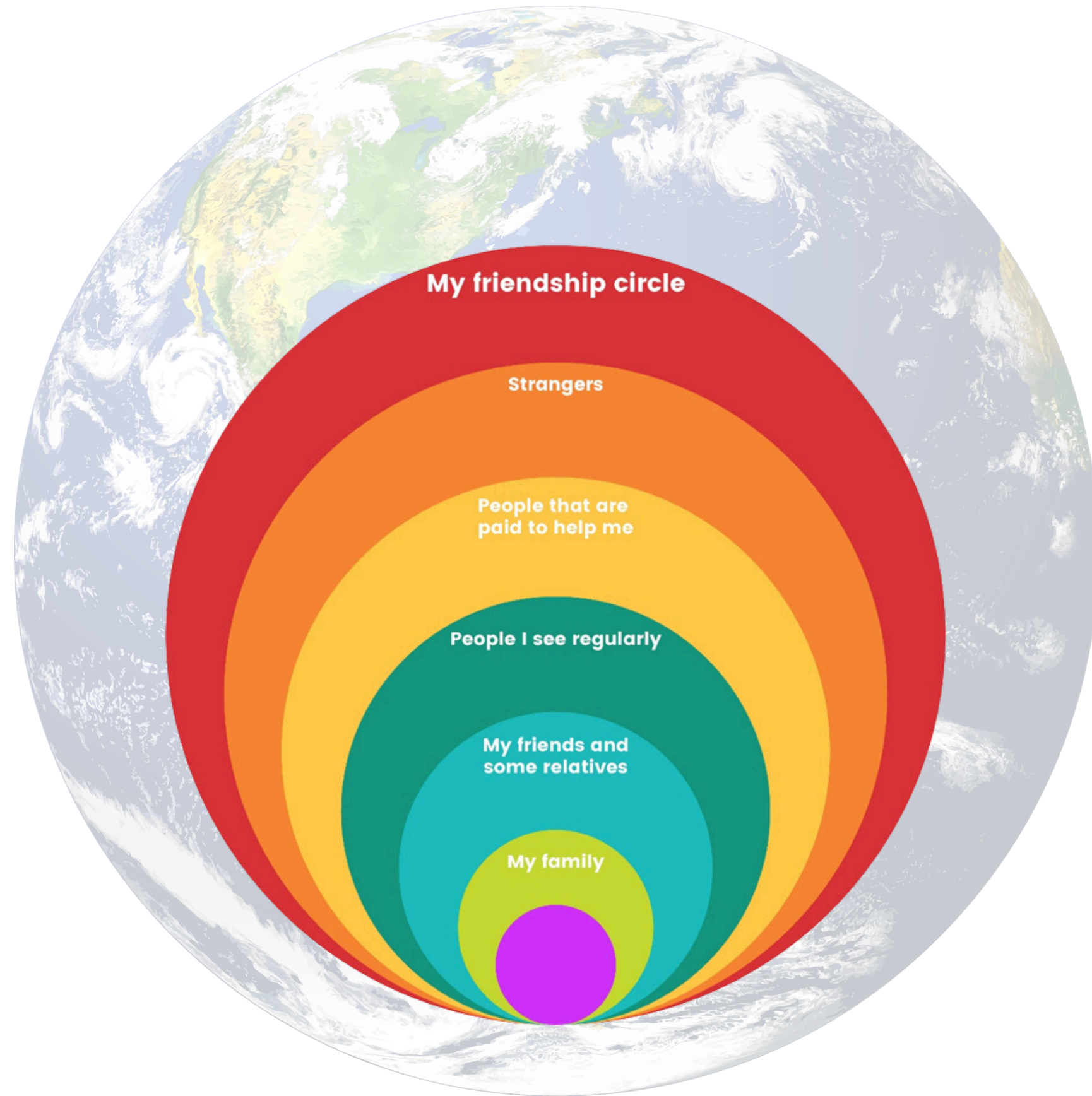
CHILDREN THRIVE
WHEN ADULTS
AROUND THEM
UNDERSTAND THEIR
DEVELOPMENT



You can PUSH
neurodivergent kids
when they are here...

not when they
are here.







- Evidence based short videos
- YOU set the goals and pace
- Easy to understand
- Easy access
- Parent, therapist and school work together





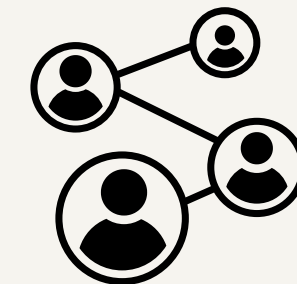
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