

EI Recommendations

Response was completed on 11/30/2023 10:14am.

Record ID

5

ECHO Autism Early Intervention

Ages 0-8 Years

Recommendations Form

**Brett Moore, DO; Brittney Stevenson, MOT, OTR/L;
Michelle Dampf, MA, CCC-SLP; Laura Barnes, MS, BCBA, LBA;
Michelle Haynam, MS Ed.**

Email our clinic coordinator **Sarah Towne** at sarahtowne@health.missouri.edu if you have any questions or comments.

PLEASE NOTE: Project ECHO case consultations do not create or otherwise establish a provider-patient relationship between any UMH clinician and any patient whose case is being presented in a Project ECHO setting.

Presenting Provider Name: Maia Gabunia

ECHO ID: EI0047

Presentation date: 11-27-2023

Presenting Question:

See Below

Additional Identified Concerns:

Could we start to use alternative communication, PECS, or any other?

After review of information provided and discussion of the case, the following recommendations are provided:

1)

*Increase the use of visuals, start with highly preferred or motivating items

*Create a visual schedule for therapy time, this skill can be shared with home to help with bedtime routine as well as teaching any routine

*Build on to functional play with turn-taking with an adult, can use a timer

2)

Find ways to increase caregiver participation in therapy, as much as possible, to help ensure the generalization of skills he is learning at the clinic, increase the amount of time he is engaged in therapeutic activities outside of the clinic, and empower the parents and give them strategies that will help them meet their goals for the child. Show them the strategies that are being used in the clinic and provide written instructions with examples so they can use them at home, too. Provide them with ideas on how to incorporate these strategies into their everyday routine to help illustrate that it doesn't have to be time-consuming or challenging.

3)

- Build self-care skills (break down simple tasks into small steps). Teach one step at a time. Either encourage him to do the first step on his own or the last step and then slowly add steps. For example, for putting on socks: Either have him pick up the sock and then you complete the rest OR you put on his sock and have him pull it up the last inch of the way.
- Explore his sensory processing patterns. If he has some preferences, use those preferences in learning. For example, if he likes to put objects in his mouth when you are working with objects that would be dangerous to put in his mouth, give him an alternative mouth object such as drinking water from a straw or chewing on a safer object.
- Continue to build his play skills through expanding his play slowly. For example, if he is functionally playing with cars by pushing them, have him push them in a specific direction (to an object or target). Slowly work in parallel play where you or peers can play alongside him and build reciprocal enjoyment (where he is also enjoying playing with someone alongside him).
- Build on successful routines within play or daily life to increase his skills. For example, if he wants blocks that are within a bucket, encourage him to take the lid off the bucket.
- With the picky eating, encourage parents to keep track of foods he easily accepts regularly, sometimes accepts and never accepts. This will help give them some data to see patterns or track change over time. Also, a food diary where they record what he is offered and what he accepts for a full week (including liquids) and times of day can help find patterns such as when he is most hungry, who he prefers to eat with, etc. Keep offering new or nonpreferred food with neutral affect (not excessive pressure or encouragement).
- Work with family on creating a bedtime routine and a consistent sleep environment. If they can consistently complete 3-4 tasks every single day right before bed including slower, darker tasks, that can help build the expectation to slow his body down.
- With toileting, work on a way for him to communicate that he is wet or soiled. Either he can point to a picture, take you to the bathroom, or show you a new diaper. You can encourage parents to start changing his diaper in the bathroom and dumping contents (if able) into the commode. Create an association between diaper and the commode.

4)

1. I attached an outline handout of PECS in Georgian that I created in Google.
2. If you find good handouts or programming in English, you can put into Google Translate to translate into the family's native language.
3. Go through the first phases of PECS. We want to initiate communication so he can request desired items. Use items that he loves to play with (i.e. bubbles, puzzles, cubes, etc.)
4. Autism 24/7: A family guide to learning at home and in the community.
 - a. <https://pecsusa.com/download/Autism-247-COMplete%20BOOK.pdf>
5. Tips for Communication Across the Day
 - a. <https://pecsusa.com/download/Tips%20for%20Communication%20Across%20the%20Day-PECS.pdf>
6. Visual Supports and Autism Spectrum Disorder
 - a. <https://vkc.vumc.org/assets/files/resources/visualsupports.pdf>
7. If you want to try an app on a tablet or iPad, be sure that the device only has the app on it for communication purposes, so it is a dedicated device. Start with items that he knows and likes. I'm not sure what apps are available in the language of Georgian. Most have pictures, with the words. I typically use Sounding Board, Touch Chat, or CoughDrop
8. Functional Activities for Younger Students
 - a. <https://pecsusa.com/download/FunctionalActivitiesYoungerAndOlderStudents.pdf>

5)

Get iron level checked due to the picky eating. I also recommend a dietitian working with a speech and language therapist or occupational therapist for food tolerance if this is available, Otherwise, I would have them work on this with ABA therapy.

If the family can read and understand English the book "Early Start for your child with Autism" would be really good to use.

I recommend using social stories as well as books to help patient with sleeping and eating.

I would encourage them to also find social groups to assist with discussing their feelings and the process that they are going through having a child with autism.

6)

7)

8)

9)

10)

11)

12)

The following toolkits/resources may be helpful:

General ASD Information

- A Parents Guide to Autism
- A Grand Parents Guide to Autism
- 100-Day Kit

Medical

- Managing Constipation Guide
- Dental Guide
- Exploring Feeding Behavior in Autism
- Sleep Strategies Guide
- Sleep Strategies for Teens Guide
- A Parent's Guide to Toilet Training

Medications

- Melatonin Guide
- Medication Decision Aid for Parents
- Safe Medication Toolkit

Behavior

- ADHD Resources- https://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/ADHD_Resource_Center/Home.aspx
- Anxiety Strategies Guide
- A Parent's Guide to Applied Behavior Analysis
- Behavioral Health Treatment Guide
- Challenging Behaviors Tool Kit

- Haircutting Training Guide
- A Parent's Guide to Pica
- Visual Supports

Adolescent/Transition

- Healthy Bodies for Boys
- Healthy Bodies for Girls
- Puberty and Adolescent Guide

Safety

- Big Red Safety Toolkit

Financial

- Financial Resources in Missouri
- Financial Planning Tool Kit

Websites

- Autism Navigator - www.autismnavigator.com
- Essentials for Parenting Toddlers and Preschoolers - <https://www.cdc.gov/parents/essentials/videos/index.html>
- OCALI - www.ocali.org
- Learn the Signs Act Early - <https://www.cdc.gov/ncbddd/actearly/index.html>

Additional comments and recommendations:

We recommend that you present this case again in:

Signature: *Brittney Stevenson, MOT, OTR/L ; Michelle Dampf, MA, CCC-SLP*

Date:

Form Status

Complete?