

# Enhancing Interdisciplinary Collaboration in an Entry to School Program:

## A Case Study Addressing Interfering Behaviours

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### Introduction

- Supporting Autistic children and their families involves care and services from many clinical disciplines.
- The Entry to School (ETS) program in the Durham Region consists of an interdisciplinary team of Behaviour Analysts, Occupational Therapists, Speech-Language Pathologists, and Transition Coordinators.
- The team coordinates and collaborates on shared goals and responsibilities to address interfering behaviours, promote skill development, and support positive behavioural outcomes.

### Methods

- Case study of a 4-year-old Autistic girl who participated in the 6 month ETS group-based program.
- Baseline data was collected on the daily frequency of biting and frequency of tantrum durations.
- Additional assessments were completed by the interdisciplinary team to gather a profile of needs and strengths of the child.
- The interdisciplinary team collaborated in identifying what skills to teach, how to teach the skills, and how to support the child when interfering behaviours occurred by jointly creating an individualized support plan.
- Collaboration was achieved by case conferences, joint assessment and intervention planning; joint education opportunities; being open to and valuing other perspectives; and open and ongoing communication.
- Following the implementation of the individualized support plan, observation frequency data was collected on interfering behaviours and adaptive strategies.



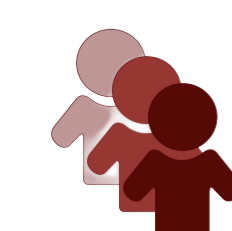
**Interdisciplinary unity is needed to support skill development and reduce interfering behaviours.**



Grandview Kids



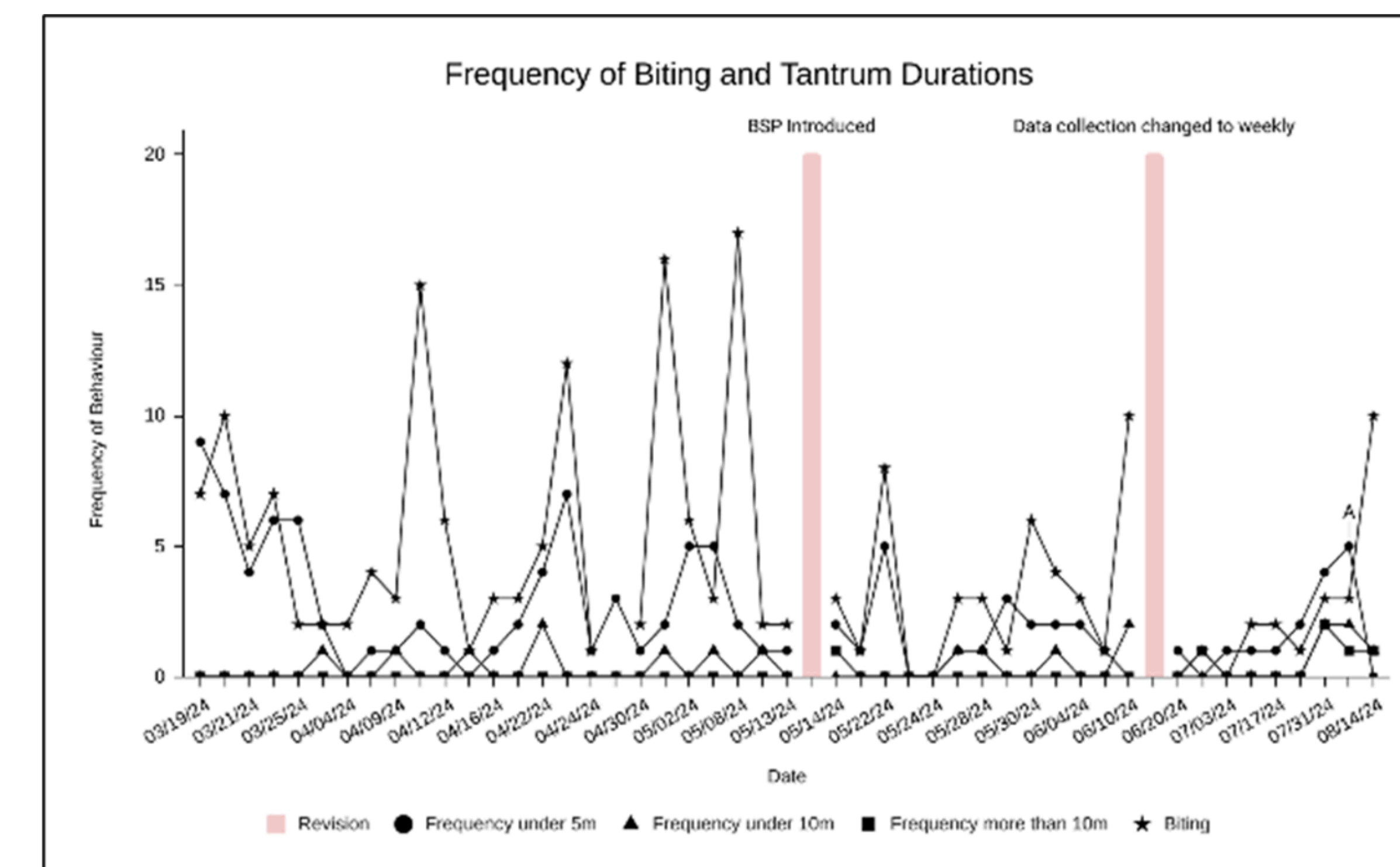
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## ETS Skills and Support Tool Initial and Final Scores

Domain	Max Score	Initial Score	Final Score
Communication	18	2	12
Behaviour Self-Management	6	2	5
Social Skills and Play	16	7	9
<b>Total</b>	<b>40</b>	<b>11</b>	<b>26</b>

### Results

- Overall, interfering behaviours (tantrums, biting) decreased while targeted skills (communication, self-regulation, sharing, turn-taking, waiting) increased following the implementation of the team's individualized support plan.

### Discussion

- Collaborative care is more than just joint goal setting, assessment, intervention, case conferences, and communicating with other professions.
- Interdisciplinary care requires unity amongst all disciplines. To achieve unity, this requires shared education opportunities, an openness to other perspectives, and a belief that each discipline compliments one another for more comprehensive client care.