



## UPPER GRAND DISTRICT SCHOOL BOARD

### AUTISM INTERVENTION SERVICES INTENSIVE BEHAVIOURAL INTERVENTION

#### A. ENTRY AND EXIT PROCEDURES

The Ontario Ministry of Community, Family and Children's Services (Ministry of Children and Youth Services) announced the allocation of funds for programs for individuals with a diagnosis of ASD. This funding has been used to set up regional centres to provide an average of twenty one hours of treatment based on the principles of Applied Behaviour Analysis for individuals with a diagnosis of ASD (moderate to severe end of the spectrum). This government funding is being used to provide intensive behavioural treatment, which is being referred to as Intensive Behavioural Intervention or IBI.

Intensive Behaviour Intervention (IBI), is a very structured way of working with children with ASD. Treatment goals are clearly defined and broken down into small teachable steps. Systematic behavioural teaching methods (e.g. positive reinforcement, shaping) are used to build and generalize skills. Programs are individualized to meet the needs of each student and detailed data collection is used to measure progress.

#### B. IBI TREATMENT IN DUFFERIN AND WELLINGTON COUNTIES

IBI services for Dufferin and Wellington counties are coordinated through ErinoakKids in Mississauga. Children with a diagnosis of ASD are assessed by the ErinoakKids psychology team. The team determines whether the child is eligible for the IBI program.

Children in Dufferin County receive services through ErinoakKids and Wellington County IBI services are delivered through KidsAbility. The Senior Therapist designs the individual programs for students. Instructor Therapists implement the programs under the supervision of the Senior Therapist. KidsAbility and ErinoakKids staff providing IBI work closely with Speech-Language Pathologists, Occupational Therapists and other professionals who also provide intervention for children with ASD.



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#### **C. IBI TREATMENT FOR SCHOOL AGED CHILDREN IN THE UPPER GRAND DISTRICT SCHOOL BOARD**

Discussions have taken place between the UGDSB, KidsAbility and ErinoakKids regarding provision of IBI in our schools. Of the 21 hours of IBI service a child may receive, up to six of those hours may be provided in the school setting. This involves observing for generalization of skills that have been taught in one-to-one teaching sessions outside of school, gathering information about important skills to be taught in future sessions, direct instruction with the child for generalization of skills within the classroom, preparing the student for transition to independence within the classroom setting and occasional one-to-one teaching outside of the classroom (less than one hour per week). Visits are most often made by the Instructor Therapist, but may also be made by the Senior Therapist. Ongoing communication between the classroom teacher and IBI staff is essential.

When an educational assistant (EA) is working with a student with whom the IBI staff are working, the EA may have opportunities to observe the work of the IBI staff. In most, cases the EA will be providing support for the student and assisting the student in demonstrating skills. In some cases, the EA might be assigned to work with other students in the classroom when the IBI staff are present.

It will be important for all communication by IBI staff regarding IBI program goals to be discussed with the classroom teacher on an ongoing basis. This will ensure that the IBI program goals support IEP goals.

#### **D. IBI ENTRY PROCEDURES FOR STUDENTS IN THE UPPER GRAND DISTRICT SCHOOL BOARD**

1. The IBI Senior Therapist contacts the Coordinator of Special Education and the Coordinator of Speech & Language Services with the names of students involved in the IBI program.
2. The Coordinator of Special Education contacts the Principal of the child's school to provide background information about the IBI program, discuss the needs of the student and make preliminary plans for setting up a case conference (see IBI Case Conference Planning Form). The Principal invites parents, IBI Senior Therapist, Case Manager for Autism, community service providers who have worked closely with the child and appropriate Board staff to attend (e.g. Classroom Teacher, Special Education Resource Teacher, Child & Youth Counsellor, Speech-



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Language Pathologist, Special Education Consultant, Psychological Consultant).

3. At this case conference, the specific arrangements regarding IBI involvement at school are discussed (see IBI Case Conference Minutes Form). Minutes of the case conference are forwarded to parents and others attending the meeting and will be filed in the OSR and central file.

#### **E. IBI PROGRESS REVIEW MEETING PROCEDURES**

1. The Principal invites parents, IBI Senior Therapist, involved school-based staff, Special Education Consultant, Speech-Language Pathologist, Psychological Consultant and any other involved professionals to a progress review meeting (see Progress Review Meeting Minutes form).
2. The purpose of this meeting is to review progress to date, establish new goals, review the working relationship between the IBI staff and the school, and discuss a discharge transition for the student.
3. Minutes of the Progress Review meeting are forwarded to all attendees and filed in the OSR and central file.

#### **F. IBI EXIT PROCEDURES IN THE UPPER GRAND DISTRICT SCHOOL BOARD**

1. The IBI Senior Therapist informs the Coordinator of Special Education and the Coordinator of Speech & Language Services of the date the child will be discharged from the IBI program.
2. The purpose of the exit case conference is to review progress in the IBI and the classroom and to establish short term educational goals for the student's Individual Educational Plan (IEP). Minutes of the case conference are forwarded to parents and others attending the meeting and will be filed in the OSR and central file.