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**ECHO Session Date:** 10/08/2024

Thank you for presenting your student at ECHO Idaho – K12 Behavioral Health in the Classroom session. Please keep in mind that your School District policies and Health Services procedures, medication administration protocols, process guidelines, remain the guiding principles to your practice.

After review of the case presentation and discussion of this student's case among the ECHO Community of Practice, the following suggestions have been made:

**Student Grade Level:** K-2 grade

**Summary:**

This student exhibits extreme emotional outbursts that appear to occur unpredictably, often when he perceives he is in trouble. These outbursts involve yelling, self-harm, hitting, and negative self-talk. At times, he has also harmed others and damaged property. The student displays impulsivity, such as mimicking others and making inappropriate physical contact. He has a history of aggression among older siblings and is currently diagnosed with ADHD, for which he takes Adderall. Although he is not on an IEP or 504 plan, he does have a Behavior Intervention Plan (BIP) and is awaiting a full neuropsychological evaluation.

Several interventions have been attempted, including visual aids for personal space, sensory breaks, positive reinforcement strategies, and structured seating arrangements. Despite these efforts, there has been minimal progress, and the team struggles with identifying warning signs before an outburst and re-regulating him when he becomes angry. The primary goals are to reduce aggression, improve self-regulation, and encourage positive self-perception.

**Question:**

The team seeks additional strategies to help this child complete tasks without triggering an emotional response, as he does not respond well to first/then statements, visual expectations, or examples of appropriate work completion.

**Recommendations:**

The case recommendations discussed for the student focused on managing his behavioral issues and medication regimen. Here are the key recommendations:

**Behavioral Interventions:**

- Continue placing the student with a teacher known for handling similar cases effectively, ensuring the teacher actively communicates any behavioral incidents.
- Reinforce the existing counseling sessions and consider behavioral therapy to address aggressive behaviors and emotional outbursts.
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- Implement a sensory evaluation and possibly reinstate or find alternative solutions for a sensory room, considering the previous positive influence of such an environment on the student.
- Trial a self-monitoring system where the student rates his behavior daily and compares it with the teacher's rating to build self-awareness and recognition of appropriate behaviors.

*Educational Supports:*

- Complete the ongoing psychoeducational evaluations (full psych eval and SPED evaluation) to better understand his academic needs and cognitive abilities.
- Based on evaluation results, tailor his educational plan to ensure he receives appropriate support, especially in subjects where he exhibits more significant challenges.
- Continue to engage with parents to bridge perceptions about his academic performance and align them with the school's assessments.

*Medication Assessment and Management:*

- Determine the exact medications the child is taking and ensure consistency in his medication regimen, particularly assessing whether missed doses are contributing to his behavior problems.
- Evaluate the impact of ADHD stimulant medications like Adderall on his behavior, considering the possibility that they might be amplifying issues such as aggression. If stimulants are identified as a contributing factor to aggressive behavior, consider switching to a non-stimulant alternative.
- Explore alternative treatments if medication availability is inconsistent, especially due to reported shortages. Discuss natural supplements or other potential alternatives with healthcare providers, although school staff should refrain from making medical recommendations directly.
- Consider working with the school nurse to arrange medication administration for missed doses of morning meds (per district policy & if parent/MD agree).

*Parental and Home Environment Support:*

- Strengthen collaboration with parents to ensure a consistent approach between home and school.
- Explore the family dynamics and the potential influence of sibling behaviors on the student.
- Enhance communication and support strategies with the new school social worker to provide continuity and additional support for the family.

*Trauma and Social Skills Assessment:*



- Investigate the possibility of past trauma which may be influencing his behavior, with a sensitive approach to uncovering any undisclosed traumatic events.
- Assess his ability to read and respond to social cues accurately, considering potential interventions if deficits are identified.

*Feedback and Information Sharing:*

- Provide feedback and additional information to the parents and other relevant parties about possible solutions and management strategies for the child's condition, ensuring that everyone involved in his care has access to consistent and accurate information.