



MENTAL HEALTH

# Factsheet

## Nova Scotia Early Intensive Behavioural Intervention (EIBI) Program

### Home to School Transition Process Provincial Guidelines for EIBI Clinical Team Involvement

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**Guiding Principle:** To contribute to a positive and successful home-to-school transition experience for the child and family.

**Assumptions:**

- There are collaborative home-to-school transition processes in place in most areas of the province. Early Intervention Program personnel tend to take the lead in initiating this process, supporting families as they progress through the steps. The following guidelines for EIBI Clinical Teams' role/involvement are to be incorporated into the already existing process, where possible and appropriate. Refer to the Early Intervention Program process document in your region, if one exists. If the child is not involved with an Early Intervention Program, the process described below would be the same as the Early Intervention process and can be initiated and implemented by the EIBI Clinical Team.
- These are guidelines only and it is anticipated the process may look slightly different depending on the child, the family situation and their choices, the particular school and school board and their procedures, programs and services.
- If the child is actively being followed by an Early Intervention Program, the EIBI Clinical Team should be involved in the home-to-school transition as soon as other community agencies are invited to meet to begin this process.
- If the child is not involved with the Early Intervention Program, the EIBI Clinical Team should initiate the process outlined in the following page, beginning in the fall prior to the year the child will enter school.



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- Once preliminary discussions with the family have been initiated regarding the child starting school, there is a collaborative home-to-school transition planning process that is implemented by the school system.
- The process outlined in this document should be used in concert with relevant school board policies on Special Education programming and services, transitioning, and the Department of Education Policies and Guidelines. These policies are available from the Nova Scotia Department of Education in the form of fact sheets or booklets. They include:
  - Transition Planning for Students with Special Needs: The Early Years Through to Adult Life
  - The Program Planning Process: A Guide for Parents
  - Special Education Policy

Note: This document will be reviewed in January 2008. Any comments on the process are welcome and can be provided to your local EIBI clinical team.

## Potential Team Members and Partners

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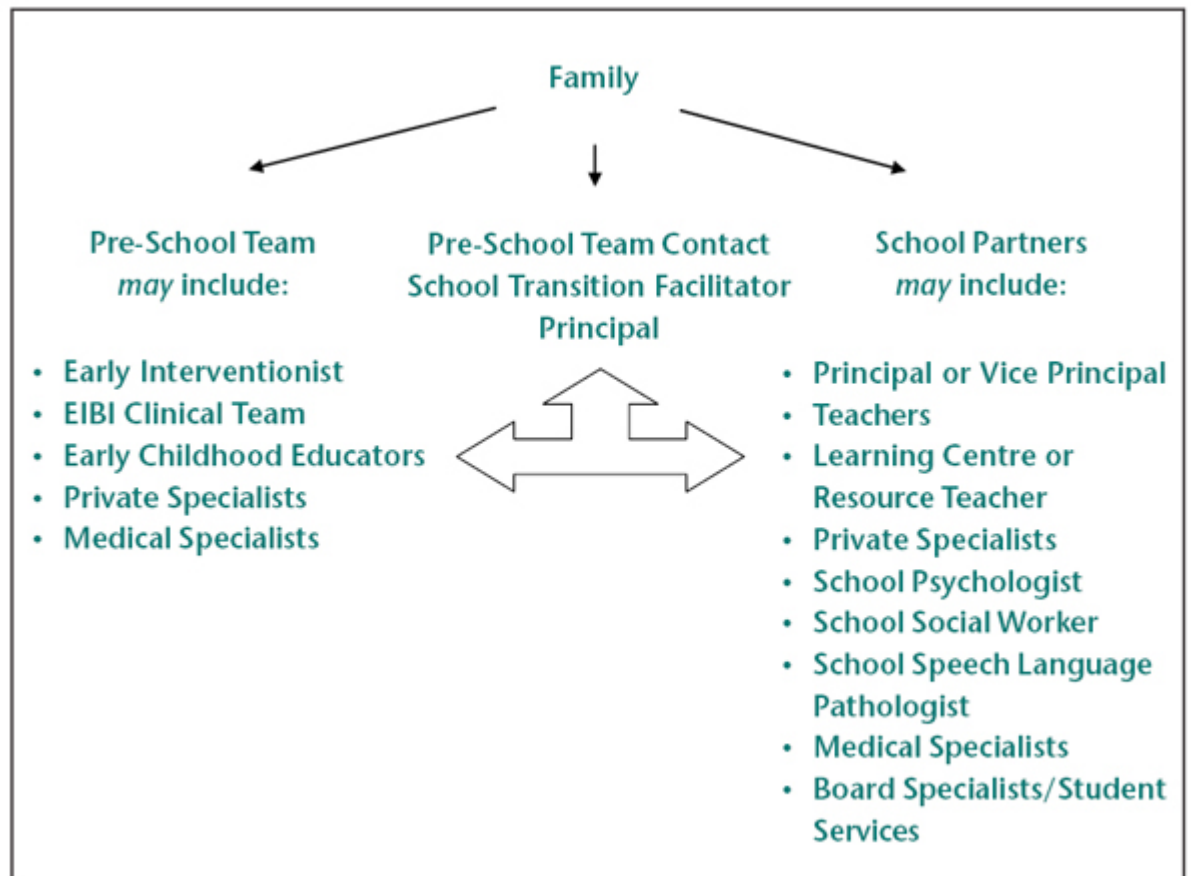
A number of professionals may be involved in the transition process to support the family.



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The following graphic indicates potential team members and partners.



The transitioning process is best facilitated by the sharing of information between the **EIBI Clinical Team** and **School Board personnel**. The process by which this will be achieved will be discussed between the two.

For a sample timeline and activities, see the Nova Scotia Department of Health fact sheet called *Transitioning to School: Sample Timeline and Activities for the EIBI Team*.

For guidelines regarding the home to school transition process, see the Nova Scotia Department of Health fact sheet called *Guidelines: Early Intensive Behavioural Intervention (EIBI) Clinical Team's Role in the Home-to-School Transition Process*.