

Comprehensive Assessment of Student and Team Supports (CASTS)

Sample Summary of Findings and Recommendations

The CASTS—a Comprehensive Assessment of Student and Team Supports—comprises the first phase of the Beyond Access (BA) Model. Information is gathered during the CASTS process from a variety of sources, including a review of

- The student’s historical records and current educational program
- Team and school artifacts
- Team member responses to written questionnaires, including the BA Student and Team Outcomes Survey
- Observations based on a typical “day in the life” of the student at school and observations of the student at home
- Interviews with all team members, including family members and/or legal guardians
- Observations of a team meeting

All of the information collected is reviewed, analyzed, and synthesized. The BA facilitator then conducts a qualitative discrepancy analysis comparing the BA Best Practices (see Chapter 2) with the team’s current educational practices, both those that are related to supporting the student and those that are related to the team’s own collaboration. A summary of the information gathered and the discrepancy analysis—called the CASTS findings—is shared with all team members during a team meeting.

After team members weigh in on their agreement with the findings using the six-point levels of agreement rating scale depicted next, a set of recommendations is made for exploring and describing new student and team supports during Phase

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2 of the BA Model. Guidelines for developing those recommendations include the following:

- Draw from evidence-based practices to generate recommendations for new student and team supports.
- Draw recommendations from themes that appeared in multiple sources of data.
- Look for unique and creative ideas that have not been tried before.
- Make recommendations that will build the team's capacity by focusing on intermediate outcomes that are likely to lead to the ultimate student outcomes of membership, participation, communication, and learning of general education academics.
- Encourage the team to keep using effective practices and to enhance fidelity of implementation.
- Capitalize on individual team member strengths.
- Focus on new student and team supports that are likely to show impact in a short period of time.
- Ensure that student supports can be implemented within general education instruction in the general education classroom.
- If possible, align recommendations with other school improvement or reform initiatives (e.g., Response to Intervention, service learning).
- Consider the resources that will be needed in order for the team to implement student and team supports.
- Anticipate what specific and focused professional development will be needed by the team in order to implement the recommendations.

All team members must be at a 1, 2, or 3 level of agreement on the following rating scale in order to confirm the findings and then to act on the recommendations in Phase 2.*

Levels of Agreement with CASTS Findings

1. I enthusiastically agree with the CASTS findings.
2. I agree with the CASTS findings.
3. I agree with the CASTS findings, and have some minor clarifications and/or edits.
4. I do not fully agree with the CASTS findings but will go along with the rest of the team if they do, and I will support the decision (e.g., present with a unified front outside of this meeting).

*Source: *Conflict Resolution Notes*. (1991, January), 8(3).

5. I do not agree with the CASTS findings and cannot support them.
6. I do not agree with the CASTS findings and will actively work against implementation.

The rest of this document depicts the CASTS findings and recommendations for a student named Julio, who experiences autism, and whose team used the BA Model to support his membership, participation, and learning in a general education first-grade classroom.

CASTS Findings

Student Name: Julio Garcia
School: River Town Elementary School
BA Facilitator: Sally Jones, M.Ed.

Date: November 15, 2008
Grade: 1

General Outline for Synthesis of CASTS Findings:

- Description of the School
- Description of the Student
 - Who is the student (e.g., personality, likes, dislikes, strengths, challenges)
 - Student's current membership, participation, communication, and learning in the general education classroom
 - Membership in the general education classroom
 - Participation in the general education classroom
 - Learning of the general education curriculum
 - Descriptions of the student's learning based on team member ratings of the student's proficiency in academic content areas
 - Supports currently being provided to the student
 - Alignment between current practices and BA Best Practices
 - Suggestions generated by the team for improving the student's membership, participation, communication, and learning
- Description of the Team
 - General information
 - Indicators of team collaboration (i.e., communication skills, meeting structures, team processes)
 - Suggestions generated by the team for improving team collaboration

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DESCRIPTION OF THE SCHOOL

- Small-town elementary school; Grades K–5; approximate enrollment of 250 students
- Welcoming atmosphere; student work is displayed throughout school; common areas are provided for gatherings
- Principal has long tenure within the school
- School personnel have participated in schoolwide training and technical assistance related to the implementation of positive behavior interventions and supports (PBIS) as part of a statewide initiative during the previous 2 years
- Districtwide focus on literacy, including adoption of the 4-Blocks program with an emphasis on 1) guided reading, 2) self-selected silent reading, 3) working with words, and 4) writing
- Long-term (10+ years) support from school administrators for inclusive education practices
- Collaborative relationship with the university; school serves as an internship site for multiple programs including Education, Speech-Language Pathology, Occupational Therapy, School Guidance, and so forth
- School has experienced challenges with respect to meeting Adequate Yearly Progress (AYP) targets

