



Discharge Report

Client Information

Client Name	Client DOB	Date	Caregiver Name	Insurance Provider	Member ID
Henry "Tucker" Hodgdon	01/23/2020	05/22/2024	Anna Hodgdon	Cigna	U83543107

Provider Information

Service Provider	Case Supervisor
Dogwood Autism Services 5163 Roswell Rd Atlanta, GA 30342 Phone: 877-288-4760 Fax: 404-600-1259 Tax ID: 822271906	Kelsey Agresta MS, BCBA Certificate Number: 1-19-34758 NPI Number: 1629558267

Client Background and History

Background Information

Summary



Henry (Tucker) Hodgdon is a happy and energetic 4 year old boy. Tucker lives with his mother, father, older sister, and younger brother in Atlanta, GA. Tucker was diagnosed with Autism Spectrum Disorder (ASD) on 2/1/2022 by Dr Elizabeth Greenfield at Marcus Autism Center. Outside of a surgery to input ear tubes in September 2021, Tucker has not had any other surgeries or medical complications. He has no allergies. His primary care physican is Shea Fleming at Peachtree Park Pediatrics. He also sees Andy Sipp, ENT for follow up visits from his ear tube surgery. Tucker is up to date on his vision and hearing tests as well as his immunizations. He does not have any medications he takes regularly. He has no history of seizures.

He is described as a picky eater, but does not have any specific dietary needs or complications. His family does not report any sleep problems, other than him frequently drinking large amounts of water before bed leading to accidents at night. Due to this, they still have him wear a pull up at night. This is the only time Tucker is reliant on a pull up, and otherwise is potty trained. His pediatrician did not express concern on the night time pull ups, so his mom has held off on removing them.

Reason for Referral/Caregiver Concerns

Summary

During the initial meeting with Tucker's mother, she reported that she and Tucker participated in a voluntary Autism study at Marcus Autism Center in 2021. Results of that study prompted an evaluation and Tucker's eventual diagnosis. Mrs. Hodgdon reported that Tucker engaged in tantrum behavior (crying, kicking, pushing, screaming) daily when his parents were not giving him attention or when he wanted something he couldn't have/couldn't communicate his needs (e.g., he wanted cookies instead of his dinner). She reported that these primarily occurred in the home setting and was more likely to occur in the evening and when Tucker was tired. Sometimes the family would try to wait him out for a few minutes, but more often than not, Tucker was able to attain what he wanted after a few minutes of tantrum engagement. His tantrums typically were not long in duration and did not include aggression outside of trying to manipulate parents' body parts to lead them to what he wanted. These were the primary reasons his family sought a diagnosis and treatment.

Outside of reducing tantrum engagement, the family's primary concern when seeking treatment was to increase their son's independence in the areas of communication and adaptive skills. At the time of seeking services, Mrs. Hodgdon reported that Tucker was communicating via grabbing, reaching, pointing, leading people to items, physically moving people, moving away from you (wants alone time), nodding/shaking his head, immediate echoing, creative single-word requests, creative multi-word requests, simple signs, tantrum behavior, and crying/whining. He had about 30-60 words and sounds and could make some 2 word sentences. He primarily communicated to request for items or actions. He frequently echoed those around him.

Other secondary concerns included increasing Tucker's eye contact and his toileting readiness skills.

Since beginning services, Tucker's parents have reported progress in his feeding skills, toileting skills, articulation,



communication, and social play skills. Their primary concerns now include his ability to cope with changes, de-escalate when he is feeling upset, and attend to tasks. He often will engage in tantrums or otherwise high magnitude maladaptive behaviors when he is confused by a scenario or is expecting something else to happen that differs from what is actually happening. He will also engage in these behaviors with changes in routines (such as a preferred song not being played in the car). These barriers prove to hinder his progress when he attends daycare settings. These areas of concern will be addressed through this upcoming authorization. Parents are also seeking an ADHD diagnosis to see if this correlates with his difficulties in attending.

School Information and Other Related Services

Summary:

- Tucker is currently attending daycare at Peachtree Road United Methodist Church 5 days a week from 9:00 A.M. to 2:15 P.M.
- Tucker currently receives speech therapy through an outside provider twice per week for 30 minutes each.

Related Services:

Occupational Therapy	Speech Therapy	Physical Therapy	Other Service
Frequency: N/A	Frequency: 2x per week for 30 minutes	Frequency: N/A	Frequency: N/A

Assessment of Current Functioning

Assessment Methods / Measures

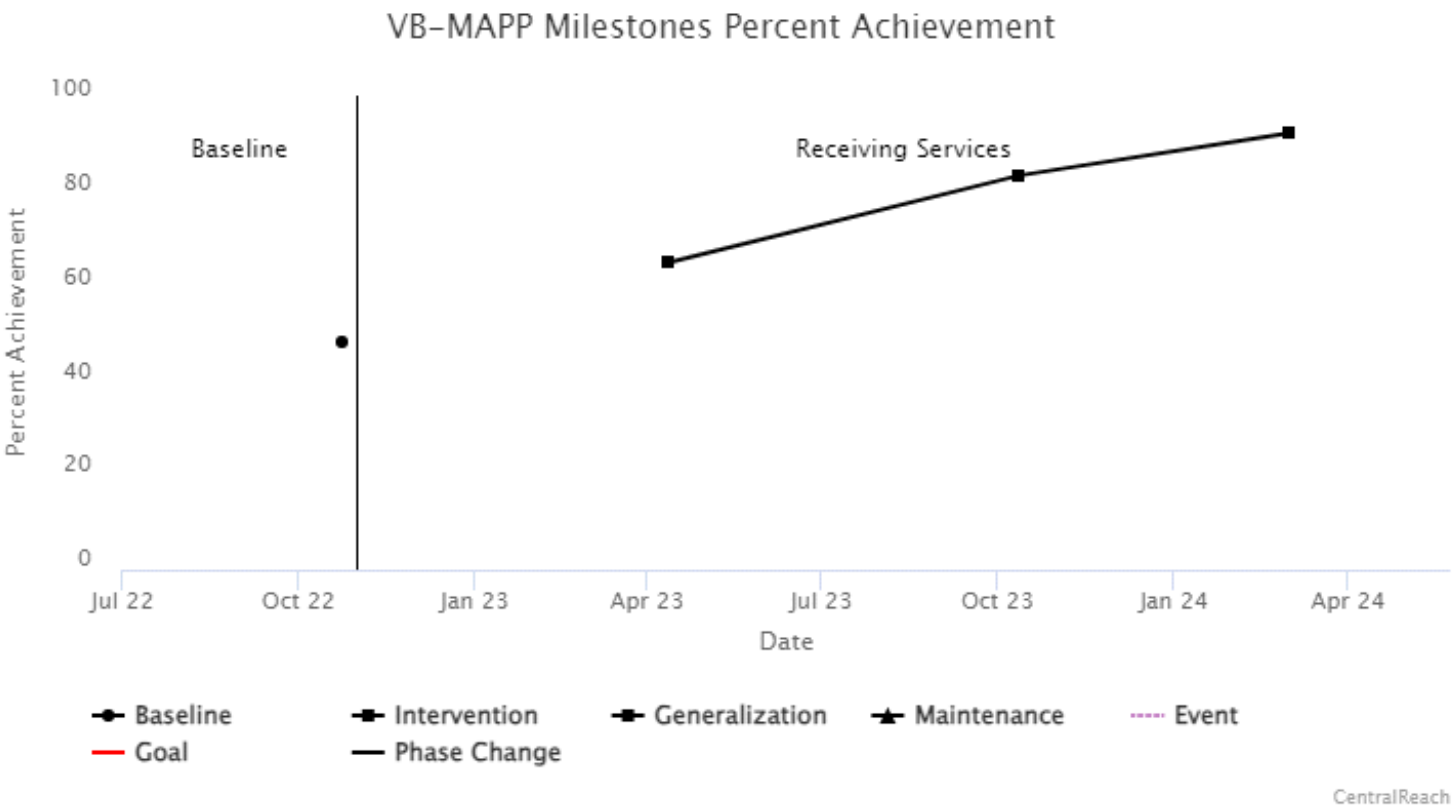
Henry "Tucker" was assessed using the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) (Sundberg 2018) on 03/01/2024 . The current report presents the results of an assessment of Henry "Tucker" 's language, learning, and social skills, as well as behavioral barriers that are interfering with his ability to learn more advanced skills. This assessment program is based upon Applied Behavior Analysis with a focus on Skinner's (1957) analysis of verbal behavior. The VB-MAPP breaks language and related skills down into 170 measurable goals across 16 different skill areas (or domains) and looks at the phonemes, words, phrases, and sentences that a child might use, as well as identifying the conditions under which a child might emit those words.

The VB-MAPP can help identify a student's strengths and weaknesses across a variety of critical skills and makes it easy to compare and contrast the child's skills with those of typically developing children. Henry "Tucker" 's performance in each of the domains tested will be presented, followed by an analysis of barriers that are affecting Henry "Tucker" 's ability to learn. The report will (1) present the results of the VB-MAPP Milestones Assessment, (2) present the results of the VB-MAPP Barriers Assessment, (3) suggest intervention priorities and a program designed to teach Henry "Tucker"



more effective skills across developmental domains including but not limited to, language, learning, and social skills, (4) and suggest direction for an intervention program designed to ameliorate or remove the student's barriers to learning.

Scoring Overview



Assessment Results

VB-MAPP Milestones Assessment Charts/Grids

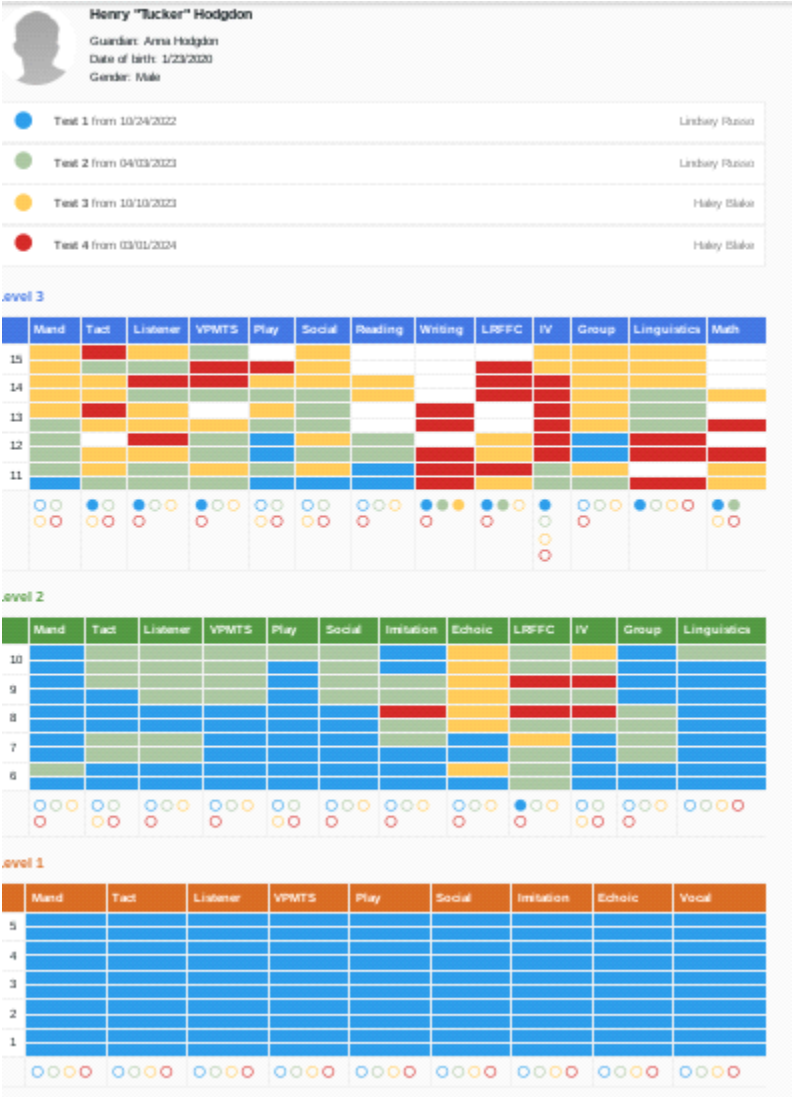
Overall Milestones Scores Chart

Assessment Date	Client Initials	Color	Administered by	Overall Score	Percent Achieved
10/24/2022	HH	Blue	Lindsey Russo, M.Ed., BCBA	82.5	48.5%
04/12/2023	HH	Green	Lindsey Russo, M.Ed., BCBA	111.5	65.5%
10/12/2023	HH	Yellow	Haley Blake, M.S., BCBA	143	84%



03/01/2024	HH	Red	Haley Blake, M.S., BCBA	158	93%
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Detailed Milestones Scores Grid



