

# BLUE BIRD SUCCESS STORY

Michael, Age 5, Autism Diagnosis

Originally referred to Blue Bird Day after diagnosis of ASD at age 3. Michael is funny, charming, engaging, energetic, intelligent, playful and imaginative. He enjoys movement activities, reading, using the computer, playing soccer, sports and games with his family, obstacle courses, bowling, dancing, Daniel Tiger, Dinosaur Train and Blues Clues.



## INITIAL EVALUATION

- Significant language delays
- Social difficulties
- Challenges using fork and cup
- Not yet toilet trained
- Auditory sensitivity
- Unsafe sensory seeking behavior
- Melt down / tantrum behavior
- Difficulty maintaining personal space
- Delayed play skills in areas of engagement, shared attention, and joint attention

## INITIAL GOALS

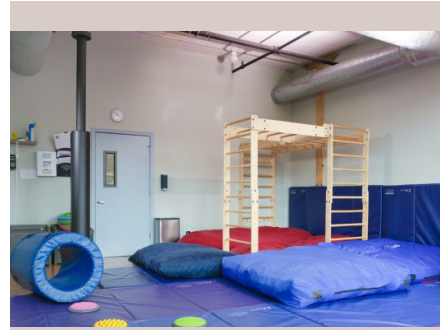
- Increasing expressive / receptive language
- Relationship building
- Independence / participation in self-care tasks such as toileting routines through multi-sensory, play based approaches
- Safety in navigating the clinic space
- Body awareness
- Reciprocal engagement

## PROGRESS NOTES OR OUTCOMES

- Uses full sentences to communicate
- Improved receptive understanding
- Improved ability to follow adult directives
- Improved safety awareness in using clinic space as well as navigating community
- Improved frustration tolerance and persistence through challenges
- Ability to label and express emotions appropriately
- Increased volition to promote skill development and mastery

## DISCIPLINES & SERVICES OFFERED

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



### Blue Bird Day

Therapeutic Day Program with locations in West Loop, Northcenter and Wheaton, Illinois  
Contact at [info@bluebirddayprogram.com](mailto:info@bluebirddayprogram.com)

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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 Michael's progress from initial evaluation to 1 year of treatment.



### A NOTE FROM A THERAPIST

"I have been working with Michael since January 2018. When Michael began ABA services at Blue Bird, we were targeting goals such as requesting and making eye contact with adults and peers. He had a low tolerance for being denied access to preferred items/activities and required assistance with play ideas. Now, in 2020, Michael initiates play with peers independently. He is able to articulate different play ideas and functionally engage in structured games. Michael has increased his tolerance of accepting denied access and now utilizes a calming sequence (that he developed) to help regulate himself. Michael has increased his independence across different tasks (i.e. playing, academic work, self care routines, etc.) and takes so much pride in completing things on his own.

I have so many memories with Michael at Blue Bird. Prior to the shut-down, I saw Michael at Blue Bird twice a day (once during group rotation and once for individual session). When I would go pick him up from other therapist he would laugh and say, "Ms. Briana? Not again." Wherever you saw me, you saw Michael. One particular day Michael and I had a difficult session - The new work was hard, we were both tired. I did the only thing I knew to do, give him a snack. While eating, he looked at me and said, "I love you Ms. Briana". I knew then one thing: a snack will fix everything. Michael has always challenged me to be a better therapist and person. His growth since being at Blue Bird has been amazing and I consider it a true honor to have been part of his success."

CATEGORY	INITIAL EVALUATION	AFTER 1 YEAR
<b>Social Skills</b>	Michael demonstrated some delays in social emotional development, preferring to watch peers play instead of engaging with them. He also presented with inability to engage in pretend or symbolic play, preferring rough and tumble play.	Michael mastered the skill of relational play, in which he was able to initiate functional interactions with a variety of play materials in a meaningful and related way as well as playing with toys functionally through their intended purpose.
<b>Practical Life Skills</b>	Michael scored in delays in self-care routines, requiring help to get dressed, using fasteners, putting on shoes, washing his hands and initiating toileting routines.	Michael was able to initiate his toileting routine by communicating when he needed to change his diaper, void on the toilet with adult support and complete some steps of his dressing routine independently.
<b>Communication</b>	Michael scored with delays in two-way functional communication, often pulling others to items of interest or if he requires assistance and not yet verbally communicating with others consistently.	Michael mastered the skills of reciprocating joint attention, appropriately responding to verbal commands, maintaining reciprocal interactions through turn taking with peers, and answering "w" questions.

CATEGORY	INITIAL (HAWAII HELP) % DELAY	ANNUAL (DAY-C) % DELAY
<b>Cognition</b>	16%	No delay, above age-level in scores
<b>Social-Emotional</b>	33%	3%
<b>Self-Help / Adaptive Behavior</b>	33%	19%