The goal of an early intensive behavioral intervention (EIBI) program is to teach each child the skills necessary to make meaningful progress in less-restrictive environments (Fox, Dunlap & Crushing, 2002). However, few studies have detailed the steps necessary for a “successful” transition into these educational settings. In this study, we transitioned two children, who received 20 hours a week of one-on-one discrete-trial therapy and attended a half-day special-education pre-school classroom, to a full-time educational setting. With the goal of aiding each during his/her transition, this study used the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) (Sundberg, 2008), particularly the barriers and transitions assessments, to evaluate each child’s strengths, deficits, and barriers. We
also collaborated with their teachers to collect classroom expectations and
recommended pre-requisite skills. Our intervention focused more on
teaching commonly used classroom skills and barrier reduction, and less on
the acquisition of additional academic skills. All targeted skills, except one of
child's transitions, transferred from the one-on-one setting to his/her new
classroom after some follow-up classroom staff training was conducted. Also,
we did intervene to decrease this child's flops during transitions in his
kindergarten classroom.