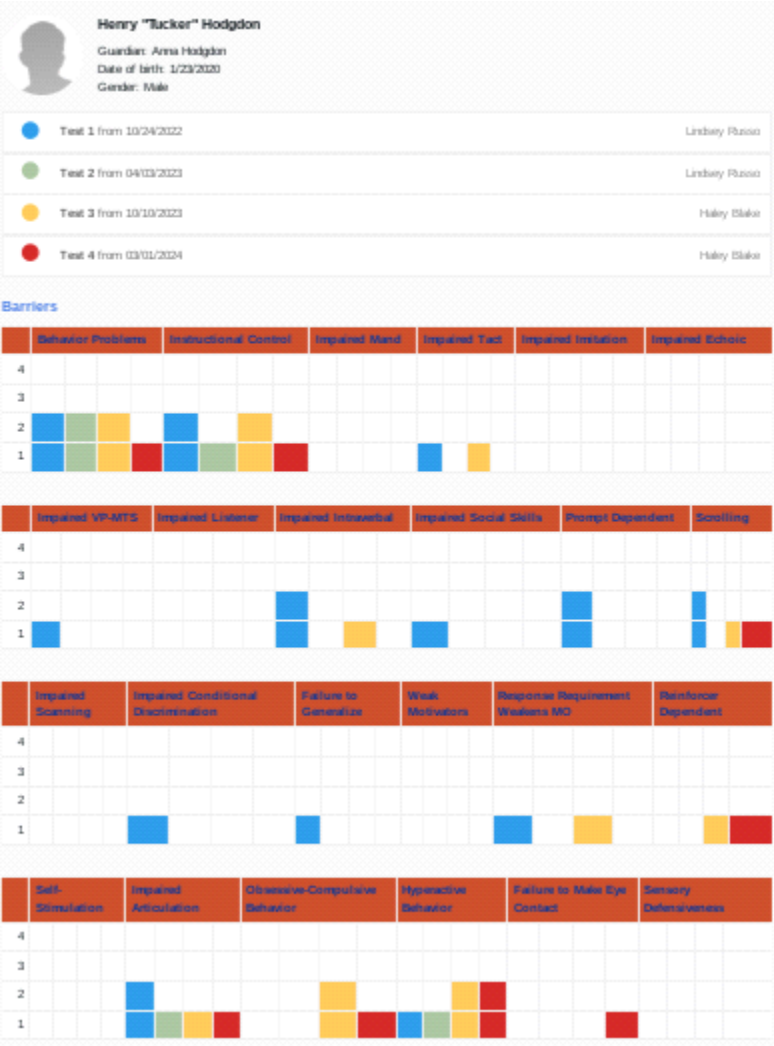
VB-MAPP Barriers Assessment Charts/Grids

Overall Barriers Scores Chart



Assessment Date	Client Initials	Color	Administered by	Overall Score	Barriers Present
10/24/2022	HH	Blue	Lindsey Russo, M.Ed., BCBA	19	20%
04/12/2023	HH	Green	Lindsey Russo, M.Ed., BCBA	5	5%
10/17/2023	HH	Yellow	Haley Blake, M.S., BCBA	14	15%
03/01/2024	HH	Red	Haley Blake, M.S., BCBA	9	9%

Detailed Barriers Scores Grid





Supplemental Assessment of Current Functioning

Socially Savvy

Socially Savvy is an Assessment and Curriculum guide helps educators and parents break down broad areas of social functioning into concrete skills. The included checklist pinpoints a child's specific strengths and challenges which in turn makes it possible to prioritize the skills most in need of intervention, develop strategies to address them, and track the effectiveness of those strategies.

Results

The findings from the Socially Savvy assessment indicate Joint attending and Social Play are relative strengths for Tucker. Social Social Language and Classroom Group Behavior are areas of deficit for Tucker. Deficits within these domains are indicative of a gap between the child's performance level and that of typically developing peers. In order to decrease this developmental gap as reflected by deficits in social-emotional reciprocity, communicative behaviors, and restrictive, repetitive patterns of behavior, goals aimed at improving skills within these domains are medically necessary. The BCBA will use this information combined with the VB-MAPP Milestones and Barriers assessments to best determine areas for growth.

Graph-HeHo 4/8/2024



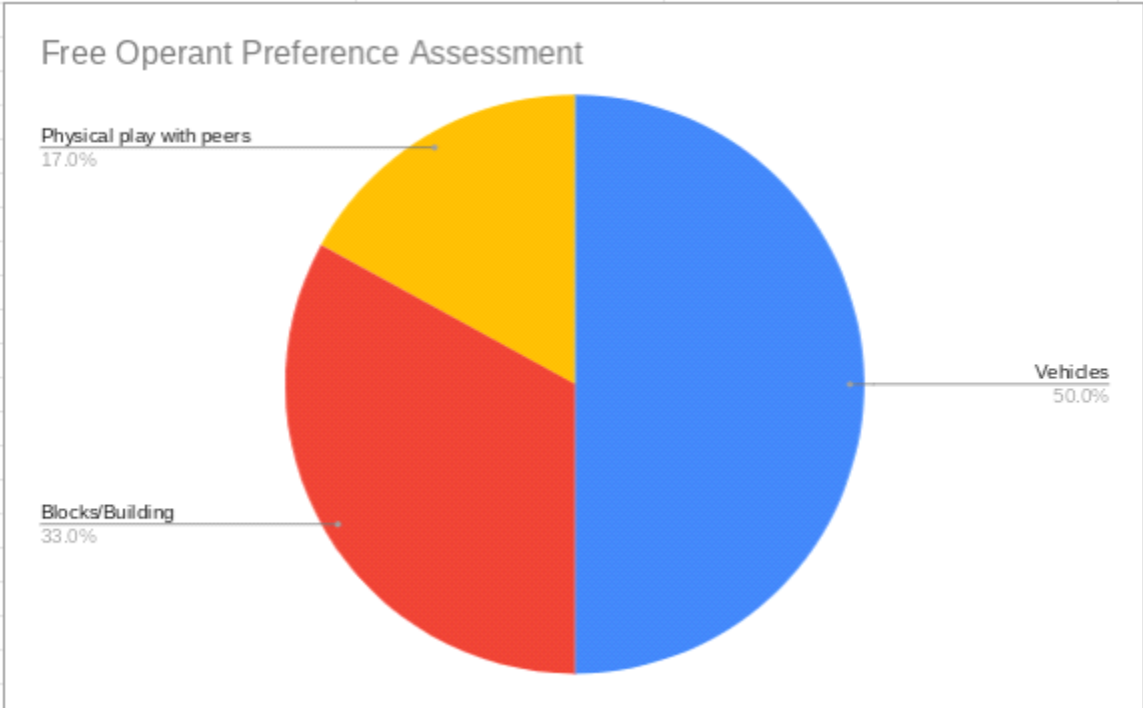
Preference Assessment

Preference Assessment

Summary

A free operant preference assessment was conducted with Tucker in a private Childcare facility on 2/29/2024. Tucker was most motivated by vehicle toys (such as trucks, helicopters, planes, etc.), followed by building toys such as blocks and magnatiles, then general physical play with his peers. Caregivers report Tucker also enjoys music, dancing, playing outside, and watching hamster maze videos. In the future, preference assessments will informally be conducted daily to assess motivation.

Chart/Graph

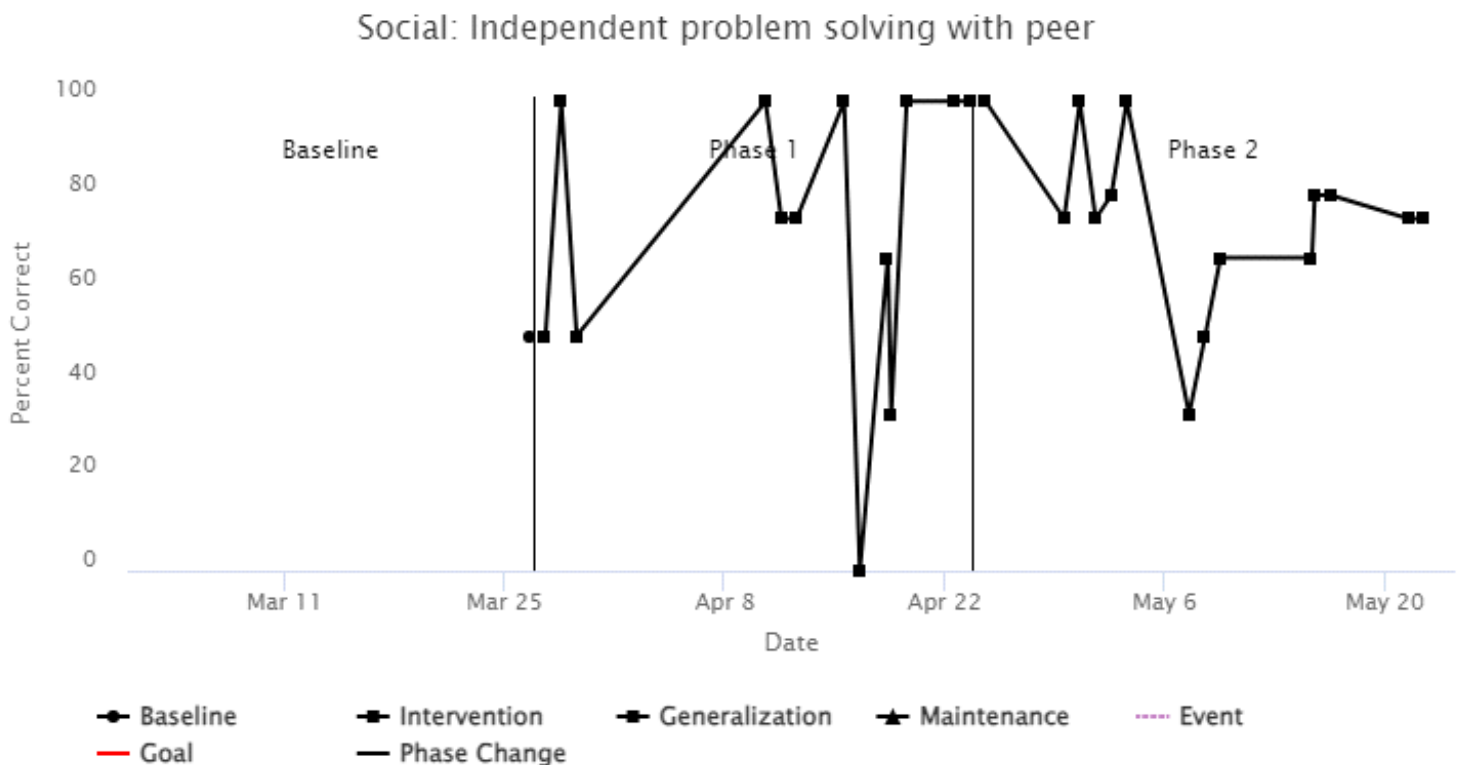


Maladaptive Behavior Reduction Short-Term Goals

Treatment Area: Behavior Reduction

Short-Term Goal: To address the barrier of maladaptive behavior engagement and increase compliance, Tucker’s engagement in tantrum behavior will reduce to 0 instances across 30 days

Status: In Progress	Initiated Date: 04/13/2022
Baseline: Average of 1 per day	Mastery Criteria: Engagement in 0 tantrums for 30 consecutive days
Additional Information: This goal was not tracked between April and June due to a data collection error. It was placed back into intervention following a transition to a new BCBA.	



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Functional Behavior Assessment (FBA)

A FBA is an assessment of the relationship between a person's target behaviors and his or her environment. Functions of behavior are essentially sources of reinforcement and identifying these facilitates the design of effective interventions strategies. There are various levels of FBA, including indirect (interviews, questionnaires, rating scales, etc.), descriptive (direct observations, data collection of antecedents, behaviors and consequences, or "ABC" data), and experimental (often referred to as a functional analysis, rather than an assessment, in which antecedents and consequences are manipulated in a controlled manner in an attempt to isolate their effects on target behavior).

In this case, the information gathered for Henry "Tucker"'s FBA has included the following:

Functional Behavior Assessment

Date of Creation: 04/04/22

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Date of Last Revision: 3/11/2024

Indirect Source(s):

- Review of client records conducted on 3/11/2024
- Interview with caregivers conducted on 3/15/2024

Descriptive Source(s):

- ABC data collected by Haley Blake, M.S., BCBA on 10/6/2023 and 10/12/2023
- Client observations conducted throughout authorization by Haley Blake, M.S., BCBA

Due to extremely low rates of problem behavior in recent months, no direct observations of maladaptive behavior have been made by the BCBA. Through interviews with caregivers and RBT, Kennedy Morgan, it is determined that the ABC data, observations, and hypotheses on functions of behaviors collected and determined through the previous authorization are deemed to still be accurate and indicative of what we are still seeing on the sporadic instances of maladaptive behavior now.

Experimental Sources

- A functional analysis was not conducted as it was not deemed necessary due to the low rates across target behaviors which have been observed during ABA therapy with best practice proactive strategies in place.

