



Australian Government

Department of Health, Disability and Ageing

NDIS Evidence Advisory Committee Consultation

Early Intensive Behaviour Interventions Part 1





Australian Government

**Department of Health,
Disability and Ageing**

The Australian Government Department of Health Disability and Ageing wrote this.

We say **DHDA** for short.

When you see the word **we** it means DHDA.



We wrote this in an easy to read way.

We use pictures to explain some ideas.

Bold

We have some words in **bold**.

Not bold

This means the letters are thicker and darker.

These are important words.



This is an Easy Read summary of an online **survey**.

Surveys have questions about your ideas.



We can answer any questions by email.

Email us disabilityevidence@health.gov.au



You can ask for help to read this document.

You can ask

- A friend
- Family members
- A support person.



We recognise Aboriginal and Torres Strait Islander people as the **Traditional Owners** of the land we live on.



They were the **first people** to live on and use the

- Land
- Waters.

Contents

Who is this survey for	5
What to do	8
About your disability	10
Question 1 support	16
Question 2 disability group	25
Question 3 outcomes	28
Question 4 compare with other supports	36

Who is this survey for



We made a **survey**.



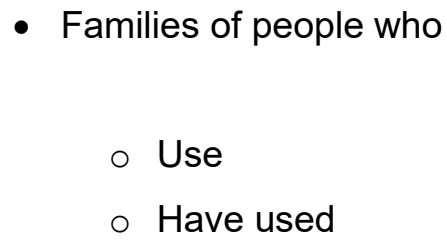
This survey is **only** for people with disability who



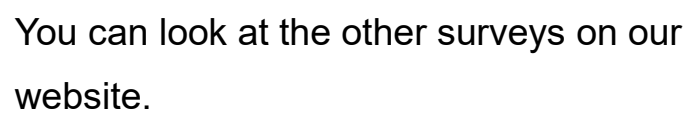
- Used Early Intensive Behaviour Interventions but do **not** use it any more

Early Intensive Behaviour Interventions support children under 9 years old.

- They can help children learn different skills.



- Use something else.



consultations.health.gov.au/evidence-advisory-committee-eac/february-2026

It is in Easy Read.



We have **2 parts** to this survey.



You need to do **part 1** first.

This is **part 1**.



You need to send both parts back to us by email.

You need to send it back before

11.59 at night

Sunday 29 March 2026.

What to do



You need to download both parts of the survey.

You can

- Write your answers



- Type your answers.



You need to send your answers back to us by email.

disabilityevidence@health.gov.au



Each part will have some

- Information
- Questions.



There are **no** right or wrong answers.

Do your best.



You can choose what questions to answer.

You do **not** have to answer them all.

About your disability



What is your

- Disability
- Family members disability

You can pick as many you have.



- Acquired Brain Injury

This is anything that damages your brain after you were born like

- Stroke
- Injury to your head
- Diseases.



- Amputations

This is when you have an operation to remove part of your body like your leg.

They only do this if they have to.



- Arthritis

This is pain or swelling in your joints like in your hands.

It can happen in

- 1 part of your body
- Many parts of your body.



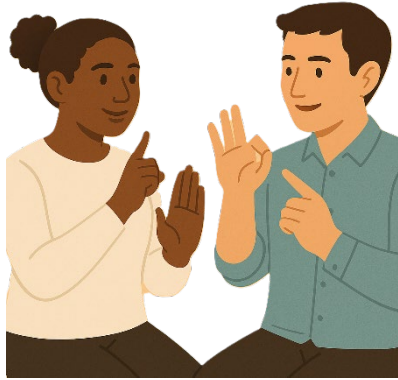
- Autism



- Cerebral palsy

This is a physical disability that can change how you

- Move
- Stand
- Sit.



- Deaf or hard of hearing



- Dementia

This is when you have trouble

- Thinking
- Remembering
- Doing things for yourself.

