

The ASD Nest Program

Team Meeting Manual

This manual is designed for schools and professionals who are new to the ASD Nest program and would like a better understanding of one of its core elements: Team Meetings.

This manual will:

- Provide an overview of team meetings and a detailed description of case conferences
- Present the procedures, protocols, and roles that provides structure for team meetings
- Share best practices of experiences of ASD Nest program schools
- Offer sample forms to help organize and document these activities

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INTRODUCTION

Weekly team meetings are a core element of the ASD Nest collaborative model¹. They help schools maintain the integrity of the program by monitoring the progress of their students with ASD. The ASD Nest team at each school is given the time for team meetings on a regular basis to discuss program matters and student progress. The ASD Nest budget makes it possible for the multidisciplinary team of teachers and therapists working in the ASD Nest program to meet each week for 90 minutes to discuss program issues, conduct case conferences focused on individual students, and participate in professional development. The staff members are paid per-session for participating in these meetings, and all ASD Nest staff members are required to attend. The details of when and where these meetings are held, along with the schedule of activities during these meetings, are left to the discretion of each school. Most schools choose to hold these meetings after school each week, while other teams choose to hold their team meetings and case conferences before or during school hours. Some parts of these meetings involve the entire Nest staff meeting together, while other parts may involve dividing up into grade-level groups.

What follows is a more detailed description of what the team meetings entail.

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¹ Parts of this document have been drawn and adapted from *The ASD Nest Model: A framework for inclusive education for higher functioning children with ASD*, Chapter 3: "Collaboration as Key" (pp. 48-50) written by Dorothy Siegel, Patricia Mahalko, and Lauren Hough.

TEAM MEETING COMPONENTS

ASD Nest team meetings have three components:

1. **Discussion of administrative business related to the Nest program**
2. **Student case conferences**
3. **Professional development**

The ASD Nest program uses a multidisciplinary team-based approach, and each part of the team meeting highlights the importance of this collaboration. While case conferences take place at almost every team meeting, that is not always true of the other two components. Sometimes there is no program business to discuss and professional development has not been scheduled. Here is a brief description of the three team meeting components.

Part I: Program Business. At the start of many team meetings, the discussion begins with the whole team present to hear any relevant program announcements or to discuss general issues such as bussing, upcoming fire drills, class trips, school-wide festivals, or activities that impact the majority of ASD Nest classes and students. The principal or assistant principal is usually present for this portion of the meeting to address questions or concerns regarding these topics. The purpose of program business is to have the whole program team together and make sure that everyone is on the same page on topics that may be relevant to the team. During some team meetings, this portion of the meeting may be brief or eliminated. The team meeting facilitator (see p. 5) in collaboration with other team members sets a calendar for team meeting (see sample calendar on pp. 14-17). For schools with four or fewer ASD Nest classes, the team typically stays together for the full meeting. In larger programs, teams usually break up into smaller groups for the case conference portion of the meetings.

Part II: Case Conferences. During this part of the team meeting, team members discuss individual students. Conversations between all of the members of the student's team, as well as other members of the ASD Nest program, center around the student's progress and continuing areas of need and end with the development or modification of support plans. Everyone present participates in the case conference discussions, whether it is a student in their class/on their caseload or not. Even if it is not "your" student being discussed, each member of the team can contribute their thoughts, perspectives, questions, and ideas. Nest students are discussed in case conferences on a rotating basis, so that all students are conferenced multiple times during the school year. An effort is made to stick to the set schedule, to ensure that all students are conferenced and that no one falls through the cracks. Even those students who may not be currently experiencing significant challenges in a particular area at that time are discussed to ensure that their needs are being met and that they are being appropriately challenged.

Part III: Professional Development. During some team meetings, the ASD Nest professionals may receive or deliver professional development. This may include turnkeying information from recent workshops or conferences, or sharing expertise from the perspective of the various disciplines of team members (e.g. SLPs turnkeying a new SDI unit). A central Nest consultant may also attend team meetings to present information about specific subjects relevant to the functioning of the Nest program. Professional development may take the full hour and a half of meeting time, or it may take up only a portion of the team meeting, depending on the topic and schedule. For a list of possible PD topics, please see p. 13.

