



ADVANCING INTEGRATED HEALTHCARE

Screened for Developmental Delay, Now What? ECHO®

Session Topic: “Supporting Self-Regulation & Addressing Challenging Behaviors”

Facilitator: Patricia Flanagan, MD

Faculty Presenter: Cindy Loncar, PhD

Case Presenter: Emily Roberts

Date & Time: May 14, 2025

PLEASE NOTE: Project ECHO case consultations do not create or otherwise establish a provider-patient relationship between any clinician and any patient whose case is being presented in a project ECHO setting

Care Transformation Collaborative of RI



Agenda

| Time | Topic | Presenter |
|------------------|---|---|
| 12:00 – 12:05 PM | Welcome & Faculty Introduction | Patricia Flanagan, MD |
| 12:05 – 12:25PM | Didactic: Supporting Self-Regulation & Addressing Challenging Behaviors | Cynthia Loncar, PhD Associate Professor of Pediatrics & Psychiatry, Brown Center for Children, Women & Infants |
| 12:25 – 12:40 PM | Case Presentation | Emily Roberts |
| 12:40 – 12:55 PM | Q&A and Discussion | |
| 12:55 –1:00 PM | Wrap up; Evaluation; Announcements | Susanne Campbell, CTC-RI |



Welcome

Please note that the didactic portion of an ECHO session will be recorded for educational and quality improvement. The case presentation portion of an ECHO session will never be recorded.

Remember to never disclose protected health information (PHI), verbally or in writing, to preserve patient confidentiality.

We are participating in an open and welcoming learning environment. Thank you for generously sharing your knowledge and experience so that all can benefit from it!

Video Meeting Etiquette



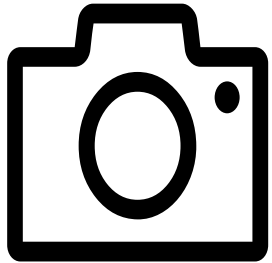
Mute your microphone when not talking.



Limit distractions as best as possible.



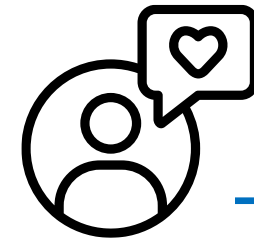
Use reactions & the raise hand feature.



Engage and turn your camera on if you are able.



Use the chat to ask introduce yourself, ask questions and share resources.



Engage - ask questions, offer feedback, provide support.

Announcements – Call for Applications

Register here:

<https://ctc-ri.jotform.com/251066655203957>



Call for Applications Due May 23, 2025

Training Pediatric & Family Medicine Providers to Diagnose Autism in Young Children

Introduction

The Care Transformation Collaborative of Rhode Island (CTC-RI), in partnership with the Rhode Island Department of Health (RIDOH) and United HealthCare, is excited to offer up to **10 pediatric or family medicine providers**, including Nurse Practitioners and Physician Assistants, the opportunity to participate in an evidence-based training program from June 2025 - December 2026 designed to prepare pediatricians to conduct next level autism assessments in the pediatric practice **with support payments up to \$15,000**. This comprehensive training program includes an in-person workshop, virtual training, and asynchronous learning. Following the training, providers will receive ongoing guidance and clinical oversight as they start conducting autism evaluations in their practice.

Who Can Apply

- Pediatric or family medicine, including Nurse Practitioners and Physician Assistant, providers practicing in Rhode Island
- **Retired pediatricians** interested in conducting autism evaluations and supporting pediatric practices

Program Highlights

- Be able to help patients and families access specialty evaluation and diagnostic services more quickly
- Learn how to conduct best practice autism assessments for unambiguous cases
- Receive practice facilitation support to assist with implementation and rollout
- Have the opportunity to develop a team-based approach to autism assessment
- Be part of a community of practice and receive 15 months of coaching and support from local and national experts
- Be eligible to receive \$15,000
- CMEs for In-Person Training and Community of Practice; Opportunity for MOC Part 4