Target Behaviors

- Tantrum: Any instance of screaming and/or crying with or without tears, lasting more than 30 seconds and in combination with any of the following: kicking, dropping to the ground, hitting, or pushing.
 - Onset: 5+ seconds of any combination of the above behaviors
 - Offset: 30 seconds elapsed between any of the above behaviors
 - Hypothesized function: Access to tangibles/people/locations
- Defiant Episodes: Any instance of Tucker refusing to comply with a demand/request for 30 seconds or more without any use of functional communication. This could include yelling, stomping, crossing his arms, and clenching fists, as well as more passive examples such as Tucker slumping to the side and refusing to answer.

Non-example would include when Tucker does not know the correct answer. If once he is prompted with the correct response he complies, this would not count as defiance/task avoidance. Another non-example would be



Tucker using calm functional communication to ask to not do what he was asked to do.

- Onset: 30+ seconds of refusal to engage in the presented task or demand
- Offset: Use of functional communication to escape the demand or compliance with the demand
- Hypothesized function: Escape from demands, continued engagement in preferred activity (access), AND attention

Caregiver Interview

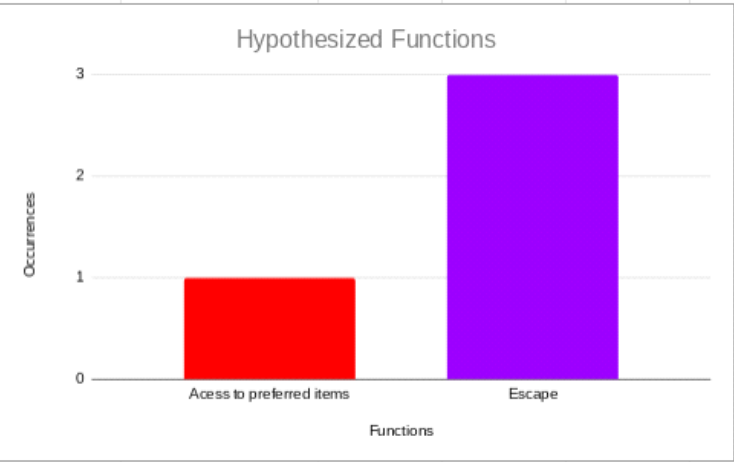
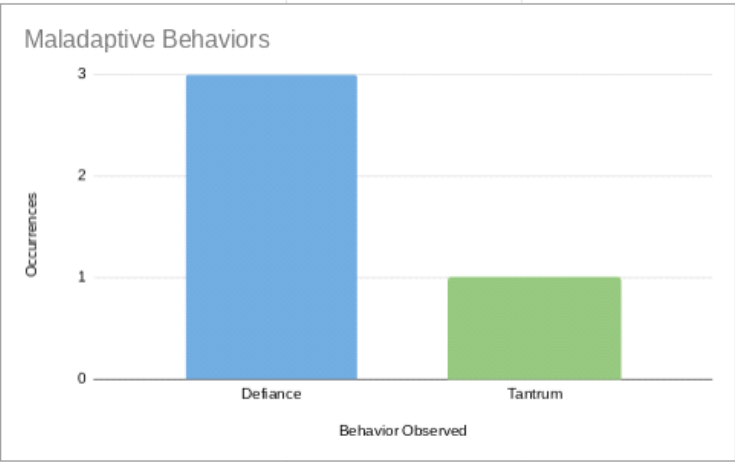
- During the caregiver interview, Tucker's mother stated that tantrums and aggressions have been experiencing an uptick at home, although this is determined to likely be an extinction burst due to new consequence procedures put in place for aggressions towards siblings. This development strengthens the hypothesis that these aggressions and tantrums at home show access functions. The aggressions at home with an access function do not typically occur in the clinic or childcare facility, which is why they are not represented on the ABC data.,

Direct Observation (ABC Data Collection)

Data on target behaviors was collected by Haley Blake, M.S., BCBA, within the clinic setting on 10/06/2023 and in his home setting on 10/12/2023. These data were collected both during structured and unstructured activities. ABC data was taken to determine the possible antecedents and consequences triggering and maintaining the target behaviors. Current rates of target behaviors can be found above in his treatment plan.

The primary hypothesized functions are listed below, but through observations the BCBA has hypothesized a secondary function of attention, particularly in defiant episodes. This does not appear to be the reason he initially engages in these moments of defiance, but he will often continue to engage if attention is given to the behavior. This is programmed for in his behavior intervention plan. Parents also have described scenarios that correspond with aggressions and tantrums with access functions in the home. These are being targeted through caregiver Coaching sessions due to their lack of prevalence outside of the home settings.

Antecedent	Behavior	Consequence	Hypothesized Function
Demand Placed	Defiance	Re-assessed motivation, follow through	escape
Demand Placed	Defiance (ignoring)	Followed through	escape
Demand Placed	Tantrum	Followed through	escape
Demand placed (clean up)	Defiance	Followed through	access



Positive Behavior Support Plan

Positive Behavior Support Plan

A positive behavior support plan was developed in March 2024 due to Tucker’s mastery and maintenance of all of his behavior reduction goals. His previous maladaptive behaviors (tantrum, defiant episodes, aggression) are no longer being targeted for reduction due to maintaining low rates of engagement.

Date of Last Revision: 5/1/2024

Proactive Strategies	<p>Premack Principle (first, then contingency): For example, "Tucker, first we are going to give (peer) a turn, and then you can have the next turn." "First we are going to clean up, then we will go play outside." This sets clear expectations for him.</p> <p>FCT (Functional Communication Training): FCT will assist with increasing the use of Tucker’s expressive language with adults and peers to more appropriately communicate his needs/wants, while also helping to increase social skills, which will reduce the use of target behaviors to communicate. The goal is for him to be communicating his desires (even if they are refusals) in a calm way that can be reinforced rather than his engagement in maladaptive behaviors for the same function.</p> <p>Differential Reinforcement of Alternative Behaviors (DRA): 4 positives for every negative—when reinforcement (attention, breaks, etc.) is more frequently given for appropriate behaviors used to gain attention or facilitate completion of placed demands versus only for target behaviors. Provide high quality attention for all positive behaviors, particularly in times of day that have been shown to elicit maladaptive behaviors in the past, or when he has just engaged in maladaptive behavior and has begun to comply.</p>
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(Antecedent Interventions):

Non-contingent Access to Escape, Tangibles, and Attention: Schedule in "free" breaks throughout the day that Tucker does not have to earn with tokens. Providing these breaks throughout the day will reduce the likelihood of Tucker engaging in target behaviors to gain escape. Tucker should also be provided high preferred attention and tangible items for "free" (i.e. without having to mand) throughout the day as well to reduce the likelihood that Tucker will engage in target behaviors to gain access to tangibles or attention.

Do versus Don't Language: Use language that explains to Tucker what he can do instead of what he shouldn't be doing (e.g. "We can walk in the hallway" versus "Don't run in the hallway").

Visuals: Provide visuals to help Tucker understand difficult transitions, schedules, and concepts he is unfamiliar with. He has a hard time with uncertainty, so being proactive before changes and new experiences by providing visuals allows him time to process before he is upset at the change.

Warnings: When visuals aren't able to be provided, provide Tucker warnings about changes in routines, preferred activities coming to a close, and unfamiliar concepts. This should allow him to adjust before the onset of something confusing for him or non-preferred.

Goal Reporting

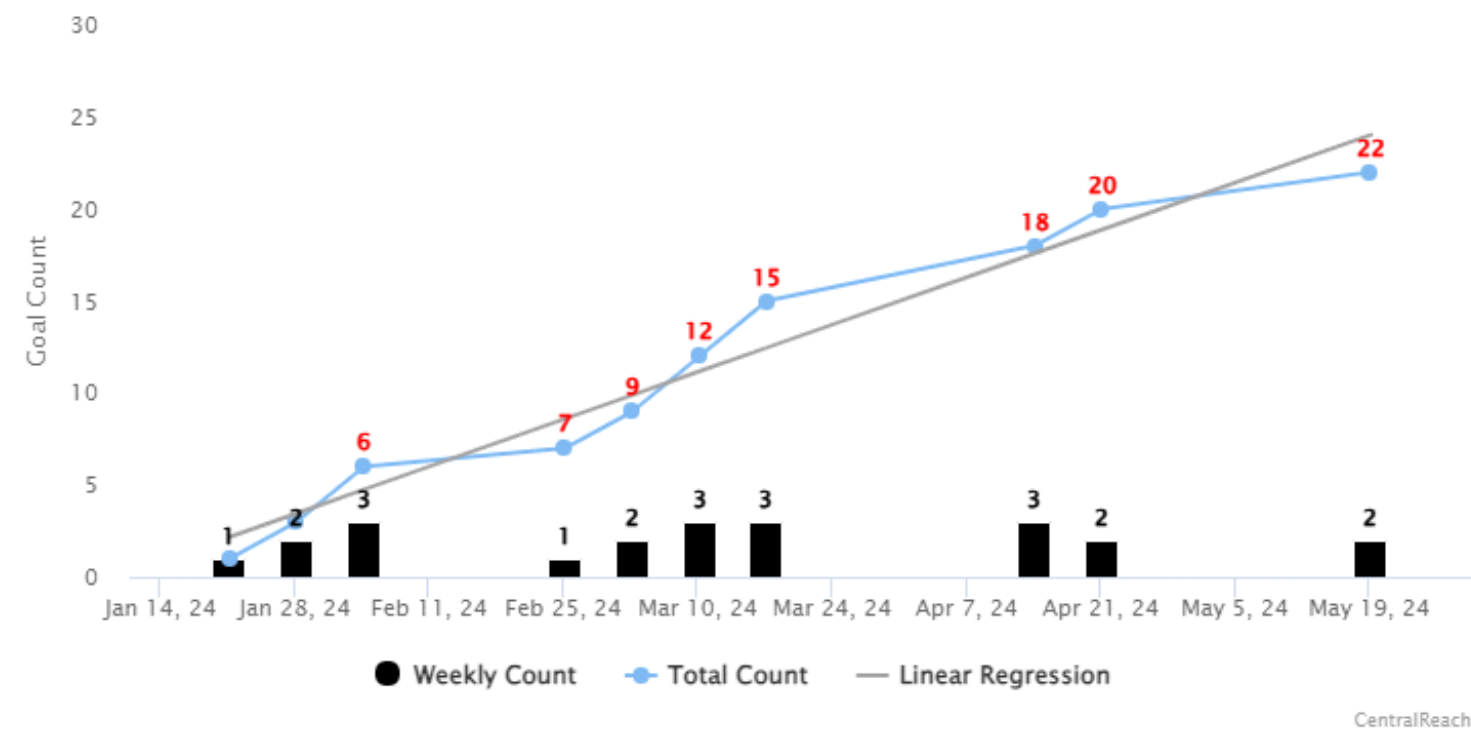
Mastered Short-Term Goals

Treatment Area: Communication, Social, and Adaptive Goals

Long-Term Goal: Increase communication, social, and adaptive skills to age appropriate levels



MASTERED Short Term Goals April–May 2024

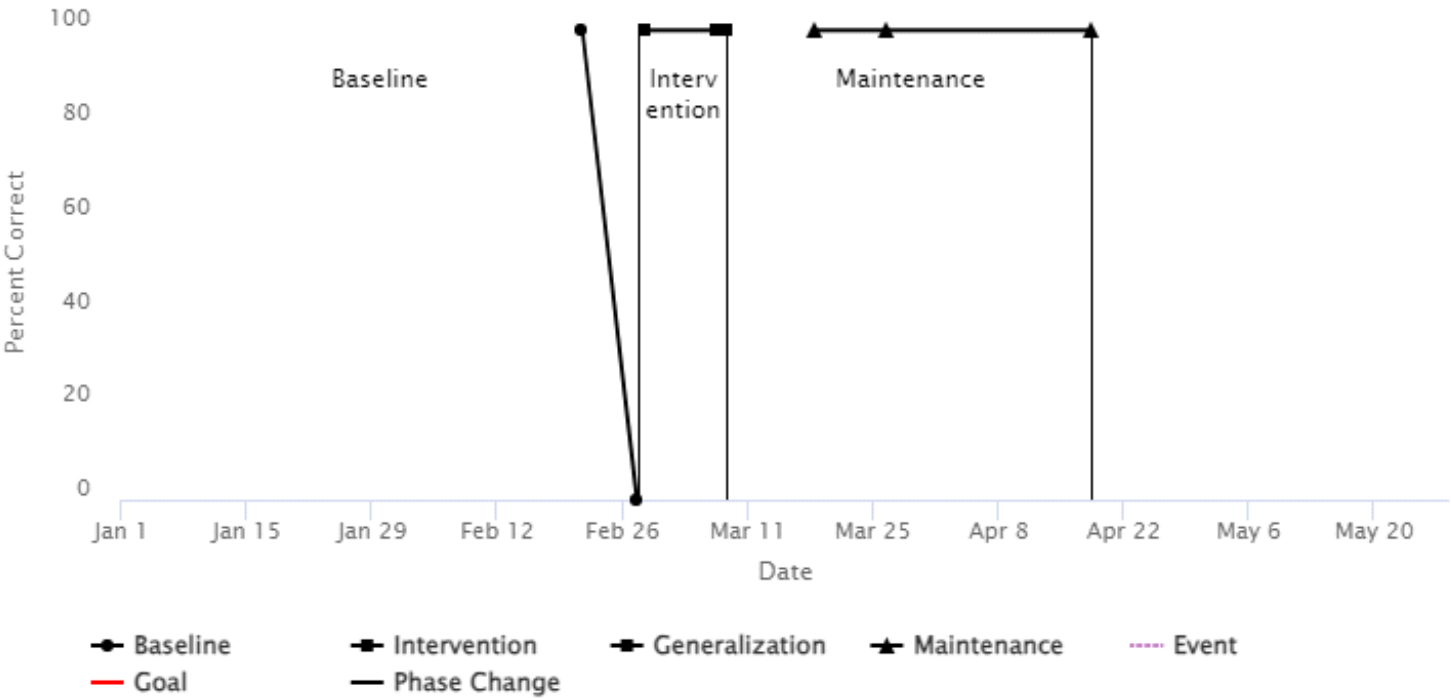


Short-Term Goal: To address deficits in attending to items presented in an array, Tucker will sort items from 5 different categories into groups of 5 or more with 80% accuracy across 3 days as a replacement for escape maintained scrolling and quick responding to difficult tasks.

