

EI Case Presentation

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6

ECHO Autism Early Intervention

Ages 0-8 Years

Case Presentation Form

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Michelle Haynam, MS Ed.**

Complete this form to the best of your ability. This survey is individualized and should only be completed and submitted by the listed provider. A unique confidential patient ID number (ECHO ID) has been provided that must be utilized when identifying your patient during clinic.

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:

ECHO ID:

Clinic/Facility:

Provider Phone Number:

Provider Fax Number:

Presentation date:

M-D-Y

Patient Data

Biological Gender:

Male Female Unsure

Patient Age:

Years

Months

Insurance:



Insurance Company:

Race:



Ethnicity:



Patient Outcomes

Who referred the child to you?



How long has the child been in your care?

Has the patient received a diagnosis?



How long did the patient have to wait to see you?

How long has the patient been in your care?

Is the patient in individual or group intervention?



How often do you see the patient?

How many sessions have you had with the patient?

Who typically accompanies the patient to clinic appointments?

How far did the patient travel to get to you office?

Miles:

Hours:

Minutes:

List the questions you would like help with.

1)

Our current program structure:

1. ESDM Intensive

- a. Children 12-48 months with autism or suspected autism are referred to our intensive program which incorporates the Early Start Denver Model. Due to staffing turn over, we have one OT who is ESDM certified (program opened with 4 certified clinicians)
- b. Sessions are 2/x week, 60-minute co treatment with OT and SLP, 16 weeks
- c. includes parent coaching/education modules.
- d. Facility is separate from our outpatient peds rehabilitation clinic and was specifically designed for young children with autism/SPD (Autism & Neurodevelopment Center)
- e. ABA therapist is in the clinic 2 days/week - unable to co treat with OT or ST due to billing
- f. Music therapy is being added in 2024 on a trial basis
- g. Evaluations: original model was OT/ST arena evaluations, many challenges with scheduling due to having a centralized call center unable to identify appropriate referrals - often times children are identified as appropriate for the program after receiving a SLP assessment.

M-CHAT is completed by...

A. Battelle Developmental Inventory

Speech therapist completes the following sections

- i. Personal-social
- ii. Communication
- iii. Cognitive
 - Attention and memory
 - Reasoning and academic skills

Occupational therapist completes the following sections

- i. Adaptive
- ii. Motor
- iii. Cognitive
 - Perception and concepts

B. Sensory Profile (we are considering switching to the Sensory Processing Measure)

C. SORF (Systematic Observation of Red Flags of ASD)

Children younger than 2 years of age.

A. Occupational therapist

- Sensory Profile

B. Speech therapist

- CSBS (under age of 2 years)
- PLS-5/ Vineland (as appropriate)
- SORF

*Staff have been trained on the ASAP Play Assessment (Advancing Social-Communication and Play) but is has not been fully incorporated into regular practice

*Our behavioral health department is unable to evaluate children with Medicaid (70%of our population at this clinic)...patients are referred out to

*Upon completion of the intensive program patients are enrolled in a school-based program or return to non-intensive sessions at one of our clinics.

2. Non intensive program

- a. Patients are seen at the Autism and Neurodevelopment Center
- b. Under 6 years of age with autism or SPD
- c. Receive OT and SLP - some are co treats depending on the needs of the child

Questions for the team:

1. What training or competencies are required for your clinical staff who work with this population? What does onboarding look like for a new clinician? OT, PT, SLP
2. What outcome measures are being used for 5 and under? 6 and older?
3. What evidence-based treatment approaches are other programs using? (DIR floortime, ESDM, ...)
4. How and when is ABA being utilized?
 - a. In isolation, in combination with other services?
 - b. What are the criteria for a child to receive ABA services?
5. What parent training strategies are being used/coaching models
 - a. Are staff trained in the use of motivational interviewing?
 - b. Do staff receive formal training on patient-family centered care practices and coaching techniques?
6. How are other practices addressing neurodiversity affirming beliefs? Resistance to ABA?
7. If you had unlimited resources, what would the ideal program look like?

3)

Birth History

Exposures during pregnancy:

- Smoking Alcohol Valproic Acid Street drugs/other Unknown

Other:

Gestational age:

(weeks)

Birth weight:

(lbs)

(oz)

Delivery mode:

- Vaginal C-section

Presentation:

- Breech Head first

Were there newborn problems?