Rhode Island Trainers



Cynthia Loncar, PhD
Associate Professor of Pediatrics & Psychiatry & Human Behavior, Warren Alpert Medical School of Brown University
Clinic Director, Center for Children and Families, Brown Center for Children



Sarah Hagin, PhD
Assistant Professor of Psychiatry and Human Behavior, Warren Alpert Medical School of Brown University
Director, Hasbro Hospital's feeding program
Project Manager, PEDI PRN



Viren D'Sa, MD
Associate Professor of Pediatrics and Clinician Educator, Warren Alpert Medical School of Brown University
Director, Division of Developmental Behavioral Pediatrics, Hasbro Children's Hospital

Faculty Consultant



Jeffrey Hine, PhD, BCBA
Associate Professor of Pediatrics, Vanderbilt University Medical Center
Licensed Psychologist, Vanderbilt Kennedy Center - TRIAD
Director of Primary Care Outreach and Training, Division of Developmental Medicine, VKC-TRIAD

[Learn More Now!](#)

Announcements – Call for Applications

Register here:

<https://ctc-ri.jotform.com/251184475989070>



ECHO® Series: Strengthening Families Prenatally through Early Childhood

Purpose

To create a learning community for pediatric teams using the DULCE (Developmental Understanding and Legal Consultation for Everyone) approach and other groups supporting families from pregnancy through early childhood. This community will learn together through the ECHO® model, which includes a short presentation and a case discussion, promoting shared learning for all.

Who Should Attend?

- Community Health Workers
- Doulas
- Family Visiting
- Early Intervention
- IBH Providers
- Lactation Specialists
- Primary Care Providers and Team Members
- Nurse Care Managers

ECHO® Presenters

Topics will be presented by Legal Key Partnership for Health and Justice and Rhode Island Association for Infant Mental Health.

| Date | Topic |
|---------------|---|
| June 13, 2025 | Strength in Collaboration: The DULCE Model and the Power of Interdisciplinary Problem Solving |
| July 11, 2025 | When Immigration Disrupts Care: Planning for Unexpected Absences in Family Support Work |
| Aug 08, 2025 | Supporting Early Bonds Between Babies, Families, and Providers |
| Sep 12, 2025 | Understanding the Rights of Pregnant Workers |
| Oct 10, 2025 | Caring for the Caregivers: Parental Mental Health During Pregnancy and Early Parenting |
| Nov 14, 2025 | Legal Protections for New Parents |
| Dec 12, 2025 | Repairing the Bond: Healing After Disruptions in Early Parent-Infant Relationships |
| Jan 09, 2026 | Understanding Benefit Eligibility for Families |
| Feb 13, 2026 | Home as a Foundation: Navigating Evictions and Unsafe Housing Conditions |
| Mar 13, 2026 | Supporting Families Through the Challenges of Sleepless Nights |
| Apr 10, 2026 | Working Together for Safety: Collaborative Care of Families When Concern for Safety Arises |
| May 08, 2026 | Reflective Practice for Supporting Infants and Families |

Why Participate?

This 12-month ECHO® program will include didactic training and case-based learning.

- **CME/CEU credits** offered at no cost for attendance
- **Best practice sharing among clinical practice teams** and the larger learning community of affiliated professionals (doulas, family visiting agencies, lactation consultants, community health workers).
- **Build skills to support families** in resolving potential legal issues, meeting key needs, and promoting early development and well-being through a strength-based approach.

Two learner options are available:

- **Full participation:** Eligible for \$250 stipend. Requires attendance at 10 out of 12 ECHO sessions and willingness to present a case study.
- **Flexible participation:** Select and attend sessions based on your availability and with no obligation to present a case study.

When?

