The principals' associations of Ontario are pleased to welcome you to the final webinar of three webinars in 2021 pertaining to Autism Spectrum Disorder (ASD).

Welcome to the all participants, from ADFO, CPCO and OPC, to this second year of a three year series. This is the final of three webinars on supporting Students with Autism Spectrum Disorder (ASD) through a lens of explicit teaching of the executive functions. The year one webinars are available on your association websites.

Leaders Creating Conditions for Safe and Caring Schools for Students with Autism

- Welcome to the Webinar Series on supporting Students with Autism Spectrum Disorder (ASD)
- This series is a collaborative project with the Association des directions et derections adjointes des ecoles franco-ontriennes (ADFO), Catholic Principals Council of Ontario (CPCO) and Ontario Principals Council (OPC)
- This third and final webinar explores a leader's role in maximizing the impact of caring and safe school policies and procedures for students with autism working through the transdisciplinary approach.

As we move through this webinar please reflect on - Who is currently on your transdisciplinary team and this there an opportunity to expand this team to include various perspectives in support of the students with ASD in your school?
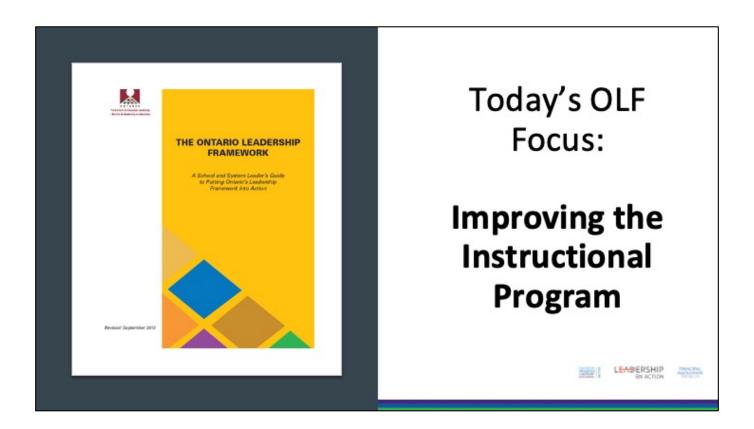
Land acknowledgement (for Toronto)

I acknowledge that I am on the traditional territory of nations within nations including the Anishnabe, the Ojibwe and the Michi Saagiig. This land has been and continues to be home to many diverse First Nations, Inuit and Métis peoples.

I would like to acknowledge the enduring presence of Indigenous peoples on the lands on which I gather with you today across Ontario and I thank the past, present and future caretakers of this land. I am grateful to have the opportunity to work and learn on these lands in a community of sharing.

As users of the land, we must continue to work to keep it clean and use it with care so that generations to come can also continue to benefit from the land.
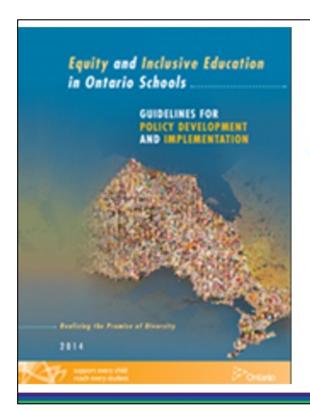
LEADERSHIP IN ACTION

All of our webinars are linked to the Ontario Leadership Framework. Today's webinar, in particular, will support the Principals and Vice-Principals in **improving the instructional program**.

To ensure the best possible learning experience and engagement for this webinar, please allow 45 minutes of your time with opportunity for follow-up questions.

Help us get to know who the audience is by participating in a few polling questions.

Ontario's Equity and Inclusive Education Strategy

"An equitable, inclusive education system is one in which all students, parents, and other members of the school community are welcomed and respected, and every student is supported and inspired to succeed in a culture of high expectations for learning."

Equity and Inclusive Education in Ontario's Schools: Guidelines for Policy Development and Implication, Ontario Ministry of Education, 2014, p. 5

- aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students' prospects for learning, growing, and fully contributing to society
- provides guideline for school boards in their work toward developing policies and strategies towards equitable and inclusive education
- practical strategies and advice, along with examples, templates, and web links that boards can use to inform policy review and ongoing development, implementation, and monitoring
- aligns with PPM 119 which details key areas that should be reflected in school boards; policies when it comes to equity and inclusion.

With information from parents/caregivers, the community and students themselves, it is possible to get to know all aspects of a student. As educators we endeavour to be responsive to the whole child. That can only be done if we get to know the whole child, including the child's culture.

Lead to Include

School principals have the influential role in fostering a welcoming and supportive class and school environment.

How can principals foster inclusive schools for students with special education needs?

