

AUTISM INTERVENTION SERVICES INTENSIVE BEHAVIOURAL INTERVENTION PROTOCOL APPENDIX A

Role of the Autism Intervention Services (AIS) within the UGDSB in the Provision of Intensive Behavioural Intervention (IBI)

This document refers only to the services provided by staff employed and supervised by Erinoakkids and Kidsability. All other third party autism service providers are subject to the Board's Third Party Protocol.

There are three possible scenarios for AIS involvement in the UGDSB

SCENARIOS	Scenario 1 IBI begins before the student is enrolled in school	Scenario 2 IBI begins when the student is already attending school	Scenario 3 IBI ends while the child is attending school
Purpose of the AIS involvement	<p>To collaborate with the family and school to develop a transition plan that will support a functional learning experience</p> <p>To work with the family and school to establish the student's schedule of attendance at school</p> <p>To work with UGDSB staff to set social, behavioural, and communication expectations for the student</p> <p>To reinforce the generalization of skills learned in IBI sessions to the school environment</p> <p>To support the student's development of independence in the school environment</p>	<p>The purpose of the AIS involvement is the same as when the student receives IBI treatment before enrolling in school.</p>	<p>To inform the appropriate UGDSB personnel, as outlined in the IBI Protocol, three months prior to discharge</p> <p style="text-align: center;">and</p> <p>To collaborate with the family and school to develop a transition plan to support the generalization of skills and independence of the student at school</p>

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<p>Role of the AIS team in the school setting. This includes the Senior Therapist and the Interventionist Teacher</p>	<p>To follow the UGDSB IBI Protocol</p> <p>To observe classroom routines and skills to incorporate into IBI training</p> <p>To model strategies for school staff as requested</p> <p>To develop communication strategies for the student in consultation with the UGDSB Speech-Language Pathologist</p> <p>To consult with the teacher regularly re student progress, next steps, etc.</p> <p>To consult with the school re student progress and the continuation of AIS services every six to eight weeks</p>	<p>To follow the UGDSB IBI Protocol</p> <p>To share the results of the Assessment of Basic Language and Learning Skills (ABLLS) with school staff</p> <p>To observe classroom routines and skills to incorporate into IBI training</p> <p>To model strategies for school staff as requested</p> <p>To develop communication strategies for the student in consultation with the UGDSB Speech-Language Pathologist</p> <p>To consult with the teacher regularly re student progress, next steps, etc.</p> <p>To consult with the school re student progress and the continuation of AIS services every six to eight weeks</p>	<p>To follow the UGDSB IBI Protocol Exit Procedures</p>