Starting June 13, 2025 from
12:00pm - 1:00pm

- Second Fridays of the month @ 12:00pm - 1:00pm

*Register by
May 23!*

Faculty Introduction



Cindy Loncar is the clinical director and a psychologist at the Brown Center for Children at Women & Infants Hospital. Her research looks at environmental contributors to preterm infant development and the relationship between parenting and child medical factors on social development. Her teaching has focused on training psychologists to use evidence-based practice to best support young patients and their families. She has specific expertise in evaluating and treating young children with autism and developmental disabilities. For over 25 years, she has provided infant and early childhood mental health services to Rhode Island families.

Disclosures

- Session presenters have no financial relationships with a commercial entity producing healthcare-related products used on or by patients.

If CME credits are offered, all relevant financial relationships of those on the session planning committee have been disclosed and, if necessary, mitigated.

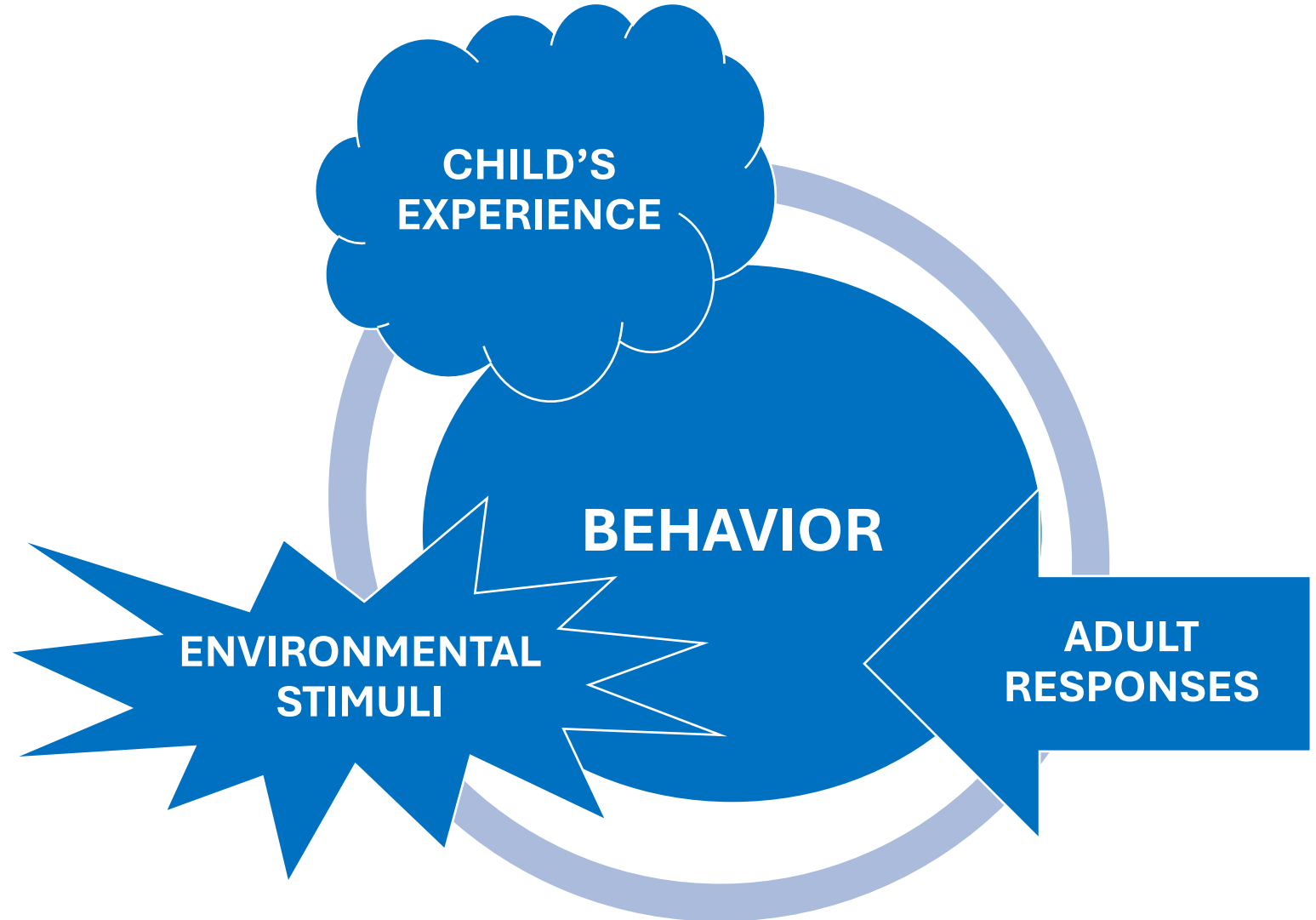
Learning Objectives

- Participants will gain knowledge around a general understanding of self-regulation and supporting this for young children with developmental disabilities/ASD in primary care, early intervention, and community settings.
- Participants will gain a general understanding of internal and external factors to consider that may impact behaviors for young children with developmental disabilities/ASD and how this knowledge can be applied in primary care, early intervention, and community settings
- Participants will gain a general understanding of developing behavioral strategies and care plans that attend to sensory needs and emotion regulation to promote optimal behavioral outcomes for young children with developmental disabilities/ASD for patients in primary care, early intervention, and community settings.

A child's
behavior does
not occur in
isolation...



....but in relationships and settings



Children learn emotional development/behavioral responses through relationships



What is Self-Regulation in young children?

- Tolerance for change
- Flexibility
- Adaptation to sensory input



Behaviors have meaning



**What is the child
trying to
communicate?**

What's the goal?



- Obtaining a desired object or outcome
- Escaping a task or situation
- Getting attention, either positive (praise) or negative (yelling)
- Trying to self-calm, self-regulate or feel good (*sensory input*)
- Blocking or staying away from something painful or overwhelming (*sensory avoidance*)
- Responding to pain or discomfort
- Attempting to gain control over an environment or situation (*self-advocacy*)

Be aware of intentionality we assign to behavior...

