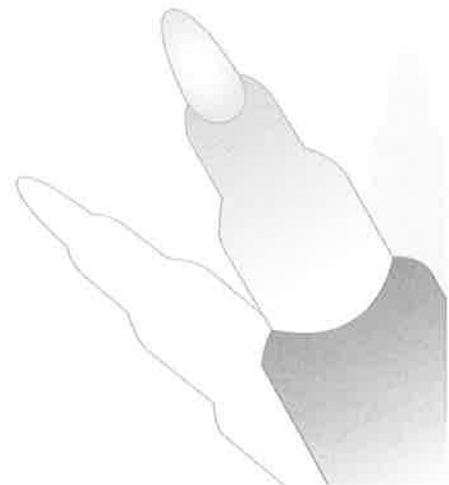




Case Study: Foetal Alcohol Spectrum Disorder

When Max moved into Year 1 his mother noticed that he was beginning to resist following the morning routine of getting ready to go to school. He no longer smiled and was reluctant to leave the house. In the afternoon when he returned home he was often in tears. During the nursery years Max's teachers had been enthusiastic about his good verbal skills and his keen interest in physical activities. However, they were becoming increasingly concerned about his lack of fine muscle control and poor hand-eye coordination. By the end of the Year 1 he could not recognise any letters and had great difficulty holding a pencil. He also had great difficulty with numeracy and was unable to grasp or understand the numeracy concepts that were taught in class. He needed a great deal of help and support to complete counting and sorting activities.

Max was frequently involved in minor scrapes in the playground but did not complain about the bumps and bruises he often received. He refused to wear a coat in the playground even in the coldest weather and seemed impervious to cold and pain. Max gradually lost all interest in school and became addicted to TV shows about animals. He gradually began to steal toys and other objects such as pencils from the other children in the class. Whenever he was caught by a member of staff he was forced to return the items and apologise to the individual concerned but the stealing continued. Over and over again it was explained to Max why stealing would not be tolerated. Consequences were imposed or privileges were taken away but nothing seemed to work. He seemed to have no conscience.





Activity: Foetal Alcohol Spectrum Disorder

Identify the triggers for concern that occur in this case study:

1.

2.

3.

4.

5.

List the actions that could be taken to address each difficulty in order to reduce the negative impact of Foetal Alcohol Spectrum Disorder on Max's development:

1.

2.

3.

4.

5.

