



ECHO Idaho: Autism STAT Patient Case Recommendations

The above recommendations have been made based on the information presented during ECHO Idaho. Project ECHO case consultations do not create or otherwise establish a provider-patient relationship between any ECHO clinician and any patient whose case is being presented in an ECHO session.

Clinician Credentials	Presentation Date	Type
MD	4/11/24	New

Presenting question: Does this patient have ASD? If so, what level?

Is a diagnosis of autism confirmed? Yes

DIAGNOSTIC RECOMMEDATIONS:
Meets DSM-5 diagnostic criteria for autism spectrum disorder.

Thank you for suggesting recommendations during your case presentation. Recommendations as proposed during case discussion are endorsed.

PHYSICIAN RECOMMENDATIONS:

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

Recommendation 1:	Monitor toe-walking. If on toes greater than 30-540% of the time consider a referral to physical therapy to assess for lower extremity orthotics.
Recommendation 2:	Consider feeding therapy to help increase repertoire of foods.

ADDITIONAL PHYSICIAN RECOMMENDATIONS:

Recommendation 1:	Explore safety and wandering risk with this child.
Recommendation 2:	Explore self-care and respite options for this family.

PEDIATRIC NEUROPSYCHOLOGIST RECOMMENDATIONS:

Recommendation 1:	Given significant and intense reactions to changes and certain sensory experiences (i.e., a stethoscope), monitor for symptoms of anxiety
Recommendation 2:	Would recommend a cognitive evaluation through the school district and possibly in the community to assess learning strengths and weaknesses. I suspect he will have relatively strong visual reasoning skills given his ability to copy/visually problem solve easily.

PEDIATRIC SLP RECOMMENDATIONS:

Recommendation 1:	Continue speech and language therapy
Recommendation 2:	Referral for feeding therapy and eventual referral for developmental preschool

COUNSELOR RECOMMENDATIONS:

Recommendation 1:	Keeping in mind the possible progress done in current therapy with his sensory profile and what he may have been prior. as well as direction of that progress of patient, if he is progress and plateaus or declines or there is small incremental progress but not at the pace would expect with his age.
Recommendation 2:	I agree with Julie's recommendation for ABA and to support parents through road map of the diagnosis and treatments. Some behavioral therapy support for parents like RUBI (which is done in bilingual programs) provides a strong basis for behavioral interventions. I am also in favor if parents are motivated to send them ADEPT program at the Mind Institute.

BCBA/PARENT ADVOCATE RECOMMENDATIONS:

Recommendation 1:	With as much as these parents tried to explain away this child's behavior, they may need a little more support through the process of receiving a diagnosis. I would encourage them to find a good case manager to help them identify resources they might need. I totally agree with your recommendation for parent training, this can be done through online modules (Autism speaks for general information, ADEPT through UC Davis MIND Institute, and Autism Internet Modules) but that's a lot of self-led instruction. If this family needs more hands on, a good ABA provider will come alongside them to do parent training at the same time they receive clinical ABA therapy for the child. Helping them identify a good provider and evaluate that fit will be an important ongoing conversation for continued visits with this family.
Recommendation 2:	<ul style="list-style-type: none">• I also agree with your recommendations for developmental preschool screening.• Consider coaching them on safety concerns related to water/ability to swim, and elopement which could become a future issue.• I would also look for more places to get interaction with other children their age, to help grow some of those play skills/interactions and flexibility. Library story time, swimming lessons, Mommy and Me groups are all great places in addition to going to the park/water park/trampoline park, etc.• Help mom and dad find other parents to talk to about Autism, if there are support groups, that might be an excellent resource.• Help mom and dad look for respite opportunities so they can have a date night and keep their relationship strong.

THE FOLLOWING TOOLKITS/RESOURCES MAY BE HELPFUL:

<ul style="list-style-type: none">• Pediatric Medical Referral (i.e. Developmental Pediatrics)• Clinical Outpatient Speech Language Therapy (SLP)• Clinical Outpatient Occupational Therapy (OT)• Applied Behavioral Analysis (ABA) - (The goal of behavior therapy is to increase behaviors that are helpful and decrease behaviors that are harmful or affect learning. Family may benefit from the implementation of techniques for understanding and changing behavior based on the principles of applied behavior analysis). ECHO Idaho Guide: Questions to ask of a BCBA or ABA Provider found here: https://iecho.unm.edu/sites/uidaho/download.hns?is=fc4f9ce1fd542d4c4d0a3084f732904a• State-based Early Intervention program (e.g., Infant-Toddler Program (ITP)) - Every state has a program to support children birth to 3 who are at-risk or identified with developmental delay. Autism is typically considered an automatic qualifying diagnosis for supports and services. It is a critical first step for many children with developmental delays. https://healthandwelfare.idaho.gov/services-programs/children-families/about-infant-toddler-program