- Temper Tantrums
- Melt downs
- Won't listen



We need to Re-Focus the Lens

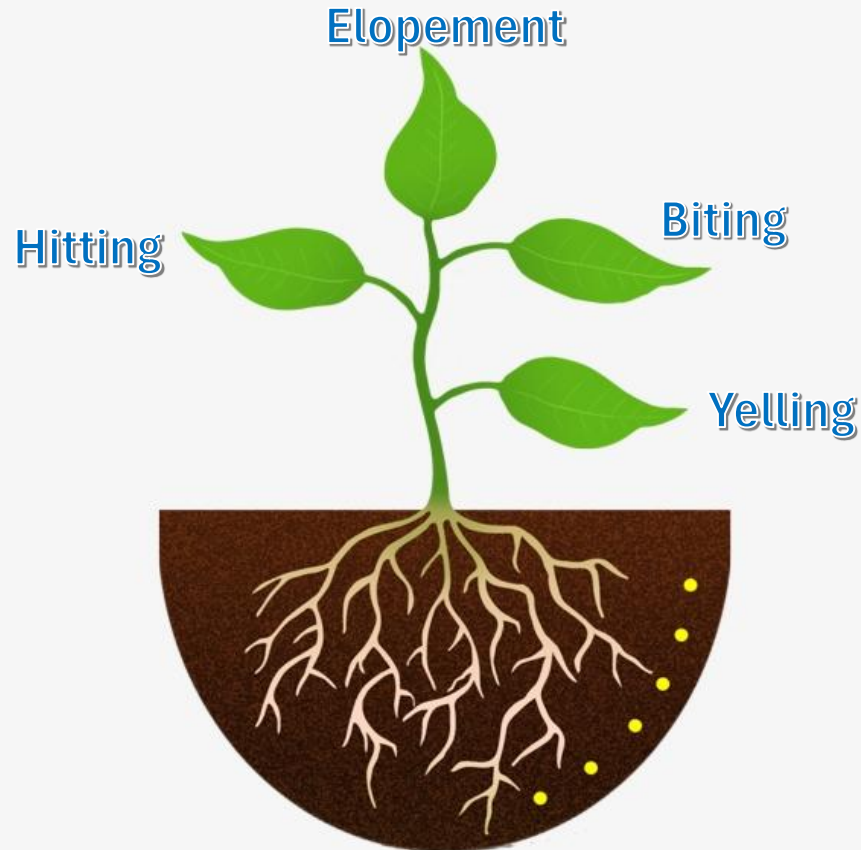


What does the behavior tell us...