Status: Met	Initiated Date: 10/23/2023
Baseline: 0%	Mastery Criteria:80% for 3 days
Current Percent Complete: 100%	Date Mastered: 03/12/2024
Additional information: This goal is being targeted through a generalized "3 categories" target (which could be things like vehicles, art supplies, animals) and then a target based on size (small, medium, large). With these 2 targets together, the goal of 5 different categories is being met. Both goals have recently been mastered, but will remain as a "Current" goal to ensure maintenance.	



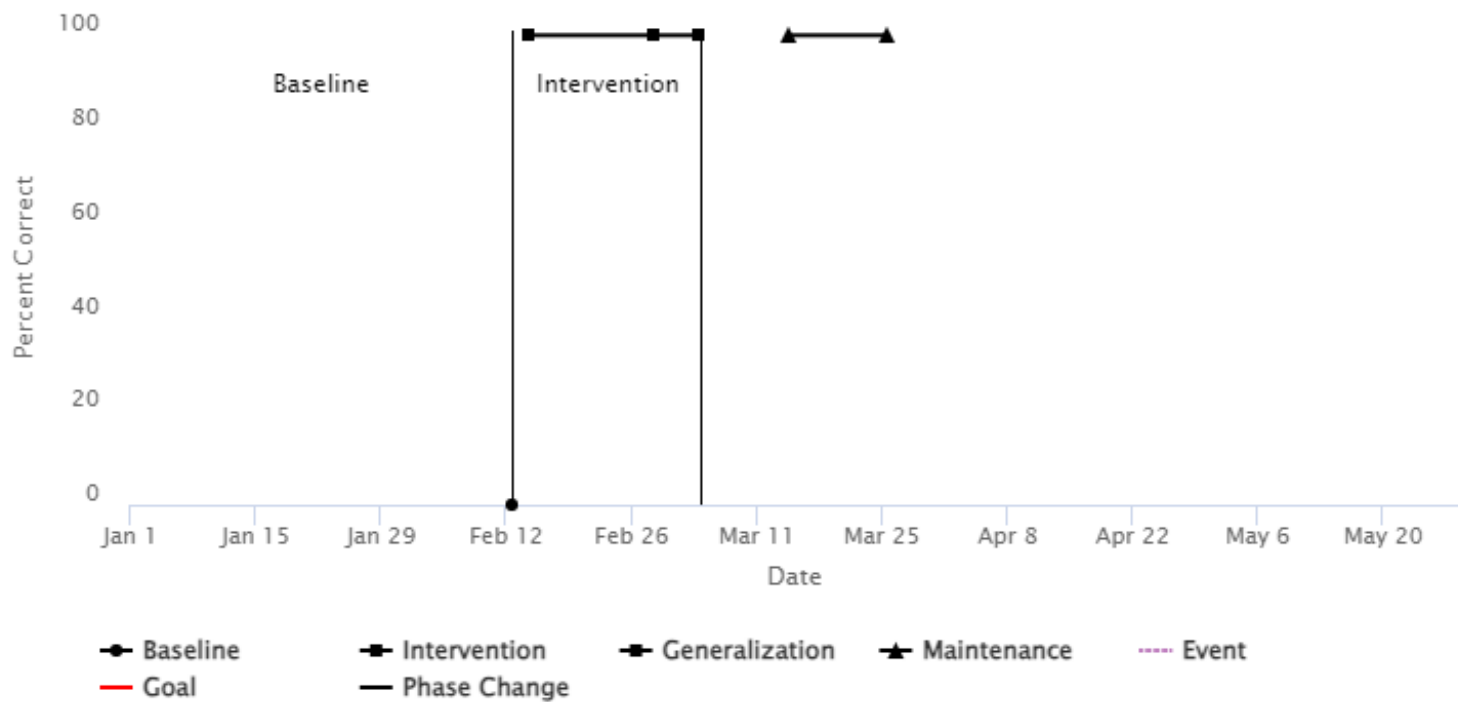
SORTING: By Size (small, med. large) (5 each)



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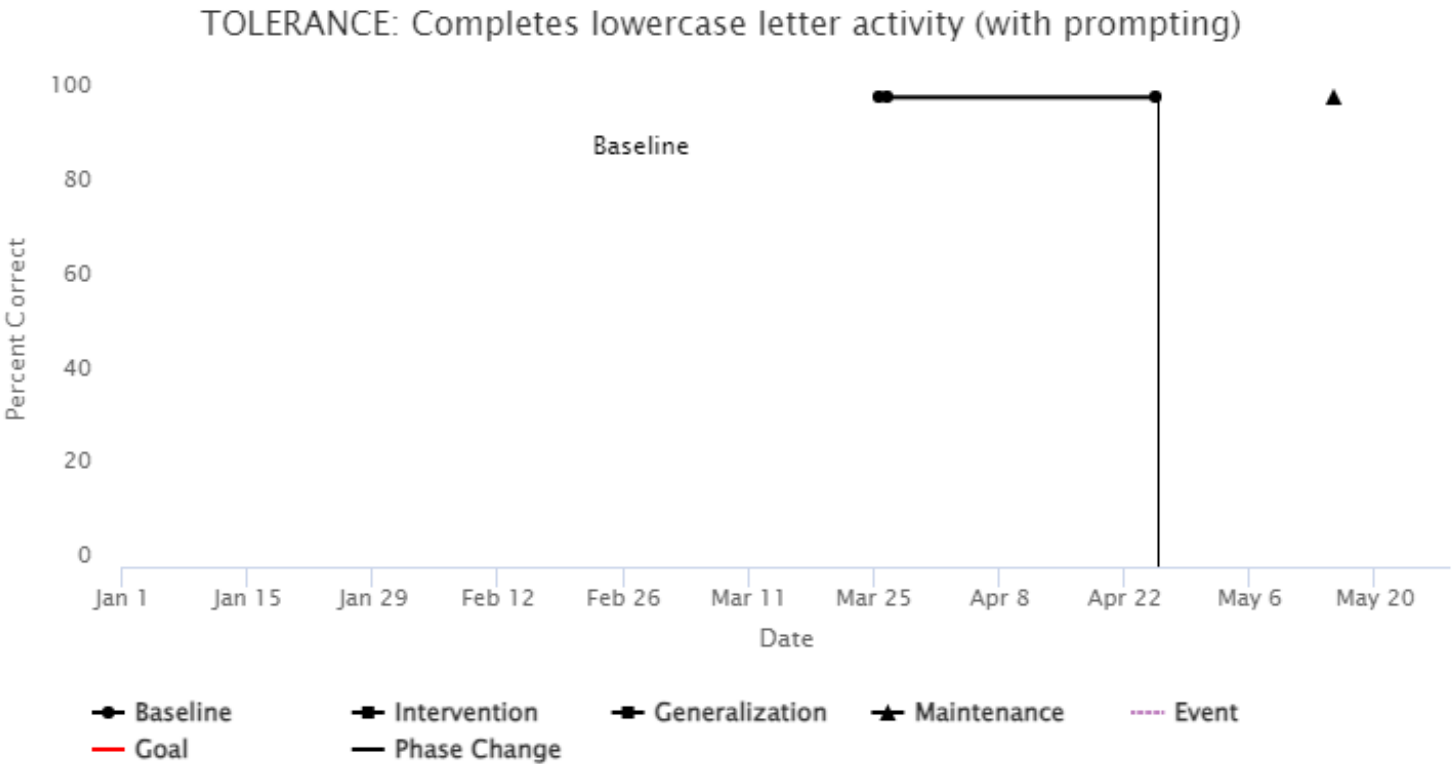
SORTING: By Category (5 each)



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Short-Term Goal: To reduce stereotypical behaviors and increase compliance to instructions, Tucker will complete up to 5 different non-preferred tasks at a table with 80% accuracy.

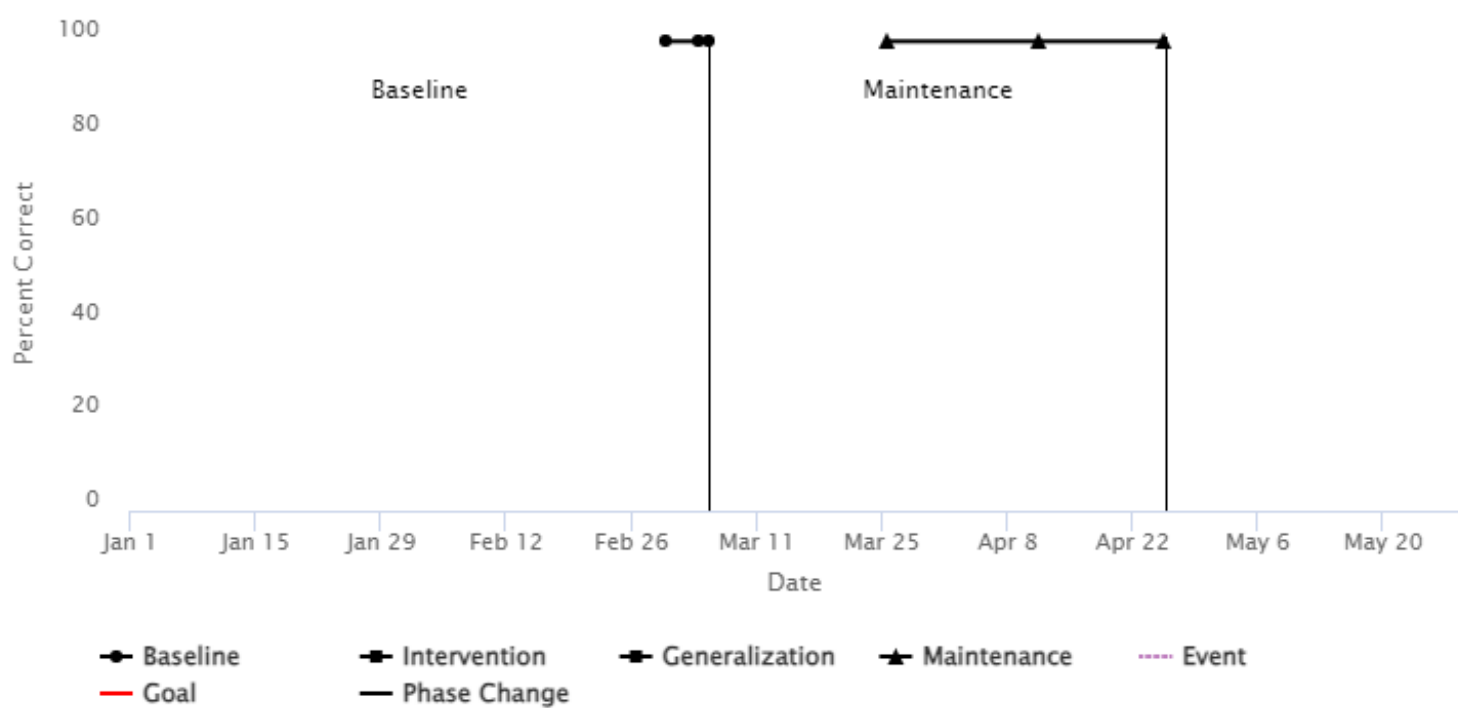
Status: Met	Initiated Date: 04/21/2023
Baseline: 0-Tucker does not tolerate engaging in non-preferred tasks at a table	Mastery Criteria: 80% accuracy across 3 consecutive sessions
Current Percent Complete: 100%	Date Mastered: 04/25/2024
Additional information: All targets in this goal have met mastery criteria, but many have not received any maintenance data points. They will remain for this authorization to ensure maintenance.	