TEAM MEETING ROLES

In order to ensure that the team meetings are well organized and productive, members of the Nest teams take on roles:

- **Agenda-keeper**
- **Facilitator**
- **Time-keeper**
- **Note-taker**

These roles can be rotated among the staff, giving everyone the opportunity to experience and develop the professional skills required for each role. Or, teams may decide to keep one person as the facilitator, for example, for the full year. Decisions about assigning and/or rotating roles are made by each to the school team.

Agenda-keeper: The agenda-keeper prepares the agenda for each meeting. They may also work with the coach cluster and/or an administrator to decide the overall meeting structure for the year (When does the whole team meet for program business? When does the team have professional development?) Each week, the agenda-keeper collects items to be discussed during program business from members of the team, and lists which students will be conferenced. The agendas are distributed at least one day prior to the team meeting, ensuring that all team members can come prepared to address programmatic issues as well as individual students being conferenced. In addition, the agenda-keeper collects and maintains the records for all team meetings (E.g., keeping a binder with all team meeting agendas, case conference notes, and professional development handouts).

Facilitator: The facilitator plays a key role, starting the team meeting on time, reviewing program business, and keeping the case conferences running smoothly. In many schools, the coach cluster teacher takes on the facilitator role (especially in the beginning of the year). The facilitator reviews student follow-up plans, invites all team members into case conference discussions, refocuses the group when necessary, and summarizes team decisions at the close of the case conference. In larger teams that break up into smaller groups during case conferencing, multiple facilitators are necessary.

Note-taker: The note-taker records any program business discussed at the start of the team meeting, as well as the highlights of professional development ideas being presented. Case conference notes are also recorded by the note-taker (unless one of the note-taker's students is being conferenced, in which case a substitute note-taker is usually used). Notes may be handwritten or typed. If teams break up during case conferencing, multiple note-takers are needed.

Time-keeper: The time-keeper ensures that meeting time is used productively to address all items on the agenda. The team allots a specified amount of time to each part of the meeting. When that time period is about to expire, the time-keeper provides a cue. This role is particularly important during case conferences, when teams need to be vigilant about time to ensure that all students on that day's schedule are conferenced. Some teams use visual or auditory timers to help assist them in this role. Cell phone timers should not be used, to limit unnecessary distractions. If teams break up during case conferencing, multiple time-keepers will be needed.

STRUCTURING CASE CONFERENCES

All case conferences should follow the general structure outlined below for each student. Case conferences have three distinct parts:

- **Review**
- **Discussion**
- **Summary**

Review: A case conference begins with a brief review of the previous case conference on the particular student under discussion, with a focus on the concerns, objectives, and strategies delineated at that time. Then the team reviews the child's functioning since the last conference. In what areas is the student performing well? Are the concerns and objectives identified at the previous case conference still relevant? Have new concerns appeared, making new objectives necessary? Have the strategies outlined at the prior case conference been so effective that the student has progressed, or are additional/different strategies needed? Student progress is celebrated, and areas of need that persist are discussed.

Discussion: The team members discuss any social, sensory and self-regulation, behavioral, or academic progress and concerns through the lenses of their different disciplines. The classroom teachers may bring up that transitions in the classroom have been more challenging recently, but that the student has been earning his table points for cleaning up and keeping track of their materials. The occupational therapist might share some of the work that he has been doing with the student in terms of their fine motor coordination. The speech pathologist might talk about a recent increase in the student's response to declarative language. The social worker might also have additional information to share from the home, such as changes in at home or concerns parents want to share. The team reviews recent assessments, if any, and shares progress that has been made towards long-term goals. If the student has been engaging in new significant problem behavior, the team may develop a data collection plan or, if data have already been collected, they may initiate the creation of an intervention plan.

Summary: When the discussions are finished, the facilitator summarizes what the team has agreed upon and the note-taker records the objectives and action plan for the child, including the person or persons responsible for its implementation.

