

AL NOOR TRAINING CENTRE FOR PEOPLE OF DETERMINATION  النور مركز النور لتدريب وتأهيل أصحاب الهمم	
POLICY	
ABA Intervention	
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ABA Intervention Policy

1. PURPOSE

The purpose of this policy is to establish a structured, consistent and data-based framework for the delivery of Applied Behavior Analysis (ABA) intervention at Al Noor Training Centre.

The policy covers:

- IEP-Based Skill Acquisition
- Session Planning And Response Recording
- Behavior Assessment And Intervention
- Reactive And Restrictive Procedures
- Parental/Caregiver Informed Consent
- Staff Training And Supervision
- Monitoring, Review And Documentation

The policy is intended to ensure that ABA intervention remains individualized, systematic and focused on the development of functional skills, independence and participation.

2. SCOPE

This policy applies to all personnel involved in the planning, implementation, supervision or support of ABA intervention, including:

- Behavior Analysts
- Assistant Behavior Analysts
- ABA Teachers
- Junior ABA Teachers
- Behavior Technicians
- Relevant TDI Team Members
- Learning Support Assistants, Where Applicable
- Parents/Caregivers involved in the student's intervention

3. POLICY STATEMENT

Al Noor shall provide ABA intervention through an individualized and data-based process.

ABA intervention shall comprise two interconnected areas:

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A. IEP-Based Skill Acquisition

FBA → IEP → SCIP → Target Identification → Achievement Criteria → Planning → Intervention
→ Response Recording → Data Review → Retention → Maintenance

B. Behavior Support

Observation/ABC Data → BIP → Proactive Strategies → Reactive Strategies, Where Required → Implementation → Data Collection → Review

Behavior support shall complement, and not replace, skill acquisition.

4. IEP-BASED SKILL ACQUISITION

4.1 Functional Behavior Assessment

An FBA shall be conducted as required for students receiving ABA intervention.

The assessment may include:

- Interview
- Observation
- Functional Analysis, Where Applicable

The FBA shall inform the inclusion of relevant goals and recommendations in the IEP.

4.2 IEP And SCIP

The HOD shall transmit relevant IEPs to the assigned ABA professionals and Behavior Technicians.

During SCIP, the ABA professional shall:

- **Identify** The goals and specific steps/items to be addressed;
- **Establish** measurable achievement criteria
- **Record** the criteria in the appropriate response recording document.
- **The Achievement Criterion.**

4.3 Session Planning

ABA sessions shall be planned using the approved **Planning Document**.

The existing Guidelines require Behavior Technicians and Junior ABA Teachers to schedule sessions and plan interventions using the Planning Document.

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4.4 Intervention And Response Recording

Skill acquisition shall be implemented using teaching procedures appropriate to the student's needs, which may include DTT, NET and other approved ABA approaches.

Student responses shall be recorded during planned teaching opportunities using the approved **Response Recording Document**.

The response recording shall be used to monitor progress and guide intervention decisions.

5. BEHAVIOR ASSESSMENT AND INTERVENTION

Behavior support shall be initiated where a Behavior of concern interferes with:

- Learning
- The individual's safety
- Other's safety
- Property destruction

Where appropriate, the intervention shall include teaching an alternative or replacement skill.

5.1 Behavior Intervention Plan

A BIP shall be developed based on relevant assessment, observation and ABC data.

The BIP shall identify:

- The Behavior Of Concern;
- The Hypothesis Of Function;
- Proactive Strategies;
- Replacement/Alternative Behaviors;
- Reactive Strategies, Where Required;
- Data Collection Requirements; And
- Follow-Up And Review.

The BIP shall be developed and implemented under the appropriate professional supervision.

			
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6. REACTIVE AND RESTRICTIVE PROCEDURES

Proactive and skill-based interventions shall be prioritized.

Reactive or restrictive procedures may be included in an individual BIP where clinically required.

The Treatment Procedure Library identifies procedures including:

- Response Cost
- Positive Practice
- Negative Practice
- Restitutive Over-Correction
- Response Blocking
- Sensory Blocking
- Time-Out
- Escape Extinction
- Contingent Exercise
- Restraint

Any planned reactive or restrictive procedure shall:

- Be specifically identified in the student's BIP;
- Be implemented only by appropriately trained and designated staff
- Be appropriately supervised;
- Be documented
- Be reviewed for effectiveness and continued need.