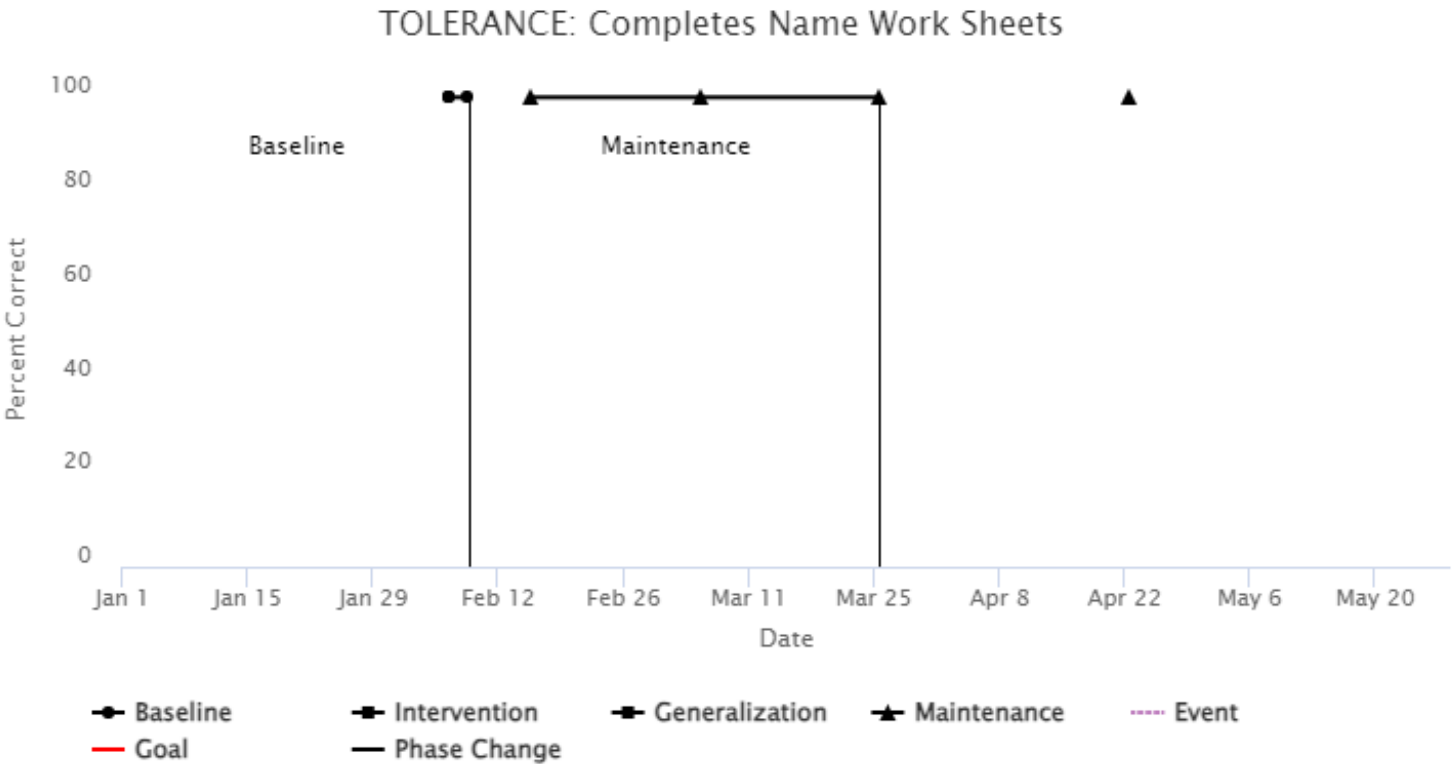
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TOLERANCE: Completes WRITING Work Sheets



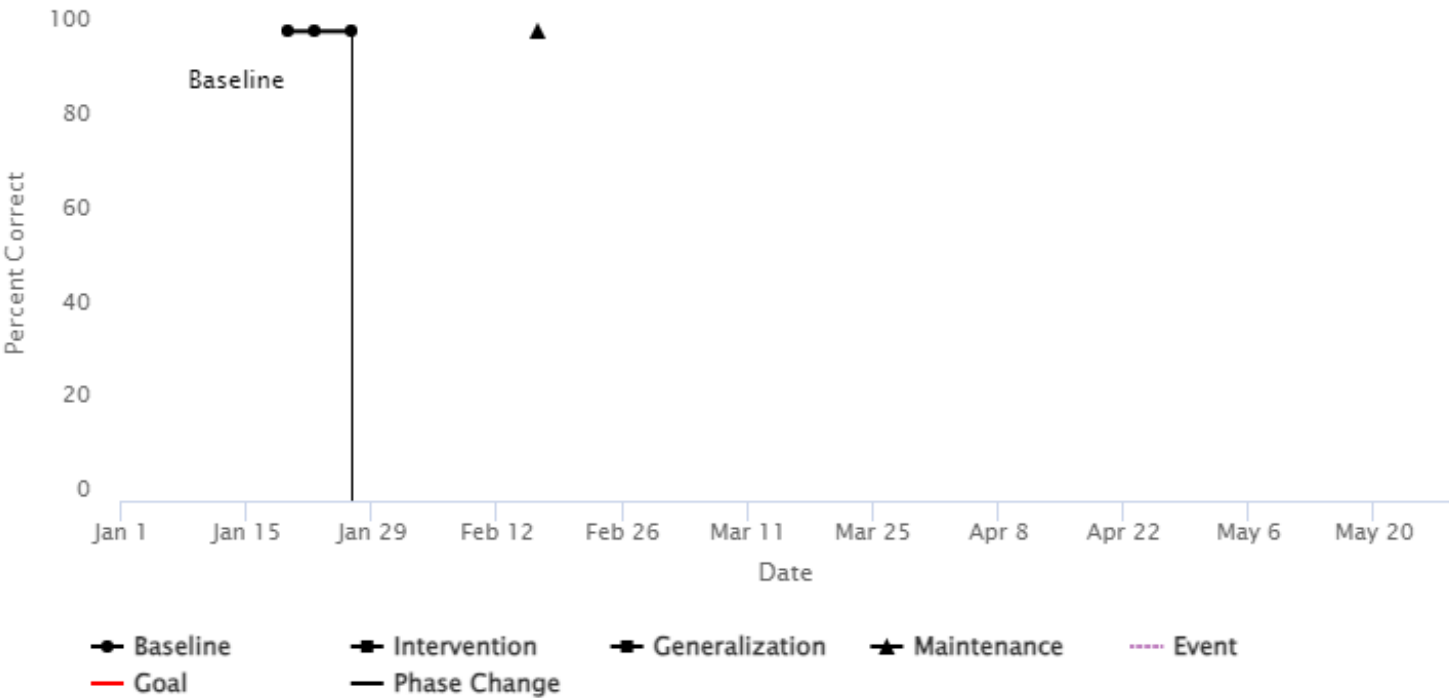
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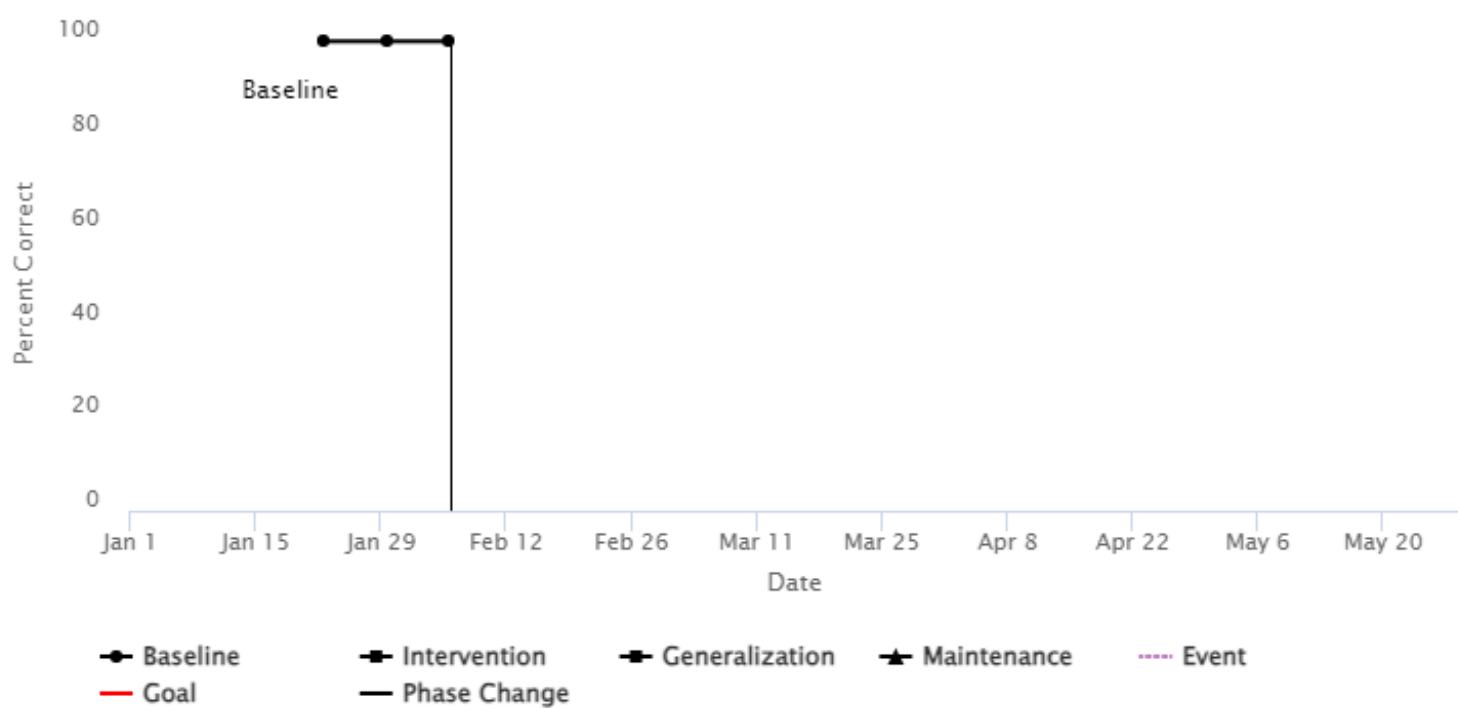
TOLERANCE: Completes Tracing Sheet



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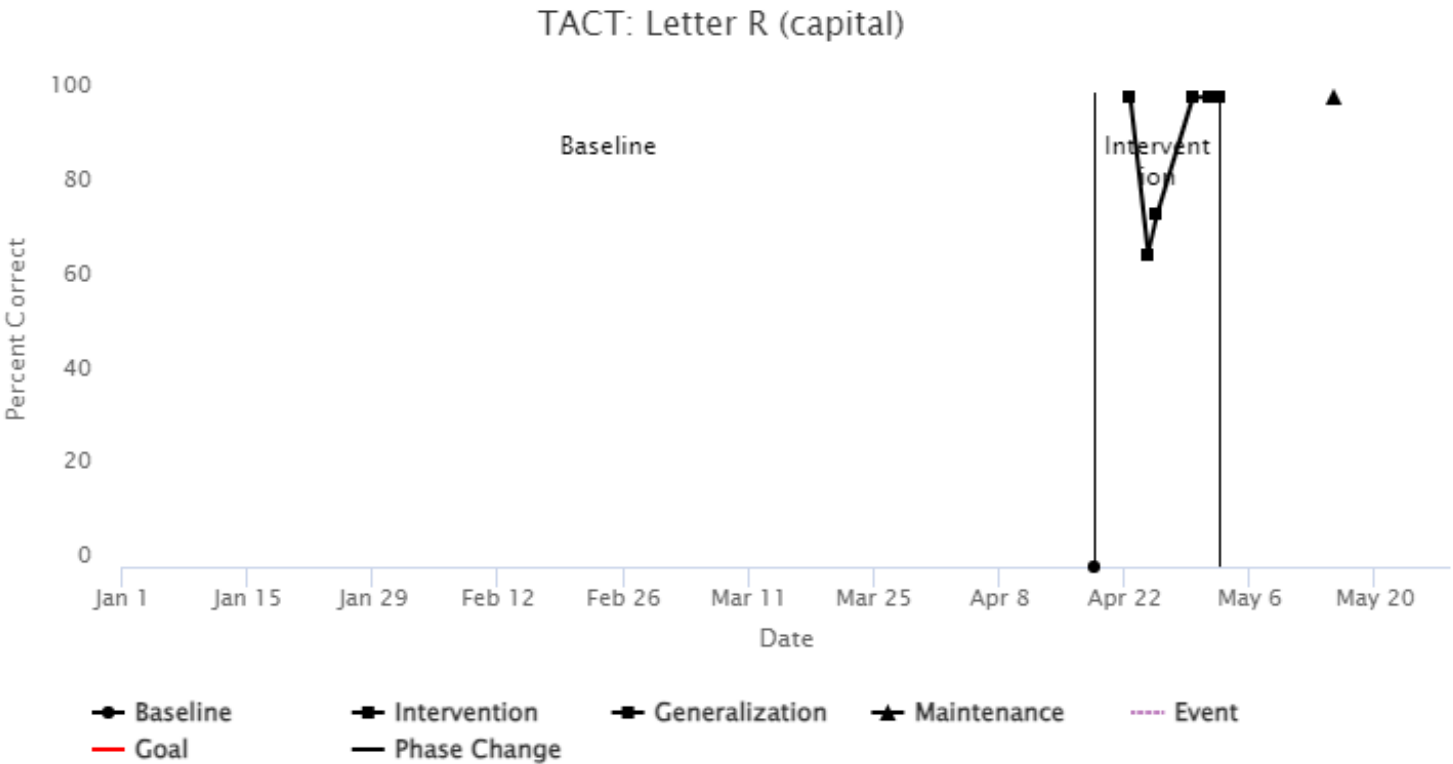
TOLERANCE: Completes Matching Sheet



