



**Simcoe County**  
*District School Board*

## Collaborative Services Delivery Model Phase 2

# **Connections for Students**

A transition model for students who are transitioning from Intensive Behavioural Intervention (IBI) to Applied Behaviour Analysis (ABA) methods in schools.

## **A Package for Principals**



2009/10

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## **Description of Connections for Students Model**

Connections for Students is a collaborative initiative of the Ministry of Education and the Ministry of Child and Youth Services with the focus of supporting seamless transitions for children with ASD who are ready to make the transition from Intensive Behavioural Intervention (IBI) delivered through the MCYS-funded Autism Intervention Program (AIP) to Applied Behaviour Analysis (ABA) instructional methods in public school.

The Connections for Students model is centred on multidisciplinary, student-specific, school-based transition teams that are established up to six months before a child leaves the AIP and starts or continues school. Transition teams will develop transition plans tailored to the specific support needs of individual students and provide support for at least six months after a child leaves the AIP and starts or continues in public school.

## **Main Components of the Connections for Students Model**

1. A clinical decision is made by the IBI team that the student is ready to leave the AIP and parental agreement is obtained.
2. The AIP provider contacts the Connections for Students project lead to initiate the transition process.
3. The Connections for Students project lead contacts the Regional Principal in Special Education and school principal to inform of the upcoming transition.
4. School principal or designate of the school in which the student will be transitioning establishes and leads a multidisciplinary transition team. The team includes the school principal or designate, parent(s)/guardian(s), teacher(s), School Support Program ASD consultant, and school board staff with ABA expertise as required.
5. Up to 6 months prior to the planned date of admission to school, the transition team develops and implements a transition plan that is tailored to the specific support needs of the individual student; addresses any specific needs to ensure school readiness and student readiness for entry to school; and provides assistance to teachers as required to support the student's transition into the classroom setting.
6. Once the student enters school full-time, the transition team meets monthly (or more frequently as needed) to address any issues related to the transition and provides support for a minimum of 6 months to support the transition.
7. After the student has been in school full-time for six months, the principal or designate, parent(s)/guardian(s) and teacher will continue to work together to monitor the students' progress at key transition points in order to provide appropriate supports.

## **The Transition Team**

### What is a transition team?

Transition teams are a collaborative mechanism to facilitate students' transitions from the AIP to school. The teams have as their mandate achieving seamless transitions to school and supporting students' needs. To facilitate these goals, with parents/guardians consent, there will be a transfer of information about the students' strengths and needs from the AIP to the school, enabling both the teams and transition plans to be tailored to the specific support needs of individual students.

Transition teams will be multidisciplinary and include members who have an understanding of the individual students, as well as those with complementary skills and expertise related to ASD and/or supporting students with ASD in a school environment.

### Who are the key members of a transition team?

- Parent(s)/guardian(s)
- Principal or designate (lead the transition team)
- Teacher(s)
- The School Support Program ASD Consultant
- ABA Coordinator, as required

### Transition Team membership may be supplemented by:

- Educational Assistants
- Special Education Resource Teachers
- Other professionals providing service to the child (e.g. mental health service providers, speech-language pathologists, occupational therapists, physical therapists)

### Transition Team Responsibilities

- Up to 6 months prior to planned date of admission to school, develop a customized plan to support the child's transition from IBI services delivered through the AIP to appropriate special education programs and services including instructional strategies involving ABA in school.
- Address any specific needs to ensure school readiness and student readiness for entry to school.
- Provide assistance to teachers, educational assistants and other professionals, as required, to support the child's transition into the classroom setting.

- Once the child enters school, the team will meet monthly (or more frequently as needed) and will provide support for a minimum of 6 months to facilitate the child’s transition and deal with any issues arising.
- The principal, parent/guardian and teacher will continue to work together to monitor the student’s progress at key transition points in order to provide appropriate supports.
- The principal must ensure that relevant school board personnel and community personnel who have previously worked with and/or are currently working with a student with ASD are invited to provide input.
- Level of support provided will be modified as students’ individual needs change.