Tips & Tricks of the Trade

Here are some tips and tricks from experienced professionals in the program to help facilitate efficient and effective team meetings:

- *Arrange seating so that everyone can see one-another to promote dialogue*
- *Limit distractions: planners and cell phones are put away, and technology is only used for note-taking and other conference-related purposes*
- *Use professional language and tone at all times, whether talking about student, families, or other professionals*
- *Foster professional respect for different disciplines and areas of expertise*
- *Have one conversation, avoiding side conversations*
- *Be mindful of time and limit storytelling*
- *Maintain professionalism, even in the face of disagreements*
- *Focus on the whole child, not just “putting out fires”*
- *Discuss all domains during every conference*
- *Ask open-ended questions and promote dialogue; don’t always rush to a quick answer*
- *If there is nothing pressing to discuss about a particular student, think of new ways to challenge the student and ways to develop their areas of strength*
- *Be creative and look for patterns- “Is December always rough for Laila because that’s when Mom is away a lot on business?”*
- *Share things that have worked in the past with this student/other students*
- *Be open to new ideas, and avoid jumping to “No,” “That won’t work,” or “We’ve already tried that.”*
- *Team building is important! Take the time a few times a year to do some teambuilding activities*
- *Remember, no one person has all of the answers- it takes a team!*

FREQUENTLY ASKED QUESTIONS

How can teams increase focus and engagement?

It can be hard to switch gears and refocus at the end of a long workday, but both the physical and mental presence of all team members is critical. Efforts should be made to limit outside distractions: doors should be closed, side conversations limited, and expectations set that cell phones are put away and prepping is not done during team meetings. It also helps to consider the layout of the room: are team members facing one another? Can everyone be heard? Repositioning chairs and tables can be especially helpful for larger teams.

What if attendance and participation become an issue?

Attending and participating in team meetings is a requirement of the ASD Nest program, and the program professionals are paid per-session for this work. Monitoring and addressing attendance and punctuality are the responsibility of each team member, and any challenges in these areas should be addressed by an administrator. Team members can encourage others' participation by inviting them to share their thoughts on a given student or topic, helping them see that their voice and professional perspective is valued.

What happens when the team gets “too big”? & How do teams ensure that cluster teachers and related service providers can be at all of their students’ conferences?

As our ASD Nest teams get bigger, expanding beyond four classes, staying together as a whole team for both program business and case conferences becomes more challenging. In order to ensure that all students are conferenced on a regular basis, teams break up into smaller groups during case conference time. Which grades and teams meet together is decided by the administration. The biggest factors determining who meets with whom are the classes that the related service providers and cluster teachers cover (as everyone needs to be present when their student is being conferenced). Many schools have chosen to schedule their cluster teachers and related service providers to cover certain grades; thus, K & 1st grade teachers and therapists can conference together, as can the 2nd and 3rd grade team and the 4th and 5th grade team.

How does the team ensure follow-up between case conferences?

Case conferences are most effective when there is follow-up between conferences. Teams can encourage follow-up by reviewing at the close of each conference who is responsible for which next steps. Team members should review their students' conference notes to be sure to take any actions for which they are responsible. At the start of each conference, the follow-up plans from that student's previous case conference are reviewed. If a part of the last conference's plan was not completed, the team should discuss why that was the case and make plans accordingly.

What do you need to set up and consider when maintaining records of team meetings and case conferences?

Case conference notes should be kept for each student. Some teams create typed digital versions of the case conference forms to type into during the conferences, while others hand-write notes on copies of the conference forms. Either way, copies of the completed conference forms are distributed to all member of the conferenced student's team. A master copy of all completed case conference forms is also kept (either by the agenda-keeper or the ASD Nest coach). Classroom teachers and related service providers may also choose to keep copies in their own student files (along with the child's IEP, the parent interview and teacher's observation notes from the home visit, communications from and to parents that warrant archiving or referencing, and relevant student work and strategies). The case conference documents are confidential; however, parents may request copies of their own child's conference notes. Only the conferenced student's name should appear on that form- any other student mentioned during that case conference should be referenced by only their initials.