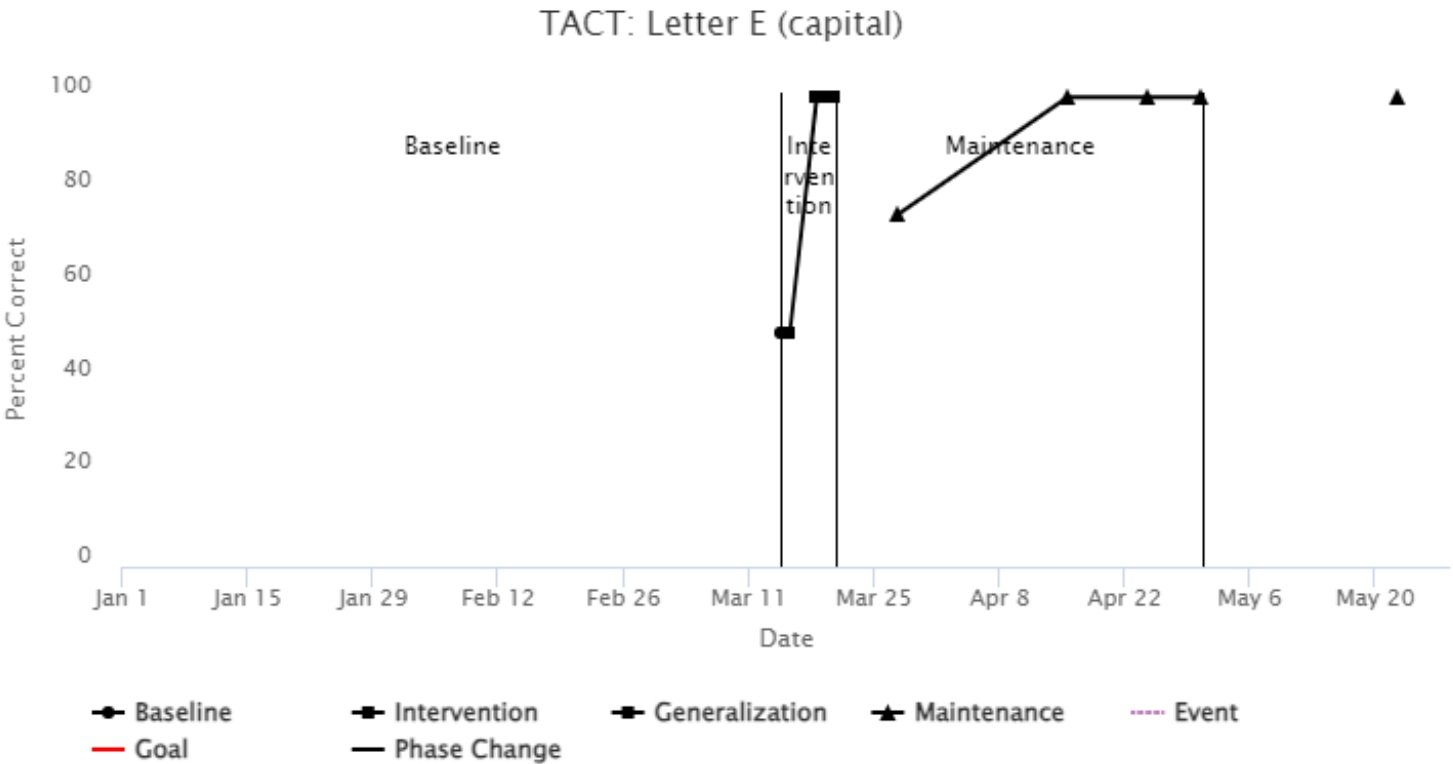
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Short-Term Goal: To increase engagement in age appropriate expressive communication skills, Tucker will accurately tact all letters of the alphabet and the numbers 1-10 with 80% accuracy for 3 days as a replacement for escape maintained scrolled responses for non-preferred stimuli.

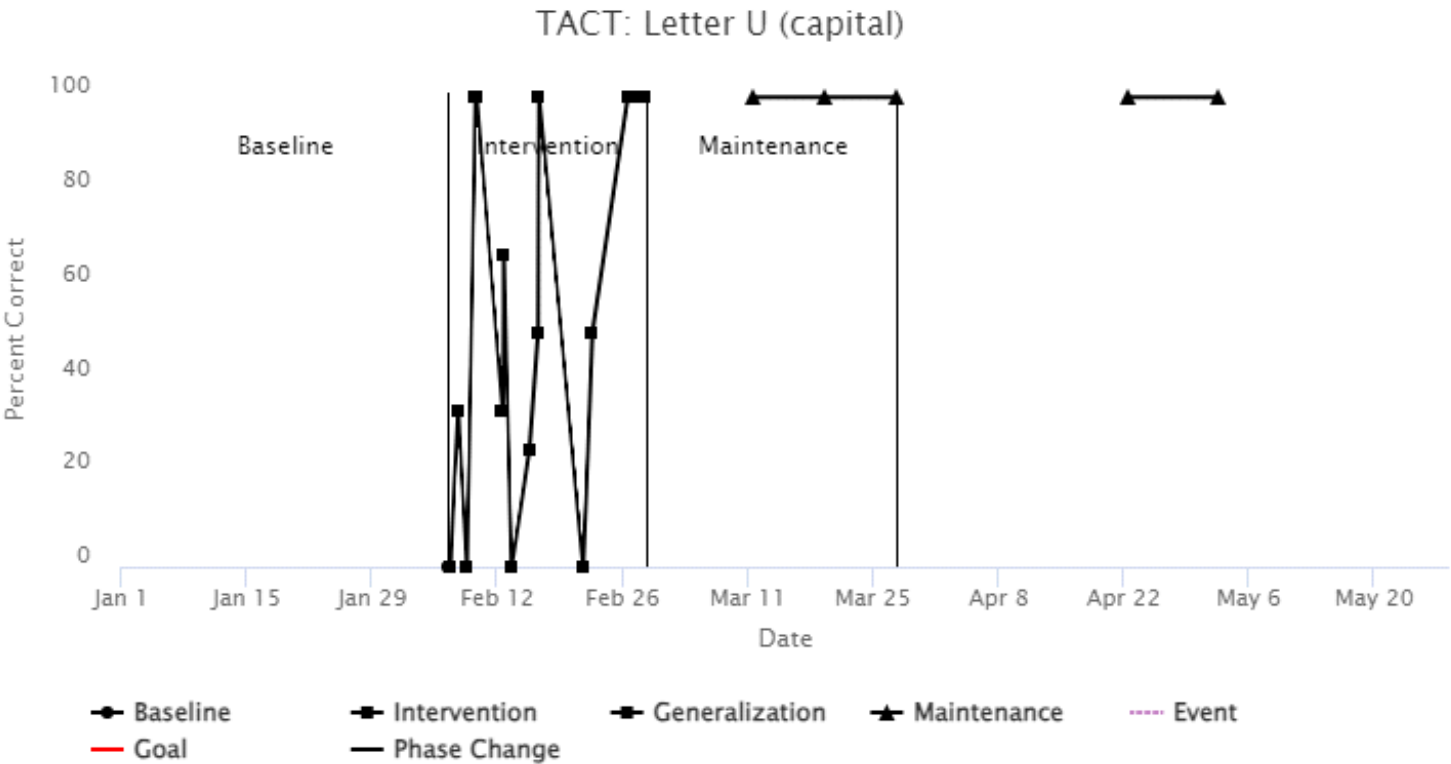
Status: Met	Initiated Date: 10/23/2023
Baseline: 5/10 letters correct (50%) and 1/10 numbers correct (1%)	Mastery Criteria: 80% accuracy for 3 days
Current Percent Complete: 100%	Date Mastered: 05/24/2024
Additional information: Due to academic nature of this goal, letters and numbers were taught incidentally but no new letters/numbers were explicitly targeted following a BCBA change on 5/1.	



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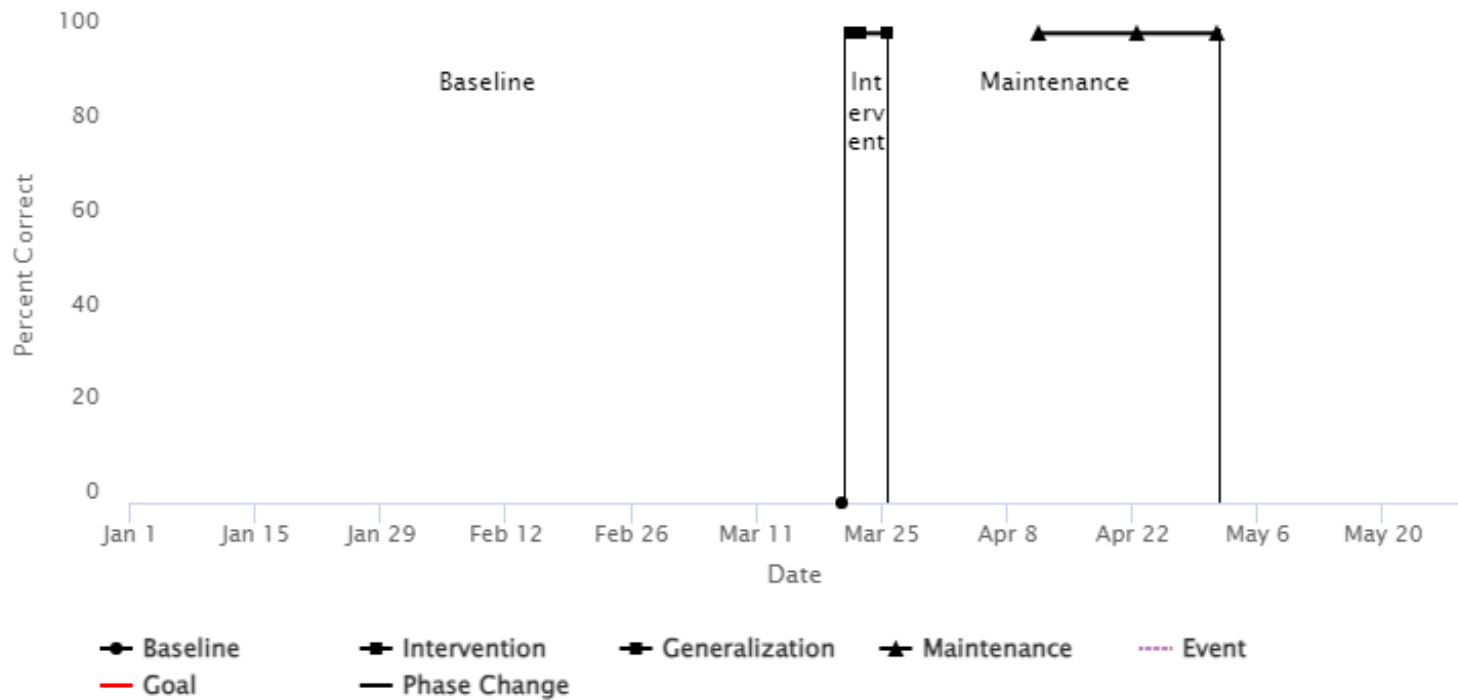
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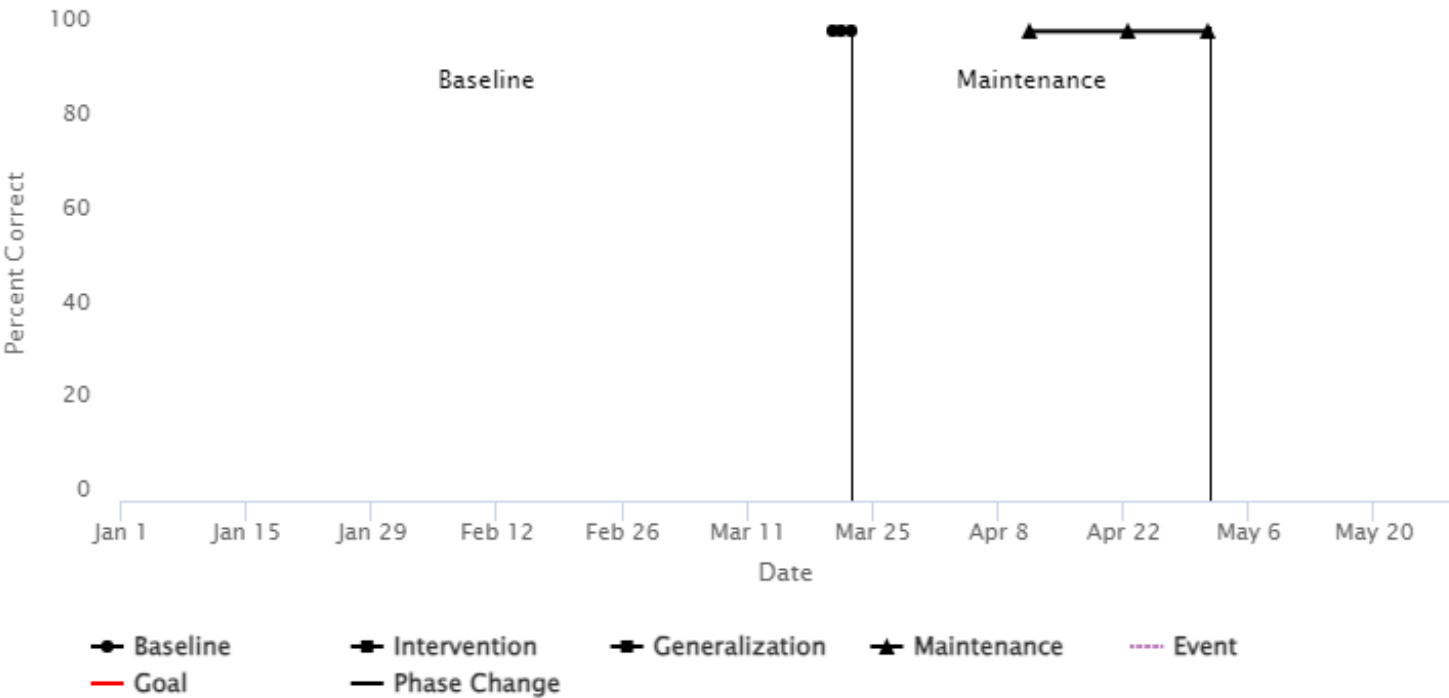
TACT: Number 3