### Roles and Responsibilities

Participants	Role on Transition Team	Responsibilities
School Principal or designate	Transition team lead	<ul style="list-style-type: none"> <li>• Establish and lead the multidisciplinary transition team</li> <li>• Work with parent/guardian to identify any relevant professionals/community agencies involved with the child who should be invited to participate and provide input to the transition team.</li> <li>• Initiate transition team meetings after initial contact by school board personnel.</li> <li>• Be responsible for the development and implementation of the transition plan and IEP.</li> <li>• Manage any issues arising with team members.</li> <li>• Be the primary contact for the family once the child enters school.</li> <li>• Continue to work with the parent/guardian and teacher to monitor the student’s progress at key transition points in order to provide appropriate supports.</li> </ul>
Classroom teacher (RCT)	Transition team member	<ul style="list-style-type: none"> <li>• Provide input to the development of the student’s transition plan and IEP.</li> <li>• Implement components of the</li> </ul>

		<p>transition plan related to classroom instruction.</p> <ul style="list-style-type: none"> <li>• Provide feedback to the transition team on the student's progress and any issues arising from the transition.</li> <li>• Continue to work with the parent/guardian and principal to monitor the student's progress at key transition points in order to provide appropriate supports.</li> </ul>
Parent/guardian	<p>Transition team member</p> <p>Represent their child's needs and provide information to facilitate planning and provision of transition supports</p>	<ul style="list-style-type: none"> <li>• Identify any relevant professionals/community agencies involved with their child who should be invited to participate and provide input to the transition team.</li> <li>• Participate on the transition team and provide input to the development of their child's transition plan and IEP.</li> <li>• Provide feedback to the transition team on their child's progress and any issues arising during the transition.</li> <li>• Continue to work with the principal and teacher to monitor the student's progress at key transition points in order to provide appropriate supports.</li> </ul>
School Support Program ASD Consultant	<p>Transition Team member</p> <p>Support transitions of students from AIP to school</p> <p>Support incorporation of ABA practices into teaching strategies</p>	<ul style="list-style-type: none"> <li>• Provide expert support to transition teams for students transitioning from the AIP to school.</li> <li>• Be the key resource and point of contact for school staff about the child's strengths and needs, and for issues related to the child's transition from AIP into the school setting.</li> <li>• Provide in-class observation and coaching for teachers and educational assistants on effective learning strategies and techniques for students with ASD.</li> </ul>

		<ul style="list-style-type: none"> <li>• Enhance educators’ knowledge with respect to the characteristics of students with ASD.</li> <li>• Enhance educator’s knowledge and skills in the application of the principles of ABA, and other evidence-based teaching strategies as appropriate.</li> <li>• Enhance educator’s knowledge and expertise in teaching strategies to improve communication, social skills and life skills of students with ASD.</li> <li>• Assist educators in reviewing environmental supports/structures that can lead to greater success for students with ASD.</li> <li>• Enhance educators’ knowledge of and familiarity with non-educational services and supports available in the community for students with ASD.</li> </ul>
<p>School board personnel with ABA expertise:</p> <p>Connections for Students project lead and/or ABA Coordinator</p>	<p>Transition Team member</p> <p>Support principals</p> <p>Support the transition team as required depending on the particular needs of the child</p>	<ul style="list-style-type: none"> <li>• In consultation with parent/guardian and AIP staff, identify school/placement options based on the child’s profile.</li> <li>• Work with the AIP to initiate the transition process.</li> <li>• Contact the principal and SSP consultant at the selected school and provide information about the child and planned date of admission.</li> <li>• Provide input and support to the transition team as required.</li> <li>• Provide and/or coordinate ASD training and resources at the school and board levels.</li> <li>• Facilitate enhanced collaboration between service providers and schools.</li> <li>• Provide the family with the</li> </ul>

		<p>school board's parent/guardian guide to special education during first contact.</p> <ul style="list-style-type: none"> <li>• Provide support to principals and teachers as required, including coaching on ABA based teaching strategies.</li> </ul>
<p>Other team members may include:</p> <ul style="list-style-type: none"> <li>• School staff (i.e., EA, SERT)</li> <li>• Other professionals involved with the student (e.g. mental health service providers, SLP, OT, PT)</li> </ul>	<p>Provide additional support as required depending on the particular needs of the student.</p>	<ul style="list-style-type: none"> <li>• Provide input to the development of the student's transition plan and IEP.</li> <li>• Provide support for student transitions as needed.</li> </ul>



**SCDSB Template for *Connections for Students Transition Process***

*\* please note: this template is a working document. The transition process will be individualized to meet the needs of the student.*

