

MI-LEND Intermediate-Term Trainee Curriculum

Simulated Cases

1. William is an 11-year-old boy who has been diagnosed with Fetal Alcohol Spectrum Disorder (FASD) based on his behaviors and neurodevelopmental disabilities and prenatal history. He lives with his adoptive parents and two siblings. He has been given a number of diagnoses over the years including ADHD combined type, Oppositional Defiant Disorder, anxiety, sleep disorder and attachment disorder.

His challenging behaviors include running from the classroom and home, refusing to do chores, talking back and swearing at teachers and parents, fighting with siblings, lying and taking things that belong to others. He is doing poorly academically – reading and math skills are significantly below grade level.

- a. Learn the common signs and symptoms of FASD and neurobiology underlying the behaviors and cognitive challenges.
- b. Discuss the different diagnoses that William has been given over the years. How are they related to his prenatal exposure to alcohol? Are there treatments that address the behaviors associated with any of these diagnoses?
- c. Describe an interdisciplinary approach to serving William and his family.
- d. How can his family's values and strengths be included in a plan to support William?
- e. How might disparities in health care and educational opportunities affect William's situation?
- f. Identify resources that could be useful to William and his parents.
- g. Create a care map for William:
 - a. The care map should reflect the ideal system of resources in the best of times and a community with resources.
 - b. Reflect on the challenges faced during the COVID 19 outbreak with regards to William's care map, barriers to care and barriers to education supports during that time.

2. Melissa is a seven-year-old girl with spina bifida. She has weakness of the muscles of her legs and cannot walk. The nerves to her bladder are damaged and her bladder does not empty normally so she needs to use a catheter to empty her bladder every few hours. She has been evaluated by her school for learning disabilities and receives extra help in reading and math.
 - a. Read about spina bifida: good places to start are websites such as cdc.gov and healthychildren.org
 - b. Discuss health problems that children and youth with spina bifida often have.
 - c. Describe Melissa's team of health care providers.
 - d. Describe spina bifida from a parent's point of view.
 - e. Describe spina bifida from a sibling's point of view.
 - f. Create a care map for Melissa:
 - a. The care map should reflect the ideal system of resources in the best of times and a community with resources.

3. Alfonso is a 17-year-old man with autism. He has no significant health problems besides his autism. He communicates with short phrases – often repeating himself and echoing the words of others. His parents and teachers are able to interpret his behaviors and understand his likes and dislikes (food, music, clothing, outings). Teachers and administrators at his school have encouraged his parents to begin the process of obtaining guardianship when he turns 18. Alfonso's mother isn't sure what is best for him, but she trusts his teachers and is ready to prepare the paperwork for guardianship. Alfonso's father doesn't want to take away his son's rights to make his own decisions.
 - a. Describe the advantages and disadvantages of guardianship for Alfonso.
 - b. What are the family's options besides full guardianship?
 - c. Write a specific plan for supported decision making that would protect Alfonso's rights and keep him safe. Consider health care decisions, finances, and housing. The ARC of Michigan has excellent resources for families.
 - d. Discuss the influence of cultural differences and a family's personal values as Alfonso's parents try to make the best decisions for his autonomy, well-being and safety.