



Presenter Credential: Teacher

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.

Student grade level: K-2

Summary:

First grade student diagnosed with Autism, spends less than 50% of the day with general education peers and receives partial adult support during targeted activities. Strengths include knowledge of numbers, letters, beginning letter sounds, and labeling emotions, as well as strong motor skills like using scissors and writing their name. The student is highly active and enjoys running but struggles with sensory regulation, leading to impulsiveness and inappropriate physical contact with staff. Various accommodations, including visual supports, AAC, fidgets, small group instruction, and frequent breaks, are in place. Past interventions include sensory activities like running, pulling, and carrying exercises, but they have not sufficiently helped with regulation. The student receives speech and OT services outside of school, and the family hopes for progress in special education.

Question:

The educator seeks alternative sensory strategies and redirection techniques for inappropriate physical behaviors.

Recommendations:

Behavioral Assessment & Intervention:

- Consider conducting a Functional Behavior Assessment (FBA) to identify triggers.
- Track behavioral patterns and adjust interventions as needed.
- Ensure staff training and collaboration with parents and providers for a comprehensive approach.
- Implement Applied Behavior Analysis (ABA) therapy and engage a BCBA for structured intervention.

Sensory & Alternative Engagement:

- Explore sensory-seeking behaviors with fabric swatches and structured sensory activities (e.g., weighted items, wall pushes, pushing heavy objects, etc.).
- Limit unstructured time by assigning classroom jobs and reinforcing alternative behaviors with rewards.
- Use class-wide social skills training to teach appropriate social cues and interactions. Be sure to implement a class-wide rewards system with this approach.
- Implement consistent redirection strategies and consider using new language other than “no” or “stop”.

Medical & Community Support:

- Continue discussions with parents about medical consultations and behavior management strategies.
- Explore Medicaid eligibility and Targeted Care Coordination for additional services.
- Utilize Idaho Behavioral Health Plan and connect with Idaho SESTA (Diana Morgan’s contact information can be found below).

Family & Cultural Collaboration:

- Continue to maintain a strong family communication and reinforce consistent behavioral expectations at home and at school.
- Address cultural influences on behavior and encourage ABA support at home.

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

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