Phase	Step	Timeline	Task	Person(s) Responsible	Actions	Documentation
Pre-service		Prior to IBI entry	Pre-curriculum assessment	CEAP CS/ST	Conduct assessment Determine clinical placement Notify parents Invite teacher to assessment Obtain consents where needed	Pre-curric. Report KIDS note  External Party to complete Entry Cognitive assessment report
In IBI		During IBI	Deliver IBI	CEAP IT	Complete entry assessments Deliver IBI Transition child within CEAP where appropriate Obtain consents where needed	IPP (every 6 months) Clinic Mtg notes
			Assessment Analysis	CEAP CS/ST	Analyze data (ABLLS, IBI, observation, VB-MAPP)	
			Prelim. Decision re: transition	CEAP CS/ST DFO provider	Meeting with Clinical Director	Clinical Note
		6-12 months prior to full-time school entry	Clinic meeting with parents	CEAP CS/ST	1 <sup>st</sup> discussion re: discharge plan	Clinical Note
Prior to Full-time school entry	1	6-12 months prior to FT school entry	1 <sup>st</sup> Clinical review identifying potential discharge	CEAP CS/ST	Notification to Board of potential discharge (Child's name not identified) Plan for review of assessment results with parents at next clinic meeting	Assessment findings
	2	6 months prior to FT school entry	Decision to transition from IBI	CEAP, CS, ST, SSP Consultant	Child's learning strengths and needs identified by SSP Consultant  Notification to parents	Begin filling out transition questionnaire by SSP Consultant
			<u>1<sup>st</sup> School Board Transition meeting</u>	Regional Administrator of Spec. Ed, Connections for Students project	Formation of <u>Preliminary School Board transition team</u> to obtain better understanding of the child's strengths and needs	Meeting Minutes  Further meetings booked

				lead and SSP consultant	Obtain parental consents	
3	Up to 6 months prior to FT school entry	SSP Consultant observes IBI/attends clinic meetings		SSP Consultant, ST, CS	Observe IBI and incorporate school readiness skills into IPP plan	Update transition plan Complete transition questionnaire
4	4-6 months prior to FT school entry	School board personnel visits IBI, if deemed appropriate or necessary		Project lead or ABA Coordinator and others as appropriate	Understanding of child's needs Recommend school placement options to parent	
5	4-6 months prior to FT school entry	Identification of school placement		Project lead, ABA Coordinator, Principal, parent, teacher, SSP Consultant, SCDSB staff as required, community partners as required	Obtain agreement on placement from parent Parent registers their child Formation of <u>School Transition Team</u> Board informs CEAP/SSP Consultant of school placement and team	Further meetings booked (monthly or as required) Planning for Transition SNC
6	Within 2 weeks of identification of school placement	School Staff and SSP Consultant set time to meet  Teacher or Transition Team members visits IBI site to understand child's strengths and needs, if deemed appropriate/necessary		SSP Consultant contacts Principal  Teacher of School Transition Team Member with SSP Consultant	SSP Consultant visits school and works with teacher/Spec. Ed. Coach/ABA Coordinator to identify PD and resources/set-up needs  SSP Consultant informs ST to inform final IBI goals  Teacher or Transition Team members better understands child's strengths and needs	Update Transition plan Document PD/resource needs  Planning for Transition SNC
7	Within 3 months of FT school entry	<u>School Transition Team</u> meet to formalize Transition Plan		School Transition team	Formalize working Transition Plan (SNC)  School Staff create draft safety plan if required	Transition Plan SNC Information to be added to IBI IPP

	8	Within 1 week of Step 7	SSP Consultant begins delivering school PD, resource development, and consultation	SSP Consultant	Provide necessary PD, resource development and consultation to school where identified/appropriate	Consultation Note	
	9	1 Month prior to Step 10	Review assessment data (e.g. ABLLS) with teacher/identified Board staff	SSP Consultant	Review and provide most recent assessment data including IPP, ABLLS, VB-MAPP and IBI data. Complete exit assessment Begin to choose IPP goals for IEP – focus on skills to generalize to ensure success in the classroom	Assessment data  ST to write discharge report  Planning for Transition SNC and draft IEP	
	10	<b>Student begins “fade out” of IBI and “fade into” school (see Notes 1 and 2)</b>					
Child attending school	11	Within 3 months of the School Transition Team meeting (ie. Step 7)	Child transitions full-time into school	Principal chairs School Transition team	Child attends school FT SSP Consultant provides in class Coaching and Consultation  School Staff finalize safety plan and draft IEP goals for generalization	SSP Consultation note  IEP and Safety Plan	
	12	Up to 6 month’s after FT entry to school	SSP Consultant and transition team support the child in the classroom	Principal Chairs Transition team; SSP Consultant Teacher/EA ABA Coordinator Parent	Transition Team meets monthly  RCT to implement IEP and assess student’s progress on IEP goals/expectations  SSP Consultant provides observation, coaching, consultation on the transition plan, education on ASDs, ABA and effective learning strategies (ie. communication, social skills, life skills)	IEP SNC minutes Data tracking Home to school communication	
	13	After 6 months of FT entry to school	The principal, parent/guardian and teacher will continue to work together to monitor the student’s progress at key transition points.	Principal Teacher Parent/guardian	Home to school communication SNCs to be held as needed	Meeting minutes IEP updates	

