

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

	ABA	IBI
What	<ul style="list-style-type: none"> <li>• An evidence based and effective approach to understanding and changing behaviour, and teaching new skills</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> </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 children with autism</li> <li>• Early intervention in order to help children with ASD to be ready to learn, to increase basic communication, and decrease any behaviours that may interfere with learning</li> </ul>
Who	<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> </ul>	<ul style="list-style-type: none"> <li>• Delivered by trained therapists, supervised by Behaviour Analyst and overseen by a behavioural psychologist</li> </ul>
Where	<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> </ul>
Why	<ul style="list-style-type: none"> <li>• Supports and promotes learning and on-going skill development</li> </ul>	<ul style="list-style-type: none"> <li>• Teaches “learning to learn” behaviours (i.e., attention, imitation, cooperation)</li> </ul>

**Glossary of Acronyms:**

- ABA** —Applied Behaviour Analysis
- AIP** — Autism Intervention Program
- ASD** — Autism Spectrum Disorder
- EA**— Educational Assistant
- IBI** —Intensive Behaviour Intervention
- IEP** — Individual Education Plan
- IPP**—Individual Program Plan
- MCYS** — Ministry of Child and Youth Services
- MoE** — Ministry of Education
- PPM** — Policy/Program Memorandum
- RCT** — Regular Classroom Teacher
- SCDSB**—Simcoe County District School Board
- SERT**— Special Education Resource Teacher
- SNC** — Strengths and Needs Committee
- SSP**—School Support Program

**Glossary of Terms:**

*Applied Behaviour Analysis:* ABA is a recognized and evidenced based applied science founded 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 to students of any age and ability level.

*Intensive Behaviour Intervention:* 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.

*SNC:* a school-based on-going problem-solving team. Through a collaborative process the team provides strategies and assistance for supporting individual students. Core members participating in a SNC meeting may include: parent(s) and/or student; principal or vice-principal; classroom teacher; referring teacher (if different from classroom teacher); SERT.



*Connections for Students:*  
The transition from IBI  
to ABA methods in school

This pamphlet is designed to provide information to parents about the *Connections for Students* model in the Simcoe County District School Board.



## WHAT IS CONNECTIONS FOR STUDENTS ?

The Connections for Students model is centered on multi-disciplinary, student-specific, school-based transition teams that are established approximately 6 months before a child prepares to transition from the AIP to school. Transition teams will develop transition plans tailored to the specific support needs of individual students and provide support for at least 6 months after the child starts school.

Source: MCYS and MoE Memo dated Feb. 17, 2009

## The Transition Team:

### Transition Team Role

- A collaborative mechanism to facilitate students' transitions from the AIP to school
- Mandate is to achieve seamless transitions to school and supporting students according to their needs

### Transition Team Membership

- Led by the Principal or designate(s)
- Parent/guardian
- Teacher(s)
- School Support Program (SSP) consultant
- School board staff with ABA expertise, when deemed appropriate
- May be supplemented with: EA, SERT, other professionals

### Transition Team Responsibilities

- Approx. 6 months prior to planned date of admission to full time school, develop a customized plan to support the child's transition from IBI 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
- Once the child enters school, team will meet monthly and will provide support for a min. of 6 months

## Transition Team Participants

### Parent/Guardian

- Identify any relevant professionals or community agencies involved with their child who should be invited to participate and provide input to the transition team
- Participate on the transition team and provide input to the development of the transition plan and IEP

### School Principal or Designate

- Lead for the transition team
- Initiates and chairs transition team meetings
- Responsible for the development and implementation of the transition plan and IEP
- Primary contact for the family once the child enters school

### Classroom Teacher

- Member of the transition team
- Provide input to the development of the student's transition plan and IEP
- Implement components of transition plan related to classroom instruction
- Provide feedback to transition team on the student's progress and any issues

### School Support Program ASD Consultant

- Member of transition team
- Provide expert support to transition teams
- Be the key resource and point of contact for school staff about the child's strengths and needs, and for issues arising related to the child's transition
- Provide in-class observation and coaching for teachers and education assistants on effective learning strategies and techniques to students with ASD

### ABA Coordinator (ABA Expertise)

- Provide input and support to the transition team as required
- Provide input and/or coordinate ASD training and resources at the school and school board levels
- Facilitate enhanced collaboration between service providers and schools

## Transition Timeline

### 6-12 months prior to full-time entry to school

- Clinic meeting with IBI Clinical Supervisor and Senior Therapist to discuss discharge plan
- Notification of board personnel of potential discharge (no names provided)

### 6 months prior to full-time entry to school

- Decision to transition from IBI with Clinical Supervisor, Senior Therapist and SSP Consultant
- School board notified of transition and transition team starts to be formed

### Up to 6 months prior to full time entry to school

- SSP consultant observes in IBI
- Possible observation in IBI by school board staff
- Identification of school board placement
- SSP consultant meets with school team to identify what support student and school team needs for successful transition
- Transition Team SNC meeting at school to create and finalize transition plan
- Translation of IPP into IEP goals and determine assessment method of student success

### Within 3 months of Transition Team meeting

- Child transitions to full time school
- SSP consultant and ABA coordinator provide in-class coaching and consultation

### Up to 6 months after full time entry to school

- Transition team meetings monthly
- SSP Consultant and ABA Coordinator provide observation, coaching, consultation on the transition plan

The purpose of transition planning is to determine the considerations, goals and actions that will be required to support the student in making a positive transition to the new setting and experiences.