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Purpose

The purpose of the policy is to ensure that students at the Centre receive consistent and uniform services conforming to the stated process and procedures as described in the Core Service Delivery Policy and process.

Scope

- Students
- Parents
- Staff

Trans-disciplinary Assessments (TDA)

Trans-disciplinary assessments (TDA) shall be conducted by a team of senior professionals designated by the Director. The teams shall be constituted each year.

TDA shall be conducted for all students on the rolls.

TDA teams shall mandatorily consist of:

- **For students who will undergo TDA for the 1st time**
 - Parents
 - Students whenever appropriate
 - Special Educator
 - Speech and Language Therapist
 - Occupational Therapist
 - Physical Therapist
 - Clinical Psychologist if available
 - Behavior Analyst for students on the Dept of ABA caseload
 - Vocational Trainer for students above the age of 14 years.
- **Re-assessments for enrolled students**
 - Minimum of 2 senior professionals:
 - One shall be a Special Educator

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- Any one or more professionals representing the fields of Speech Language Pathology, Occupational Therapy, Physical Therapy, Clinical Psychology/Behavior Therapy
 - Vocational Trainer shall be on the team on consultation basis for students above the age of 14 years
 - Students whenever appropriate
 - Parents whenever available
- Completion of TDA and IEP for enrolled students should be within 12 working weeks.
 - Completion of TDA and IEP for students who will undergo TDA for the 1st time will be within 5 months of joining date.
 - The IEP for students whose TDA takes place in the 3rd term shall be valid until the end of the next academic year.
 - TDA shall be done based on the approved Al Noor Curriculum and recorded in the Curriculum-based Assessment Record (CBAR). The Al Noor Curriculum consists of skills, checklists, reference lists and the manual. The Al Noor Curriculum and the CBAR shall be reviewed once in 5 years by a team designated by the Director. Revisions to the Al Noor Curriculum and the CBAR shall be approved by the Director.
 - Students will be actively involved if applicable, where appropriate, in the selection and development of goals within their Individualized Education Plan (IEP). Students will also contribute to discussions regarding the accommodations, supports, and interventions required to enhance their engagement, promote independence, and facilitate successful participation in educational, vocational, and community-based activities.

Generation of the Individualized Education Plan (IEP version 00)

The IEP (version 00) shall be the outcome of the TDA. IEPs shall be generated for each student and shall be the basis for the training program at the centre.

IEPs shall be implemented by the Trans-disciplinary Intervention (TDI) team consisting of:

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- Parents
- Special Educator and Assistant Special Educator
- Speech and Language Therapist, Occupational Therapist and Physical Therapist
- Information and Communication Technology (ICT) Specialist
- ABA Teacher, Assistant Behavior Analyst and/or Behavior Analyst
- Vocational Trainer (if applicable)
- Assistive Technology(AT) Specialist
- Clinical Psychologist (if applicable)
- Vision Rehabilitation Specialist [if applicable]
- School Doctor, School Nurse, Teacher/ Assistant Teacher – Library
- Social Worker
- Co-Curricular Services

Interim IEP

Interim IEPs shall be generated for new students by the TDI team of the student which includes the Special Educator, Information and Communication Technology (ICT) Specialist, Clinical Psychologist (if applicable), and ABA Teacher, Assistant Behavior Analyst and/or Behavior Analyst (if applicable), AT specialist, Speech and Language Therapist(SLT), Occupational Therapist(OT) and Physical Therapist(PT), Vision Rehabilitation Specialist [VRS] and students whenever appropriate as participant.

The Interim IEP must be ready by the end of 20 working days of the student being present from the time he/she is placed in the class.

Goals in the Interim IEP will be worked upon by the TDI team members till the student's assessment by the TDA team is done and a final IEP for the academic year is generated.

Transmission of IEP

HODs transmit the IEP (version 00) to the concerned TDI team within 5 working days upon IEP generation.