Note 1: Fade in/fade out can typically take 1-3 months

Note 2: To minimize disruption for the child over the summer months, it is recommended for transitioning the child into school, that transition should be completed before the end of June or if this is not possible, the fade in/fade out should not start until the beginning of September.

## Documentation

The principal is responsible for establishing the transition team and calling the first meeting up to six months prior to the planned date that the child will leave the AIP. The team will meet regularly to develop a customized plan to support the child's transition from the AIP to school, and address any specific needs to ensure school readiness and student readiness for entry to school.

In SCDSB, it is expected that the customized plan for transition is documented using the **Strengths and Needs Committee Meeting Record – Planning a Transition**. For subsequent meetings, the **Strengths and Needs Committee Meeting Record** should be used. These forms are found on the board staff website: teaching > resources > special education > forms. Examples of these forms are found in the appendix.

Once the IEP has been developed, the IEP should be present at and be the focus of each transition team meeting. If the student has not been attending school while involved in IBI, it is recommended for the IEP to be developed within 30 school days of the student's placement in the classroom setting.

## Requirements for the Evaluation Process

SCDSB is one of 16 school boards participating in the CFS pilot project. By September 2010, all school boards in Ontario will have established a process for transitioning children from AIP to schools using the ***Connections for Students*** model. Evaluation indicators from parents, principals, and other transition team members associated with schools in one of the 16 boards will be submitted to the Ministry advisory board that is overseeing the project. Principals are required to ensure that the following documentation is submitted –

Document	Responsibility for Data Collection	Tools	Due Date
Model Compliance/Process Integrity Checklist for School Transition Teams (refer to Appendix A)	Principal or Designate	Checklist to be completed in collaboration with all members of the transition team	Feb., 2010 Submitted to Sue Ducau, Project Lead
Survey	Principal to identify transition team members and to gather consent	On-line survey distributed to transition team members electronically	October, 2009 Feb., 2010
Satisfaction Survey	Responsibility of Principal to identify parent(s)/guardian(s) and to gather consent	On-line survey distributed to parent(s)/guardian(s) electronically	October, 2009 Feb., 2010
Measuring Student Outcomes:	AIP and School Staff	Child specific assessment of agreed upon skills prior to discharge from AIP and reassessment by school board staff of skills	Before /after school entry Submitted to Barb Duncan, Project Lead

## ABA and the IEP

The Policy and Program Memorandum (PPM) 140 states:

“Principals are required to ensure that ABA methods are incorporated into the IEPs of students with ASD, where appropriate.”

The PPM outlines the 4 principles of Applied Behaviour Analysis to be used when teaching a student experiencing an ASD:

1. *The program must be individualized.*
2. *Positive reinforcement must be utilized.*
3. *Data must be collected and analysed.*
4. *Transfer, or generalization, of skills should be emphasized.*

Principals can use this chart to determine if ABA methods are being incorporated into the IEPs for students experiencing ASDs.

<b>Principle of ABA</b>	<b>How it is reflected in an IEP</b>
Individualized program	When reading the IEP, you are able to: <ul style="list-style-type: none"> <li>- see the student</li> <li>- understand his/her strengths and needs</li> <li>- articulate the student’s learning plan</li> <li>- know how assessment of learning will occur</li> </ul>
Reinforcement	Use of reinforcement can be outlined in the following areas of the IEP: <ul style="list-style-type: none"> <li>• Instructional accommodations</li> <li>• Teaching strategies on a program page</li> </ul>
Data Collection	Data collection methods should be documented in the assessment methods section of a program page
Generalization	The guideline for generalization is the 3:3:3 rule. In other words, the student should be able to perform the skill with 3 different people, in 3 different environments and with 3 different materials. Planning for generalization can be outlined in the following areas of the IEP: <ul style="list-style-type: none"> <li>• Teaching strategies of a program page (e.g. “skill will be completed with 3 different people in 3 different environments with 3 different types of materials”)</li> <li>• Within the learning expectation (e.g. “Term 1: student will engage in turn taking with one peer while playing a board game.” “Term 2: student will engage in turn taking with 3 peers while playing a board game.”)</li> </ul>