DESCRIPTION OF THE STUDENT

Who Is Julio? (Personality, likes, dislikes, strengths, challenges)

- Is affectionate and wants to please adults
- Understands Spanish and English
- Is looked up to by other first graders for help
- Puts his eyes up close to read print
- Seems to move around the classroom and building without trouble seeing
- Has trouble with fine motor control such as gluing, cutting, and writing
- Is easily distracted
- Is more open to learning in the morning
- Is able to complete more work when the room is quieter
- Works best when he knows what is expected of him and what the routine is

- Loves computer with animation and visuals; uses it for academic work
- Likes numbers, songs (especially Latin music), chants, Teletubbies
- Learns well when music is used
- Loves investigating the world around him
- Likes jumping on the trampoline

Student's Current Membership, Participation, and Learning of Academics in the General Education Classroom

The following represents a summary of all team members' responses to the Student and Team Outcomes Survey.

Membership in the general education classroom:

1. The approximate percentage of the school day that Julio *currently spends in the general education classroom*:
 - 0%–10%: 0 people
 - 10%–20%: 1 person
 - 20%–30%: 1 person
 - 30%–40%: 1 person
 - 50%–60%: 1 person
 - 70%–80%: 2 people
2. The approximate percentage of the school day that Julio *currently spends on the same schedule* (i.e., making the transition from class to class and lesson to lesson) as classmates in the general education classroom:
 - 0%–10%: 0 people
 - 10%–20%: 1 person
 - 20%–30%: 1 person
 - 30%–40%: 1 person
 - 50%–60%: 1 person
 - 70%–80%: 2 people

Participation in the typical activities of the general education classroom:

3. The approximate percentage of time that Julio is *present* and an active *participant* for lessons and/or activities in the following content areas in the general education classroom:

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Content area	Julio present (%)	Active participant (%)
Reading	20%–30%: 1 person 50%–60%: 2 people 60%–70%: 1 person 70%–80%: 2 person	20%–30%: 2 people 60%–70%: 4 people
Writing	20%–30%: 2 people 60%–70% 4 people	20%–30%: 2 people 60%–70%: 4 people
Math	20%–30%: 1 person 50%–60%: 4 people 60%–70%: 1 person	10%–20%: 1 person 20%–30%: 2 people 30%–40%: 2 people 60%–70%: 1 person
Science	n/a	
Social Studies	n/a	

Note: Science and social studies content is integrated into center activities within the first-grade classroom.

4. Percentage of the school day that Julio *currently is in the same instructional routines* (e.g., small-group activities, large-group instruction, one-to-one activities, independent seatwork) as classmates:
 - 0%–10%: 0 people
 - 10%–20%: 1 person
 - 20%–30%: 3 people
 - 30%–40%: 1 person
 - 50%–60%: 1 person

5. Percentage of the school day that Julio *currently has the means and supports to communicate about the same topics* within the same instructional routines *commensurate with classmates*:
 - 0%–10%: 0 people
 - 10%–20%: 2 people
 - 20%–30%: 2 people
 - 30%–40%: 1 person
 - 50%–60%: 1 person

6. The degree to which Julio *currently* has the means and supports to meet the following *communication needs* within instructional routines *commensurate with classmates*:

	Infrequently	Sometimes	Most of the time	Always	N/A
Speaking: Uses a speech-generating device (SGD) and vocalizations	2 people	4 people			
Writing: Uses name stamp, letter tiles, computer	3 people	2 people			1 person
Reading: Computer software	1 person	3 people	1 person		1 person
Listening: Picture symbols to support listening comprehension		2 people	3 people	1 person	

Learning of the general education curriculum:

7. Opportunities Julio had during this quarter to hand in *learning products* compared with classmates, and how often Julio completed the work assigned in the following academic areas:

Content area	Number of assignments given to the entire class	Number of assignments given to Julio	Number of assignments Julio handed in
Reading	12	4	4
Writing	10	2	1
Math	8	0	0
Science	n/a		
Social Studies	n/a		

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8. Julio's proficiency in each of the following academic areas relative to *grade-level expectations/general achievement standards*:

Content area	Very low proficiency	Low proficiency	Fair proficiency	High proficiency	Very high proficiency	N/A
Reading	1 person	1 person	2 people	1 person		1 person
Writing	5 people	1 person				
Math		1 person	2 people			3 people
Science	n/a					
Social Studies	n/a					

Descriptions of Julio's Learning of Academics

The following summary statements are based on the data collected from Julio's records, observations, questionnaires, and interviews.

