

Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

Strategy: [Identify needs and how to provide support](#)

Suggestion: [Assessment and monitoring using a team approach](#)

Date

23 January 2019

Link

www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/assessment-and-monitoring-using-a-team-approach

Collaborate with professionals

A large part of the FASD diagnostic process includes developing strategies and interventions specifically designed for the unique needs of the child, to help them learn successfully.

A report containing the assessment findings, medical diagnosis, and recommendations is available (with the consent of the legal guardian) to families, caregivers, and educators who work with the child. The assessment provides information about the child's needs and allows interventions to be tailored to their strengths and challenges.

Because FASD is not routinely screened for in infancy and early childhood, many children with FASD remain undiagnosed when starting school. Most commonly diagnosis is made when the child is between 6–12 years old, and having learning or behaviour difficulties. Sometimes, the condition may never be diagnosed.

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