

BLUE BIRD SUCCESS STORY

Kevin, Age 5, Autism Spectrum Disorder, Expressive Language Disorder, Social Pragmatic Communication Disorder

Initially referred to Blue Bird Day at age 2, Kevin is a smart, imaginative, curious, and affectionate little boy. He loves spending time with his two favorite people, mom and dad. Kevin also loves playing, learning, and reading about his favorite topic — animals!



INITIAL EVALUATION

- Significant expressive and receptive language delay
- Difficulty engaging with peers
- Limited accepted food repertoire
- Limited attention span
- Not yet toilet trained
- Difficulty with transitions

INITIAL GOALS

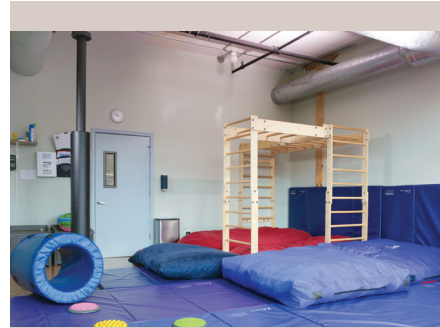
- Increased independence in self-care routines, including toileting and dressing
- Improved ability to communicate his wants and needs
- Increasing receptive language skills by following one-step directions
- Increased body and safety awareness when navigating difference spaces
- Expanding food repertoire and increasing utensil use

PROGRESS NOTES OR OUTCOMES

- Age-appropriate receptive language skills
- Independence in toileting
- Expresses wants and needs using his speech generating device
- Improved body and safety awareness across different contexts
- Working on higher level coordination skills such as hopscotch and skipping

DISCIPLINES & SERVICES OFFERED

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



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



A NOTE FROM A THERAPIST

"When I first met Kevin, he was a little three year old boy learning to explore his environment and communicate with the world around him. Kevin was communicating primarily through a few signs and became easily frustrated when misunderstood. He required support to follow one-step directions and was not yet engaging with his peers. As his time at BBD went on, I watched Kevin grow each and every day. Whether it was giving a friend a big hug in the hallway or following multi-step silly directions during speech group, Kevin was always full of new surprises. While Kevin was progressing every day, the most remarkable change came when Kevin received his speech-generating device, or his "talker." Given this new mode of communication, I watched Kevin's world open up in front of our eyes. All of a sudden, he went from communicating with a few signs to being able to share with us his likes, interests, wants, and needs using a variety of new and exciting vocabulary. Following the COVID-19 shutdown, during a year marked by uncertainty and hardship, Kevin not only continued to forge ahead, but grew more this year than any other! With the dedicated support of his parents, Kevin amazed us all during his virtual sessions—learning to read, doing math equations, and making silly comments on his talker that had us all laughing (to name a few)! I love hearing reports from mom and dad as Kevin uses his talker to request his favorite shows on Disney+ or inform them that (apparently) "elephants eat peanut butter." It has been an honor to watch him grow and I can't wait to see what he has in store for us next!"

CATEGORY	INITIAL EVALUATION	AFTER 2 YEARS
Social Skills	Kevin demonstrated some delays in his social-emotional development. He was not initiating interactions with others, was not utilizing consistent eye contact, and demonstrated limited play skills. He demonstrated difficulty utilizing and comprehending both verbal and non-verbal forms of communication.	Kevin is able to engage in functional and pretend play, with an emerging ability to turn take and share with others. He demonstrates improved emotional regulation during adult-directed tasks.
Practical Life Skills	Kevin demonstrated delays in self-help skills and daily routines, requiring assistance when dressing and was not yet toilet trained.	Kevin has mastered independent toileting, easily participates in bath time, and demonstrates an emerging ability to dress himself.
Communication	Kevin demonstrated delays in receptive and expressive language. He required gestural cues to follow one step directions and was not responding to yes/no questions. He used primarily contact gestures and a small repertoire of words to express his wants and needs.	Kevin no longer presents with any delays in the area of receptive language. He utilizes a speech generating device to communicate his wants, needs, and ideas, demonstrating an improving ability to generate 2-3 word phrases on his talker.

CATEGORY	INITIAL % DELAY	ANNUAL (DAY-C) % DELAY
Cognition	38% (Mullen Scale of Early Learning Visual Receptive Scale)	26%
Receptive Language	>50% (Rossetti Infant-Toddler Language Scales)	0%
Expressive Language	>50% (Rossetti Infant-Toddler Language Scales)	51%