## Appendices

- A. Planning a Transition SNC
- B. Model Compliance/Process Integrity Checklist for School Transition Teams
- C. The Differences between IBI and ABA
- D. Parent Information Pamphlet
- E. Connections for Students Numbered Memo
- F. Enhanced Role of Kinark SSP-ASD Consultants
- G. Abbreviations
- H. Resources



Appendix A

**STRENGTHS AND NEEDS COMMITTEE MEETING RECORD**  
**PLANNING A TRANSITION**

<b>Student:</b>	<b>Date of Birth:</b>	<b>Grade:</b>
<b>School:</b>	<b>Meeting Date:</b>	

<b>Members Present and Role:</b> <i>* Note: if student currently has an IEP, then it should be on the table for the discussion.</i>  1. 2. 3.	4. 5. 6. 7. 8. (Identify the school site lead who will be establishing the student-centered transition team by <b>bolding</b> their name)
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<b>Type of Transition:</b>	
<input type="checkbox"/> Into school (Pre-K to K) <input type="checkbox"/> Between grades <input type="checkbox"/> Between schools <input type="checkbox"/> IBI to school <input type="checkbox"/> Between activities (specify: _____)	<input type="checkbox"/> Into county class <input type="checkbox"/> Return to home school from county class <input type="checkbox"/> Elementary to secondary Note: For Post-Secondary (university, college, work, other) use the IEP Transition Plan

Relevant Assessments to support transition:		
Assessment Type	Date of Assessment	Relevant Results
<input type="checkbox"/> Psychological		
<input type="checkbox"/> Speech and Language		
<input type="checkbox"/> Occupational Therapy		
<input type="checkbox"/> Physiotherapy		
<input type="checkbox"/> K-TEA		
<input type="checkbox"/> Common board assessment (CASI, PM, PRIME)		
<input type="checkbox"/> Other: (specify: _____)		

<b>Student's Areas of Strength:</b>          	<b>Student's Areas of Need:</b>          
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<b>Summary of Discussion:</b> (Please discuss measurable, observable, and achievable goals for this student, and describe the goal(s))
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that is/are being set, and the strategies that will be used to provide intervention for the student)

**Expected date for transition:**

**Successful strategies currently in place:**

*(Suggested topics: reinforcement, visual supports, data collection, generalization, sensory, structure/modifications, communication, social skills)*

**Goals for student:**

*(what skills does the student need to learn?)*

**What supports will the student need to facilitate his/her transition?**

*(e.g. orientation binder, transition binder, social stories, visual schedule, calendar of events, safe person/spot in school, transportation)*

**Additional Information:**

*(e.g. known triggers/stressors, known calming techniques, sensory: alerting/calming stimuli or activities)*

**Action to Follow:**

**(Provide actions for implementation of strategies to follow, who is responsible for each action, as well as a set timeline, how achievement will be measured)**

**Stage 1: What needs to be done prior to the transition?**

(Consider: pre-visit to school, sharing of reports, educational assessments, creation of visual supports & social stories, transition activities for student, training for school staff, human supports – toileting, safety, eating, environmental changes – accessibility, toileting, reinforcement inventory, planning for generalization of skills)

<i>Actions</i>	<i>Responsibility</i>	<i>Date to be completed:</i>
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	

**Stage 2: What needs to be done during the transition?**

(Consider: home to school communication, team meetings, creation/updating of IEP, human supports, peer awareness, reinforcement, planning for generalization, visual supports, transition activities for student, training for school staff)

<i>Actions</i>	<i>Responsibility</i>	<i>Date to be completed:</i>
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	

Next meeting date:

**A copy of this record is to be filed in the Ontario Student Record folder.**

**The information which is being requested in this form is collected under the authority of the Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Protection Act, and the Education Act and its regulations, and will be used in connection with the student’s enrollment, instruction, accommodation and modification, together with any ancillary or related matters under the Education Act. The contact person for inquiries concerning collection of this information is the Principal of the student’s current school.**

## Appendix B

### Model Compliance/Process Integrity Checklist for School Transition Teams

To be filled out by principal/designate in collaboration with all members of the transition team.

