

BLUE BIRD SUCCESS STORY

Liam, 5, Autism Spectrum Disorder and Cerebral Palsy

Liam is a charming little boy who love silly play, reading books, and singing his favorite songs! He was originally referred to Blue Bird Day at age three when his family was looking for an intensive therapeutic program for treatment secondary to his Cerebral Palsy diagnosis.



INITIAL EVALUATION

- Fleeting attention
- Avoidance of adult-directed activities
- Significant language delays
- Used gestures and some vocalizations to communicate
- Required physical assist to negotiate stairs
- Unsafe sensory seeking behaviors
- Dependence on caregivers for self-care skills
- Limited food repertoire

INITIAL GOALS

- Increase socialization and play skills with peers
- Improve independence in self-care skills
- Improve engagement and attention
- Sensory regulation
- Overall strengthening
- Functional communication
- Nutrition

PROGRESS NOTES OR OUTCOMES

- Improved engagement, attention, and volition
- Initiates play with peers
- Increasing independence with self-care skills
- Participates in co-regulation strategies with adults
- Improved strength and balance
- Uses simple sentences and phrases to communicate
- Can physically negotiate stairs with just standby assist

DISCIPLINES & SERVICES OFFERED

- Occupational Therapy
- Physical Therapy
- Speech-Language Therapy
- Social Work
- Nutrition Services



Blue Bird Day

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

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BLUEBIRDDAYPROGRAM.COM

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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 Liam's progress from initial evaluation to two-years of treatment.



A NOTE FROM A THERAPIST

"Liam has been a pleasure to work and play with. He continues to make remarkable progress in all developmental areas. When he started at Blue Bird, he did not present with the ability or desire to connect with others, but now asks peers to play "Ring Around the Rosie" or chase with him. He loves to greet his teachers when they walk into the room by giving them a hug. He enjoys making silly faces and singing his favorite songs, which include Frank Sinatra's "My Way." Initially, he was a big risk taker and often unsafely somersaulted off elevated surfaces. Now, he is able to actively participate in therapist-directed sensorimotor activities such as the swing, ball work, monkey bars, and obstacle courses. His physical development has greatly improved. The prognosis of a CP diagnosis is never certain in terms of independent ambulation, but with treatment and the use of orthotics, he walks about the environment on his own, negotiates up/down stairs holding onto the handrail, can maneuver a balance beam, and jumps up and down. Blue Bird will not be the same when Liam transitions to a mainstream school! It has been amazing to see this little guy grow, gain independence, and live life with such an exuberant personality!"

CATEGORY	INITIAL EVALUATION	AFTER 2 YEARS
Social Skills	Liam presented with very limited social and play skills. He required assistance with sensory regulation, sustained engagement, and functional play in order to play alongside peers or adults. He presented with low frustration tolerance which often led to emotional dysregulation.	Liam can now verbally initiate play with a peer or express his play idea to an adult. He enjoys being silly and can identify emotions from facial expressions. With coaching from an adult, he is able to calm himself after an emotional time.
Practical Life Skills	Liam required parent assistance to complete all self-care routines, such as dressing and hygiene tasks. He used his fingers to self-feed. He was not yet participating in any sort of toileting routine.	Liam demonstrates increasing independence with dressing tasks. While toileting, he can sit on the toilet for 3 minutes, manages his own pants, and can sequence handwashing. He can use a fork and spoon to self-feed with assistance.
Communication	Liam presented with significantly impaired receptive and expressive language. His decreased attention impacted his ability to follow multi-step directions. He communicated with simple words and gestures. He was not able to identify shapes, letters, or describe objects.	Liam now answers "what, who, where" questions, and identifies objects by name and function. He utilizes 3-4 word sentences to communicate his wants and needs. He greets others, responds to questions, asks for help, and makes requests.
CATEGORY	PEP % DELAY	DAYC-2 % DELAY

Cognition

49% Delay
(PEP)

45% Delay
(DAYC-2)

Social-Emotional

Not applicable

39% Delay
(DAYC-2)

Self-Help / Adaptive Behavior

44% Delay
(PEP-3)

24% Delay
(DAYC-2)