

## Early Intervention Behaviour Support (EIBS)

Early Intensive Behavioural Support is grounded primarily in learning theory, built on the principle that most human behaviour is learned through the interaction between an individual and their environment (Autism Awareness, 2019). EIBS aims to teach and increase functional behaviours in which replace harmful and or those behaviours that interfere with an individual's learning.



Early Intervention Behaviour Support uses the core principles within the science of behaviour. This involves several approaches to teaching including positive reinforcement, repeated exposure to tasks, modelling and generalisation across settings. Exposure to this type of teaching facilitates a positive change in behaviour and increases acquisition in development within areas of language, play, behaviour, academic and social behaviour.

Positive reinforcement is when a child receives a preferred outcome when an appropriate behaviour being targeted is elicited. Positive reinforcement contingencies are used during therapy to change an individual's environment which results in an increase in the behaviours and learning we would like to see.

Data collected at May Institute (2009) support the findings of hundreds of other studies that indicate EIBS is the most effective method to teach children and adolescents with autism spectrum disorders (ASD), as well as other intellectual and developmental disabilities, such as Dyslexia, Global Developmental Delay and Down Syndrome, brain injuries and other forms of trauma.

### Who can access Early Intervention Behaviour Support?

EIBS can be effective in working with individuals of all ages. However, research shows that skill development programs that are provided at a young age, between 18 months and 6 years, foster better outcomes and can often reduce likelihood of more severe or dangerous behaviours later in life (Raising Children, 2019).

# Early Intervention Behaviour Support (EIBS)

## What does EIBS at Hessel Group look like?

EIBS at Hessel focuses on a Family-Centred approach to learning. This includes all professions, such as your Senior Practitioner (Behaviour), Occupational Therapist, Speech Pathologist and Psychologist, working alongside the family members to learn how to better understand and help your child.

Hessel Group also ensures that access to learning across all environments is facilitated including across the home, community, school and centre settings.

Our program is tailored to each individual child, where goals and needs are assessed to determine best approach to weekly therapy.

## How long are sessions?

Sessions are typically 2 to 3 hours long. Intensive programs up to 20 hours a week are highly recommended, however, less intense programs are also offered to tailor to every family's needs.



A typical program within Hessel might be broken out into sections and or goals set out by the family and Senior Practitioner, along with the NDIA planning goals.

## We pride ourselves on encompassing the following into our programming:

1. Establishing rapport
2. Investigating likes, dislikes, strengths and areas of improvement
3. Begin with Foundational Skills
4. Early Communicative Language Skills
5. Grammatical language and early socialisation
6. Socialisation and Peer interaction
7. Community Access

To achieve success within these areas children typically work with their therapist for a few minutes at a time interspersed with short play breaks to ensure positive reinforcement is enriched within the session. Skill acquisition is recorded, and data is taken to track progress and ensure each child has the best possible outcomes towards inclusivity.

Every 8 to 10 weeks, your Senior Practitioner will arrange a review meeting with the parents, therapists and other professionals working with the child. These meetings typically run for around 1 to 2 hours and are held to review progress, make program changes where required, and to provide feedback to therapists, as well as to uphold our Family-Centred approach to therapy.