

EI Recommendations

Record ID

13

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: Michelle Stonecipher

ECHO ID: EI0055

Presentation date: 03-25-2024

Presenting Question:

See Below

Additional Identified Concerns:

The child's behavior is a barrier to other's learning and physically challenging,

What more can we do to help with that? (He has a Behavior Intervention Plan with a Safety Plan.)

The child has stuck thinking.

How can we help him to be more flexible?

The child is still in pull-ups.

Toileting has been difficult to address due to the physical behavior when the child is asked to engage in a non-preferred activity.

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

1)

- Continue to build on his strengths. If he loves to engage in alphabet and number activities, can those be incorporated into more non-preferred activities such as group time? Maybe this could look like him matching letters within the task/content being used during group time.
- Promote more appropriate ways for him to avoid demands such as taking a break (make this an easily accessible visual reminder).
- If social stories are helping, consider adding one about change and disruptions.
- Continue to explore de-escalation strategies to implement before or immediately when he starts jumping/appearing out of control (especially in preparation for all transitions) to keep him in the classroom instead of fully escaping.

2)

- 1) Video modeling: Show a video of a child transitioning from one activity to another appropriately. Real life with the places that he is transitioning to.
- 2) Video self-modeling: Showing video clips of him transitioning appropriately if possible
- 3) World Health Organization Caregiver Skills Training for Families <https://openwho.org/courses/caregiver-skills-training> Especially Modules 10, 11, 12, 13, and 14

3)

- Focus on telling the student the positive outcomes of appropriate behavior instead of using visuals and social stories to review the negative outcomes of the aggressive or dangerous behaviors.
- Restart the functional communication training (i.e., requesting a break, "more time") in the new classroom and increase the waiting increments much more slowly to avoid regression/ratio strain.
- (Similar to Brittney's) Avoid using the Tiger Den/seclusion room - Because the function identified in the FBA was escape, this could be contributing to the increase in the behavior instead of helping to decrease it. Additionally, this may be traumatic for the student and the staff and should be avoided. It is preferable to identify precursor behaviors (i.e., warning signs that the behavior of concern is imminent) and reinforce those or prompt appropriate communication at that point instead of waiting until the behavior has escalated and is dangerous.
- It may be worth updating the FBA and BIP in the new classroom setting to ensure that all functions of the target behavior are identified and accounted for. Emphasize using antecedent strategies and teaching replacement behaviors with the new classroom staff. Use Behavioral Skills Teaching to ensure classroom staff understand all necessary components of the BIP and are able to implement them with fidelity.

4)

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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?

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