- Early Special Education Services / Developmental Preschool - (Local school districts have early childhood programs for children between 3 and 5 years old with developmental delays who are determined to be eligible for services. Classroom based support and peer interactions are critical at an early age)
- Parent/Caregiver Skills Training - (Parent training allows parents to become active participants in their child's learning and development. It can help parents learn about effective ways to support their child's skills, building and learn strategies to manage their interfering behaviors. Help is in Your Hands is a free resource by University of California-Davis with modules to show parents and clinicians how to help young children with autism connect, communicate, and learn through various activities and play exercises. Family can create a login and access all modules and videos for free at <https://helpisinyourhands.org/course>)
- ADEPT (Autism Distance Education Parent Training) - (Clinicians at the University of California-Davis developed these online, on-demand learning modules to help parents/caregivers learn more about behavior and autism. The following are particularly helpful: Module 1: Strategies for Teaching Functional Skills; Module 2: Positive Behavior Strategies for Your Child with Autism)
(<https://health.ucdavis.edu/mindinstitute/centers/cedd/adept.html>)

Recommendations for Outpatient Clinical Speech Language Therapy:

Continue current therapy

Recommendations for Outpatient Clinical Occupational Therapy:

Continue current therapy

Co-Occurring Conditions:

Resources for feeding management:

- Tool Kit: Parent's Guide to Feeding Behavior in Children with Autism - (This tool kit helps parents and professionals better understand feeding issues. It includes the sections 1) What are Feeding Problems?, 2) Conditions that Might Affect Feeding, 3) When to be Concerned, 4) Tips to Help with Feeding Issues at Home, and 5) Frequently Asked Questions. This tool kit can be found at <https://echoautism.org/feeding/> then scroll down to Autism Speaks - A Parent's Guide to Feeding Behavior in Children with Autism)
- Feeding resources - (Best practice feeding resources including books and articles can be found at <https://echoautism.org/feeding/>. Some feeding resources include: 1) Helping Your Child with Extreme Picky Eating by Rowell, 2) Fearless Feeding by Castle, 3) Food Chaining by Walbert, 4) Kids Eat Right, and 5) Choose My Plate)
- Increasing food variety - (Here are some strategies for family to try that help increase child's interest in foods or promote exploration of new foods. 1) Placing a small piece of new food on plate with preferred food. 2) Using the sensory hierarchy tool: touch, smell, kiss, taste, ask your child to explore in these ways. 3) Involve your child in the cooking/baking process from meal planning to grocery shopping to putting away foods to prepping and cooking. 4) Have them set the table, clear the table and help with dishes. 5) Use the iPad to look up recipes and cooking shows. More details can be found at <https://echoautism.org/feeding/> then scroll down to Autism Speaks - A Parent's Guide to Feeding Behavior in Children with Autism.)

Routine Autism/Developmental Follow-up & Monitoring:

Labs - (Recommended standard lab evaluation for a child on the autism spectrum to include Chromosomal Microarray, DNA for Fragile X and lead level. MECP2 for Rett Syndrome is recommended for girls with an autism diagnosis.)

Tools to Learn more about Autism Spectrum Disorder:

- Tool Kit: A Parent's Guide to Autism - (This guide provides information about what autism is, shares common reactions to getting the diagnosis, reminding parents to take care of themselves, tips to manage the stress that they may experience, sharing tips for supporting siblings, advocating for your child, and building a support network, vignettes of stories from families and frequently asked questions. This tool kit can be found at <https://echoautism.org/new-diagnosis-under-age-4/> then click A Parent's Guide to Autism)
- Tool Kit: 100 Day Kit for Young Children - (This guide is designed to provide you with the information and tools you need to make the best possible use of the days following the diagnosis. It is a comprehensive tool filled with facts and resources such as information about symptoms, treatment, legal rights and advocacy. This tool kit can be found at <https://echoautism.org/new-diagnosis-under-age-4/> then click 100 Day Kit for Newly Diagnosed Families of Young Children)
- Tool Kit: An Introduction to Behavioral Health Treatments - (This toolkit provides behavior basics and information that may help the family understand the functions of a child's behaviors, in addition to basic strategies of increasing appropriate behavior. This tool kit can be found at <https://echoautism.org/behavior-basics/> then click Introduction to Behavioral Health Treatments)
- Autism Navigator - About Autism in Toddlers and Video Glossary - (This self-paced program will teach families about autism symptoms and supports and intervention to help their child thrive. Autism Navigator also has information about evidence-based supports for everyday activities and developmental growth charts to recognize and monitor meaningful outcomes. Family can create a login and access modules and videos at <https://autismnavigator.com/courses/>)
- CDC Autism Case Training Videos <https://www.cdc.gov/ncbddd/actearly/autism/video/index.html>

Consider presenting follow-up for this patient case or any other patient cases at a future ECHO session.

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