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ECHO Session Date: 9/24/2024

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:

The student is a 7-year-old male with behavioral challenges including aggression, underdeveloped social skills, peer conflict, impulsivity, and difficulty following directions in class. These issues began when he started school this year after being home-schooled for preschool and kindergarten. His father describes him as highly energetic and struggles with respecting physical boundaries.

Interventions: The student has a Behavior Improvement Plan, token economy system, positive reinforcement, brief timeouts for unwanted behavior, outpatient counseling, and the family is considering ADHD medication.

Diagnoses & Background: The student was recently diagnosed with ADHD (combined type) and exhibits behaviors consistent with fetal alcohol syndrome (FAS) and reactive attachment disorder (RAD). There is a family history of ADHD and substance abuse, with in-utero drug exposure. The student lives full-time with his father; his mother, currently incarcerated, has limited contact.

Goals: The father hopes the student will succeed in school, make friends, and respect physical boundaries. Counseling goals include improving social skills and self-regulation.

Educational Status: The student is not on an IEP or 504 Plan, but a Behavior Intervention Plan is in place, and a functional behavior assessment is in progress.

Question:

Seeking recommendations and general input on managing this case to support the student's behavioral and social development.

Recommendations:

Medication Consultation: The panel emphasized the importance of exploring ADHD medication, particularly considering the student's in-utero substance exposure, which may increase impulsivity and self-regulation difficulties. The need for careful consideration of pharmacological intervention was highlighted, especially given concerns about potential future behavioral issues.



Occupational Therapy (OT) Consultation: The student may benefit from consultation with an occupational therapist, particularly around sensory modulation issues. This could help him manage his difficulty sitting still and respecting boundaries.

Behavioral Interventions:

- **Positive Reinforcement Focus:** Shifting to more frequent positive reinforcement instead of relying heavily on timeouts was recommended. A token economy could be adjusted to provide rewards mid-day or more frequently to better support the student's short-term behavioral goals.
- **Frequent Rewards:** Rewarding the student more often (e.g., after half a day) instead of waiting until the end of the day or week could increase motivation. These rewards could include social experiences with adults or peers rather than just tangible items.
- **Consistent Social Skills Training:** Social stories and regular rehearsing of social interactions, both at home and school, were recommended. Visual aids and simplified instructions should be utilized.

Parental Involvement: The father's involvement is critical, as this is also his first exposure to a structured learning environment. Encouraging consistency between school and home, and building a positive, supportive relationship with the father, will be essential. The school counselor is providing resources to help with consistent parenting strategies. Engaging the father in small, manageable tasks at home, such as 5-minute play or skill-building activities, could help reinforce the interventions.

Social Engagement: The panel expressed concern about the student's limited social exposure outside of school, suggesting that opportunities to develop peer interactions should be created within the school environment. Social skill-building interventions and increased structured social experiences with peers were recommended.

Self-Esteem Concerns: The student's lack of friends and difficulties making social connections may lead to self-esteem issues. It's important to prioritize building his social skills and creating positive peer interactions to prevent long-term emotional impacts.