Summary to be included in Project Lead's report to Ministry of Education

Model's Elements	Check
The AIP provider contacts the identified school board personnel (Student Services Coordinator) with ABA expertise to initiate the transition process once a clinical decision has been made that a child is ready to begin the transition process from the AIP	
School where the child will be transitioning from the AIP is identified	
Principal establishes a transition team approximately 6 months prior to the planned date of child's admission to school	
Parents are informed about the transition team model and their role as members of the transition team	
Team includes a range of professionals including: <ul style="list-style-type: none"> <li>• Principal or designate (Team Lead)</li> <li>• Parent(s)/guardian(s), teacher(s)</li> <li>• Kinark School Support Programme ASD Consultant</li> <li>• SCDSB personnel with ABA expertise, as required</li> <li>• Other intra-disciplinary expertise, especially those who have previously worked and/or are currently working with a student with an ASD</li> </ul>	
Specific goals of the model and team members' responsibilities are clear to all team members	
Team meets monthly (or more frequently as needed) to address any issues related to the transition	
Parents are engaged and participate in transition team meetings	
Transition plan identifies target behaviours that will be the focus of support to the child/youth as they prepare to leave the AIP and begin or continue in school	
Transition plan is developed, milestones and time frames are identified	
Monitoring mechanism is in place, measures of success are identified	
The information collected through the monitoring mechanism is used to improve effective model implementation	
Transition plan goals and expectations are embedded into the student's IEP	
Team is in place for a minimum of 6 months after the date of child's attendance at school	

## Appendix C

### *All IBI is ABA, but all ABA is not IBI*

**Applied Behaviour Analysis (ABA):** ABA is a recognized and evidenced based applied science based on principles of learning and behaviour, in which the functional relationship between observable and measurable behaviour and the environment is analyzed. It is an effective approach to understanding and changing behaviour, and teaching new skills.

**Intensive Behaviour Intervention (IBI):** IBI uses the basic principles of ABA to provide structured and individualized early intervention program for students with autism using teaching methods to build and generalize learning readiness skills. IBI is provided in an intensive format including 20-40 hours per week in one on one or small group instruction.

	<b>Applied Behaviour Analysis</b>	<b>Intensive Behaviour Intervention</b>
<b>What</b>	<ul style="list-style-type: none"> <li>• The scientific study of behaviour</li> <li>• An evidence based and effective approach to understanding and changing behaviour, and teaching new skills.</li> <li>• Uses methods based on scientific principles of learning and behaviour, such as reinforcement, to build useful repertoires and reduce problematic ones.</li> <li>• Behaviours to be changed are clearly defined, recorded, and continually measured.</li> <li>• Can be applied to any socially significant behaviour.</li> <li>• Can be used to teach academic and life skills, to change behaviour, and to improve social functioning and independence.</li> <li>• Is individualized, can be applied in any context, and can be used to generalize skills from one setting or one person to another.</li> <li>• Interventions based on principles of learning and behaviour are then designed and implemented according to the student's individual strengths and needs in order to develop appropriate behaviour. Progress is assessed and the program is altered if necessary.</li> <li>• Teaching framework for students of all ages that learn best is small sequential and incremental steps in a highly structured environment</li> <li>• The methods often match learning style of students with special</li> </ul>	<ul style="list-style-type: none"> <li>• Is a specific methodology using principles of ABA</li> <li>• An evidence based and effective approach to the delivery of behavioural treatment for students with autism.</li> <li>• Uses systematic behavioural teaching methods to build and generalize skills in order to promote independence.</li> <li>• Makes programming changes based on direct measurement of child learning and regular assessment of curriculum and progress.</li> <li>• Curriculum is comprehensive in scope and developmental in sequence.</li> <li>• Early intervention in order to help students with ASD to be ready to learn, to increase basic communication, and decrease any behaviours that may interfere with learning.</li> <li>• Intensive format (20-40 hrs/week) and is generally conducted in specialized or designated programs.</li> <li>• IBI is used according to the individual needs of each student and may be applied to developing academic skills and behaviours related to social skills, communication, or self care.</li> </ul>