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Skills Clustering and Intervention Planning (SCIP) meeting

The TDI Team will meet to discuss the following

- Identification of items/steps from Reference lists/Checklists
- Recall and revision of IEP, if applicable

Elogs

Electronic logs [Elogs] include

- Errl- E response recording log
- F- 160 Notes and Observation [as applicable]

Upon receipt of the IEP (version 00), the goals, recommendations and transmission notes [if applicable] shall be transferred accordingly to the eLogs after the SCIP meeting.

Recall and revision of IEP

Any requests for revisions to the student's IEP shall be forwarded to the Program Leader- TDA by the Unit HOD. Revisions to the IEP (version 01) shall only be made by the same TDA team that had generated the IEP (version 00).

Discrepancies in IEPs may be identified by the TDI teams after IEP transmission. Such IEPs may be recalled for review and/or revision. The TDI team may seek review and/or revision of the IEPs only after the Skills Clustering and Intervention Planning meeting on the same day as SCIP meeting. Such requests shall be forwarded to the Program Leader- TDA by the Unit HOD. The Program Leader- TDA shall review the requests and forward such requests to the respective TDA teams, if applicable. The TDA teams shall review IEPs and make changes, if deemed necessary only. The concern TDA team shall complete the review/revision of the IEP and informs the CSDP Secretary for version (01) generation. The CSDP Secretary will share the revised version of the IEP to the concerned HODs. HODs will transmit the revised IEP to the concerned TDI Team. The CSDP Secretary will schedule a brief SCIP Meeting.

			
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Planning

Planning is to be done by the TDI team at the centre. Planning should be done in a manner that ensures that no student is left disengaged at the centre for any length of time during this period.

Implementation of IEP and Intervention

Intervention at the Centre is carried out by the TDI teams within the framework of the approved list of intervention approaches, methodologies and techniques. (Appendix 1)

Routine-based intervention sessions, across the routines of the students. Individualized intervention sessions may be provided to students for skills training. New students as well as students on roll above the age of 14 years will attend any one unit in Vocational Training (VT) as an activity, subject to clearance of safety criteria until their TD Assessment/Reassessment has been completed and IEP is generated.

Home-based Intervention Term-wise Feedback Form is sent to parents in each term.

Student-specific Home Programs containing resources re compiled by the Therapists to enhance training at home. HTBs shall be sent home to parents for implementation of the IEP in the home setting. Home visits, parent training, demo sessions and video clips for video modelling to demonstrate specific intervention techniques shall be conducted at the centre for students based on needs and parental requests.

Implementation of the IEP and the intervention shall be monitored and reviewed by the HODs and Program Leaders on an ongoing basis to ensure effectiveness of the intervention.

Documentation of Responses

Responses to Interim IEP and the IEP shall be mandatorily documented on a regular basis by the TDI team in their respective eLogs using the approved response recording keys.

Updated eLogs shall be maintained and available for random check by the HODs and Program Leaders at any given time.

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Till the IEP for the new academic year is received, documentation of the responses will be maintained in the eLogs of previous year's IEPs.

Review of Implementation of IEP and Annual Report

Reviews will be conducted to monitor the level of functioning of the students and reviewing intervention outcomes on

- An ongoing basis
- During year end

Units, Departments and TDI teams shall meet periodically to review the implementation of the IEP.

Meetings to review the implementation of the IEP shall be conducted annually at the end of the academic year by the TDI team working with the student. The TDI team shall complete the annual review of the student's IEP by filling the prescribed format. The information from the IEP Review shall be the basis for the TDA for the enrolled students at the beginning of next academic year.

Meetings to review the implementation of the IEP ascertain the present levels of performance of each student on the basis of which an Annual Report- Present Levels of Performance (PLOP) shall be prepared by the TDI team and finalized by the Special Educator. Department HODs/Program Leaders shall verify the inputs of their staff for the Annual Report. Unit HODs/Program Leaders shall verify and approve the Annual Report-PLOP.

The Annual Report-PLOP is sent to the parent.

A copy of the Annual Report shall be filed in the student file in the office.

Parent-TDI Team Meetings

Parent-TDI Team Meetings shall be conducted twice a year with the members of TDI team.

General:

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Any related regulatory authority guidelines and/or government laws shall supersede this policy document until the time that this policy is revised in conjunction with ministerial orders and/or government laws.

