

ECI Methods Final

Question 1:

Case Studies:

Sashi is a Romanian little girl who is 3 years and 11 months. Sashi lives with her mother and father who adopted her when she was 2 years old. She has been going to a community preschool for about 5 weeks. Sashi has developmental delays in the areas of speech and language, gross and fine motors skills, and with cognition. She will use a few single words, and she knows about 10 signs. She had recently learned to walk about 8 months ago, but she has an awkward gait and is a bit unbalanced when she runs. She is in the process of being toilet-trained.

Sashi's parents report that Sashi is very active and most often in movement. Her parents commented that they are madly in love with their little girl, but that their dreams were somewhat shattered because they were expecting to adopt a child of typical development. They report that Sashi likes pretty hair bows, ribbons, and clips and will try to pull them out of people's hair, although she does not like to wear them in her own hair. They have a very difficult time in the community because Sashi will resist moving by either pulling away from them or dropping to the ground. Sashi will also try to wander off when they are in stores, restaurants, and other community places. When Sashi wanders, she often will mouth objects within her reach. In the home, they need to keep the bathroom and bedroom doors closed so that she cannot get access to items in these rooms, for fear of choking. Also for her safety, they have Sashi sleep in a crib.

At preschool, Sashi seems to have a very short attention span and will move from one activity to the next. She seems very interested in her peers, but doesn't seem to know how to greet or interact with them. She is a very happy child. She is beginning to imitate her friends' gross motor activities and loves to dance and listen to music. The school staff reports that Sashi engages in challenging behaviors throughout the day. These behaviors include mouthing toys, pulling hair, resisting moving, and wandering around the classroom. Because Sashi has several challenging behaviors, she needs one-on-one assistance or guidance during unstructured activities (playground and centers).

Sarah is a 3-year-old little girl who lives with her foster parents. She visits with her mother and father for short 2- to 3-hour time blocks about 3 times a week and stays over-night once a week. Sarah has normal language development, although she rarely talks. She most often uses gestures and a few signs. Although Sarah is toilet-trained, she has several nighttime accidents a week.

Sarah's foster parents report that Sarah seems to be very sad, quiet, and plays alone most of the time. She will interact with adults if rocked or sitting in an adult's lap. When Sarah visits with her parents, she comes home with a very small appetite and has very restless nights, waking 3-4 times a night crying. When this happens, her foster mother will lay with her until she falls asleep again. Sarah's foster parents will often find her playing under tables or in her closet.

At preschool, Sarah seems to be socially isolated and weepy. She doesn't really talk much during school. Her teacher reports that Sarah plays under furniture during centers. During arrival and dismissal times, Sarah cries. She will sometimes cry throughout the day. Teachers can console her if they rock her or hold her.

Pablo is a 2-and-a-half-year-old little boy who lives with his mother, father, and 5-year-old sister. He attends a local community preschool. Pablo is able to communicate using 2-4 word combinations, is toilet trained, and enjoys eating and listening to stories. Pablo is on a special diet due to multiple food allergies and he is on medication for chronic asthma and allergies.

Pablo's parents report that they have had a very difficult time getting his allergies and asthma under control and they think that when he has a flare up and is on multiple medications that he loses sleep and his challenging behaviors seem to increase. When his sister tries to use the same toys that Pablo is playing with, he will hit and pinch her until she returns the toys or plays with something else. He is constantly trying to get his parents to play with him and when they can't he will hit them. Parents admit that they often "give in" to him because they don't want him to continue hitting.

At preschool, his teachers report that Pablo is very aggressive towards the other children and at times with the adults. He will hit, pinch, and sometimes bite. He is most likely to have challenging behaviors during activities where he has to share or turn take or when a peer takes a toy that he wants.

Directions:

Select one case study

1. Complete the modified Functional Behavior Analysis Worksheet for the child in your selected case. (10 points)
2. Based on the results of your FBA worksheet for your selected case, complete the Tier 2/3 Embedded Learning Opportunities Planning Sequence (10 points)
3. Consider the assistive technology that you researched for your presentation in class, as well as those of your peers. Complete the Tier 1 planning sequence for a PreK classroom or EI center that incorporates at least two different assistive technologies that were discussed. Remember, you need to first identify a learning outcome for the children, and therefore the assistive technologies you choose must be useful for allowing children to either express or engage in the lesson/activities in a variety of ways OR must be useful for the teacher/provider representing content/ideas/skills in a different context. Your inclusion of assistive technologies may be listed in either the materials column or the strategies column- you just want to make it clear how the use of the assistive technologies will provide opportunities for multiple means of expression, engagement, or representation. Example: If you choose a Tier 1 outcome of basic mathematical equations, are there assistive technologies you could incorporate into your instructional approach that will help a variety of children to work towards that Tier 1 outcome? (10 points)
4. Week 2 topic: The National Association of School Psychologists (NASP) provide 5 strategies for building protective factors for children who present with mental health

concerns. Provide an example for how you would apply each of these 5 strategies for a child in your care (include age of child). (2.5 points)

5. Week 2 topic: In your own words, state the 7 criteria (according to NASP) for when to contact a mental health professional regarding a child who you suspect has mental health concerns. (2.5 points)

6. Week 4 topic: Describe how you would ensure stability when positioning a child for feeding. Provide an example, including the age of the child and symptoms (e.g. what are the inappropriate/undeveloped motor patterns that need to be addressed), and any props that you might need to keep the child stable depending on the feeding context (Bottle feeding? Seated feeding?). Hint: remember to address the entire body, not just the mouth. (2.5 points)

7. There are a variety of reasons that children experience feeding issues. Name at least two of those reasons. Next, state the three different approaches we can use to address feeding issues and weigh the relative merits of each. Is it possible to use a combination approach, and if so, are there any advantages to this? (2.5 points)

Extra Credit:

8. Week 2 topic: According to the Center for Early Childhood Mental Health Consultation toolkit: *“Changing challenging behavior requires addressing both the environmental features (removing the need for use of challenging behavior to get needs met) and developing a replacement behavior. Developing a replacement behavior involves teaching a functionally-equivalent behavior that the child can use to get that same need met in an acceptable way.”* In your own words, state the 4 criteria for identifying/selecting a replacement behavior for a child with challenging behavior. HINT: See “Facilitating Individualized Interventions to Address Challenging Behavior” (1.5 points)

9. Pick a peer’s EBP OR AT presentation. Describe why you find that particular EBP or AT to be useful or interesting, and provide an example of how you envision using it in a classroom or in a home-visiting context. (1 point)