CASE CONFERENCE CASE STUDY

Mary² is a student in a first-grade class in the ASD Nest program. Today she is on the team meeting agenda for a case conference. Her last case conference was six weeks ago.

Team Meeting Facilitator: We're going to discuss Mary now. It's been six weeks since we've conferenced her. Let's review the concerns, objectives, and strategies from Mary's prior case conference (reference previous case conference notes).

Conferencing tip: Always start a case conference by reviewing previous case conference follow-up plans. What has worked? What modifications need to be made? What was not tried? Why? What are the next steps?

Teacher 1: At the last case conference, we expressed a concern about her understanding of and ability to follow the classroom reading routines. She seemed to "get lost" in the transition from the rug to her desk. We agreed that our goal was to see Mary get up from the rug, get her book baggie, move to her seat, take out a book, and begin reading without any teacher prompting. One strategy we decided to use to support her was an individual visual reading routine schedule, which would lay out the steps that she had to take to start reading. We're happy to report that her individual visual schedule for reading, which we developed in collaboration with the speech team, has helped a lot with reading routines! Mary is now transitioning from the rug, choosing books for her book baggie, and reading for the whole time without any issue. It's great to see her so independent!

Conferencing tip: Remember to celebrate the successes and the positives, too! What is your student doing well? What gains have they made? Can we tap into this progress?

Teacher 2: That's true – it's been a big help. We're really thinking about how visuals seem to be a great support for her. Lately though, Mary has been having a lot of trouble with writing. Ever since we started working on the personal narrative unit, she gets anxious prior to the writing period. Sometimes she seems OK at the beginning of the period, but when she gets to her seat, she won't write anything, and a visual schedule doesn't seem to help in this situation. We're not sure what to do now.

Conferencing tip: With a limited amount of time for each case conference, we need to limit storytelling. Try to stick with the facts, rather than telling a lengthy story that shows what you are trying to convey. You can say, "Mary seems to have a hard time starting her writing," rather than telling three stories that show this difficulty.

Occupational Therapist: Do you think her problems might be related to her fine-motor difficulty?

² Pseudonym. This case study was adapted from *The ASD Nest Model: A framework for inclusive education for higher functioning children with ASD*, Chapter 3: "Collaboration as Key" (pp. 50-51) written by Dorothy Siegel, Patricia Mahalko, and Lauren Hough.

Conferencing tip: Ask questions! You do not always have to jump to strategies and solutions. Take the time to question and look into the different things that could be going on with the student. What looks like an academic challenge might really be a sensory difficulty. Take the time to investigate as a team.

Teacher 1: Well, we still use the slant board you introduced to her, and that's helped. But we didn't see this problem during our last unit on nonfiction "How to" books, so it doesn't seem like that's the main issue.

Teacher 2: For this unit, she can write about any true story. But it's like she can't think of any ideas to write about.

Social Worker: That's interesting. The last time I spoke with her mother, she told me that Mary rarely talks about her day at school. I know that's true for lots of kids, but maybe there's something more going on here.

Conferencing tip: It's very easy to jump to possible solutions before exploring what might be underlying the challenge. While being mindful of the time, it's important to look at challenges from different angles, considering different perspectives before selecting the best next steps and interventions. Don't forget to bring in the parent's thoughts!

Speech-Language Pathologist: I'm wondering here if the issue might be related to weak episodic memory—she's not connecting memories of events with strong emotions to form lasting, meaningful memories. When we think back on an event from our life, we sometimes call on that memory through the emotion that we attached to it. These are our autobiographical memories, rather than our procedural memories for a list of facts. So when we ask students to write a personal narrative about a time in their lives when they were really excited, many students are able to recall memories based on the emotion that they related to that memory. For students with strong episodic memory, "Think of a time when you were excited" may spark the recollection of a birthday party or a class trip to the zoo. If Mary has a weak episodic memory, and she does not encode her memories through emotions, these personal narratives could be particularly challenging for her. What do you guys think?