Detailed procedures shall be governed by the approved **Treatment Procedure Library** and the individual student's **BIP**.

7. PARENTAL/CAREGIVER INFORMED CONSENT

Where parental/caregiver consent is required for a planned reactive or restrictive procedure, informed consent shall be obtained before implementation.

The approved **Informed Consent Form for Specific Intervention Procedures – F/CORE/252** shall be used.

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The parent/caregiver shall receive an explanation of:

- The behavior being addressed;
- The purpose of the intervention;
- The specific procedure;
- The circumstances in which it may be used
- Relevant benefits and risks.

The parent/caregiver shall have an opportunity to ask questions and provide or decline consent.

The existing consent form identifies the Behavior, requires explanation of the BIP and identifies the specific procedure for which consent is being sought.

Where consent is declined, the specified planned procedure shall not be implemented by designated staff.

8. CRISIS INTERVENTION AND IMMEDIATE SAFETY

Only staff designated by the HOD shall participate in crisis intervention.

Designated staff shall receive appropriate training in:

- Prevention and de-Escalation
- Proactive intervention
- Approved reactive procedures
- Safety procedures
- Incident reporting

Where escalated Behavior presents an immediate risk of harm to the student, another person or property, appropriate safety measures may be implemented by designated trained staff.

Such incidents shall be documented and reported to the parent/caregiver in accordance with the existing ABA Guidelines.

9. TRAINING AND SUPERVISION

			
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Staff shall receive appropriate training before implementing assigned ABA intervention procedures.

The HOD shall:

- **Oversee the ABA Intervention Process**
- **Allocate caseloads according to required knowledge and expertise;**
- **Designate staff for crisis intervention;**
- **Ensure appropriate training**
- **Monitor implementation and documentation.**

The Behavior Analyst/Assistant Behavior Analyst/ABA Teacher shall supervise the implementation of ABA intervention by Behavior Technicians.

Supervision shall be documented through the approved Supervision Feedback Form. The existing Guidelines require weekly supervision for each Behavior Technician.

10. DATA, DOCUMENTATION AND REVIEW

ABA intervention shall be supported by appropriate documentation, including as applicable:

- **IEP**
- **SCIP Documentation**
- **Planning Document**
- **Response Recording**
- **ABC Data**
- **FBA**
- **BIP**
- **Informed Consent Form**
- **Supervision Feedback Form**
- **Incident/Crisis Documentation**

Data shall be used to monitor progress and determine whether intervention should be continued, modified, reduced or discontinued.

BIPs shall be reviewed at the specified review point and at the end of the academic year.

11. RESPONSIBILITIES

Role	Key Responsibility
HOD – ABA	Overall implementation, caseload allocation, designation, supervision and monitoring
Behavior Analyst / Assistant Behavior Analyst / ABA Teacher/ Junior ABA Teacher	Assessment, intervention planning, supervision, data review and BIP oversight
Behavior Technician	Session planning, intervention implementation, response recording and reporting
Designated Staff	Implementation of approved crisis/reactive procedures
TDI/LSA Staff	Implementation of specified strategies following training
Parent/Caregiver	Participation, information sharing and informed consent where required

12. RELATED DOCUMENTS

1. GL-33-CORE – Guidelines for Intervention in the Department of ABA, Rev. 03
2. F/CORE/179 – Behavior Intervention Plan, Rev. 08
3. F/CORE/252 – Informed Consent Form for Specific Intervention Procedures, Rev. 04
4. Treatment Procedure Library
5. IEP
6. SCIP Documentation
7. Planning Document
8. Response Recording Document
9. ABC Data Document
10. Supervision Feedback Form
11. Incident/Crisis Documentation

The current BIP is F/CORE/179 Rev. 08 , and the current Informed Consent Form is F/CORE/252 Rev. 04.

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13. POLICY REVIEW

This policy shall be reviewed periodically by the Department of ABA and revised where required based on:

- Review Of ABA Service Delivery
- Student Outcomes
- Staff And Parent/Caregiver Feedback
- Changes To Relevant Professional Requirements
- Changes To Applicable Regulatory Requirements
- Al Noor Quality Management System Requirements

All revisions shall follow the Centre's document-control and authorization process.

Appendix – Amendment History & Authorisation

Revision No	Description of Change	Issue Date	Authorised By
00	First Issue	01 October 2026	Director