

ECHO Idaho: Autism STAT Patient Case Recommendations

Presentation Date

7-11-24

Type

New

Presenting question: The family is now most interested in understanding if he meets criteria for a diagnosis of autism.

Additional identified concerns:

Parent Qs:

- How can we best support him?
- What should we do for school planning and placement moving forward?
- What therapies and supports would help him the most?
- Should we share his diagnosis with others?

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

PHYSICIAN RECOMMENDATIONS:

Recommendation 1:	Explore what self-care awareness and willingness to accept may look like.
Recommendation 2:	Swimming lessons if able to in his street clothes as that would be how he would encounter water if wandering.

PEDIATRIC NEUROPSYCHOLOGIST RECOMMENDATIONS:

Recommendation 1:	Consideration of developmental preschool/early childhood education is highly recommended. Interventions such as social skills, language intervention, and occupational therapy may be especially helpful as part of the child's school services.
Recommendation 2:	Close monitoring of cognitive development and educational achievement is important in light of this child's learning difficulties. Use of visual supports and multimodal instruction will be useful. Consider referral for a treatment planning evaluation with a psychologist/neuropsychologist who specializes in ASD to assist with diagnostic clarification and treatment planning.

PEDIATRIC SLP RECOMMENDATIONS:

Recommendation 1:	Private speech and language therapy
Recommendation 2:	Referral for Occupational Therapy and monitor feeding and refer when needed

COUNSELOR RECOMMENDATIONS:

Recommendation 1:	For B1 criteria recognition of the symptoms being mixed and speech patterns are also repetitive nature and can belong in both A and B criteria, nicely done. As I thought about the case one reason repetitive behaviors may not be observed as much as the parents are routine in their structure and have repetition built in through the day. Just FYI may not present out of place due to their own work on developing his environment. And as their influence of on his
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	environment becomes less, we may see more repetitive behaviors come out, just as example to share with them in the fluidity of the symptoms.
Recommendation 2:	As parents are laid back but present ready for diagnosis at this time. Providing them with encouragement to get their own therapy and psychoeducation in supporting their child. This can help them navigate future struggles, concerns and problems with ease as they have more self-preparation in emotional regulation, self-awareness and understanding of neurodevelopmental processes.

BCBA/PARENT ADVOCATE RECOMMENDATIONS:

Recommendation 1:	<p>I would recommend pursuing the Early Childhood Screening through the School District to potentially qualify for a developmental preschool.</p> <p>I would also support your recommendation for ABA therapy, to potentially target the safety concerns (elopement) and the social skills deficits. A good ABA provider can also help train parents. In absence of an ABA therapist, pursuing behavior intervention through the developmental disabilities program and finding a good case manager to locate more resources will be a great support to this family. Also they can help with Katie Beckett Medicaid applications.</p>
Recommendation 2:	I would also recommend helping these parents find respite, and also parent training. Although their child is pretty go-with-the-flow right now, there may come a time when they have more challenging behaviors. Having this training now will help them know how to prevent and respond to those challenging behaviors.

THE FOLLOWING TOOLKITS/RESOURCES MAY BE HELPFUL:

- 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>
- 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)
- Head Start/Early Head Start - (This federal program supports local child learning centers to provide high-quality, developmentally appropriate learning for children. Local communities offer different programs. This website can help determine what is available in the community: <https://headstartprograms.org/>)
- 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:

Prescribe clinical outpatient occupational therapy to address adaptive skills

Community Resources/Connections:

Idaho Parents Unlimited (<https://ipulidaho.org/>)

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)

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: 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)
- 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>