- Yes No

Please check all of the following that apply:

- In NICU
 Required intubation
 Seizures
 Birth defects
 Feeding issues in infancy
 Other

Comments:

Development History

Communication Ability (Please indicate the child's highest communication/s)

- Nonverbal (e.g., no functional words)
- Uses single words
- Uses 2-3 word phrases
- Uses sentences
- Chats with other
- Uses gestures (e.g., pointing, waving and/or leads other to wants/needs)

Behavior Concerns

- Short attention span
- Hyperactivity
- Obsessive-compulsive
- Aggressive
- Hurting animals or other people
- Unusual or excessive fears
- Depression
- Defiant
- Self-injury (e.g., head banging, biting, scratching, cutting, picking, etc.)
- Toileting issues, accidents
- Irritability/Moodiness
- Hallucinations

Comments:

Medical/Psychiatric History

Please list all diagnosis, surgeries, illnesses and or any significant medical history:

Diagnosis/Illness:

Please list current medications and supplements:

Medication:

Please check all of the following that apply:

- Seizures
- Tic Disorder
- Staring spells
- Toe walking
- Hypertonia
- Hypotonia
- Microcephaly
- Macrocephaly
- Chronic stomach ache/pain/reflux
- Chronic constipation
- Chronic diarrhea
- Chronic ear infections
- Food allergy
- Environmental allergies
- Skin problems (e.g., rash, eczema)

Comments:

Testing

Have the following tests been performed?

Chromosomal Microarray

- Yes No Unknown

Karyotype

- Yes No Unknown

Fragile X DNA

- Yes No Unknown

MRI of the brain

- Yes No Unknown

EEG

- Yes No Unknown

Sleep study

- Yes No Unknown

Lead blood level

- Yes No Unknown

Audiologic (hearing) exam

Yes No Unknown

Vision screening

Yes No Unknown

Academic testing

Yes No Unknown

Intelligence testing

Yes No Unknown

Comments:

Dietary/Nutrition/Metabolic

Please check all of the following that apply:

- Problem eater (Less than 10 foods)
- Picky eater (Less than 20 foods)
- Special Diet
- Pica (Eating/craving non-food items)
- Chewing or swallowing issues
- History of growth concerns - Overweight
- History of growth concerns - Underweight

Which beverages does the child drink regularly?

Water Milk Juice/Sweetened beverages

Comments:

Sleep History

Rarely = never or 1 time/week; **Sometimes** = 2-4 times/week; **Usually** = 5 or more times/week

Does the child fall asleep within 20 minutes? If yes, how often?

No Rarely Sometimes Usually Unsure

Does the child awaken more than once during the night? If yes, how often?

No Rarely Sometimes Usually Unsure

Comments:

Trauma/Abuse History

	No	Yes	Suspected
Trauma/Abuse History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Social History

Child resides with:

Has legal custody of the child:

Biological parents are:

How many people live in the home *not* including the child?

Who lives in the home with the child?

Relationship (1/2 sib, step-parent, etc.):

Age:
(yrs) (mos)

Gender:

List other significant caregivers that live outside the home (e.g., family, friends, grandparents, neighbor):

Comments:

Family History

Condition/Disorder

	Mom	Dad	Brother	Sister
Genetic Disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism Spectrum Disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seizure Disorder (e.g., epilepsy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Concerns (e.g., Depression, Anxiety Disorder, Bipolar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Childhood deaths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Birth defects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dysmorphology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Child Care or Educational History

What is the child's current child care or educational placement? (Please check all that apply)

- Parents provide full time child care at home
- In-home child care (other caregiver)
- In-home day care
- Day care center
- Preschool
- Head Start or Early Head Start
- Homeschool

- 1st Steps
- Public School
- Private School

Does the child participate in either of the following?

- Early Intervention Services (First Steps or Birth-3 Program) Early Childhood Special Education (ECSE)

If the child attends child care or school outside the home, what is the typical schedule?

- Full Day Part Day

Does the child have an IEP or 504 plan?

