Dana is a 22-month old boy who lives with his mother, father, and 12-month old sister. He is a new child at a community childcare program where he attends childcare 5 mornings a week. Dana is language delayed and does not use words. He does repeat consonant-vowel combinations and will occasionally repeat simple words, often repeating the initial sound over and over with a whiney, frustrated sounding voice. Dana has very limited play skills and is likely to manipulate toys by repetitive actions of spinning moving parts or mouthing them.

Dana’s parents report that he is very difficult to manage at home and in the community. They describe that Dana as being “very rigid” about what he wants to do and difficult to redirect. When pushed to comply, he often becomes aggressive and hits his parents or throws toys and tries running away. During meals he never sits with his parents to eat. He will come to the table periodically, pick up food from his plate, and walk off to eat it. His mother also shares that she is very concerned about how he plays because he doesn’t seem to use toys correctly. He likes spinning in circles with toys and twirling spinning toy parts. His parents are reluctant to take him to the store or other places in the community because he has severe tantrums, resists getting in the car, and/or resists leaving places.

Dana’s childcare teacher visited him at home to welcome him to his new childcare. She was distressed to observe that Dana seems to be “in charge.” His parents are reluctant to place limits on him. He insists on watching videos repetitively while rewinding favorite sequences over and over or running up and down their hallway.

At his childcare, Dana has tantrums that include crying, screaming, dropping to the floor, and hitting at adults. Dana refuses to eat and will tantrum if guided to the table. He is most likely to have challenging behavior during small group activities (like story time, puppet play, and music time), clean-up time, and when transitioning from activities.