- Relationships are foundational to the special education supports that are put in place;
- Communication is a key leadership skill that principals need to employ in order to successfully support all students in the school;
- Principals model the type of behaviour that they desire for the entire school community.

Photo by Clay Banks on Unsplash

Focus - on leaders creating conditions for Safe and Caring Schools for students with Autism

CASE STUDY

- A student with a diagnosis of ASD and LD
- Demonstrating physical aggression and behaviours such as spitting, kicking and stating verbal slurs that are culturally and racially insensitive. Teachers report that student is "trashing the classroom" and they believe that the aggression has "no triggers."
- Although student has many interests, teachers state that "it is hard to program for them." The teaching team reports numerous violent incident reports and one support staff has taken a stress leave.
- The administration has called 911 on two occasions at school where parents ended up taking student home.
- Parents are frustrated that student is demonstrating such extreme behaviours only at school.
- School team is expressing burn out but continue to gather substantial behaviour data

Through the use of this Case study we are going to explore how Leaders can creating conditions for safe and caring schools for students with Autism

We encourage you to share your your thoughts in the chat

A student with a diagnosis of ASD and LD. In the last five weeks, student has demonstrated physical aggression and behaviours such as spitting, kicking and stating verbal slurs that are culturally and racially insensitive. Teachers report that student is "trashing the classroom" and they believe that the aggression has "no triggers." Currently, student only attends school until 1 PM. Student demonstrates high interest in the World War II, country origins and flags. Although student has many interests, teachers state that "it is hard to program for them." The teaching team reports numerous violent incident reports and one support staff has taken a stress leave. **The administration has called 911 on two occasions at school where parents ended up taking student home.** Parents are frustrated that student is demonstrating such extreme behaviours only at school. The school team is expressing burn out but continue to gather substantial behaviour data and are eager to try strategies that may help the situation.

CASE STUDY

In order to support the student, key considerations and next steps would be planned and may include the following;

- Access central resources and targeted professional learning
- Determining the function of the challenging behavior
- Behavior Intervention Plan and Crisis Management
- Providing student tools to help the development of self-regulation skills and coping skills
- Connecting with family and outside agency to determine what support is being provided to the family

Complex case with a variety of noted concerns.
How do we ensure prevention and intervention strategies and tools that consider the safety of the student and others?
- Staff professional learning
- Explicit teaching of skills
- Transdisciplinary approach

Cases like this require the collaboration of the family, school board staff, community agencies and/or medical teams.
It is important to know who these agencies and/or medical teams are ahead of time. When you arrive at a new school, familiarize yourself with available community resources and how to access them. You should also ensure that two-ways consents have been obtained from the families.
Need to consider the facilitation of safe school integration and ensure that school staff understand the strategies to support transitions and behavior management.

CASE STUDY

Cultural Practice

A cultural practice is defined in terms of interlocking social contingencies -where the behaviour of each person supports the behaviour of other members of the community. The pattern of behaviour that arises from interlocking contingencies is the type of practice (i.e., what people do in the culture) To help us understand and be responsive to a student's cultural practice, it is important to "use a variety of resources, including community partners, to ensure the learning environment and pedagogical materials used are accessible to all learners and that the lives of students and the community are reflected in the daily workings of the classroom."

(Capacity Building Series - Culturally Responsive Pedagogy, November 2013)

Conditions for Learning

Needs and Types of Conditions affecting Student Behaviour

Students who are identified as having special education needs may manifest an array of behaviours in response to demands, stimuli, and relationships in the school environment.

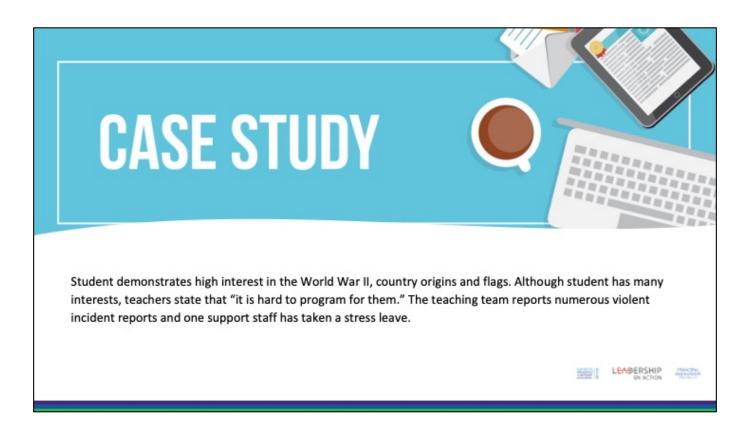| Needs Expressed Through Behaviour		Conditions Affecting Behaviour
Communication	Medical	Communication Disorders
Sensory	Social	Executive Function Deficits
Academic	Emotional	Mental Health Problems
Physical		