- Yes No

Comments:

Outside Resources

Resources:

- Bureau of Special Health Care Needs
- Behavioral Therapy/ABA
- Easter Seals
- Division of Family Services (DFS)
- Physical Therapy (PT)
- Parents as Teachers (PAT)
- WIC
- Counseling
- Regional Center (Dept. of Mental Health)
- Speech Language Therapy (SLT)
- Psychiatric Services
- First Steps
- Occupational Therapy (OT)
- Social Security Disability (SSI)
- None of the above
- Other

Comments

Social Communication

A1. Deficits in social-emotional reciprocity. (Click all that apply)

- Unusual social initiations (e.g., intrusive touching, licking or others)
- Use of others as tools (e.g. child uses your hand to initiate a task)
- Failure to respond when name called or when spoken directly to

- Does not initiate conversations
- Lack of showing or pointing out objects of interest to other people
- Lack of responsive social smile
- Failure to share enjoyment, excitement or achievements with others
- Does not show pleasure in social interactions
- Failure to offer comfort to others
- Only initiates to get help

A2. Deficits in nonverbal communicative behaviors used for social interaction (check all that apply)

- Impairments in social use of eye contact
- Impairment in the use and understanding of body postures (e.g. facing away from listener)
- Impairment in the use and understanding of gestures (e.g. pointing, waving, nodding head)
- Abnormal volume, pitch, intonation, rate, rhythm, stress, prosody or volume in speech
- Lack of coordinated verbal and nonverbal communication (e.g. inability to coordinate eye contact or body language with words)

A3. Deficits in developing, maintaining, and understanding relationships

- Inability to take another person's perspective (4 years or older)
- Does not notice another person's lack of interest in an activity
- Lack of response to contextual cues (e.g. social cues from others indicating a change in behavior is implicitly requested)
- Inappropriate expressions of emotion (laughing or smiling out of context)
- Lack of imaginative play with peers
- Does not try to establish friendships
- Lack of cooperative play (over 24 months of age)
- Lack of interest in peers
- Withdrawn; aloof; in own world
- Prefers solitary activities

Restricted/Repetitive Behavior

B1. Stereotyped or repetitive motor movements, use of objects, or speech

- Lining up toys
- Nonfunctional play with objects (Examples: dropping items repetitively, holding objects for long periods of time without purpose)
- Repetitively turns on/off lights
- Echolalia
- Idiosyncratic phrases (Example: "crunchy water" for ice)
- Hand flapping
- Rocking
- Flicking fingers in front of eyes
- Opening/closing doors
- Spinning
- Unusually formal language (Example: little professor talk)
- Jargon or gibberish past developmental age of 24 months
- Use of "rote" language
- Pronoun reversal and/or refers to self by own name
- Repetitive vocalizations (Examples: unusual squealing, repetitive humming)
- Abnormal posture (Examples: toe walking, intense full body posturing)
- Excessive teeth grinding
- Repetitive picking

B2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior

- Difficulty with transition
- Unusual routines
- Repetitive questioning about a particular topic

- Extreme distress with small changes
- Rigid thinking patterns (Examples: inability to understand humor or nonliteral aspects of speech such as irony)
- Greeting rituals or other verbal rituals
- Compulsions (Example: must turn in a circle three times before entering a room)
- Need to take some route or eat same food every day

B3. Highly restricted, fixated interests that are abnormal in intensity or focus

- Strong attachment to or preoccupation with unusual objects (Examples: fans, elevators)
- Excessively circumscribed or perseverative interests (Examples: dinosaurs, alphabet, shapes)
- Being overly perfectionistic
- Excessive focus on nonrelevant or nonfunctional parts of objects (Example: overly focused on wheels on car)
- Attachment to unusual inanimate object (Example: measuring cup or ring from canning jar)
- Unusual fears (Example: people wearing earrings or hats)

B4. Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment

- Apparent indifference to pain/temperature
- Adverse response to specific sounds or textures (Examples: tactile defensiveness, significant aversion to nail cutting)
- Excessive smelling, licking or touching of objects
- Visual fascination with lights or movement (Examples: close visual inspection of objects or self for no clear purpose)
- Excessive movement, seeking behavior

Additional Comments

Proposed Recommendations:

Based on my assessment, the following recommendations are proposed for the child:

1)

2)

3)

4)

5)

6)

Form Status

Complete?

Complete ▼