Conferencing tip: What might look like an academic challenge may be rooted in a social difficulty. What might seem like a behavior problem might have been based in a sensory difficulty. The perspectives of the transdisciplinary team are important when exploring student difficulties. Take the time to hear from everyone!

Teacher 1: Come to think of it, she rarely shares anything about her weekends. She remembers the sequence of events of recent field trips, but she doesn't talk about how she felt during the trips.

Speech-Language Pathologist: Maybe we could see if the cluster teacher could start taking photographs during activities Mary likes and reviewing them with her. Could that help spark an idea for writing? Maybe this would help "lock in" memories for her.

Cluster Teacher: I could take photos during art and at recess. She loves art, and always plays games with other kids at recess. She might get an idea from that! We'll have to work out how we want to share these photos. Maybe I could email them to the team with a brief description?

Conferencing tip: When planning the interventions, consider how the whole team can contribute. And don't forget the cluster teacher, who often works with students across a number of different environments!

Teacher 2: That's a great idea!

Teacher 1: Absolutely. Then we can help her decide which photograph she would want to write about.

Facilitator: OK, thanks, everyone! Now we have a strategy. So the plan is to have the cluster teacher take photos at recess and during art and then share those photos with the teachers so that they can be used with Mary during writing workshop. We'll follow up on how this is going at Mary's next case conference.

Conferencing tip: The facilitator plays an important role at the close of the case conference: recapping what has been discussed, restating plans that were made, and finalizing who on the team is responsible for the next steps (all of these details are also recorded on the case conference form).

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PROFESSIONAL DEVELOPMENT TOPICS

The following topics are *suggestions*, not requirements. In addition to the topics listed below, professionals in the Nest program should turnkey information from the professional development workshops that they attend during the school year. Also, remember to use the in-house expertise that you have at your school! Coaches, classroom teachers, and related service providers can all be called on to share their expertise with others on the ASD Nest team.

For New ASD Nest Professionals:

- ASD Nest Classroom and SDI Guideposts
- The Three-Tier Model and related documents (focusing on Tier 1)
- Classwide movement systems
- Classwide behavior systems
- Creating, teaching into, and using the break area
- Declarative language
- Co-teaching models
- Incorporating social language into read alouds and lessons
- Classroom transition supports

For experienced ASD Nest Professionals:

- Data collection and intervention planning
- Differentiating instruction for students with ASD
- Sensory diets
- Executive functioning
- Incorporating strengths and interests
- Generalizing social supports into the classroom

SAMPLE TEAM MEETING CALENDAR

Below is a sample calendar for Team Meetings. Its purpose is to show how program business, conferencing, and professional development might be scheduled across the year. A calendar should be created to outline the plans for these meetings in advance. Some schools create a calendar for the entire year, while others create one for the fall and release a new calendar in early January for the second half of the school year.

Here are some of the considerations that went into this sample calendar:

- *If you have a larger team that meets separately, how often will the whole team meet together for program business/professional development?*
- *Which team meetings will be facilitated entirely by the SLPs to turnkey the new SDI unit and plan SDI?*
- *How will PDs be turnkeyed? How frequently? Whole group/small group?*
- *Should PDs be differentiated so that new/experienced staff receive more tailored support?*
- *What is the order that students in each class are conferenced? This order should remain the same across the year so that all Nest students are conferenced on a regular basis.*
- *Remember to factor in additional events like prepping for testing and planning articulation processes and transitioning at the end of the school year.*

September	
Week 1	Program Business: Welcome, announcements, discuss home visits Case Conferences: Yes - Touch base on all students Professional Development: No
Week 2	Program Business: Check-in and announcements, bussing/scheduling issues Case Conferences: Yes (if did not get to all students last week) Professional Development: Review three tier model and Guideposts
Week 3	Program Business: Only if necessary Case Conferences: No Professional Development: SDI Unit 1 presentation & planning