Understanding the needs of your students with ASD and the root causes of their behaviour will help educators identify the disciplinary measures most likely to address the behaviour effectively, and the resources most likely to provide the student with constructive ongoing support.
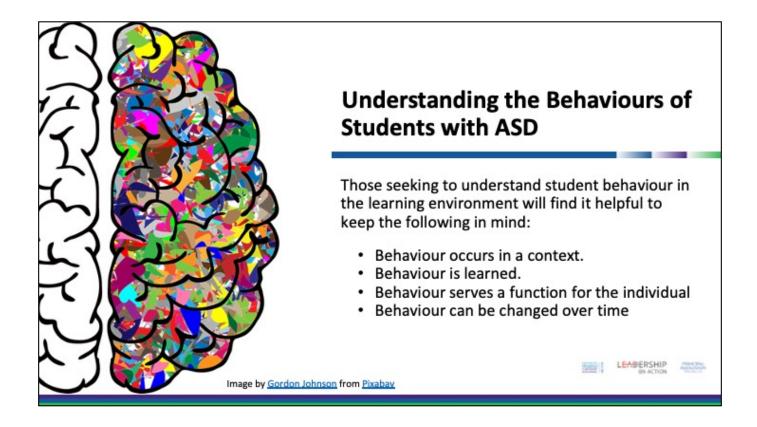
Image taken from https://www.trevormackenzie.com/posts/2019/8/7/what-are-the-conditions-in-which-learning-thrives

CASE STUDY

Student demonstrates high interest in the World War II, country origins and flags. Although student has many interests, teachers state that "it is hard to program for them." The teaching team reports numerous violent incident reports and one support staff has taken a stress leave.

From webinar 1 understanding the student with ASD - in this Case study What are the strengths of this student and what explicit skills need to be taught?
What professional learning do staff need?
How can the IEP be used to program for this student? What would you expect to see in the IEP with regards to students programming student strength?

Developing the transdisciplinary team from approach webinar 2

Understanding the Behaviours of Students with ASD

Those seeking to understand student behaviour in the learning environment will find it helpful to keep the following in mind:

- Behaviour occurs in a context.
- Behaviour is learned.
- Behaviour serves a function for the individual
- Behaviour can be changed over time
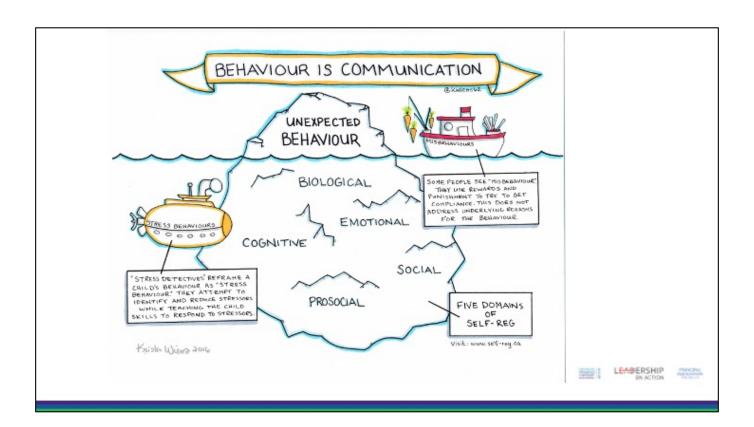
Image by Gordon Johnson from Pixabay

Reference to behaviour being a form of communication

Some behaviour may be ineffective but may occur because it is a student's best available strategy for interacting with the environment and having their needs met.

Reference webinar 1 and webinar 2 planning and being proactive and thinking about preventative measures
Debriefing of events and following up

Behaviour is communication

Reflective of the behaviours and setting up conditions based on what the behaviour is telling us

What are the alternatives… (addressing aggressive behaviours)

Acknowledge with principals that we are all concern about the safety and well-being of all staff and students
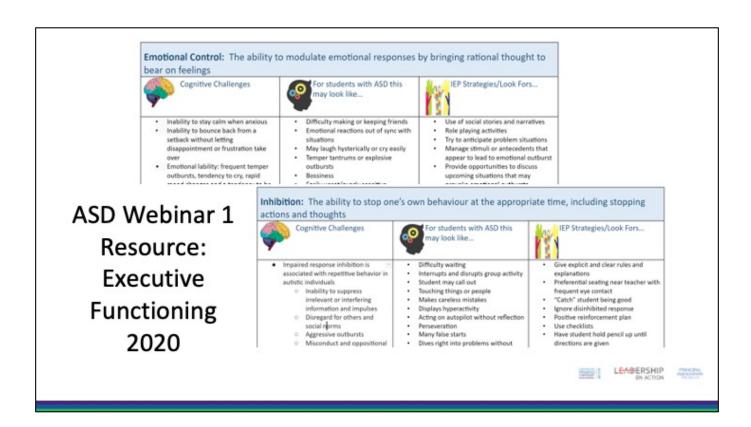
Risk of injury behaviours and the need for safe working environments

