



**ECHO Session Date:** 5/15/25

Thank you for presenting your student at ECHO Idaho – K12 Supporting Students with Autism 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:

**Summary:**

This case was presented several months ago to the ECHO community; this is an update.

The student has ASD and spends the full day in a self-contained classroom with 1:1 paraprofessional support. He is highly creative, enjoys music and art, and shows independence in self-care. He is beginning to use a GoTalk9 AAC device and can verbally express simple refusals. Challenges include significant rigidity and physical aggression (biting, scratching, attempted choking, elopement) when things don't go as he expects. He has an IEP, BIP, and crisis plan, and uses various accommodations and supports, including visuals, sensory tools, and modified work. At home, concerns include lack of clothing, possible OCD, and elopement, with safety as the family's main goal. The school team is focused on helping him regulate emotions and prevent aggression, seeking strategies to ensure classroom safety and meet his needs proactively.

**Recommendations:**

First, thank you for this follow-up case. Kudos to you and your staff for the dedication you have for this child.

We are thrilled that you and your team celebrated successes! Moving him from those overalls to sweatpants, having him wear shoes, and getting him outside-- that's a big deal. You are ending the school year on a high note.

Below are key recommendations:

**Individualized Instruction and Intervention**

- Continue to emphasize small group or one-on-one instruction tailored to the student's academic needs, especially in reading and writing.
- Explore offering a support person who can go with him to extended school year to prevent regression.
- Continue to provide support for learning challenges through specialized strategies and accommodations such as:
  - Breaking tasks into manageable parts
  - Providing frequent repetition and review
  - Providing immediate feedback
  - Using graphic organizers and visual aids
  - Giving extra time for assignments and assessments



### **Use of Visual and Assistive Tools**

- Utilize visual aids, graphic organizers, and assistive technology (e.g., text-to-speech, speech-to-text) to support reading and writing tasks.

### **Reduce Environmental Stressors**

- The change in clothing could be creating an adjustment period where tolerance is low unless there is some other change that has occurred.
- For a child with ASD, sensory supports should be embedded naturally and consistently throughout the day based on the child's sensory and interest preferences, rather than being limited to scheduled intervals or used as rewards. This approach can help reduce stress and support ongoing regulation.
- Create a calmer, more controllable setting (e.g., adjusting lighting, offering a separate space) to help the student feel more regulated.
- Embed sensory supports naturally throughout the day based on the student's preferences, rather than making them earned or limited to set times.
- Symbolic care taking of those types of minor injuries if he tends to stay dysregulated after those occurrences can help like a cold rice pack or a non-sticky Band-Aids

### **Collaboration and Consistency**

- Coordinate between educators, specialists, and caregivers to ensure consistent implementation of supports and routines.
- Monitor progress in IEP goals and adjusting instruction based on data

### **Monitoring and Responsiveness**

- Ongoing data collection and adjustment of interventions based on observed progress and behavioral cues.

**External Support** - Continue to support the family in accessing outside services, including medical and behavioral interventions now possible through Katie Beckett coverage (e.g., ABA, dental care, desensitization to medical visits).

**Address potential underlying causes of behavior** - Ensure he does not have undiagnosed pain or discomfort.

**Promote safety**- through activities like swimming lessons and awareness of risks.