

EI Recommendations

Record ID

10

ECHO Autism Early Intervention

Ages 0-8 Years

Recommendations Form

**Brett Moore, DO; Brittney Stevenson, MOT, OTR/L;
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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: Safire Ortvals

ECHO ID: EI0052

Presentation date: 02-26-2024

Presenting Question:

See Below

Additional Identified Concerns:

Attention has improved greatly but continues to be fleeting. Wondering about the best ways to engage the student and sustain his attention to teach new skills. Trying to use PRT strategies when engaged in one of his preferred activities, but he will often fuss or elope.

There has been a lot of progress, but it is very slow. Not sure where to go next with IEP goals.

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

1)

- May want to approach private ABA therapy to help work on skills they want child to have. A different person or location may be helpful
- Encourage the use of visuals at home to reinforce what is being done at school
- Reach out to diagnosing facility and/or PCP to discuss process of getting speech generating device as they will likely need order and a note that discussed the need

2)

- 1) Refer for Assistive Technology evaluation at MU Children's Therapy Center, will need a physician script for evaluation, 884-0422
- 2) Work on "yes/no" with a visual support or speech-generating device
- 3) Consider using a visual schedule during specific activities (i.e. speech therapy) where he has items, he can take off of schedule to see the tasks going away.

3)

- Adults can often become "paired" with things a lot of kids would rather avoid, like instructions, removal of preferred items, etc. which can lead to increases in elopement or other behaviors to get out of those interactions. In order to undo these negative associations, I recommend adding in time during the day for fun time "for free" (i.e., noncontingent reinforcement in ABA terms). This could be just a couple minutes of time with his favorite toys, where instructions aren't being delivered, and toys are not being removed, when you two are doing the things that he likes most.

4)

- Explore further use of his interests to support IEP goals. Could you incorporate more songs or nature-like activities to teach body parts? Sorting sticks from a tree into big/small? If he's into dropping blocks, then sorting big/small blocks by dropping them into a loud bucket.
- Continue using chaining with his adaptive skills and possibly communicate this progress with caregivers so they can have similar expectations at home.

5)

- Use preferred items/times of the day to expand play and attention to task
- Outside Playground choice board, use pictures of things he can do outside on the playground (slide, swing, running, act.) then pictures of people he can do those things with while outside on the playground. At first, maybe you pick the adult and have him pick the things to do. Then when he is good with that allow him to pick a classmate. The same idea can be used in the classroom with specific toys.

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:

 M-D-Y

Form Status

Complete?