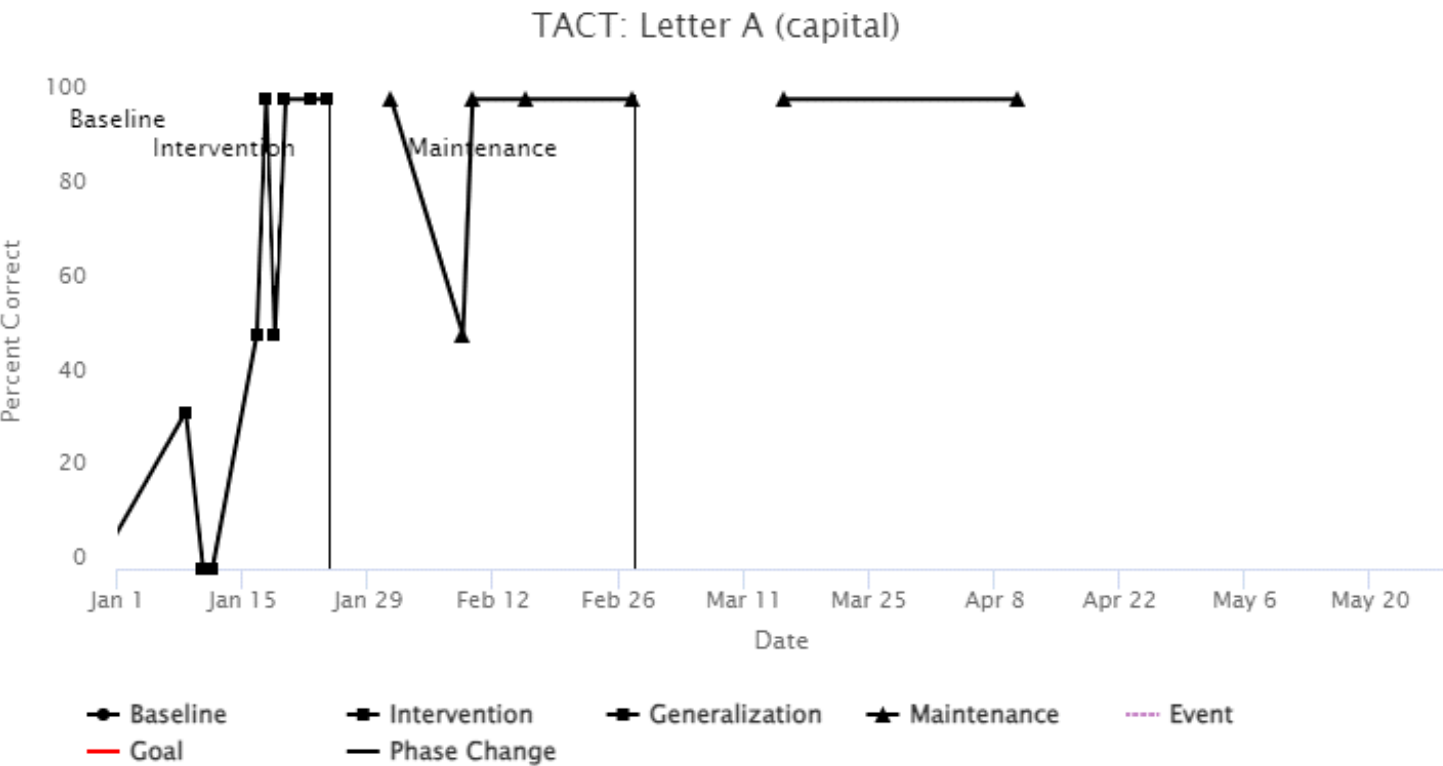
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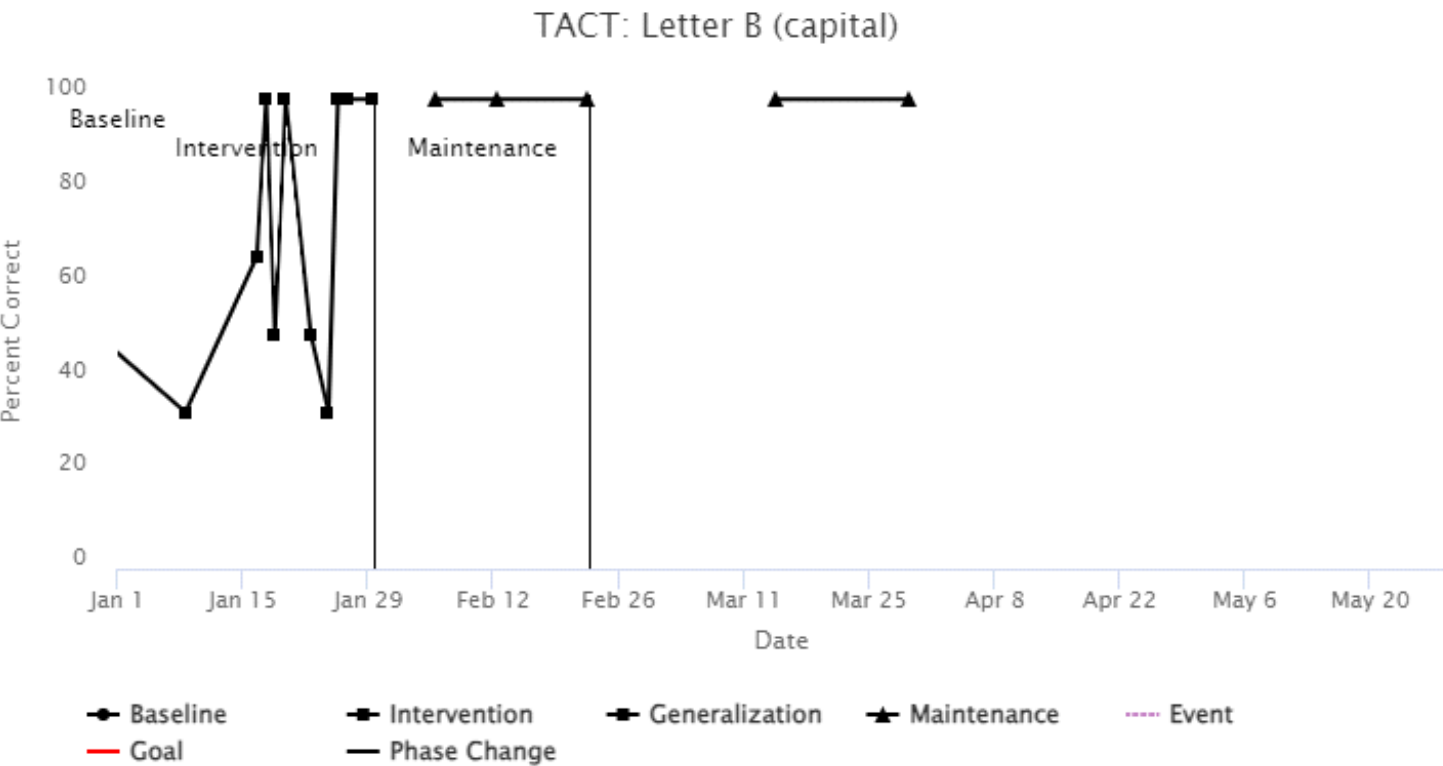
TACT: Number 1



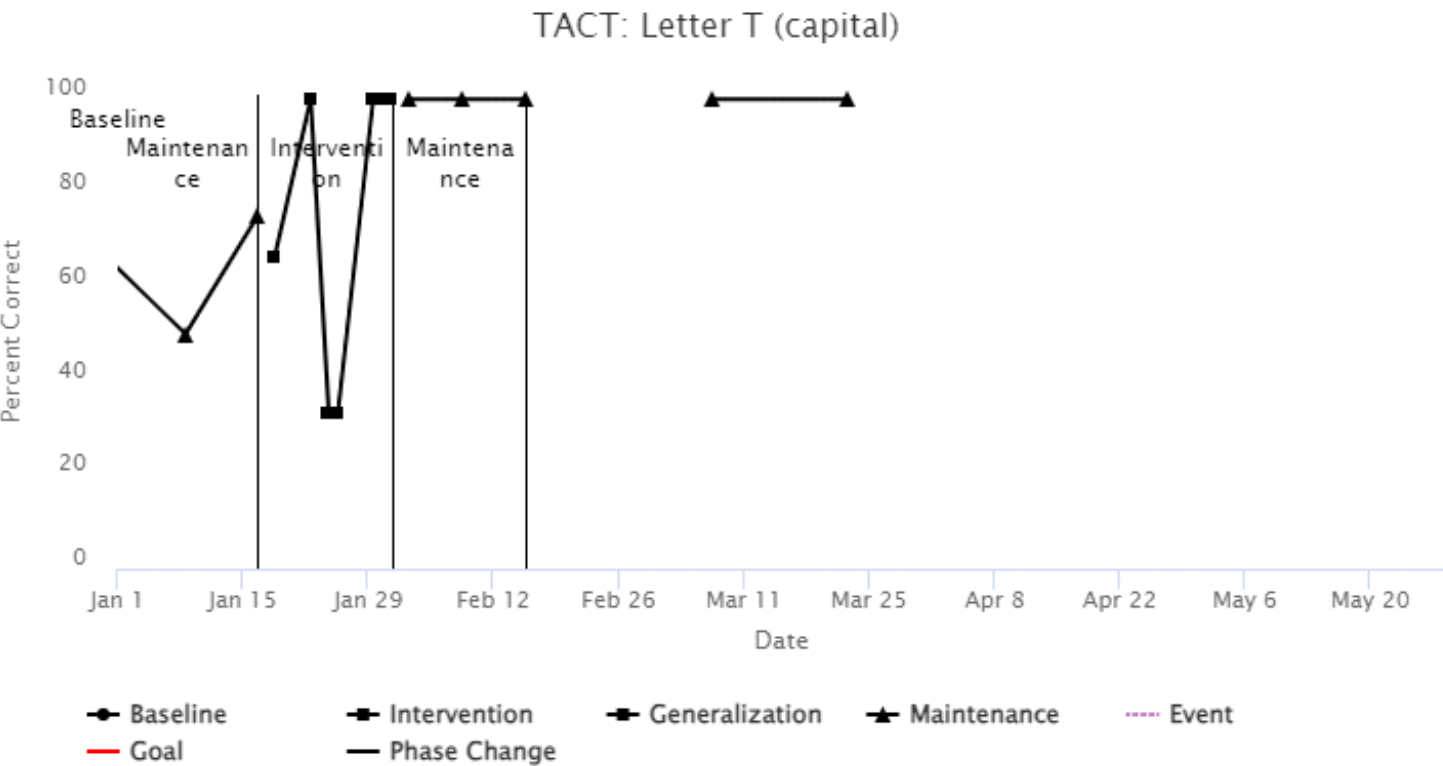
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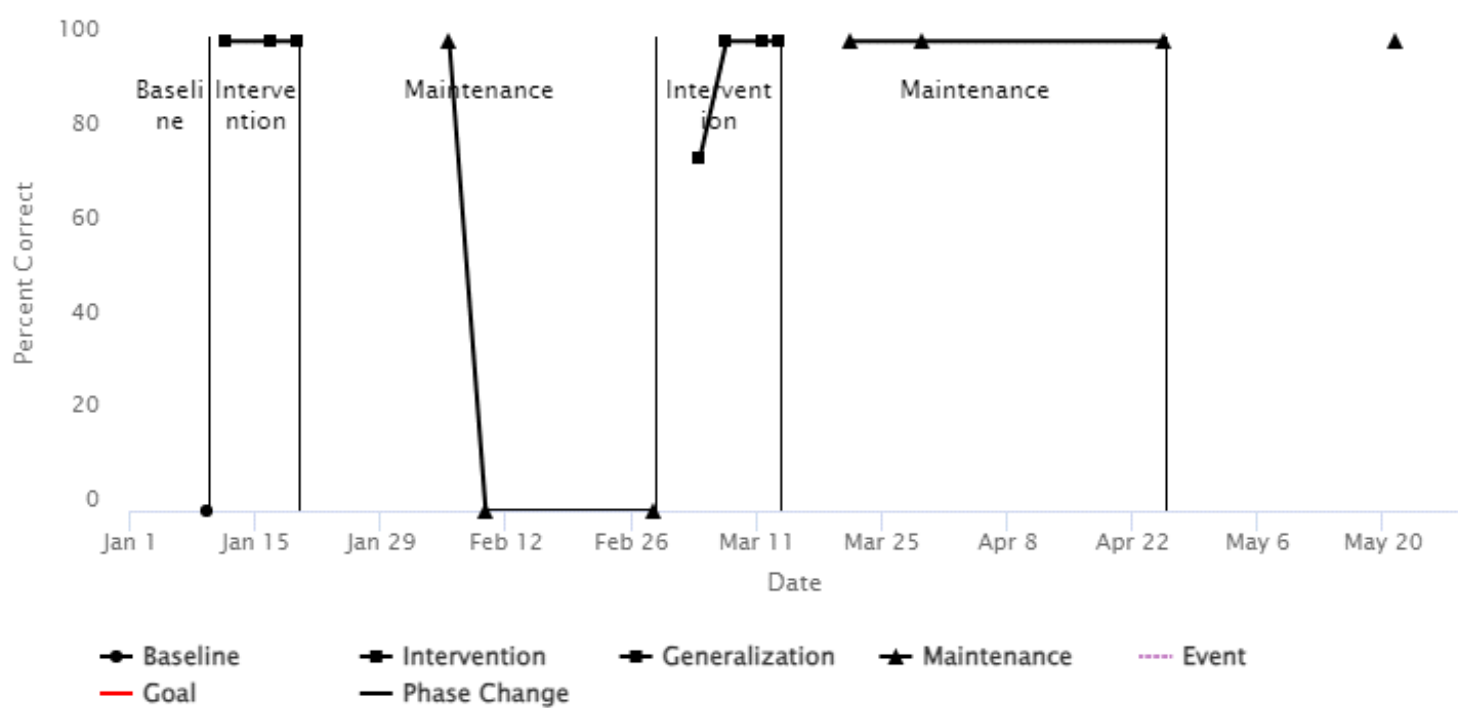
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Short-Term Goal: To increase attending to and responding to vocal discriminative stimuli, Tucker will answer 3 questions about a short story read to him (3-5 pages) accurately across 80% of opportunities for 3 days as a replacement for inattention and scrolled responses.

