

INTERIM CASE STUDY



This case study has been based on interim results as part of Tailored Developmental Therapies Early Intervention Program. Client JC4 is currently still undertaking Therapies.

JC4 - Successful outcomes for 4-year-old male, with delayed receptive and expressive speech and language (Mutism), diagnosed on the Autism Spectrum

Age at the commencement of Therapy: 4 years old.

Gender: Male

Duration of Program: 11 months into the program

Success Outcome(s): Visual processing has improved, as well as language, gross and fine motor development, social, emotional development, and has improved in self-help skills.

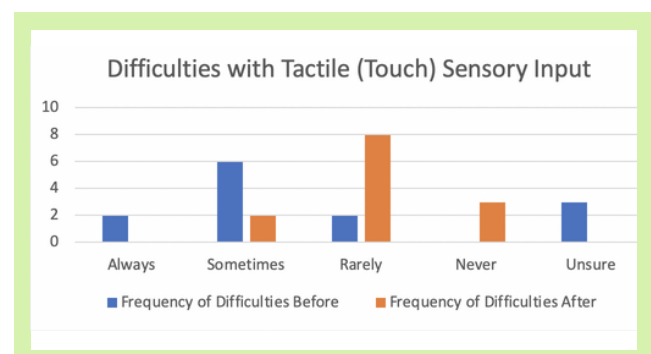
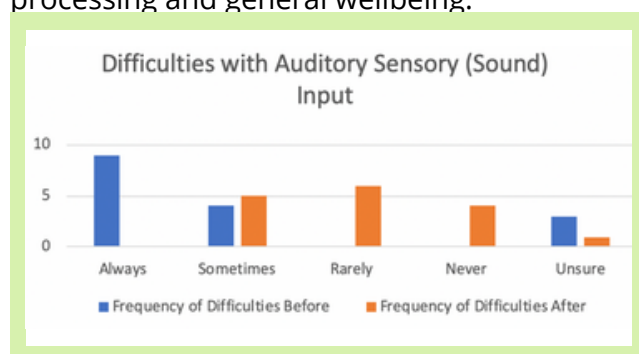
Background: Case Study JC4 has an Autism Spectrum Diagnosis.

Before therapy:

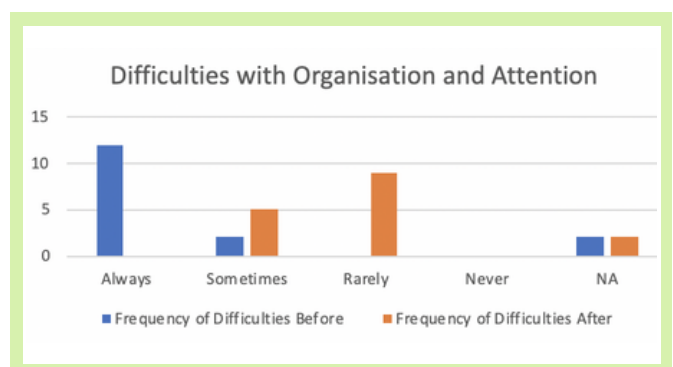
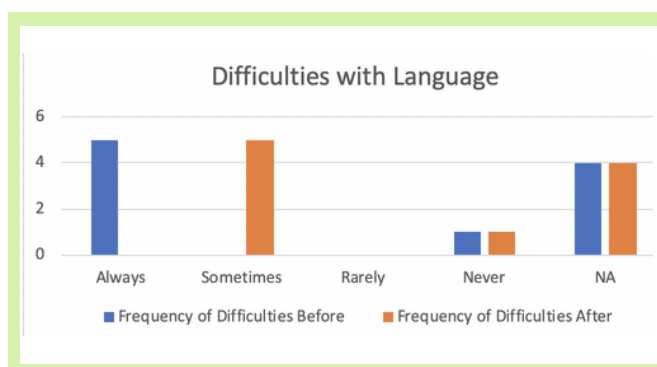
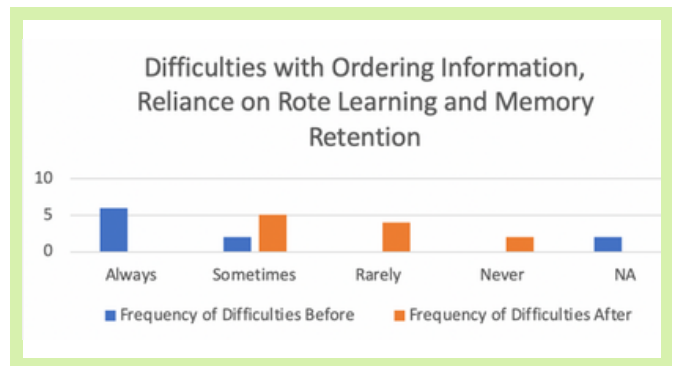
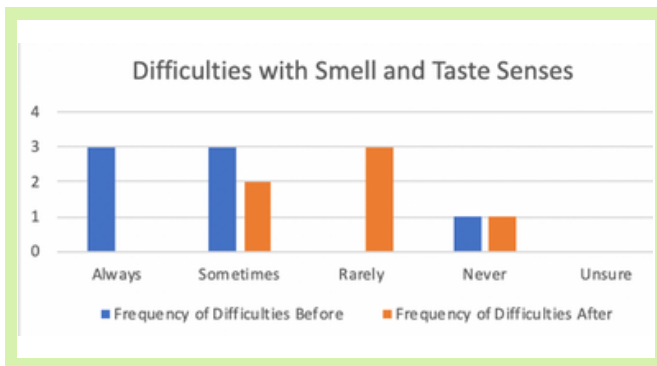
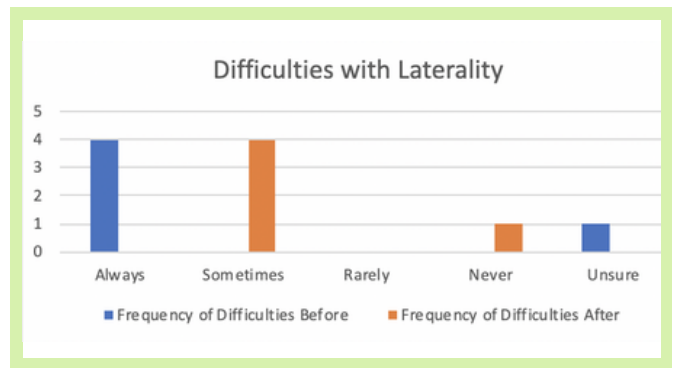
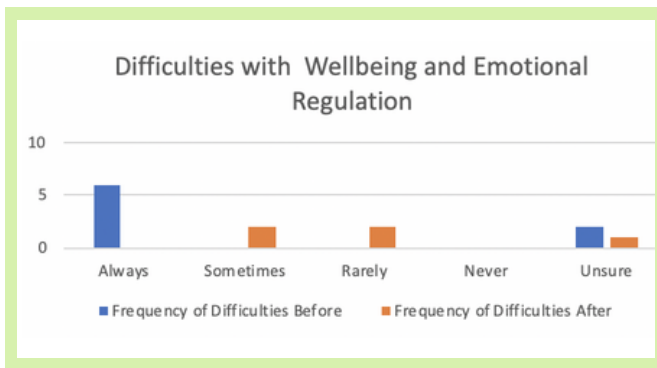
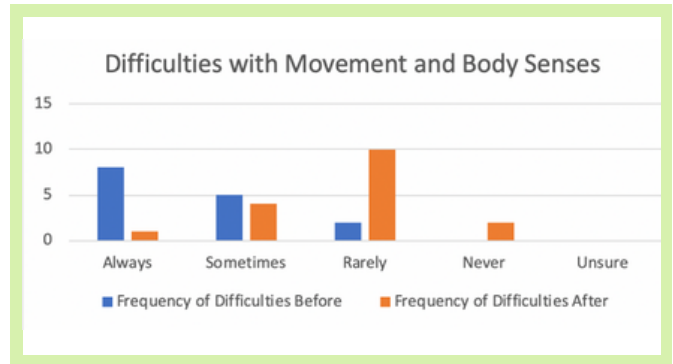
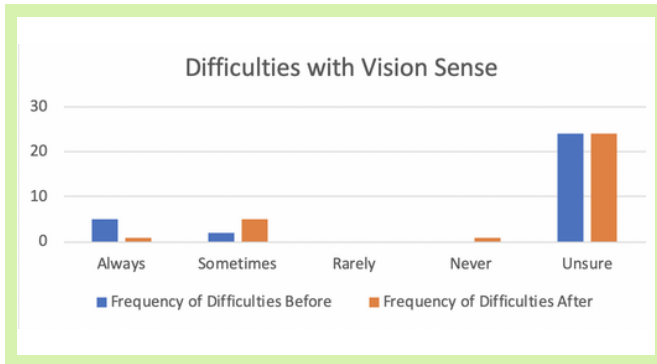
- had delayed receptive and expressive speech and language
- was unable to self-regulate and engaged in frequent meltdowns
- was hyper-sensitive to sensory input in all areas of his sensory profile
- had extremely poor gross and fine motor skills

Program: The holistic therapy programs used by Tailored Developmental Therapies integrate Retained Primitive Reflexes through movement working from the brain stem up to the frontal lobe and auditory stimulation through an individualised music listening program.

This series of case studies show improved visual and auditory processes, executive functions and whole-body integration. It results in positive changes in behaviour, learning abilities, sensory processing and general wellbeing.