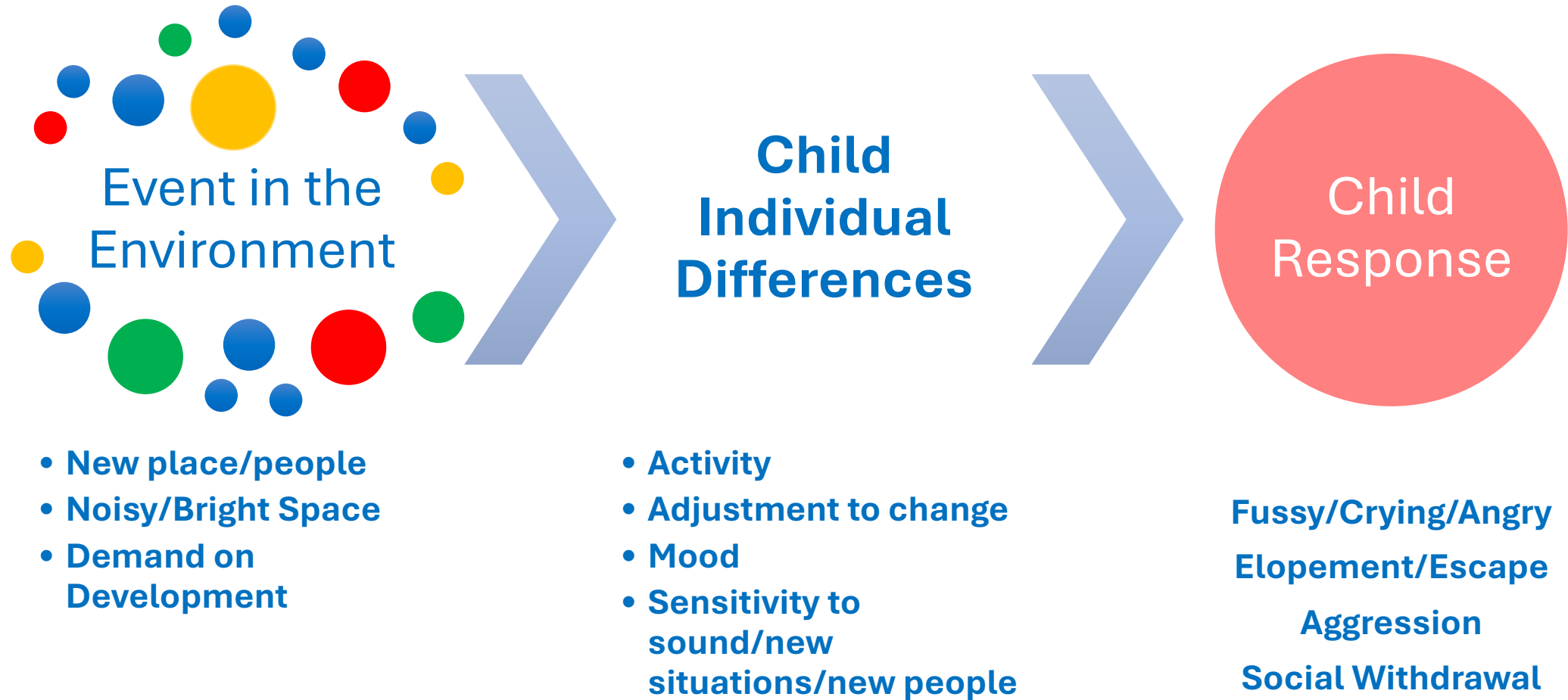
- I'm frustrated
- I'm tired
- I'm sad



CONSIDER FACTORS INTERNAL TO CHILD



- Hunger
- Tired
- Sickness/Pain
 - Ear infection? toothache?
- GI Issues
- Sensory overwhelmed & trying to escape



How are we responding....



Are we giving something attention that we don't want to see continue?

How can we support the child while not reinforcing the behavior?

Challenging behaviors

- **Yelling**
- **Hitting others**
- **Aggression towards self**
- **Elopement**



