

## EI Recommendations

Record ID

8

# 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](mailto: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: Michelle Dampf**

**ECHO ID: EI0050**

**Presentation date: 01-22-2024**

**Presenting Question:**

See Below

**Additional Identified Concerns:**

How to navigate when parents are wanting increased services through the schools with support from a clinic-based SLP.

The purpose of presenting this case is to demonstrate the effectiveness of evidence-based interventions paired with a supportive family environment. This child is meeting with success overall.

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

1)

- As an outpatient therapist, always start day 1 treatment with discharge in mind. Focus on outcomes with the family - what do we want to see happen before we discontinue services? Why would we continue? Why would we discontinue? What are the priorities?
- With families with less resources or are less involved, continue to build that trust and rapport by putting expertise back on family. You can provide examples of what could be a priority, but let them decide regardless of your true agreement with it to create some buy-in. They may benefit from shorter bursts of therapy instead of ongoing to help them focus their priorities and stay engaged.
- Explore local support groups and natural supports that could help provide them with that information and encouragement. It could be groups or sports where you know other families who have children with autism also participate. It could be a specific autism support group. It could just be finding something the family enjoys and can invite other autism families to do alongside them. For example, could the parents coordinate a "train play group" where they buy a model train and have a few kids get together to build the trains? They could rely on teacher to recommend 1-2 kids who might be interested in playing with trains with him outside of school to practice those emotional regulation and social skills in a more natural context.

2)

- Keep in mind the importance of pragmatic language and social interactions as goals, even when patient has met the average range on norm-referenced language assessments.
- Teaming with families and other professionals that the child works with to develop global goals
- Add a plan to transition less restrictive services, such as parent coaching
- Always keep in mind the disparities from patient to patient and provide resources and support to families to help them gain access to adequate services

3)

- I would always recommend MPACT for webinars and seminars to explain the different processes that families will encounter on their journey
- Discuss with mom expectations and what she is looking for in therapy (and why she may be asking for additional hours.

4)

When discussing decreasing services, we tie it back to increasing the child's independence.

5)

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](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](http://www.autismnavigator.com)
- Essentials for Parenting Toddlers and Preschoolers - <https://www.cdc.gov/parents/essentials/videos/index.html>
- OCALI - [www.ocali.org](http://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:

01-25-2024 M-D-Y

**Form Status**

Complete?

Complete ▼

