

# Family Advocates Case Presentation

Response was completed on 04/03/2024 12:34pm.

Record ID

33

## ECHO **Autism**: Advocates

### Case Presentation Form

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Complete this form to the best of your ability. This survey is individualized and should only be completed and submitted by the listed presenter/s. If your presentation includes patient information all protective health information should be excluded. An ID number (ECHO ID) has been created for your presentation and must be utilized when identifying your case/patient during clinic.

Email our clinic coordinator Michael Hansen at [michaelhansen@health.missouri.edu](mailto:michaelhansen@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.**

**ECHO ID Case Number:**

\* must provide value

FA071

**Presentation Date:**

\* must provide value

04-05-2024

**Presenter Name:**

\* must provide value

Maggie Harl

**Presenter City:**

\* must provide value

Columbia, MO

**System Discussion Topic**

\* must provide value

Education



# Please provide example/s of what difficulties/barriers families face and what questions the group can answer to help you best support autistic people and/or families of children with autism.

## Example 1

\* must provide value

Connections Case: 5 year old white male, adopted out of foster care at age of 18 months. Recently diagnosed with Autism, previously diagnosed with ADHD. Exposed to fentanyl in the womb.

Red flags for diagnosis: boy didn't walk, talk, or feed himself until age 2. If anyone touched him, he would go limp. Still no eye contact. Didn't play with toys or interact with other children. Stimming - self harm (pinching and hitting self, pushing/pulling), will hit teachers and students, scared of loud noises.

Mom reports that school is recommending weening boy from therapies at ECSE, despite continued deficits in gross and fine motor. Mom says school sends almost daily reports home that boy hit a teacher and sometimes other students. However, school is pushing hard for boy to go to kindergarten next year, in 98% gen en classroom.

Parents disagree and find that Jackson cannot tolerate all-day school yet. He comes home exhausted and irritable after half days. School has not been appropriately addressing the hitting and aggression and are trying to teach children in the class what are "big problems versus small problems" rather than teaching coping skills for emotional

## Regarding this example, what question/s can we answer to help you best support autistic people and/or families of children with autism.

\* must provide value

Advised mom to get a FBA and BIP redone, especially with new autism diagnosis, if school will permit. She said she will ask but believes there will be push-back on this.

Gave mom information on MPACT and MO Protection and Advocacy.

What else can I do to support mom? What expectations should they have from the school? (Is weening off therapies appropriate? Is kindergarten next year appropriate?)

## Do you have another example to provide?

\* must provide value

- Yes  
 No

## Have you recommended resources in the past that have been helpful to families experiencing challenges?

\* must provide value

- Yes  
 No

## Please tell us more about the resources you have utilized.

\* must provide value

MPACT and MO Protection and Advocacy

**Please rate how helpful these resources have been.**

\* must provide value

1 - Not helpful      2 - Somewhat helpful      3 - Very helpful

**Are there any additional comments you would like to share?**

\* must provide value

Yes

No

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