Ways to support Self-Regulation

- Adapt the Environment
- Adult-led behavioral supports



ADAPT THE ENVIRONMENT

- Calm down corner/space
- **Consistent Routines**
- Home safety
- Visual supports
- Remove stimuli



Adult-Led Behavioral Supports

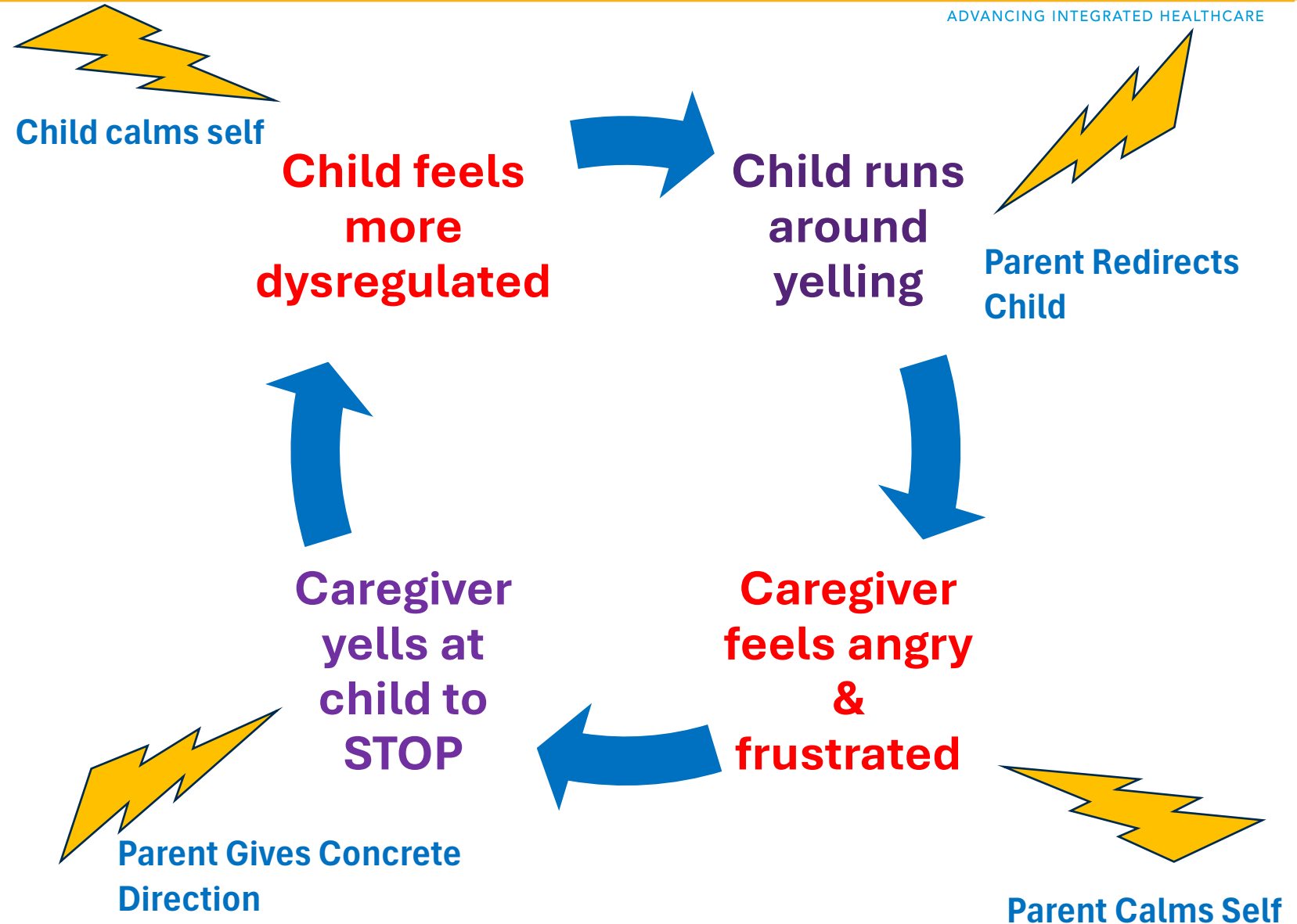
- Redirect to other activities – Sensory Break, Calm Down Space
- Ignore the behavior, NOT the child
- Narrate the emotions
- Remove the child from the situation
- Modelling Calm, Patience
- Provide supportive sensory breaks