When addressing behaviours the focus should be on:

- the interaction between students and their environment - influences in the environment that may cause appropriate or inappropriate behaviour
- the creation of a **caring and safe school culture** that supports the teaching of ongoing **reinforcement of skills** that will enable students to choose and consistently demonstrate appropriate behaviour
- the set-up for teaching and reinforcing these sills should be positive, nurturing, and inclusionary as opposed to negative, punitive, and exclusionary.
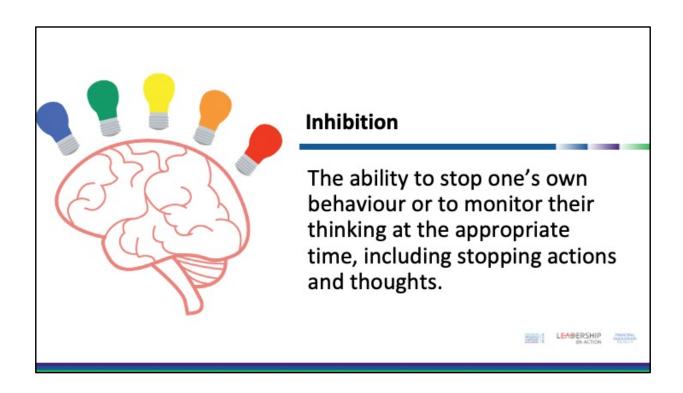
Image Source: @kwiens62
https://twitter.com/kwiens62/status/994036753379053569

Webinar 1 talked about teaching explicit skills of executive functioning such as **inhibition** -the ability to stop one's own behaviour at the appropriate time, including stopping actions and thoughts

Emotional Control – the ability to modulate emotional responses by bringing rational thought to bear on feelings

Inhibition

The ability to stop one's own behaviour or to monitor their thinking at the appropriate time, including stopping actions and thoughts.

From webinar 1

Inhibitory control, or the ability to control one's own impulses, is a core skill in self-regulation. It helps us to withhold or stop certain behaviors to reach our long-term goals. During early childhood, adverse life events and parental disciplinary style may undermine the refinement of children's inhibitory control.

Evidence suggests that low levels of inhibitory control in early and middle childhood lead to problem behaviors during late childhood and adolescence.

Arranging the Environment for Success

- Effective use of visuals (e.g., explicit teaching behind the visuals and specific to student needs, Visual prompts vs teaching tool)
- Providing structure
- Organized/de-cluttered learning space
- Clear, predictable expectations
- Opportunities for movement breaks
- Access to tools/spaces within the classroom to support self-regulation
- Offering choice, whenever possible

Photo by Benjamin Davies on Unsplash

Environmental arrangement refers to the setup of the classroom and/or other school locations.

- the learning environment can help to prevent the student from needing to escape certain sensory stimulation, increase or reduce access to particular people or materials, and provide areas that support on-task behavior
- important for many of our students with an ASD because it can help indicate clear boundaries as to where they can find materials and areas to complete their work and support all students in focusing on what you want them to focus on
- the more organization that is provided the more organized the students will feel.
- use of visuals can give clear directions to our students of where things are located and what the expectations are. Visuals can help give non-verbal cues to our students and help support students who are visual learners and visual supports to be successful.

Examples are:
sensory or quiet area for students to utilize when they need an area to self regulate
individual work areas if being with the larger group is too overwhelming
having needed materials in specific areas or bin for students to access when needed

Visual schedule of the day's events

CASE STUDY

- In the last five weeks, student has demonstrated physical aggression and behaviours such as spitting, kicking and stating verbal slurs that are culturally and racially insensitive. Teachers report that student is "trashing the classroom" and they believe that the aggression has "no triggers."

- The administration has called 911 on two occasions at school where parents ended up taking student home. Parents are frustrated that student is demonstrating such extreme behaviours only at school.

How is the learning environment (e.g., classroom and school) arranged for success?
What is the learning environment like?
Not just the physical space like the classrooms but everything that make up the learning environment for the student
What tools strategies are readily available in the learning environment?

