

Approach 1: Prescription/Recommendation Type

Therapy Services	Definition	Skills Supported	Pediatric Clinician Role
<p>State-based Early Intervention (EI), ages 0-3</p> <p>More information:</p> <ul style="list-style-type: none"> • Early Childhood Technical Assistance Center • Center for Parent Information and Resources: Overview of Early Intervention 	<p>Every state in the US has an EI program for infants and toddlers (Birth-3). The EI program supports early development in children at risk for or diagnosed with developmental delays. This program can support children across all 5 developmental domains when there are concerns. Eligibility criteria is state specific. Infants and toddlers are screened/evaluated for appropriate services. State EI programs are a part of the Individuals with Disabilities Education Act (IDEA) Part C.</p>	<ul style="list-style-type: none"> • Communication • Physical (gross motor, vision, hearing, sensory) • Cognitive (thinking, problem solving) • Adaptive/Self-help • Socioemotional 	<ul style="list-style-type: none"> • Screen for developmental delays, conduct developmental surveillance. • Refer to state-based EI program for eligibility determination; support coordination and follow up after referral. • Understand that evaluation and therapy is based on helping the child have access to education and supporting functional participation in the school environment.
<p>School Based Intervention, Ages 3-5 (Early Childhood Special Education)</p> <p>More information:</p> <ul style="list-style-type: none"> • Center for Parent Information and Resources: School Based Interventions 	<p>Every school district has a program to support children with additional learning needs/developmental delays. Children are screened/evaluated for services through their school district and may be determined eligible for additional support. These programs are part of the IDEA Part B.</p>	<ul style="list-style-type: none"> • Communication • Physical (gross motor, vision, hearing, sensory) • Cognitive (thinking, problem solving) • Adaptive/Self-help • Socioemotional 	<ul style="list-style-type: none"> • Support families/caregivers to request evaluation through local school district. • Understand the basic rules/regulations related to school services to support families/caregivers as they navigate the process. • Understand that evaluation and therapy is based on helping the child have access to education and supporting functional participation in the school environment. • Request and review a copy of evaluation/progress reports for your information and the medical record. • Check in with child/family about services being received and progress toward goals.

<p>School Based Intervention, Ages 5-22 (Special Education)</p> <p>More information:</p> <ul style="list-style-type: none"> • Center for Parent Information and Resources: School Based Interventions 	<p>Every school district follows IDEA Part B process for evaluating school aged children who may need additional educational support. Individual Education Plans (IEP) may be developed for children who are determined to be eligible for more support at school.</p> <p>*504 Plans may be appropriate for some individuals on the autism spectrum when they are not eligible for an IEP.</p>	<ul style="list-style-type: none"> • Communication • Physical (gross motor, vision, hearing, sensory) • Cognitive (thinking, problem solving) • Adaptive/Self-help • Socioemotional 	<ul style="list-style-type: none"> • Support families/caregivers to request evaluation through local school district. • Understand the basic rules/regulations related to school services to support families/caregivers as they navigate the process. • Understand that evaluation and therapy is based on helping the child have access to education and supporting functional participation in the school environment. • Request and review a copy of evaluation/progress reports for your information and the medical record. • Check in with child/family about services being received and progress toward goals. • Support child/family to advocate for necessary services across school settings and transitions.
<p>Clinical Occupational Therapy</p>	<p>Occupational therapy assesses and supports individuals to develop, adapt or maintain meaningful activities for daily living, and supports fine motor development.</p>	<ul style="list-style-type: none"> • Feeding • Self-care/hygiene • Executive functioning skills like planning and task management • Handwriting • Fine motor skills • Sensory modulation skills 	<ul style="list-style-type: none"> • Prescribe occupational therapy to support appropriate skill development outside of the school setting. • Review evaluation/progress reports • Discuss progress toward goals with child/family
<p>Clinical Speech Language Therapy</p>	<p>Speech therapy assesses oral motor skills and communication skills.</p>	<ul style="list-style-type: none"> • Swallowing/Feeding and Restrictive Eating 	<ul style="list-style-type: none"> • Prescribe speech/language therapy to support appropriate skill development.

		<ul style="list-style-type: none"> • Expressive Language skills (Sound production, articulation) • Social communication skills (gestures, non-verbal skills, conversations) • Listening/receptive language skills 	<ul style="list-style-type: none"> • Review evaluation/progress reports • Discuss progress toward goals with child/family
Clinical Physical Therapy	Physical therapy assesses movement and motor skills.	<ul style="list-style-type: none"> • Gross motor skills (e.g., running, jumping) • Toe-walking 	<ul style="list-style-type: none"> • Prescribe physical therapy to support appropriate skill development • Review evaluation/progress reports • Discuss progress toward goals with child/family
Applied Behavior Analysis (ABA)	ABA assesses and modifies behavior through teaching to increase communication, increase social and functional skills and reduce interfering behaviors	<ul style="list-style-type: none"> • Precademic and academic skills • Communication skills • Safety skills • Play/social skills • Requesting • Following directions • Reducing self-harm • Reducing aggression 	<ul style="list-style-type: none"> • Understand the basic differences in types of ABA therapy and have resources available for a family/caregiver to make informed decision about types of ABA therapy available • Prescribe ABA therapy to support appropriate skill development • Review evaluation/progress reports • Discuss progress toward goals with child/family
Parent-training	Parent training supports families/caregivers to understand the core characteristics of autism and how they can adapt their parenting strategies to support their child	<ul style="list-style-type: none"> • Communication strategies to increase skills • Strategies to respond to interfering behavior • Knowledge of autism characteristics • Knowledge of autism supports and services 	<ul style="list-style-type: none"> • Understand local and/or virtual resources available for parent training and support • Encourage families/caregivers to learn and grow with their child's needs

Counseling	Supports families/caregivers and children to develop coping skills and stress reduction	Address some of the following: <ul data-bbox="1102 235 1417 454" style="list-style-type: none">• anxiety• phobias• obsessive thoughts• mood symptoms• oppositional behaviors• self-injurious behaviors	<ul data-bbox="1470 203 1921 406" style="list-style-type: none">• Understand that children on the autism spectrum may communicate in alternative means (augmentative communication device) and this may allow them to engage in needed counseling support.
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