CARE PLANS for Providers to Develop



- Support Communication in not yet verbal kids
 - PECS(Picture Exchange Communication System)
 - Visual Supports
 - Narrating the child's experience
- Make meaningful therapy referrals
 - Occupational Therapy for sensory support
 - Speech therapy
 - ABA therapy
- Provide Behavioral Strategies to Parents for de-escalating behaviors

Where are the moments to stop a cycle?



Adapted from Timmer et. al (2016)

Collaborate with the expert in the room

- **WHAT IS THE PARENT WORRIED THE BEHAVIOR MEANS??**– Allow space for them to share their observations
- **Be curious and collaborate** with them about their observations
 - *“I wonder”*
 - *“What did you notice about what might have upset your child?”*
 - *“Was it how you typically see your child react and respond?”*
- **Ask about the child’s strengths and help family focus on their strengths!**
- **Honor and uplift the parent’s voice** – acknowledge and validate their worries, observations, challenges
 - *“I appreciate you telling me that/sharing that about your child”*

ASK THE RIGHT QUESTIONS

ELOPEMENT

- Elopement Risk Screening Questions
 - Does your child try to open windows, doors?
 - Does your child try to run away in public places?
 - Do you have worries your child will try to get out of the car seat?
 - Is your child awake in the night and moving around the house?
 - What safety measures do you have in your home and car?
 - Are there any barriers to putting in safety measures (e.g., landlord/housing/financial)?

Safety resources for families



- [Autism Speaks Safety Kit](https://www.autismspeaks.org/tool-kit/autism-safety-kit)
- <https://www.autismspeaks.org/tool-kit/autism-safety-kit>
- National Autism Association – Big Red Safety Box (English & Spanish)
- <https://nationalautismassociation.org/big-red-safety-box/>



Resources

- Autism Speaks. Autism and Challenging Behaviors: Strategies and Support. <https://www.autismspeaks.org/directory>
- Autism Speaks Safety Kit <https://www.autismspeaks.org/tool-kit/autism-safety-kit>
- National Autism Association – Big Red Safety Box (English & Spanish) <https://nationalautismassociation.org/big-red-safety-box/>
- Timmer, S., Hawk, B., Lundquist, K., Forte, L., Aviv, R., Boys, D. & Urquiza, A. (2016) PC-CARE: Course of Treatment Manual.

Questions & Comments?