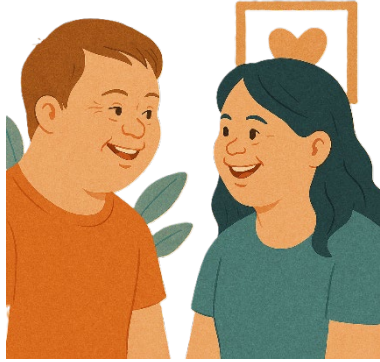


- Developmental Delay

This is when someone learns slower than other people their age.

They might need extra help with

- Talking
- Moving
- Their emotions.



- Down Syndrome

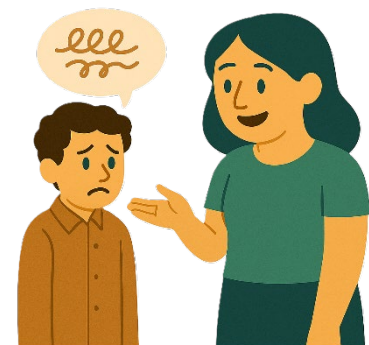


- Epilepsy

This is when someone has seizures.



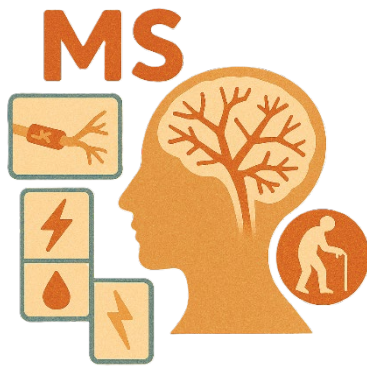
- Intellectual disability



- Language disorders

This is when someone has a hard time understanding or using language that is

- Spoken
- Written down
- Signed.



- Multiple sclerosis

This affects your

- Brain
- Spine
- Nerves

It is called **MS** for short.



- Psychosocial disability

This is a disability because of your mental health.



- Spinal cord injury

This is when you have damaged your spine.

This can change what you can do for yourself.



- Stroke

This is when the blood in your brain

- Is stopped for a time
- Can **not** get to where it needs to.

This can cause damage to your brain.



- Blind or have low vision



- Anything else

Please write in the box

Question 1 support



We want you to think about

- **Early Intensive Behaviour Interventions.**

We call it **EIBI** for short.



They support children under 9 years old to learn things like

- Communication



- **Social skills**

Social skills are the way we

- Talk
- Act

With other people.



They help us

- Make friends
- Work with others
- Share ideas.



- **Daily living skills**

These are things they need to do every day.



There are lots of types of EIBI.

The names of some of these are

Applied Behaviour Analysis



1. Applied Behaviour Analysis

We call it **ABA** for short.

Early Intensive Behaviour Treatment



2. Early Intensive Behaviour Treatment

We call it **EIBT** for short.

Murdoch Early Intervention Program



3. Murdoch Early Intervention Program

We call it **MEIP** for short.

Early Start Denver Mode



4. Early Start Denver Model

We call it **ESDM** for short.

Pivotal Response Treatment



5. Pivotal Response Treatment

We call it **PRT** for short.

Learning Experiences
Alternative Program



6. Learning Experiences Alternative Program

We call it **LEAP** for short.

Developmental Individual Difference
Relationship Based



7. Developmental Individual Difference Relationship Based

We call it **DIR** for short.

Floor time



8. Floor time.

This is part of DIR.

Treatment and Education of
Autistic and Related Communication
Handicapped Children



9. Treatment and Education of Autistic and Related Communication Handicapped Children

We call it **TEACCH** for short.



We do **not** want you to think about

- **Sensory interventions**

Sensory means how you take in information from the world around you.

This can be how you

- See
- Hear
- Taste
- Smell
- Feel things on your skin.



Interventions are changing things to make them better.



- **Assistance animals**

An assistance animal is an animal that is trained to help a person with disability.



- **Cognitive behaviour therapy**

This is a type of talking therapy.

It helps you understand how you

- Think
- Feel
- Act.