Julio as a reader:

- Seems to read using sight words and some phonics
- Uses expression when he reads
- Reads aloud the title, illustrator, and author of a book
- Information is not available about his silent reading comprehension
- Some team members noted that they are not sure what he comprehends when he reads
- Loves doing Wiggle Works on the computer; is proficient at starting and navigating the program
- Enjoys having the same word read over and over again in Wiggle Works
- Books about kites are a favorite

Julio as a writer:

- Team members note that Julio is beginning to use his speech-generating device (SGD) for writing. He will use the keyboard page for "working with words" activities and to construct a story from a story frame with adult scaffolding.
- Julio "writes" by placing letter tiles in order.
- Some short-answer questions are converted into multiple-choice questions to reduce the need for Julio to write.

- Julio has a history of showing tactile defensiveness and does not appear to enjoy using a utensil for writing. Recently, he has shown beginning skills to hold and use a utensil (e.g., marker) for writing.

Julio as a mathematician:

- Identifies numbers to 100
- Identifies shapes and patterns
- Has 1:1 correspondence to 10 (from IEP)
- The baseline assessment did not reveal detailed information about Julio’s math skills

Supports Currently Being Provided to the Student

- Speech generating device (SGD)—Vantage (Prentke Romich Company)
- Picture schedule depicting the daily routine
- Enlarged print
- Directions are read aloud
- Access to classroom computer

Alignment between Current and BA Best Practices

The BA facilitator completed the CASTS Best Practices Survey (see Appendix A). Analysis of these survey results showed the following average scores (1 = no evidence, 2 = partial evidence, 3 = adequate evidence) for each section:

Best Practices Rating Scale section	Average of ratings (out of 3)
High expectations and least dangerous assumption	1.77
General education class membership and full participation	1.80
Quality augmentative and alternative communication	1.78
Curriculum, instruction, and supports	2.12
Team collaboration	1.08
Professional development	2.25
Ongoing, authentic assessment	2.55
Family–school partnerships	2.35
Special and general education reform	2.89

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Suggestions Generated by the Team for Improving Julio's Membership, Participation, and Learning:

- Use Julio's SGD in all situations
- Find and use computer programs for reading, writing, and math that correspond to the general curriculum
- Provide visual supports and objects to enhance his understanding, attention, and participation
- Ensure that Julio is supported to understand what is expected of him, especially routines for academics
- Provide support to family regarding Julio's sleeping difficulties at home
- Give Julio preferential seating in the classroom
- Julio needs to be in the classroom more

DESCRIPTION OF THE TEAM

General Information

- Two team members have experience with implementing the BA Model
- Related services provided within general education instruction, in pull-out in general education classroom, and in individual pull-out
- Team members have from 1 to 30 years of experience in education
- Paraprofessional is doing majority of programming of SGD
- Team members report that there is not sufficient expertise on Julio's team regarding programming and capacity for using SGD
- Team members are not fluent in Spanish
- Multiple team members mentioned conflicts within the team
- Team members report that they do not currently have a mechanism for openly and effectively resolving team conflict

Indicators of Team Collaboration

The following summary is based on team member responses to the Student and Team Outcomes Survey.

9. Frequency with which the team (or a subteam) meets for the purposes of instructional planning:

Never meet for instructional planning	
Rarely meet for instructional planning	
Sometimes meet for instructional planning	1 person
Often (more than once a month) meet for instructional planning	2 people
Regularly (once a week or more) meet for instructional planning	3 people

Team comments regarding instructional planning meetings:

- Team is scheduled to meet 45 minutes weekly. Some members attend all 45 minutes.
- Most team members note that not all team members are present for every meeting and that some team members arrive late and/or leave early.
- Given varying attendance, actual engagement of meeting by ALL members typically ranges from 10–25 minutes. Typically, at least one member is absent.

