**ALARM** – An acronym for Assessing Behaviours (Conry & Fast 2000, pp.16-23)
Julianne Conry and Diane Fast provide another way to assess possible FASD behaviours.

<table>
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<th>Characteristics</th>
<th>Comments</th>
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| Adaptive behaviour problems      | -the most devastating long-term disability associated with FASD  
-affecteds employment, managing money, healthy use of non-structured leisure time  
-impaired social judgement  
-highly susceptible to manipulation, easily led  
-abused by others  
-unable to learn from experience  
-poor life skills, such as hygiene, personal relationships, independence, and judgement in social/work situations |
| Language problems                | -Receptive Language: may not cognitively receive written, aural, and non-verbal language presented as forms, verbal instructions, gestures; therefore cannot process data for comprehension  
-Expressive Language: may not be able to speak, write or non-verbally convey their message (i.e. give information to the police at the scene, their lawyer, or the court)  
-may have associated speech challenges  
-may use “big words” inappropriately  
-easily confused or led via complex language (e.g. “Is it not true that…?”)  
-may appear to possess good verbal skills but comprehension level is much below word usage |
| Attention concerns               | -Approximately 60% of people with FASD have attention deficit problems (Streissguth et al., 1996)  
-may appear distracted, restless, unable to stay on task, and have problems with processing information and reasoning  
-people with FASD and Attention Deficit Hyperactivity Disorder (ADHD) are impulsive and may put themselves into dangerous situations without comprehending consequences  
-problems with learning and school  
-easily influenced by others to do things “on the spur of the moment” i.e. break-ins, shoplifting, drug running |
| Reasoning problems               | -inability to link actions to consequences or respond appropriately  
-do not learn from experience  
-delays in judicial process means accused may not connect his sentence with his behaviour, the seriousness of the offence, or understand the sentence |
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| - Short-term memory most problematic (sometime can’t remember what you said at the start of a sentence by the time you finish it)  
- may not process and therefore can’t remember simple instructions  
- intermittent memory means that they might forget something today, but remember it two days from now, therefore giving varied information on different days  
- may not be able to recount events in the order they occurred (may give you the middle of the story, then the beginning, then the end)  
- memory deficits combined with a different concept of time may result in an inaccurate picture of the timing of the events  
- may tend to adopt a version of events suggested through repeated questioning  
- prone to confabulation due to impaired memory, poor expressive skills and the desire to appease the court |