The arrangement of the physical setting can be a way of supporting social skills and promoting interactions, preventing and/or managing challenging behaviors, and supporting a student's independence.

Colin Fleming
Protective Services Consultant
Ontario Principals' Council ®

Jeff Baechler
Support Services Advisor
Catholic Principals' Council |
Ontario

The next few slides will be presented by Colin Fleming (OPC) and Jeff Baechler (CPCO).
Their slides have been pre-recorded.

When inappropriate student behaviour occurs ...

Consider a **range of options** in response to the behaviour;
- Use a progressive discipline approach;
- Contemplate a suspension or an expulsion for certain behaviours;
- In exceptional cases, principals have a right to exclude a student (s.265(m) of the Ed Act);
- Consider the student profile and mitigating factors.

When we consider students with special education needs and in the case study what do you think are next steps?

Principals must consider what positive behaviour supports could be provided to the student (what have been put in place to support students?

If you have any questions, please reach out to the Protective Services Team (PST) service for your organization.

Examples of progressive discipline:
- Discussions with the teacher
- Restorative justice conversations
- Phone calls home
- EDU documents around Progressive Discipline:

Consequence should have learning opportunities attached
- need to reinforcing negative perceptions and think about what needs to change
- being proactive to avoid situations
- principals changing the culture in the school and comparison to "typical" students is not worthwhile

Consider how does the Ministry and your school Board's Policies and Procedures inform your decision around discipline
Principal must consider the individual circumstances of that student and must specifically take them into

account when making decisions about discipline how have we analyzed the behaviour? What is causing the behaviour? Sometimes triggers are not immediate and may have occurred before coming to school or on the way to school or in anticipation of an activity or change.

A **suspension** means students are removed from school temporarily for a specific period of time up to 20 days.

- A principal shall consider whether to suspend a pupil … (subsection 306(1))

After an investigation, the principal recommends to the school board whether or not a student should be **expelled** from school only or all schools. Only the school board can make the decision to expel a student.

- A principal shall suspend a pupil … (subsection 310(1))
- Requires conducting an investigation (subsection 311.1 (1))

There is no such thing as informal suspension.

Following the July 2020 announcement of Ontario's Action Plan to Address Systemic Racism in Schools , the ministry has created new regulations that change how student behaviour is addressed in junior kindergarten to Grade 3.

The new regulations remove the discretion of the principal to suspend students in junior kindergarten to Grade 3 for activities listed in subsection 306(1) of the Education Act, beginning in the 2020-2021 school year. These behaviours should be addressed with the appropriate positive behaviour supports in the school setting. Activities listed in subsection 310(1) will still be subject to mandatory suspensions, pending the results of an investigation.

For more information on expulsions, consult the Education Act, Ministry resources and your school district's policy documents.

Expulsions should be done in consultation with a superintendent of education.

Mitigating Factors

- *The pupil does not have the ability to control his or her behaviour.*
- *The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.*
- *The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.*

As defined by Ontario Regulation 472/07 (s. 2)

This approach to discipline also requires principals to take into account a variety of mitigating and other factors when considering the suspension or expulsion of any student.

These factors must be considered while accommodations and supports are in place.

What about manifestation behaviours - behaviours that are direct result of a diagnosis by a medical professional?

Other Factors

Other factors in the case of a pupil for whom an Individual Education Plan has been developed may include:

- *Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan;*
- *Whether appropriate individualized accommodation has been provided;*
- *Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.*

As defined by Ontario Regulation 472/07 (s. 3(6))

Thinking "in" rather than thinking "out"
Other Factors (Ontario Regulation 472/07 (s. 3(6))

- The student's history; not for the sake of counting suspensions or bad behaviour rather what can the history tell us about the student behaviour in order to help
- Whether a progressive discipline approach has been used with the student;
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, **disability**, gender or sexual orientation or any other harassment;
- How the suspension or expulsion would affect the student's ongoing education;
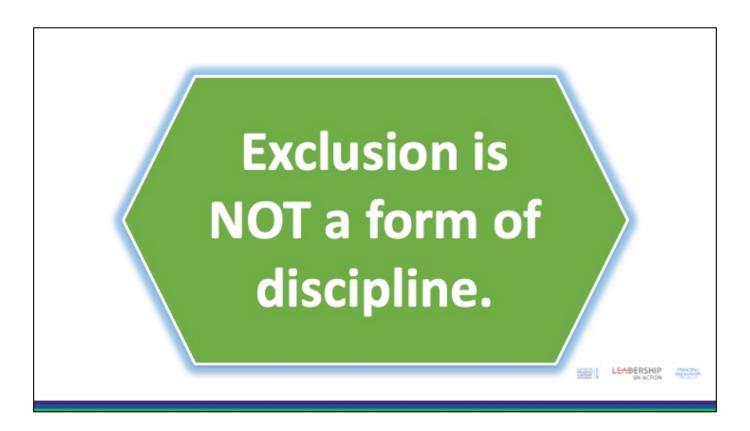- The age of the student

Exclusion

It is the duty of a principal of a school, in addition to the principal's duties as a teacher,

- *Subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils;*

As defined by the Education Act (s.265(m))

Exclusion is NOT a form of discipline.

