

FASD Behaviour Mapping Tool

Identify the Behaviour:

Identify Your Expectation:

Think about Dysmaturity:

What is the physical age of your client/child? _____

At what age would you expect to see this behaviour? _____

What is the developmental level of your client/child? _____

Are your expectations appropriate for their developmental level? _____

Environmental Factors Impacting Behaviours:

- | | | |
|---|---|--|
| <input type="checkbox"/> Noise | <input type="checkbox"/> Temperature | <input type="checkbox"/> Tone |
| <input type="checkbox"/> Lights | <input type="checkbox"/> Touch/Texture | <input type="checkbox"/> Crowds |
| <input type="checkbox"/> Smell | <input type="checkbox"/> Taste | <input type="checkbox"/> Emotions |
| <input type="checkbox"/> Values & Beliefs | <input type="checkbox"/> Pace of Speech | <input type="checkbox"/> Structure/Routine |
| <input type="checkbox"/> Body Language | <input type="checkbox"/> Physical Contact | <input type="checkbox"/> Movement |
| <input type="checkbox"/> Decor | <input type="checkbox"/> Furniture | <input type="checkbox"/> Transition |
| <input type="checkbox"/> Being Rushed | <input type="checkbox"/> Receptive Language | <input type="checkbox"/> Sleep |
| <input type="checkbox"/> Hunger | <input type="checkbox"/> Pain | <input type="checkbox"/> Abstract Concepts |

What do you think the behaviour is telling you?

How can you adjust your expectations to their developmental level?

How could you work with your client/child differently?

Most importantly, remember your client/child has a voice. Ask them what is going on and encourage them to share with you how they would like to be supported!