- Supports that use **technology**

Technology is things like computers



We want you to think about EIBI that happens

- With 1 child with their therapist



- With a small group of children with a therapist



- In
 - A clinic



- Childcare centre



- School



- At home.



- For a long time in the week.

Some can go for **up to** 40 hours each week.



Question 1

Do you think we have said everything about

- What EIBI is
- How EIBI is used.



Please tick only 1 box.

Yes



No

I want to change something.

Please write what you want to change in the box.

You can

- Add something
- Take something away.

Question 2 disability group



We want to think about all the different groups of people who might use EIBI.



We know some children over 9 years old might use EIBI.

We only want to think about children **under 9 years old**.



So far we think they are children who are under 9 years old and who

- Are Autistic



- Have a developmental delay



- Have a **chromosomal disorder**

Chromosomes are the tiny parts inside our body that help us grow.

Chromosomal disorders are when a person is born with

- Too many
- Too few
- Changed

Chromosomes.



Question 2

- Do you think we have said all the groups of people who might use EIBI.



Please tick only 1 box.

Yes



No

I want to change something.

Please write what you want to change in the box.

You can

- Add something
- Take something away.

Question 3 outcomes



Supports are used to get good outcomes.



Outcomes can

- Make peoples lives better



- Keep people safer.



Aims are things you want to do.

We think that EIBI aims to help with



- Communication



- Sensory experiences



- Learning and thinking skills

- Feelings and friendship skills



This means a child learns to

- Understand their feelings
- Manage their feelings
- Get along with other people.



- **Wellbeing**

Wellbeing means that you are

- Happy
- Healthy.



- Movement skills

This is how the child learns to move their body.

Like running and drawing.



- Things they need to do every day

This is called **daily living skills**.



- Taking part in everyday life like going to school



- Skills for learning

This can be things like

- Being ready for school
- Writing
- Learning to read.



- Parents or carers

- Feelings
- Wellbeing



- Parents or carers feeling happy



- Ways parents and carers communicate



- Signs of the disability

This can be called **diagnostic characteristics**.

They are things the doctors look for to say if someone has that disability.



- Behaviours that happen lots of times in a row

This can be called **repetitive behaviours**.

This can be things like

- Rocking
- Flapping your hands.



- Delays with speaking

This means you need more time to learn how to

- Understand
- Use words.



Question 3

Do you think we have said the most important outcomes for this support.



Please tick only 1 box.

Yes

You can write extra things if you want.

You can put the outcomes you think are the most important.



No

I want to change the list.

Please write what you want to change in the box.

You can

- Add something
- Take something away.

Question 4 compare with other supports



We need to **compare** how well EIBI works to other supports.



Compare means to look at 2 or more things.

You might look at what

- Is different
- Is the same
- Works best.

This will help us say if 1 support is best.



We want to compare with supports that have the same goal.



Other supports we could compare EIBI with are

- A therapist training other people to do the supports like
 - Parents or carers
 - Teachers.

The therapist might do the support themselves.



- **Speech pathology** looking just at delays with speaking

Speech pathology helps people

- Talk clearly
- Understand other people
- Eat and drink safely.



- Using more than 1 other therapy

Like

- **Occupational therapy**
- Speech pathology
- Behaviour interventions



Occupational therapy helps people with everyday skills like

- Looking after their body
- Learning
- Social skills.



- **Waitlist control**

This is when some people in a study do **not** get support right away.

This helps to see the difference for people who did get the support right away.



It is important to look at the amount of time each week these are used.



We think these supports will aim to help people with the same **outcomes**.

Outcomes are the things we see when our plans are working.



Have you tried different supports.



Question 4

Are these the best supports to compare to EIBI.



Please tick only 1 box.

Yes



No

I want to change something.

Please write what you want to change in the box.

You can

- Add something
- Take something away.



Thank you for doing **part 1**.

Please do **part 2** next.



You can take a break if you need it.

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January 2026