Exclusions are usually only appropriate as a short-term measure to ensure that appropriate resources are in place to support the student and ensure the safety of the student in question and other students.

If you have any questions, please reach out to the Protective Services Team (PST) service for your organization.

- Exclusion is another possible response to behaviour that puts the wellbeing of students at risk.

- Exclusion is an option which is more likely than suspension or expulsion when a student's behaviour may not be culpable.

- Exclusion should be considered in consultation with a superintendent of education as it is subject to an appeal to the whole Board.

How are you analyzing the data through the lens of equity and anti-oppression? Who the students being suspended? What are their profiles? Where are they from? Why? What are the frequency and the intensity of the behaviours? What biases implicit or unconscious?

Thinking about your data...

What current practises are you thinking need to be reviewed, revised or implemented as they relate to progressive discipline and supporting students with ASD?

How have you considered mitigating and other factors in response to inappropriate behaviours and all interactions with students with ASD along the "continuum of progressive discipline"?
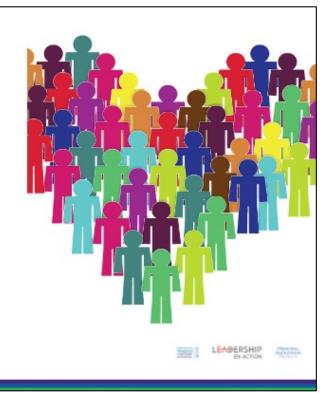
CASE STUDY

Parents are frustrated that student is demonstrating such extreme behaviours only at school. The school team is expressing burn out but continue to gather substantial behaviour data and are eager to try strategies that may help the situation.

Using the Transdisciplinary Team Approach

Transdisciplinary really promotes equality of all individuals involved in the students well-being. This **Interprofessional** perspective promotes everyone's participation including the family and the student. This paradigm shift is based on uniformity for integrated services. For example, the school board could identify a group of professionals to manage complex cases within their boards.

Referring to the case study and from your principal lens think about your role as a leader who should be involved?

Considering this case study who do you think need to be at the table?

Behaviour is not the end all but rather the starting point to coordinate the team's effort
Plan, act, assess and reflect
Plan to mitigate circumstance
Adults to set-up the environment

Using the Transdisciplinary Team Approach Template

What is the role of the principals with the facilitation of this tool?
Think beyond consequences
Use template to create an action plan
What is the difference between discipline and punishment?
What are decisions that have been made?
Evidence of profile and need

This tool is designed to help you implement the transdisciplinary model with your teams. The role of the principal is to ensures that these roles of the members of the team are defined and sets the tone and the pace of the meetings. Also, the principal must attend the meetings to promote optimal decision-making and identify the needs of the staff and the student.

- Phase One: In this phase, team members meet to decide how the team will operate. This sets the tone for the inner workings of the team. Roles are determined and clarified so that everyone knows what they must do. A meeting schedule, operating norms and guidelines are established.
- Phase Two: In this phase, team members start meeting and putting into practice the operating norms established while also focusing on their mission, building trust, and collecting data to establish goals. Once the team needs have been identified, training would be provided if needed. Team should use a template (see Appendix 1), to keep track of the goals and the action plan, thus making all team members accountable.
- Phase Three: In this phase, goals have been determined and an action plan is constructed. Goals are individualized and specific to the student. The team must

then decide collectively who does what, when, and how. The team must set up a specific action plan form to keep track of the progress.
- Phase Four: In this phase the team is brought back periodically to visit the plan, to review the data, determine the progress, and make any changes that are needed.
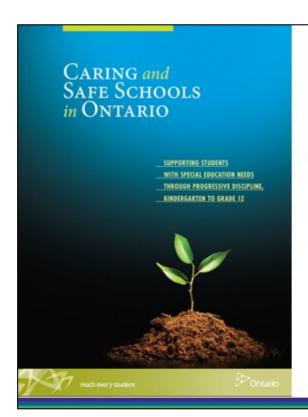
Alternative Program Page 3 Task Completion

Annual Program Goal(s):

Student will access his cooling kit in the classroom independently 4 out of 5 days for 3 weeks.