	education needs	
<b>Who</b>	<ul style="list-style-type: none"> <li>• With training, anyone can make use of these principles. Can be implemented by classroom teacher and support staff</li> <li>• These principles can be used as an instructional approach to teach skills to anyone at any age.</li> <li>• Widely successful with students of all ages and abilities.</li> <li>• Is best implemented with the involvement of families, caregivers, and other significant individuals in the student's life.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific intensive format used by the Ministry of Children and Youth Services (MCYS) Autism</li> <li>• Delivered by trained therapists, supervised by Behaviour Analyst and overseen by a behavioural psychologist</li> <li>• Intervention for children with an ASD which is primarily conducted in 1:1 or small group settings.</li> <li>• Extensive parent training and support so that parents are involved in each step of programming and can continue to implement and maintain the learned skills.</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>• Can be applied anywhere (home, school, community)</li> <li>• Can be incorporated into regular school routines</li> </ul>	<ul style="list-style-type: none"> <li>• Usually delivered at home or in a centre.</li> <li>• Beginning to occur in classroom settings (i.e. transition classrooms) as children transition from IBI to school settings – gradual and systematic transition from 1:1 instruction to typical classroom instruction.</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>• Effective for learners and students of all ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Research to date indicates that IBI is effective with young children in the preschool years and/or early learners</li> <li>• Intervention starts around 2-4 years of age and is supported by research for up to 2-3 years maximum duration, for children up until age 6 years.</li> <li>• In Ontario, there is no age limit to participating in IBI</li> </ul>
<b>Why</b>	<ul style="list-style-type: none"> <li>• Supports and promotes learning and on-going skill development</li> <li>• Provides motivation to promote academic achievement and social development.</li> <li>• Provides structure that can be incorporated into regular school routines</li> <li>• Focuses on achieving independence</li> <li>• Addresses challenging behaviours using a functional approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaches “learning to learn” behaviours (i.e., attention, imitation, co-operation)</li> <li>• Builds communication and classroom readiness skills</li> <li>• Provides structure and routine that students with autism need in order to learn.</li> <li>• Creates motivation where there is a lack of a more natural social motivation.</li> <li>• Addresses challenging behaviours using a functional</li> </ul>

		<p>approach.</p> <ul style="list-style-type: none"><li>• Goal is to increase the slope of developmental trajectory (i.e. closer to that of typically developing children).</li></ul>
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## Appendix D





## Appendix E





## Appendix F





## Appendix G

### Abbreviations

ABA – Applied Behaviour Analysis  
ABLLS – Assessment of Basic Language and Learning Skills  
AIP – Autism Intervention Programme  
ASD – Autism Spectrum Disorder  
AIP – Autism Intervention Program  
CDA – Communication Disorders Assistant  
CEAP – Central East Autism Programme  
CFS – Connections for Students  
DFO – direct funding option  
DSO – direct service option  
DTT – discreet trial training  
FBA – functional behavioural analysis  
IBI – Intensive Behavioural Intervention  
MCYS – Ministry of Child and Youth Services  
NET – natural environment training  
OT – Occupational Therapist  
PDD – pervasive developmental disorder  
PECS – picture exchange communication system  
PPM – policy and program memorandum  
PT – Physical Therapist  
RCT – regular classroom teacher  
SLP – Speech-Language Pathologist  
SNC – Strengths and Needs Committee  
SSP – School Support Program  
TEACCH – Treatment & Education of Autistic and related Communication  
Handicapped Children  
VB-MAPP – Verbal Behavior Milestones Assessment and Placement Program

## Appendix H

### Resources

**Applied Behaviour Analysis (ABA) & ASD: A Resource Guide for Writing IEPs** created by SCDSB, in partnership with Kinark School Support Program. There is at least 3 copies in each school. It can also be found on the ASD page of the staff website (see path below).

**ASD Resource Guide -- A reference guide for School Board Staff** created by SCDSB, in partnership with Kinark School Support Program. There is at least 1 copy in each school. It can also be found on the ASD page of the staff website (see path below).

**Effective Educational Practices For Students With Autism Spectrum Disorders** created by the Ministry of Education. Can be found on the Ministry of Education's website ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)) and on the ASD page of the staff website (see path below).

**Policy/Program Memorandum 140**. Released in May 2007. Can be found on the Ministry of Education's website ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)) and on the ABA page of the staff website (see path below).

#### Resources found on the SCDSB staff website

Transitions page

Teaching > resources > special education > transitions

ASD page

Teaching > resources > special education > strategies > ASD

ABA page

Teaching > resources > special education > ABA