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Appendix – Amendment History & Authorisation

Revision No	Description of Change	Issue Date	Authorised By
00	First Issue	15 April 2012	Director
01	Revision of the Policy and addition of clauses	5 th Sept 2013	Director
02	- PACT has been deleted from this document as it does not fall under the scope of the ISO. - Changes in scheduling of the TDA were made to better reflect what is feasible - Behavior Therapist was added was added to the list of TDA team members. - Activity Intervention Planning policy and associated documents have been replaced with Skills Clustering and Intervention Planning meeting to improve service delivery efficiency. - Changes in implementation of IEP and intervention section have been made to improve service delivery - Home based intervention has been modified to improve service delivery efficiency - Changes linked to SCIP have been made in the section on IEP review and recall after TDA - In Annual IEP Review as it is not feasible to 'find suitable replacements' at all times. This requirement has been deleted. - The overall contents in the policy were modified consequent to the changes in the steps of Planning of Intervention	9 th Sept 2014	Director
03	New Al Noor logo	1 st Feb 2016	Director
04	- The students eligible for VT assessments changed from 'Students in the Senior Unit' to 'Students above the age of 14 years' - The TDI team has been listed - Staff responsible for the Interim IEP listed - Change in the deadline for recall of IEP has been reflected - Use of elogs for response recording has been included - Midyear review has been introduced	10 th Apr 2018	Director
05	Replace the Centre's logo in all QMS documents and revision of document codes	12 Aug 2020	Director
06	*Removal of below: Some points in the agenda of SCIP Meeting - Discussion on the IEP Recommendations	24 Aug 2020	Director

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	- Communication Modality - Exploration and discussion of Assistive Technology options in various domains *Planning Removal of 'for a two week period' and 'cover student timings from 8 am till 1pm' *Implementation of IEP and Intervention Added the below: New students as well as students on roll above the age of 14 years will attend any one unit in Vocational Training (VT) as an activity, subject to clearance of safety criteria until their TD Assessment/Reassessment has been completed and IEP is generated. *Review of Implementation of IEP and Annual Report Removal of: During mid-year Review of implementation of the IEP shall be conducted during mid-year by the TDI team working with the student. The TDI team shall complete the mid-year review of the student's IEP by documenting in the relevant field in their respective eLogs. *Other Changes Review of Al Noor Curriculum and the CBAR - once in 3 years changed to once in 5 years. Annual Report – compiled changed to finalized Inclusion of Coordinator's role in verifying and approving the Annual Report-PLOP		
07	Replace the Centre's logo in All QMS documents Except HR, Accounts and SCR Documents.	16 March 2021	Director
08	Replace the Centre's logo in All QMS documents Except HR, Accounts, SCR, FM and IT Documents.	16 September 2024	Director
09	1. Change in center name 2. Change in name of departments and designations 3. Added team members to TDI list 4. Interim IEP – days of preparation changed to 20 5. Recommendations and transmission notes to be added to elogs	26 November 2024	Director

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	6. Home training books [HTB] replaced by Home Programs 7. Elog – details added 8. Annual report is sent to the parent- instead of handed over during 9. Ministerial orders changed to regulatory authority guidelines 10. CSDP Appendix – additions have been made to assessments, intervention approaches and methodologies		
10	- Addition of “Behavior Analyst” in TDA team for students who will undergo TDA for the 1st time. - Addition of “Students whenever appropriate” in TDA team for students who will undergo TDA for the 1st time. - Addition of “ students whenever appropriate and parents whenever available in the TDA team for re-assessment of enrolled students. - Addition on the clause for students to be part of TDA team. - Addition of “ student whenever appropriate” as participant in the Interim IEP Generation. - Deletion of “Clustering of goals based on frequency of practice” in the steps in SCIP meeting - Revision of the Transmission of IEP “ upon IEP generation” - Deletion of the elog such as “Ettrr- E therapy training response record , Essrr-E sensory stimulation response record and Probe data sheet - Deletion of Implementation of IEP and Intervention “Guidelines to implement Home-based Intervention are sent home to parents at the beginning of the year ”	06 October 2026	Director