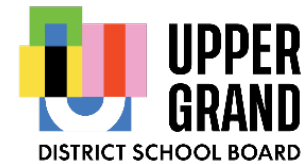


# Autism Intervention Services Protocol

## P.03



### A. ABA and IBI Services in Dufferin and Wellington Counties

The Ontario Ministry of Children and Youth Services provides funding for a range of services including Applied Behaviour Analysis (ABA) and Intensive Behavioural Intervention (IBI). The goal is to help children and youth with Autism Spectrum Disorder (ASD) to develop skills in key areas and to address behaviours that interfere with their functioning. The Ministry of Children and Youth Services has selected providers to deliver these services and supports in each region of the province. ErinoakKids is the regional centre that coordinates these services.

Families can access ABA services and supports in Dufferin and Wellington counties through KidsAbility or Dufferin Child and Family Services (ErinoakKids Service Providers) for children up to nine years of age, and through Kerry's Place for those aged nine years and older. IBI services can be accessed through KidsAbility or Dufferin Child and Family Services (ErinoakKids Service Providers) in addition to other private providers. These services deliver programming for individual children with a diagnosis of Autism Spectrum Disorder.

Applied Behaviour Analysis (ABA) applies evidence-based strategies, such as reinforcement and prompting, to bring about meaningful and positive change in behaviour. A focus of ABA is to generalize these new skills and behaviours to a number of settings so that children and youth can participate in their homes, schools and communities.

Intensive Behaviour Intervention (IBI) is a very structured and intensive way of working with children with ASD and is provided by trained therapists. It utilizes ABA principles to teach clearly defined skills that are 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 child and detailed data collection is used to measure progress.

### B. ABA and IBI Services for School Aged Children in the Upper Grand District School Board

All district school boards employ ABA expertise professionals that are responsible for supporting principals, teachers, and multi-disciplinary transition teams by

providing and coordinating ASD training and resources, and facilitating collaboration between service providers and schools.

In accordance with PPM 140 (2007), the Upper Grand District School Board uses ABA methods with students with ASD where appropriate and in accordance with the students' IEPs.

A child enrolled in the Upper Grand District School Board who is receiving IBI or ABA through an outside agency may receive up to six hours of this service in the school setting per week when deemed appropriate. (See [Third Party Protocol](#))

These six hours would be coordinated with the school administrator in consultation with the appropriate Consultant Support Team members and could involve the following:

- a) Observation - the community professional and/or paraprofessional observes the student in the school setting to obtain information to assist with their assessment and/or treatment of the student.
- b) Consultation - assessment information and remedial strategies are shared with the Board/school staff by the community professional and/or paraprofessional through a written report or in a face-to-face meeting, usually held at the student's school.
- c) Demonstration- the community professional and/or paraprofessional demonstrates for the Board staff a therapeutic strategy or technique that he or she is providing for the student to determine if the same strategy or technique could be adapted and utilized in the school setting. The strategy/technique will be included in the exceptional student's Individual Education Plan (Regulation 298).
- d) Transition planning and support – the community professional and/or paraprofessional work collaboratively with Board staff to promote the successful transition to the school setting for students with complex needs and/or those returning from care and treatment programs.

### **C. ABA and IBI Entry Procedures for Students in the Upper Grand District School Board**

1. The IBI Senior Therapist or the Autism Intervention Services (AIS) Program Clinical Coordinator contacts the Assistant to the Superintendent of Program with the names of students involved in the ABA or IBI programs.
2. The Assistant to the Superintendent of Program contacts the Principal of the child's school, the Special Education Consultant for the school, and the ABA facilitator 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 Case Conference Planning Form). The Principal invites parents, IBI Senior Therapist, Autism Consultant, community service providers who have worked closely with the child and appropriate Board staff to attend (e.g. ABA facilitator, Classroom Teacher, Special Education Resource Teacher, Child & Youth Counsellor, Speech Language Pathologist, Special Education Consultant, Psychological Consultant).
3. At this case conference, the specific arrangements regarding IBI involvement at the school are discussed (see Collaborative Case Conference Minutes Form in UG Share). Minutes of the case conference are forwarded to parents and others attending the meeting and will be filed in the OSR.

#### **D. ABA and IBI Progress Review Meeting Procedures**

Progress Review meetings may occur based on the needs of the student. The purpose of these meetings would be to review progress to date, establish new goals, the specific needs of the student, and the student's attendance at school.

#### **E. Connections for Students**

All district school boards and Ministry of Children and Youth (MCYS) funded Autism Intervention Program (AIP) providers are implementing the Connections for Students model across the province. The Connections for Students model is centred on multi-disciplinary, student-specific, school-based transition teams that are established before a child prepares to transition from Intensive Behavioural Intervention (IBI) services provided through the MCYS funded AIP to Applied Behavioural Assessment (ABA) instructional methods in school.