

BLUE BIRD SUCCESS STORY

Eric, 6, Autism Spectrum Disorder, PICA

Eric began at Blue Bird Day at the age of 3 years, 5 months. Eric's parents were looking for an educational program for him to improve his self-care skills, engage with peers, and build regulation skills. Eric is a loving, happy, and energetic 6-year-old who loves books, swinging, cars, and Zoophonics!



INITIAL EVALUATION

- Challenging behaviors
- Difficulties with self-care
- Melt downs/ tantrums
- Sensory processing challenges
- Auditory sensitivities
- Delayed play skills
- Language delays (not using any language to communicate)
- No regulation skills (only calms down with iPad)
- Self-injurious behaviors
- Limited attention to age appropriate tasks

INITIAL GOALS

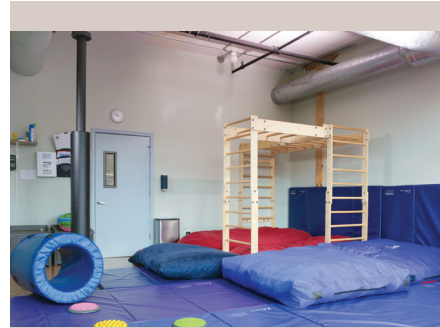
- Increasing expressive and receptive language
- Increasing engagement in social settings
- Gain self-regulation skills
- Begin understanding his emotions
- Build relationships with peers
- Improve attention
- Gain independence in self-care skills such as toileting
- Improve reciprocal play

PROGRESS NOTES OR OUTCOMES

- Using single words and PECs book to communicate
- Follows simple adult directions
- Uses co-regulation strategies when upset
- Improved frustration tolerance
- Engages in circle time with peers
- Participates in reciprocal play with providers
- Attends to simple puzzles and crafts

DISCIPLINES & SERVICES OFFERED

- Occupational Therapy
- Social Work
- Behavioral Therapy
- Speech Therapy
- Physical Therapy
- Developmental Therapy



Blue Bird Day

Therapeutic Day Program with locations in West Loop, Northcenter and Wheaton, Illinois

Contact us at info@bluebirddayprogram.com

312.243.8487

BLUEBIRDDAYPROGRAM.COM

BLUE BIRD SUCCESS STORY

Eric, 6, Autism Spectrum Disorder, PICA

Blue Bird Day's (BBD) mission is to champion children to reach their full potential by providing individualized therapeutic care in the most natural setting. BBD is designed to foster socialization, sensory regulation and pre-academic learning in children ages 2 - 7 years in therapeutic rotations that simulate a preschool and kindergarten setting. We believe in regular assessment with both therapists and families, incorporating multi-disciplinary data to review and evaluate current program effectiveness and appropriateness of treatment goals and supports. Below is a summary of Eric's progress from initial evaluation to two-years of treatment.



A NOTE FROM A THERAPIST

"I have been working with Eric in occupational therapy for about 4 months. He has been at Blue Bird Day for almost 3 years and has come such a long way. In my own experience with Eric, he has made gains in a short amount of time. Since Eric works with his providers every day, he has become a quick learner and adapts to new challenges within a few days.

Eric is a relationship-based kiddo and enjoys silly back and forth play with his therapists. When I first met Eric, we hit it off by engaging in simple bouncing and crashing games in the gym. He loves to be picked up and then thrown into the large crash pad pillow. This was a simple way for me to engage with him, have him ask me for more crashes, and make eye contact with me.

In occupational therapy, we have been working on self-care skills, frustration tolerance, and regulation skills. Eric loves linear vestibular input (swinging in a straight line) and deep pressure (squeezes and hugs) to help him calm down when upset or to maintain a regulated state.

Working with Eric has been so much fun. I love seeing his progress every day. Right now, we are working on potty training as a team. At Blue Bird, we make sure the child's whole team is on the same page, working together on goal, and communicating throughout the day in order to set the child up for success. This is why our kiddos meet goals quickly and build off of the skills they have learned. Eric has definitely thrived in the Blue Bird environment and I am excited to see what goal he is going to reach next!"

CATEGORY	INITIAL EVALUATION	AFTER 2 YEARS
Social Skills	Eric demonstrated delays in social emotional development. He had difficulty making eye contact and was only able to engage in a adult directed task for 5-10 seconds. Eric did not frequently initiate play with others and was unable to engage in pretend play.	Eric is able to engage in an adult directed seated task for 5-10 minutes. He maintains eye contact with providers and enjoys silly reciprocal play schemes. Eric is demonstrating improved play skills by making a toy train go and saying "choo choo" or imitating animal sounds.
Practical Life Skills	Eric demonstrated delays in self-care skills. He required assistance to get dressed, wash his hands, and bathe himself. He was unable to use utensils and was not yet initiating a bathroom routine.	Eric is able to remove loose clothing and pull his pants up and down during potty routine. He uses a spoon to bring food to his mouth. With support and adult models, he can wash his hands and participate in bath time.
Communication	Eric scored with delays in two-way functional communication, often pulling others to items of interest or using gestures. He was not yet verbally communicating with others consistently.	Eric independently uses signs for "more", "go", and "eat". He is producing 3-5 consonant sounds consistently.

CATEGORY	PEP-3 % DELAY	DAYC-2 % DELAY
Cognition	80% Delay	73% Delay
Social-Emotional	85% Delay	78% Delay
Self-Help / Adaptive Behavior	46% Delay	43% Delay