Status: Met	Initiated Date: 10/23/2023
Baseline: 1 question answered correctly (0% of criteria met)	Mastery Criteria: 80% of opportunities for 3 days
Current Percent Complete: 100%	Date Mastered: 03/20/2024
Additional information:	



IV: Answers 3 Questions Following a Story



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Current Short-Term Goals

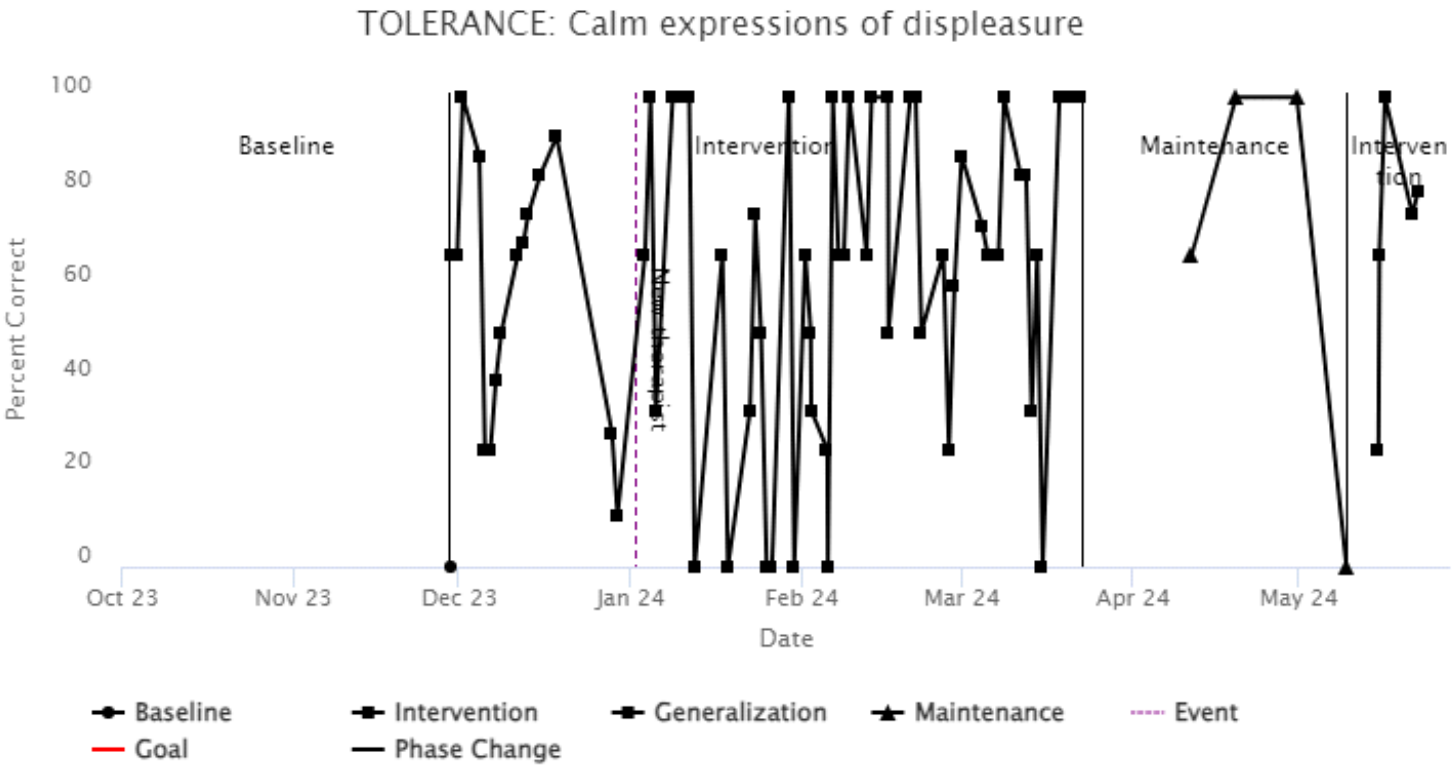
Treatment Area: Adaptive

Long-Term Goal: Increase adaptive skills

Short-Term Goal: To address deficits or abnormalities in responding to social interactions, Tucker will express when he is displeased with a social interaction or demand placed on him in a calm tone (speaking volume) without engaging in any maladaptive behaviors (aggressions, grabbing, pushing, tantrum, etc.) across 85% of opportunities for 5 days as a replacement for engagement in maladaptive behaviors.



Status: In Progress	Initiated Date: 10/23/2023
Baseline: 40%	Mastery Criteria: 85% of opportunities for 5 days
Current Percent Complete: 0%	Additional Information:



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Treatment Area: Social

Long-Term Goal: Increase social skills

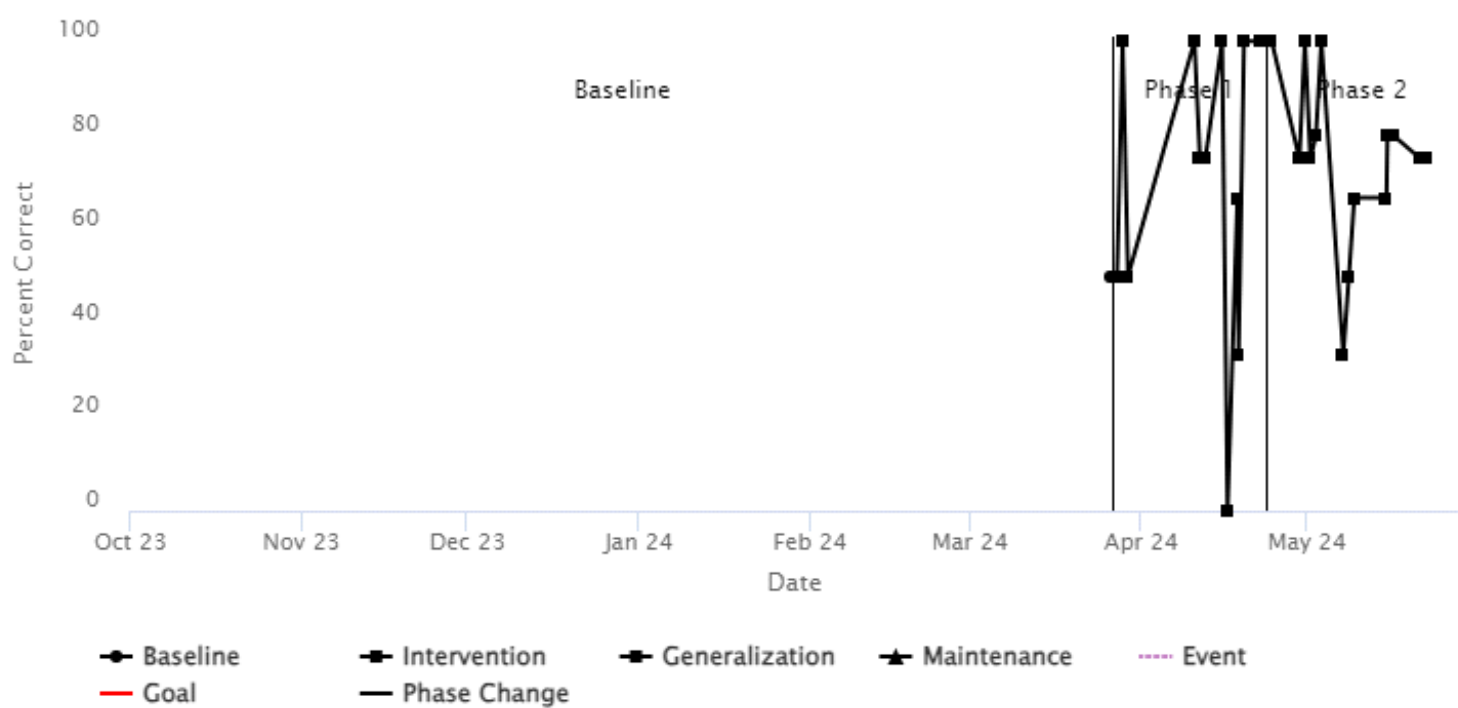
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Short-Term Goal: To maintain low rates of tantrum engagement, when presented with a disagreement with a peer (wants an item a peer has, peer takes toy from him, etc), Tucker will initiate problem solving with that peer or an adult (e.g., using mastered functional communication, making a compromise, asking his teacher for help navigating hte situation) without needing prompting from his therapist with 80% accuracy across 5 consecutive days.

Status: In Progress	Initiated Date: 04/13/2022
Baseline: 50% of opportunities	Mastery Criteria: 80% independence across 5 consecutive days
Current Percent Complete: 33.33%	Additional Information: This target was added in as a replacement behavior in April 2024.

Social: Independent problem solving with peer





Treatment Recommendations

Due to Tucker's acquisition of age appropriate communication and social skills as well as maintenance of reduced engagement in tantrum behavior across environments (clinic, daycare, home), direct 1:1 ABA therapy is no longer recommended. As Tucker could benefit from continued practice with emotional regulation and problem solving with peers, it is recommended that Tucker move to a parent training consult model of services. This will allow for ongoing support for the family in home and ongoing support and training for Tucker's classroom teachers in the future. If future needs did arise, it would be recommended for Tucker to receive a focused model of ABA therapy with hours based on the severity of the new areas of need.

<p>Provider Signature:</p>	<div data-bbox="367 907 828 1050"></div> <div data-bbox="367 1087 1549 1213"><p>Kelsey Agresta, BCBA , Tue. May 28, 2024 at 10:41AM EDT Attestation statement: I hereby attest that this information is true, accurate, and complete to the best of my knowledge, and I understand that any falsification, omission, or concealment of material fact may subject me to administrative, civil, or criminal liability.</p></div>
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