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Discussion:

The growth and improvements across JC4 sensory and developmental profiles have been significant and have occurred in under 10 months of strictly adhering to TDT's Listening and Movement Programs. The below discussion outlines his growth across all areas of his development.

DEVELOPMENT	PRIOR BEHAVIOURS	INTERIM BEHAVIOURS
Visual Processing Development	<p>lack of eye contact rub around eyes poor hand-eye coordination Use of peripheral vision and lies on his side to look at objects. Overwhelmed in crowds and would Blinks, especially bothered by bright lights and glare.</p>	<p>makes low eye contact can gain and maintain some eye contact with familiar people. No longer bother by bright lights or glare. Can follow line of sight and still uses peripheral vision. No longer gets overwhelmed in crowds environments. reads and writes the letters of the alphabet correctly</p>
Language Development	<p>Very limited speech words not clearly articulated. Follows one instruction sometimes. expressive language was minimal and predominately lay in the form of echolalia (copying others).</p>	<p>says "mummy" or "daddy". Uses correct names for both people and places in his life. Using sentences and correct grammar. Sings songs. communicates his wants and needs using language, improvement in his behaviour and reduction of meltdowns. developed a good sense of humour Follows complex instructions.</p>

DEVELOPMENT	PRIOR BEHAVIOURS	INTERIM BEHAVIOURS
<p>Gross Motor Development</p>	<p>uncoordinated in his walking and running. Often tripping over his own feet and bump into things. JC4 jumped on the trampoline with straight legs and needed to hold his mother's hands to balance. Showed little interest or ability in using play equipment. JC4 was unable to roll himself along the ground unable to engage in the ball skills assessment.</p>	<p>able to walk, run, dance and ride his bike in a coordinated and controlled manner. can stand on one leg. coordinated with his jumping skills and will bend his knees and lift both feet of the ground. no longer requires assistance to retain his balance, using people or objects. Can actively negotiate play spaces, including being able to climb, balance, move through tunnels and is starting to be able to swing himself on the swing. now enjoys rolling and is beginning to be more consistent in rolling in a straight line. now able to throw/catch/kick a ball with some coordination and accuracy. uses two hands to throw and catch balls and predominately uses his right leg when kicking a ball.</p>

DEVELOPMENT	PRIOR BEHAVIOURS	INTERIM BEHAVIOURS
Fine Motor Development	<p>not able to pick up small objects from the ground using his thumb and forefinger.</p> <p>using all fingers to try and pick up the object</p> <p>unable to draw or write.</p> <p>low muscle tone in his hands and held the pencil in a loose cylindrical grasp.</p> <p>When given scissors, he placed the scissors on the back of his hands.</p>	<p>uses a pincer grip to pick small objects up.</p> <p>enjoys doing puzzles and lego and can manipulate the pieces effectively</p> <p>do up zips, open and close containers and attempt to do up buttons.</p> <p>moving from a digital grip to a modified tripod grip when assisted.</p> <p>begun drawing geometrical shapes opposed to pre-writing and can write all letters of the alphabet.</p> <p>He is now using two hands to co-ordinate a cutting action with the scissors.</p>
Social Emotional Development	<p>unable to self-regulate his emotions and behavioural responses.</p> <p>often have significant meltdowns both at home and in other environments.</p> <p>unable to calm himself down when angry or upset.</p> <p>showed little emotional connection to his parents and would never enquire where a family member was when they were not there.</p> <p>demonstrated little social/emotional awareness.</p> <p>take no notice of other children when playing in the same environment as them</p>	<p>self-regulation skills have significantly improved, the occurrence of meltdowns has reduced and when one does occur it is much easier to redirect and calm down.</p> <p>Has said I love you and is more affectionate.</p> <p>He also started to ask where his father and siblings were, when not with him.</p> <p>developed a sense of empathy and Theory of Mind.</p> <p>recognises different emotions in others and gives comfort when required.</p>

DEVELOPMENT	PRIOR BEHAVIOURS	INTERIM BEHAVIOURS
		<p>becoming more socially confident, at times, he can be shy and slow to warm to others but now seeks comfort from his parents and other caregivers. does get some separation anxiety, especially in new situations. However, he has developed greater resilience and ability to self-regulate in these situations. watching other children play and will now engage in parallel play with the same toys or resources engage in early imaginative play such as dressing up and playing with dolls. developing an understanding of sharing and turn-taking with his siblings. He is also now able to recognise and verbalise his emotional</p>
Self-Help Skills	was wearing pull-ups and showed no awareness or interest in needing to use the toilet.	<p>State: able to recognise and initiate using the toilet independently and rarely wears pull-ups. able to recognise and verbalise that he is hungry/thirsty/hot/cold/tired. dress himself, including putting shoes and socks on. engage in self-help skills such as, packing his preschool bag, open and use his drink bottle and open food containers. start to preschool. interoception has dramatically improved</p>

- End of Case Study -