Grade Level	Learning Expectations (Knowledge and/or skills to be assessed by reporting period, including Grade level)	Teaching Strategies (List only those that are different for this student and specific to the learning expectations for the subject/course/skill area)	Assessment Methods (for expectations for each reporting period)
	Term 1: Student will make a choice of cooling activities in their kit 4 out of 5 times when they feel dysregulated with 3 teacher prompts	positive reinforcement visuals of kit tools prompting and fading video modeling priming	checklist anecdotal observation ABC chart Student self-assessment

LEADERSHIP IN ACTION

Thinking back to webinar 1 and the IEP

Considering the student's programming how can the IEP be used?

The following is an example of what an alternative program page 3 may look like for Student in the case study. Keep in mind, it is important to establish student's current level of achievement to accurately inform the Annual Program Goal creation.

Teaching Strategies highlighted in blue are some specific ABA teaching strategies that will support the annual goal.
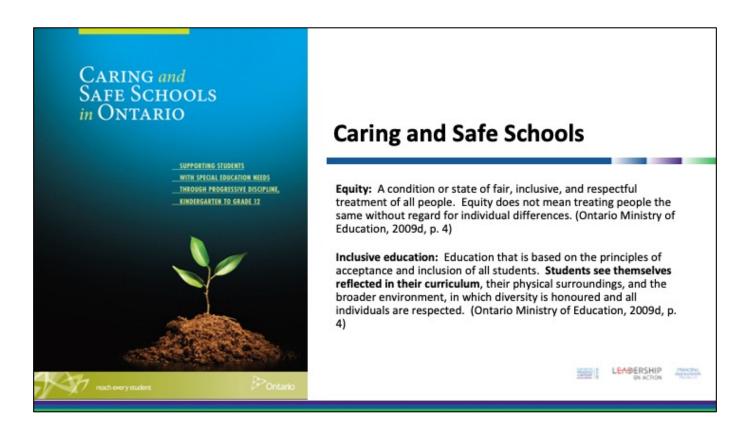
Caring and Safe Schools

This resource is intended to:

- Assist system and school leaders to promote and support a caring and safe school culture;
- Provide information about appropriate strategies and resources to help system and school leaders address behavioural challenges for students, in particular students with special education needs.
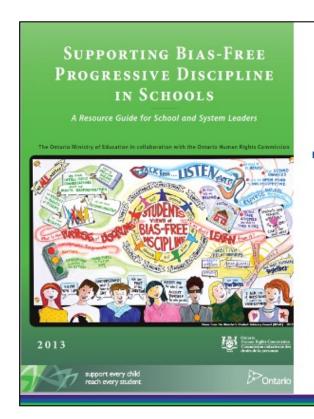
Caring and Safe Schools

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. (Ontario Ministry of Education, 2009d, p. 4)

Inclusive education: Education that is based on the principles of acceptance and inclusion of all students. **Students see themselves reflected in their curriculum**, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. (Ontario Ministry of Education, 2009d, p. 4)

Again reinforcing that we need always work through the lens of equity and anti-oppression
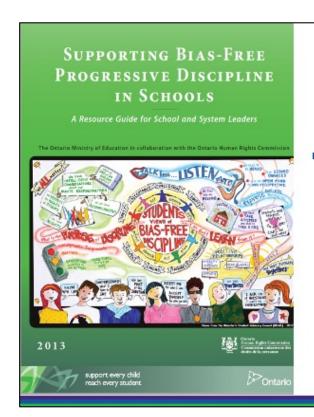
Progressive Discipline

This resource guide is intended to help school and system leaders support a bias-free approach to progressive discipline by:

- reviewing current student discipline practices;
- identifying bias and discriminatory barriers;
- identifying which practices are working well and areas that may need further development and improvement.

No such thing as informal suspension

Progressive Discipline

The term "progressive discipline", as defined in PPM No. 145, refers to "a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour to build upon strategies that promote and foster positive behaviours."