10. The degree to which instructional planning meetings are *effective* to plan the student’s membership and participation within lessons to learn the general education curriculum:

Hardly ever effective	1 person
Occasionally effective	1 person
Sometimes effective	1 person
Most often effective	2 people
Always effective	1 person

Team comments regarding effectiveness of team meetings:

- Most team members note a concern that team members do not come prepared for the meeting, especially with respect to having completed prior “to-do” tasks.
- Some team members note a concern about having information about what will be taught in class in order to plan effectively.

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- One team member has found that talking with other team members outside of the planning meeting is helpful for understanding what is expected and how to support Julio.
11. The degree to which instructional planning meetings are *efficient* to plan for the student’s membership and participation within lessons to learn the general education curriculum:

Hardly ever an efficient use of time	1 person
Occasionally an efficient use of time	1 person
Sometimes an efficient use of time; sometimes not	1 person
Most often an efficient use of time	2 people
Always	1 person

Team comments regarding efficiency of team meetings:

- One team member doesn’t feel that the meetings are very efficient.
 - One team member feels like the meeting is rushed.
12. The degree to which the team *collaborates* to plan for the student’s membership and participation within lessons to learn the general education curriculum (e.g., listening, providing strategies for resolving conflict, establishing decision-making rules):

Hardly ever effective team collaboration	
Occasionally effective team collaboration	1 person
Sometimes effective team collaboration; sometimes not	1 person
Most often effective team collaboration	3 people
Always effective team collaboration	1 person

Team comments regarding team collaboration:

- There is lots of communication among most of the team members.
- Classroom teacher and paraprofessional brainstorm ideas on ways to make the curriculum accessible to Julio.
- Inclusion facilitator has many different resources that are available to the team.

- English as a Second Language (ESL) teacher incorporates into her lessons what is being done in the classroom.
- Occupational and physical therapists offer many suggestions for sensory breaks.
- Laughter, positive work results are characteristic.
- Multiple sources of data point to a lack of capacity (comfort, confidence, knowledge, and skills) related to fully support Julio's use of SGD in his academic work.
- Team needs a way to distinguish between conflicts that can be solved within the team and those that need to be solved by administration.

Suggestions Generated by the Team for Improving Team Collaboration

- All team members need to arrive on time, stay on topic, complete to-do's, and stay for the whole meeting.
- All team members need to be proficient at programming and using Julio's SGD in multiple situations for instruction and assessment, and to support Julio's communication.
- Adapted materials need to be prepared ahead of the time when they need to be used.
- Several team members suggested that team members document the purposes and occurrence of related services to support the goal of shifting them to be provided more in the general education classroom.

Note: The team did not make any recommendations for how to address conflict within the team.

CASTS Recommendations

General Outline for CASTS Recommendations:

- Best practice recommendations
 - Presume competence
 - Membership and participation
 - Communication and learning
- Recommendations for student supports
- Recommendations for team supports
- Recommendations for professional development
- Proposed team member responsibilities during Phase 2

RECOMMENDATIONS RELATED TO BA BEST PRACTICES

Best practices have been shown to have a significant impact on students' learning. They are drawn from approximately 30 years of research with students with developmental disabilities and students without disabilities. Out of all of the possible things we might do with students to enhance their learning, these practices will "grow more flowers from one seed" than others we might implement.

Presume Competence

- Operate from the assumption that if we teach Julio well, and if the right supports are provided consistently and accurately, Julio will learn general education academics (reading, writing, and math). Even if Julio doesn't talk to communicate, assume that he does have something to say.

Membership and Participation

- Include Julio as a fully participating member of his first-grade classroom. Ensure that he has the supports necessary to promote his interest, attention, learning, and communication.
- Increase Julio's membership and participation in general education instruction within the general education classroom to 75% across reading, writing, and math.

Communication and Learning

- Provide Julio with a means to communicate in all activities, environments, and throughout the day about age-appropriate academic and social topics.
- Draw on Julio's interests and passions in selecting materials and making accommodations and supports within learning activities.

