



EARLY INTENSIVE INTERVENTION PROGRAM

A two year program for Kindy and Pre-Primary students with Autism

THE PROGRAM

- Explicit teaching based on the principles of Applied Behaviour Analysis (ABA) incorporating step by step instruction through Discrete Trial training for accelerated learning.
- The major focus is on communication, social skills and behaviour development.
- Visual support systems are used to develop communication and comprehension skills.
- Pre-Primary students have dual placement of two days in the program and three days attending their local primary school.
- Students are engaged in the program 100% of the time to maximise learning outcomes.
- Consistency of Interventions is a priority. This leads to development of new knowledge progressing to generalisation of skills and developing flexibility in students.
- This program has been established for 12 years with a specialised dedicated staff who are skilled in working with young children with Autism Spectrum Disorder.
- Our priority is to prepare students for mainstream education at their local school.



APPLIED BEHAVIOUR ANALYSIS

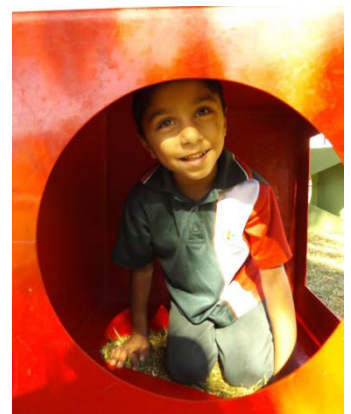
Our Classroom Philosophy

- Positive reinforcement is the key to a successful ABA program where “not a minute is wasted”.

LEARNING OPPORTUNITIES

Core Programs

- Discrete trial training with one on one assistance during three discrete trial sessions each day.



Arrival

- When students arrive at the class we teach them a routine that will assist them to participate independently. This includes a number of components before they are allowed to play. These are essential skills that lay the foundation for social interactions and orientate the student to the school environment.

Round Table Session

- The focus during this session is on language development and the generalisation to small group settings of program taught in discrete trials. Key objectives during round table include: attention to the teacher, turn taking and waiting.

Independent Work Schedule

Students complete a schedule of activities to develop confidence and independence

Play & Phys Ed

- The students have a structured play session each morning in order to directly learn play skills. Gross motor skills are taught and then practised during shared play with their mainstream peers. Activities are varied and include both outdoor and indoor play skills. Some examples include: sand play, obstacle course, bikes, dolls house, building activities or playing with trains.



Mat Time

- Initially the focus is on basic pre-school skills, such as listening to a story and singing a range of songs. Sitting on the mat appropriately and raising their hands are objectives that are addressed incidentally during these sessions. Music objectives, such as dancing and playing instruments, are also addressed as part of the mat session.

iPad Time

- The iPads are used to develop information and technology skills. Students are taught the skills needed to operate the iPad and the iPad is then used to access programs in order to generalise previously taught skills. Where appropriate it is also used to assist communication.

Fine Motor

- Students commence with fine motor activities and finger strengthening activities. They progress to:

- Simple drawings
- Letters
- Numbers
- Advanced drawings
- Writing name
- Writing words



Reading

- Students begin with reading books with visuals and progress to phonic reading books. Students learn words discretely to build a bank of sight words.



Students are selected, after an initial informal assessment, on the basis that the program most suits the child.

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