Screened for Developmental Delay, Now What? ECHO® ECHO Case Presentation

Presenter(s): Emily Roberts

Date: May 14 2025

Contact Info: eroberts@aquidneckpediatrics.com

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Reasons for Selecting this Case

Do Not Include PHI

| | |
|--|---|
| Why did you select this case? | I chose this case to highlight the challenges families may face due to their child's emotional dysregulation and challenging behaviors, and to emphasize the support needed to manage these difficulties. |
| Goal for this case presentation? | The goal of this case presentation is to share how the primary care office provides education around challenging behaviors and emotional regulation, while also assisting with appropriate referrals. |
| What questions do you have for the group? | What community resources or referral options have you found most helpful for families in these situations? |

Information about the Case

Do Not Include PHI

| | |
|---|---|
| What is the family identifying as the concern? | The parent is increasingly concerned about her child's escalating emotional dysregulation and aggression at home and school. |
| What is the provider/clinician see as the concern? | The provider is concerned about possible undiagnosed autism and the lack of support services currently in place. |

Patient and Family Information (as relevant) Do Not Include PHI

| | |
|-------------------------------------|--|
| Age (0-5) | 4Y 4M |
| Gender | female |
| Race/Ethnicity (if relevant) | Caucasian |
| Insurance | Blue Cross of Massachusetts |
| Family composition | Mom, Dad, patient, younger sibling about 16mos. |
| Current living situation | Family lives together, no housing concerns. |

Patient and Family Information (as relevant) - continued

| | |
|---|---|
| Health related social needs | The mother reports having to leave her job due to the child's behaviors ,leading to financial stress as the family relies on a single income. |
| Parent and Family Health Wellbeing | The mother reports stress related to her child's behaviors and feels a lack of emotional support from the father. |
| Observation of parent and child interaction | relationship appears appropriate, with no concerns noted. The mother is engaged and responsive to the child's needs, and the interactions seem generally positive and supportive. |
| Developmental Screening Results and Trends | 2021 (SWYC): pass 2022 (SWYC, PPCS,POSI): Fail 2022(MCHAT) Fail 2023 (30 months, SWYC, PPCS,POSI): Fail |
| Safety Concerns | escalating agg, such as attempting to harm sibling by trying to "sit on the baby" and running head-first into an exam table during a recent vet visit. |
| Nutrition and Feeding | The child's diet includes fruits, chicken, eggs, and peanut butter, with little intake of red meat or vegetables. |
| Behavior Concerns | Yes, throwing objects, hitting other children/adults, extensive tantrums. |
| Sleep Concerns | No Concerns. |

What goals does the family/caregiver have?

Do Not Include PHI

Family goals include reducing self-injurious behavior and aggression at home and school, improving emotional regulation and communication, and addressing sensory concerns.

Family Identified strengths/successes/challenges:

Strengths & Successes

Mom is open to recommendations from the PCP office, speech therapist, and school, including using visual charts, positive reinforcement, consistent routines, and redirection. Constant communication with pcp office.

Challenges

However, she struggles to implement these strategies effectively on her own without in-home support. A challenge is ineligibility for more services without a diagnosis.

Practice Identified successes/challenges: Do Not Include PHI

• Child's

- The child is a good eater and sleeper but struggles with speech and has ongoing behavioral issues both at home and at school. Child has had some improvement since being placed in a behavioral school.
- Pcp office had also helped schedule intake appointment at the CNDC. Although f/u with developmental pediatrician has not been schedule. Mother reports the school is now providing testing.

• Family/Caregiver

While follow-up can be inconsistent, the mother is actively reaching out, engaging in conversations about her daughter's needs, and demonstrating awareness and recognition of the concerns. Challenges include a lack of follow-up on referrals, such as an evaluation referral sent years prior, with financial instability being a co-occurring issue that delayed the evaluation. Additionally, the mother lacks emotional support from the father.

1. Facilitator Summary & Clarifying Questions



2. Recommendations from the group