



Fact Sheet - Guideline for the Early Intensive Behavioural Intervention (EIBI) Clinical Team's Role in the Home-to-School Transition Process

Anticipated Outcome

The anticipated outcome of the involvement of the EIBI Clinical Team is to share information in order to enhance the school's understanding of their new student, and to offer valuable information on effective strategies for motivating the child and facilitating communication and other functional skills. The primary responsibility for teaching these students and integrating them into the school lies with those in the education system. The EIBI Clinical team should be considered one of the partners to be consulted during this transition process.

Through the transition process:

- 1) An offer will be made to the school system from the EIBI Clinical Team to provide follow-up/observation/consultation for the first six months of the school year. This offer will apply to those children followed through the EIBI Program. This occurs with the consent of the parents/guardians and at the invitation of the school. This offer may be discussed with school personnel prior to September as part of the home-to-school transition process.
- 2) The child-specific follow-up/observation/consultation from the EIBI Clinical Team to the school will involve observation of the child in the school environment, and an information gathering/sharing session with parents/guardians and identified school personnel, including, but not limited to, the school principal (or designate) and teachers involved. This might also involve the program planning team at the school.
- 3) Recommendations will be offered by EIBI professionals based on their assessments, knowledge of the child and observation of the child in the school setting; information gathered from school personnel; and the work conducted with the child by the EIBI Clinical Team prior to entering school.
- 4) At least one follow-up observation and information gathering session will be available to the school to review the impact of suggestions/recommendations made by the EIBI Clinical Team.

Note:

Recommendations will be in written form and will focus on pivotal areas, including:

- social/functional communication;
- social engagement;
- motivation; and
- other functional skills such as self-help and self-management for purposes of facilitating generalization of existing skills.

Recommendations regarding academic skills will be limited to motivational variables.