

BLUE BIRD SUCCESS STORY

Tyler, Age 6, Autism Diagnosis

At 3.5 years old, Tyler was originally referred to Blue Bird Day seeking an intensive therapeutic approach in order to expand his speech ability, sustained attention, safety awareness, and develop positive social skills with peers. Tyler loves movement and is always on the go. He enjoys intense swinging, spinning, crashing, playing games of chase, and rock climbing. He is caring, funny, energetic, creative, and enjoys engaging in play with peers.

INITIAL EVALUATION

- Unsafe sensory seeking behaviors
- Decreased spatial, body, and safety awareness
- Self-regulation concerns
- Self-care delays
- Delayed strength, balance, endurance, and motor planning
- Delayed play skills in areas of engagement, flexibility, shared attention, and joint attention
- Significant receptive language delay
- Moderate expressive delay
- Moderate social/pragmatic language delay
- Nutrition concerns related to limited food acceptance and inadequate protein intake

INITIAL GOALS

- Increase safety navigating environments
- Support sensory modulation
- Increase participation in daily routine
- Improve strength, balance, endurance, and motor planning
- Increase receptive language development
- Increase expressive language development
- Increase pragmatic language skills and social reciprocity
- Improve social-emotional skills and play development
- Improve cognition development
- Improve protein intake and food acceptance

PROGRESS NOTES OR OUTCOMES

- Increased independence of self-help skills
- Improved communication for wants and needs
- Improved volition to promote skill development and mastery
- Developed interest in interpersonal play
- Improved participation and attention provided with structure, sensory, and environmental supports
- Progress in learning and behavior goals
- Improved fine motor development
- Gains in expressive, receptive, and pragmatic language skills
- Improved foundational object manipulation skills
- Improved exploration of non-preferred or novel foods

DISCIPLINES & SERVICES OFFERED

- Occupational Therapy
- Physical Therapy
- Speech Therapy
- Developmental/Behavior Therapy
- Social Work



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 Tyler's progress from initial evaluation to one-year of treatment.



A NOTE FROM A THERAPIST

"I have been working with Tyler as his occupational therapist since June 2020 and have seen so many gains since being part of this therapeutic team! He loves coming to Blue Bird Day and at times he shows distress in departing due to having so much fun, which is all you can ask for as a therapist. I have had the pleasure to work with Tyler during therapeutic rotations with peers and individual extended day sessions. I love being able to work with him not only individually but with peers, as well. Tyler has a high threshold for vestibular and proprioceptive input and craves movement. We have implemented sensory breaks into Tyler's day, which has improved his regulation and arousal level throughout his rotations while at Blue Bird Day. Tyler's team has noticed improvements in his attention during seated tasks, safely navigating transitions, and participation in peer-play.

One of my favorite characteristics of Tyler is his empathy and care for others. If anyone falls, hurts themselves, has an injury, or is wearing a band-aid, Tyler is ready to call the doctor (even if it is dried, red paint on your finger)! Tyler is truly a special person with an abundance of energy and charm. His smile is infectious and his love of making silly faces and taking selfies is unparalleled. I feel so blessed to have been able to work with him as his occupational therapist because of Blue Bird Day!"

CATEGORY	INITIAL EVALUATION	AFTER 1 YEAR
Social Skills	Tyler's sensory processing, expressive language, and self-regulation impacted his social interactions. He demonstrated rigidity in his play schemes with difficulty following adult and peer led play, delaying reciprocal social interaction. He had difficulty taking turns and sharing with other peers. He presented with a low frustration tolerance towards adults and peers.	Demonstrated spontaneous greeting towards peers and familiar clinicians and showed a strong desire to play with familiar peers. He verbalizes his requests to play and get peer's attention by calling their name. He demonstrated improved turn taking and increased imaginative, pretend play skills.
Practical Life Skills	Tyler presented with delays in self-care routines and activities of daily living. He presented with delays in using utensils during feeding, often finger feeding himself. He required assistance in dressing and bathing. He was not yet toilet trained.	Tyler independently initiated and completed toileting routine, requesting for privacy in the bathroom. He served himself at the table, hung up his clothes, and fastened his seat belt in the car. He assisted in dressing himself with support of caregivers, as needed.
Communication	Tyler demonstrated significant receptive language delay and moderate expressive and pragmatic language delays. His expressive language primarily consisted of nonverbal cues, such as pointing and one-word phrases to request and occasionally comment. He presented with limited verbal output and fleeting eye contact.	Tyler began demonstrating the ability to follow 2-step related directions and answering a variety of WH- questions. Tyler demonstrated improved verbal communication of his wants and needs, especially those highly preferred. He demonstrated the ability to produce regular plurals in spontaneous speech and in structured tasks.

CATEGORY	INITIAL (PEP-3) % DELAY	ANNUAL (DAY-C) % DELAY
Cognition	No initial % delay taken	26% delay
Social-Emotional	No initial % delay taken	26% delay
Self-Help / Adaptive Behavior	37% Delay	13% delay