

EI Recommendations

Record ID

15

ECHO Autism Early Intervention

Ages 0-8 Years

Recommendations Form

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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: Susan Sappington

ECHO ID: EI0057

Presentation date: 04-22-2024

Presenting Question:

See Below

Additional Identified Concerns:

What other therapies or supports could have been added to his team to maximize outcomes and develop primary skills before moving on to ECSE?

Mom would like some suggestions to decrease the high-pitched squealing and screaming that happens several times an hour. Mom would also like some supports/suggestions for feeding. Currently on waitlist for OT.

What additional training should or could SLPs obtain to increase competence in working with children with significant sensory needs? Should OT have been primary? (OT initially 2x month then increased to 1x week).

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

1)

1. Provide school and family with website: <https://www.angelman.org/stepping-into-aac/>
2. As an SLP/therapist, give yourself positives after each session and not just think about what we need to improve:
 - a. What went well during your session?
 - b. What would you change for next time?
3. Have mom and school take data about gagging behavior...when it is occurring
4. Have mom and school take data about high pitched scream/squeal
5. Advice for first steps additional services:
 - a. Increase frequency of SL services
 - b. Add in a dietician due to limited food inventory
 - c. Increase the frequency of OT services

2)

- Collaborate and coordinate with the child's therapy team to help ensure consistency across providers. Co-treatment is great when it is possible!
- Increase frequency and duration of ABA sessions, whether in home or in the clinic, to ensure he is receiving intensive early intervention, as well as helping to address consistency in routines, separation anxiety/transitioning to out-of-home activities, and to help teach preschool readiness skills.
- Provide more direct, frequent caregiver guidance to help teach parent strategies she can use outside of therapy sessions and to ensure generalization and maintenance of the skills he has acquired.
- Continuing to work on joint attention and engagement during therapy sessions to help him learn that interaction outside of his restricted interests (i.e., tv and mom) can be fun and engaging, too!
- Tolerating denied and delayed access to most preferred activities, items, and people: This can be gradual to help everyone feel more comfortable with the change but increasing time and ensuring consistent responses across people/providers may help it go more smoothly.

3)

1. Boost breeze instead of juice to help with nutrition
2. Discussed constipation with family to see if this is still a struggle and if so contacting PCP to discuss
3. Social story to talk about transitioning away from the pacifier. They may want to talk with their BCVA to see if they have options as well.
4. Discussed continued gagging with PCP to see if they want to do a further evaluation since a swallow study is already been done.
5. Working with the BCBA to see what the function of the squealing is. If this is something that is not causing problems they may need to work on having this child do it at home in their own room as it may be something that the child enjoys or they may need to work on transitioning to a different behavior if the child is using it to cope.

4)

- Visuals
- Visual Schedules
- Social Stories
- Use video modeling to teach new skills or expanding play

5)

- A dietician through First Steps could have been a helpful addition to support the family and navigate his picky eating.
- Using a coaching approach, asking mom about her top 3 priorities could have helped determine who would be the primary provider. Also, if she had been super concerned about feeding, it could have been appropriate to recommend outpatient therapy to support a goal not well supported by current First Steps providers.
- Coordinating with a BCBA could have been useful in building self-regulation skills and supporting his motivation and interest in different play opportunities/working on turning off the TV (to take more specific data, take interest inventory, etc).

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:

04-23-2024

M-D-Y

Form Status

Complete?

Complete