RECOMMENDATIONS TO EXPLORE AND DESCRIBE STUDENT SUPPORTS

General Supports and Accommodations for Membership, Participation, and Learning:

- Use a desk easel so that text is tilted.
- Give frequent and regular sensory breaks.
- Explore the use of "alerting" supports (e.g., music, movement, ball for seat work) during reading, writing and math.
- Translate directions into Spanish as well as presenting them in English (bilingual).
- Use visual schedules and task cards.
- Use picture symbols in directions.
- Provide individualized visual supports to enhance Julio's attention and understanding during classroom lectures in his first grade classroom such as underlining key information in directions, graphic organizers, notetaking forms, manipulatives, graphs, number lines, charts, and so forth.
- Use familiar activities to introduce new vocabulary.
- Use the current method of teaching new skills: 1) model ("Watch me"), 2) hand-over-hand ("I'll help you do it"), 3) coach and support while he does it ("Now you try it"), then 4) fade supports to promote independence.
- Create and use visual scripts that explain how to do specific lessons, such as math computation, word attack strategies, and other learning strategies. Use Julio's favorite animals or items such as buses, trucks, etc., or represent other interests in these scripts.
- Administer tests at time of day that takes into account Julio's medical needs or learning style (in the morning).

Communication Supports for Membership, Participation, and Learning

- Allow Julio time to explore his SGD or computer software during appropriate times. If he is “talking out of turn” during a classroom lesson, attempt to “make sense” of his selections relative to the context and/or provide additional support to get him engaged in the lesson (e.g., provide choices, utilize his interests in the lesson, ensure known expectations and routines, provide visual supports to the lesson).
- *Discontinue* putting the QUIET sign on his device, locating device further away from him, or closing device during times you wish him to be quiet.
- Expand Julio’s use of his SGD during all academic work including related services (e.g., writing tasks, making choices from among multiple possible answers, commenting, and asking questions).
- Explore and describe use of core vocabulary strategies on the SGD.
- Explore giving paper communication boards to classmates and all team members to provide modeling by classmates and adults to support Julio’s use of his SGD.
- Expand the number of conversational turns between Julio’s conversational partner and Julio.
- Explore bilingual capacity of the SGD (Spanish voice output, Spanish/English vocabulary).

Supports for Membership, Participation, and Learning of the Literacy Curriculum

- Use visual magnification devices for text that is not enlarged.
- Print text using black letters on yellow background; use glitter glue so he can feel letters.
- When decoding isn’t being assessed, use pictures or read aloud (e.g., screen-reader software or a classmate) for story/listening comprehension versus reading comprehension
- Have Julio use a name stamp.
- Have Julio cut and paste words and pictures only when other students are cutting and pasting (staff can still cut and paste or use sticky notes).
- Assess Julio’s silent reading comprehension (according to the whole-to-part model), ensuring that he is supported to use his SGD to give responses during assessment.
- Use software that comes with 4-Blocks curriculum.

Supports for Membership, Participation, and Learning of the Math Curriculum

- Use math software that corresponds to the Everyday Math curriculum.
- Use software that uses graphics and manipulatives.

RECOMMENDATIONS TO EXPLORE AND DESCRIBE TEAM SUPPORTS

Supports for Team Meeting Attendance and Roles

- Inclusion Facilitator, ESL teacher, classroom teacher, and paraprofessional will attend all instructional planning meetings for the entire meeting period each week.
- OT and SLP will attend for the entire meeting period three out of four weekly instructional planning meetings per month.
- Team members will notify the facilitator when they will not attend, and will review the meeting minutes and attend to their to-do items.
- Rotate roles during instructional planning meetings (and include bus duty role in rotation).

Supports for Instructional Planning Process

- Identify “enduring understandings” of each general education curriculum unit and integrate them into the instructional planning process.
- Plan for all four blocks of the literacy curriculum during the instructional planning meeting.

Supports for Preparation and Follow Through

- Paraprofessional, SLP, and Inclusion Facilitator will meet once a week to work on material preparation.
- Prepare instructional and communication materials prior to the reading, writing, or math activity in which they are needed.
- Team members will have completed their to-do lists by due date.
- Team members who are having difficulty completing their to-do lists will seek out another team member for support (i.e., not asking someone to do it for you—on a regular basis) prior to the weekly meeting.

Supports for Documentation

- Track how all supports are being used, including type of support, for what purposes, when, by whom, and whether they are modifications or accommodations.

- Keep track of planned and actual special education and related services provided to Julio. Form will indicate who is providing service, when and how long, where, and a brief description of the activity.

RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT

- All team members attend a workshop on literacy and students with disabilities.
- Key team members read sections of the books *A Land We Can Share: Teaching Literacy to Students with Autism* (Kluth & Chandler-Olcott, 2007) and *Children with Disabilities: Reading and Writing the Four-Blocks Way* (Erickson & Koppenhaver, 2007), and then engage in a reflective practice discussion about how to integrate those strategies into Julio's educational program.
- All team members attend a workshop conducted by a consultant on programming the SGD.
- Key team members attend workshops on augmentative and alternative communication to increase the team's capacity to support Julio's communication to accomplish the following:
 - Understand the various features of the SGD (Vantage)
 - Understand how to program the device
 - Understand core vocabulary and device software
 - Understand how to increase availability of academic vocabulary during reading, writing, and math
 - Foster use of the SGD in academic situations—math, reading, writing, and in social interactions—on the playground, at lunch, and/or in after-school activities
 - Understand specific modeling strategies
- Provide onsite coaching and modeling to enhance the team's use of strategies to support Julio's use of the SGD.
- All team members attend a workshop to review videos of Julio in literacy activities and to plan for Julio's participation and supports during related 4-Blocks activities.
- All team members attend a workshop to review videos of Julio in math and to plan for Julio's participation and supports during Everyday Math instruction.

PROPOSED TEAM MEMBER RESPONSIBILITIES DURING PHASE 2: EXPLORE & DESCRIBE

Role	Proposed responsibilities
All team members	<ul style="list-style-type: none"> ● Support Julio's membership and participation in general education instruction in the general education classroom for 75% of his school day/week. ● Increase the provision of special education and related services in the classroom within general education instruction. ● When teaching/working with Julio, utilize the supports prepared by other team members (e.g., visual supports, enlarged text materials, task cards). ● Support Julio's communication by using the SGD whenever you are teaching/working with him. ● Model the use of the communication device with Julio. ● Expand the number of conversational turns you have with Julio. ● Underline or highlight key information in directions. ● Use a visual magnification device on all text that has not been enlarged. ● Assure that all materials are printed in black ink on yellow background. ● Use the desk easel to tilt Julio's materials. ● Prepare adapted materials prior to when Julio will need them to engage in activities and lessons. ● Rotate roles during instructional planning meetings.

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Role	Proposed responsibilities
Classroom teacher	<ul style="list-style-type: none"> ● Administer tests “that count” during the morning when Julio is most alert. ● Use form to track supports. ● Share weekly lesson plans including “enduring understandings” within each major curriculum unit for the instructional planning meeting.
Case manager/ Inclusion facilitator	<ul style="list-style-type: none"> ● Coordinate the administration of tests “that count” on the computer. ● Establish a rotation schedule for the instructional planning meeting. ● Create a list of all “Explore & Describe” to-do’s and use it to monitor progress and accountability during instructional planning meeting. ● Adapt lesson planning form to include sections for 4-Blocks, “enduring understandings” within all units, and AAC vocabulary that needs to be programmed. ● Assess Julio’s silent reading comprehension (using SGD) and then utilize results to inform instruction and supports. ● Explore math software with Julio. ● Write visual scripts for familiar academic routines.
Speech-language pathologist	<ul style="list-style-type: none"> ● Work with inclusion facilitator and OT to set up the SGD device and computer so that Julio can use them to write. ● Work with inclusion facilitator to explore the use of picture symbols in directions. ● Provide all team members with communication boards and update them weekly. ● Explore SGD software and core vocabulary.
Paraprofessional	<ul style="list-style-type: none"> ● Implement recommendations under the supervision of other team members.
English as a second language teacher	<ul style="list-style-type: none"> ● Identify a resource person who can translate directions into Spanish and then work with special education to implement this recommendation.
Occupational therapist (OT)	<ul style="list-style-type: none"> ● Explore the use of special furniture, seating, or other alerting supports.

Role	Proposed responsibilities
Inclusion facilitator and speech-language pathologist (SLP)	<ul style="list-style-type: none"> ● Work with OT to set up the SGD and computer so that Julio can use them to write ● Explore the use of picture symbols in directions and then train other team members ● Explore the use of picture symbols and read-aloud software to enhance Julio's listening comprehension during a variety of instructional activities and then train other team members.
Inclusion facilitator, paraprofessional, and SLP	<ul style="list-style-type: none"> ● Attend a weekly meeting to prepare adapted instructional materials and program the SGD.
BA Facilitator	<ul style="list-style-type: none"> ● Conduct and/or arrange professional development. ● Provide weekly on-site technical assistance during team meetings and in class. ● Provide documentation forms to monitor provision of supports. ● Meet with Administrative Leadership Team (ALT) monthly to evaluate Phase 2 implementation.

