

**Table 1: Brain domains affected by prenatal alcohol exposure**

Domain	Characteristics and commonly associated disabilities
Physical motor skills	Includes gross and fine motor skills. Examples include: running, rollerblading, bike riding, ball games, gymnastics, static or moving balance, writing/pencil holding, tying shoes, using scissors and opening packages. Children may have poor coordination (hand/eye and total body) and sensory input (regarding needed force/pressure) and abnormal muscle tone that affects balance. They may also have an immature grasp and manipulation patterns when using pencils and scissors.
Sensory processing skills	Describe how the children process/interpret everyday sensory information such as touch, sound, movement and smell. Children may be oversensitive and feel 'bombarded' by sensory information or they may seek out intense sensory information. The sense of overstimulation affects the inner sense of calm resulting in anxiety, aggressive or defiant behaviour and inability to learn/perform.
Cognition	Is defined by the process of knowing, perception, awareness and judgement. Problems include learning difficulties, deficits in school performance, poor impulse control, problems in social perception, deficits in higher level receptive and expressive language, poor capacity for abstract thinking; deficits in mathematical skills, and problems with memory, attention, judgment or organisation. (Children may seem above average in one area and well below average in another.)
Communication	Includes both expressive and receptive communication skills. Expressive language skills may develop at a slower rate than normal. They may have problems using complex language structures and problems retrieving words from memory. Receptive communication deficits may include problems with following instructions, comprehension, discrimination, generalisation, abstraction and sequencing.
Academic achievement	Deficits in comprehension, abstract thinking, comprehension and communication affect the ability to adapt as children progress through school and can impact academic achievement in multiple areas (e.g., math, science, vocabulary, direction/temporal concepts and arts).
Memory	Includes encoding, storage and retrieval processes. Children may have problems with each of these processes. They may have remembered or done something many times before and be unable to remember or do it on a given day.
Executive functioning Abstract reasoning	Describes a group of higher order cognitive processes including: inhibition, thinking flexibility, planning, cause and effect, judgement and organisation. Children may experience decreased capacity in these processes (e.g., decreased common sense) and repeat the same mistakes. They often do not recognise consequences, learn from past experiences or generalise possible outcomes from one behaviour to another.
Attention deficit/ hyperactivity	Includes difficulty maintaining focus of attention. Children may be easily distracted by visual and auditory stimulation that may not even be noticed by the other students. They may have problems self-regulating when they are overstimulated or tired.
Adaptive behaviour	Includes functioning independently and acquiring new daily living skills. Children have decreased capacity to develop/acquire new social, practical and conceptual skills to help them better respond to daily demands.