PPM 119 and revised commitment from the Ministry with respect to Suspension and Expulsion Kindergarten to Grade 3

Behaviour is not the end all but rather the starting point to coordinate the team effort

Plan, act, assess and reflect
Plan to mitigate circumstances
Adults to set-up the environment

Strategies and Tools

- Functional Behavioural Assessments (FBA)
- Behaviour Support Plan (BSP)
- Safety plans
- IEP and Programming
- Observations
- Aggressive and Challenging Behaviour Tool Kit

autism speaks

Autism and Challenging Behaviors: Strategies and Support
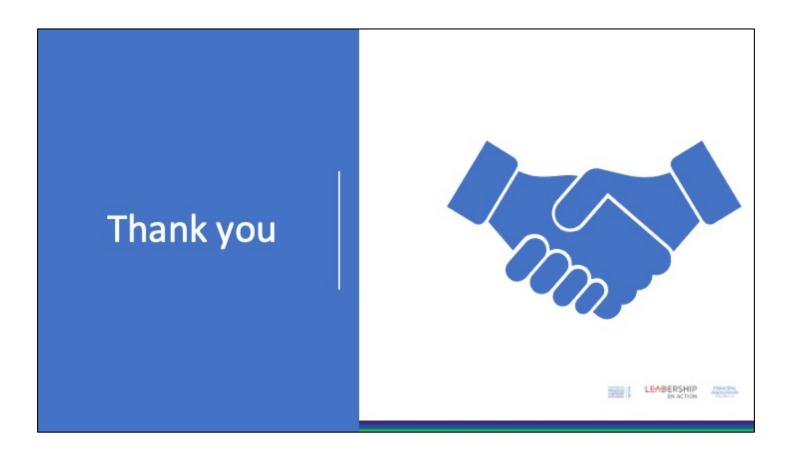
LEADERSHIP IN ACTION

Final words

- Quick polls – Please respond to the following questions
- Survey – Please complete the survey at the end of this webinar. You will also receive it by email .
- Glossary, references and some resources will be made available in a PDF format and emailed to you tomorrow.

LEADERSHIP IN ACTION

Thank you

Glossary

Applied Behaviour Analysis (ABA)
The use of behaviour principles and methods to solve practical problems. In other words, it's the attempt to solve behaviour by providing antecedents and/or consequences that change behaviour

Applied Behaviour Analysis Program
A systematic approach to analyzing and changing behaviour. It entails establishment of behavioural objectives; selection and application of valid and reliable measures; regular recording; consistent application of selected procedures based upon principles of behaviour; plus, an experimental evaluation of results.

Comorbid disorders
Two or more disorders diagnosed simultaneously in an individual

Conditions for learning
Needs and types of conditions affecting student behaviour. Students who are identified as having special education needs may manifest an array of behaviours in response to demands, stimuli, and relationships in the school environment.

DSM V
Referred to as the Diagnostic and Statistical Manual of Mental Disorders (DSM–5). Contains disorder criteria that capture the experiences and symptoms of children. Rather than isolating childhood conditions, DSM-5's organization underscores how they can continue to manifest at different stages of life and may be impacted by the developmental continuum that influences many disorders.

Executive Functioning Skills (EF)
Frontal lobe functions that begin to emerge shortly after birth but take a full 25 years to fully develop in neurotypical students. Adult modeling and shaping is how most children learn. Students with autism struggle to develop their skills through modeling and shaping alone and need practice and explicit teaching.

Interdisciplinary
A coordinated group of experts from several different fields who work together toward a common business goal. A business might use an interdisciplinary team of professionals to work on a complex project that requires multiple skills sets or areas of expertise in order to succeed

Neurodevelopmental disorders
A group of disorders that affect the development of the nervous system, leading to abnormal brain function which may affect emotion, learning ability, self-control, and memory. The effects of neurodevelopmental disorders tend to last for a person's lifetime.

Prevalence Rate
The total number of cases of a disease existing in a population divided by the total population

Transdisciplinary

A coordinated group of experts from several different fields members of the team come together from the beginning to jointly communicate, exchange ideas and work together to come up with solutions to problems.

Universal Design for Learning (UDL)
A scientifically valid framework for guiding educational practice that--(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills and, in the ways, students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient

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Additional Resources

Transition Guide

Shared Solutions

Executive Functions

How to Implement Transdisciplinary Team Approach

Transdisciplinary Team Action Plan

Aggressive and Challenging Behaviour Tool Kit - Autism and Challenging Behaviours: Strategies and Support, Autism Speaks Inc., 2018

Progressive Discipline - Part of Ontario's approach to making school safe places to learn

Supporting Bias-Free Progressive Discipline in Schools

Suspension and Expulsion: What Parents and Students Need to Know

TRANSDISCIPLINARY TEAM ACTION PLAN

Phase 1

Team Members (Name and Role)	Student Name and Profile (2 - 3 sentences)

Overall Objective:

Phase 2

Background information	Existing Data (relevant to the objective) *What do we know?*

Additional information	Missing Data *What do we still need to find out?*

Phase 3

Objectives	Strategies (teaching, learning, assessment)	Target Completion Date	Team member(s) Responsible

Phase 4

What went well (for the student/team)? How do we know?	What needs to improve (for the student/team)? How do we know?

Next steps (for the student? the team?)