October			
Week 1	Week 2	Week 3	Week 4
Program Business: Whole group check-in meeting			
Case Conferences: Yes (Group A)			
Professional Development: No			
Program Business: Only if necessary			
Case Conferences: Yes (Group B)			
Professional Development: Differentiated PD for new and experienced			
Program Business: Only if necessary			
Case Conferences: Yes (Group C)			
Professional Development: No			
Program Business: Only if necessary			
Case Conferences: Yes (Group D)			
Professional Development: No			

November			
Week 1	Week 2	Week 3	Week 4
Program Business: Only if necessary			
Case Conferences: No			
Professional Development: SDI Unit 2 presentation & planning			
Program Business: Only if necessary			
Case Conferences: Yes (Group E)			
Professional Development: Whole group/small group PD			
Program Business: Only if necessary			
Case Conferences: Yes (Group F)			
Professional Development: No			
Program Business: Only if necessary			
Case Conferences: Yes (Group A)			
Professional Development: No			

December			
Week 1	Week 2	Week 3	
Program Business: Whole group check-in meeting			
Case Conferences: Yes (Group B)			
Professional Development: No			
Program Business: Only if necessary			
Case Conferences: No			
Professional Development: Whole group/small group PD			
Program Business: Only if necessary			
Case Conferences: Yes (Group C)			
Professional Development: No			

January			
Week	1		
Week	2		
Week	3		
Week	4	Program Business: Only if necessary	Case Conferences: No
		Professional Development: SDI Unit 3 presentation & planning	
		Program Business: Only if necessary	Case Conferences: Yes (Group D)
		Professional Development: No	
		Program Business: Only if necessary	Case Conferences: No
		Professional Development: Whole group/small group PD	
		Program Business: Only if necessary	Case Conferences: Yes (Group E)
		Professional Development: No	

February			
Week	1		
Week	2		
Week	3		
		Program Business: Whole group check-in meeting	Case Conferences: Yes (Group F)
		Professional Development: No	
		Program Business: Only if necessary	Case Conferences: Yes (Group A)
		Professional Development: No	
		Program Business: Only if necessary	Case Conferences: Yes (Group B)
		Professional Development: Whole group/small group PD	

March			
Week	1		
Week	2		
Week	3		
Week	4	Program Business: Only if necessary	Case Conferences: No
		Professional Development: SDI Unit 4 presentation & planning	
		Program Business: Only if necessary	Case Conferences: Yes (Group C)
		Professional Development: No	
		Program Business: Only if necessary	Case Conferences: Yes (Group D)
		Professional Development: Whole group/Small group PD	
		Program Business: Only if necessary	Case Conferences: Yes (Group E)
		Professional Development: No	

April		
Week	Week	Week
1	2	3
Program Business: Whole group check-in meeting		
Case Conferences: Yes (Group F)		
Professional Development: No		
Program Business: Only if necessary		
Case Conferences: Yes (Group A)		
Professional Development: Yes		
Program Business: Only if necessary		
Case Conferences: Yes (Group B)		
Professional Development: No		

May		
Week	Week	Week
1	2	3
Program Business: Only if necessary		
Case Conferences: No		
Professional Development: SDI Unit 5 presentation & planning		
Program Business: Only if necessary		
Case Conferences: Yes (Group C)		
Professional Development: No		
Program Business: Only if necessary		
Case Conferences: Yes (Group D)		
Professional Development: No		
Program Business: Only if necessary		
Case Conferences: Yes (Group E)		
Professional Development: No		

June		
Week	Week	Week
1	2	3
Program Business: Whole group check-in meeting		
Case Conferences: Yes (Group F)		
Professional Development: No		
Program Business: Yes		
Case Conferences: Articulation and transition planning		
Professional Development: No		
Program Business: Whole group reflection meeting		
Case Conferences: No		
Professional Development: Strategy share/Wrap-up activity		

ASD NEST PROGRAM RESOURCES

ASD Nest Program Website resources:

- *Nest program videos*
- *Videos and handouts from past parent workshops*
- *Lists of books, blogs, and websites for professionals and parents*
- *Professional development calendar*

Classroom resources:

- *Classroom Guideposts*
- *Three-tier checklists & data collection forms*
- *Functional Behavior Assessment forms*

Social Development Intervention resources:

- *SDI Guideposts*
- *SDI Units*
- *Goal Planning Sheets*
- *Team planning maps*

Additional resources:

- *Articulation materials*
- *ASD-Nest Program Papers*

P.S. _____ ASD Nest Program
Team Meeting Agenda for Notes

Date _____

Persons present:

PROGRAM BUSINESS

Old business to follow up on:

New business to discuss today:

Professional development today: Yes No

Topic: _____ Presenter: _____

CASE CONFERENCES

Case conferencing today: Yes No

Students being conferenced:

Other:

ASD Nest Program
Case Conference Notes, Created by PS 32

Child's name:	Date:
Person's present:	
Follow-up from previous case conference Date: _____	

Current issues and progress towards objectives:

Current SDQ objectives:

- Social Relational Development:
- Pragmatic Language:
- Problem Solving:

Social development:

Related services:

Classroom behavior/ academics:

Parent communication & Other:

Follow-up plans:	Individuals responsible:

ASD Nest Program - Case Conference Form, Created by PS 112

(Note: Please refer to Three Tier Checklists)

Student:	Date:	Date of Previous Conference:
Strengths:		
Weaknesses:		
Concerns:		
Current Concerns <input type="checkbox"/> Academic <input type="checkbox"/> Social <input type="checkbox"/> Behavioral <input type="checkbox"/> Sensory <input type="checkbox"/> Other: _____	Current Interventions Strategies in place <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2	Planned Interventions/ Next Steps Strategies <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 Individual(s) Responsible
Tools:		
Data Collection: Parent communication:		
<input type="checkbox"/> Academic <input type="checkbox"/> Social <input type="checkbox"/> Behavioral <input type="checkbox"/> Sensory <input type="checkbox"/> Other: _____	Strategies in place <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2	Strategies <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2
Tools:		
Data Collection: Parent communication:		
Progress Review:		

ASD Nest Program – Case Conference form, Created by PS 206

Student: _____ Date: _____
Main concern: _____
Core Challenges: _____

Follow-up from previous case conference (Date: _____)

Academic Implications	Academic Strategies
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Social Implications	Social Strategies
---------------------	-------------------

Behavioral Implications	Behavioral Strategies
-------------------------	-----------------------

Sensory Implications	Sensory Strategies
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Follow-up Plans	Individuals Responsible

ASD Nest Program
Case Conference Notes - Created by PS 396

<p>Student's Name: Class/Grade: Follow-up from previous case conference Date:</p>											
<p>Current IEP Goal(s) -</p>											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Short Term Objectives:</th> <th style="width: 60%;">Strategies/Level of Success:</th> <th style="width: 25%;">Progress:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> <td> <input type="checkbox"/> No progress <input type="checkbox"/> Little Progress made <input type="checkbox"/> Progress made; goal not met <input type="checkbox"/> Goal met </td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> <td> <input type="checkbox"/> No progress <input type="checkbox"/> Little Progress made <input type="checkbox"/> Progress made; goal not met <input type="checkbox"/> Goal met </td> </tr> </tbody> </table>			Short Term Objectives:	Strategies/Level of Success:	Progress:	1		<input type="checkbox"/> No progress <input type="checkbox"/> Little Progress made <input type="checkbox"/> Progress made; goal not met <input type="checkbox"/> Goal met	2		<input type="checkbox"/> No progress <input type="checkbox"/> Little Progress made <input type="checkbox"/> Progress made; goal not met <input type="checkbox"/> Goal met
Short Term Objectives:	Strategies/Level of Success:	Progress:									
1		<input type="checkbox"/> No progress <input type="checkbox"/> Little Progress made <input type="checkbox"/> Progress made; goal not met <input type="checkbox"/> Goal met									
2		<input type="checkbox"/> No progress <input type="checkbox"/> Little Progress made <input type="checkbox"/> Progress made; goal not met <input type="checkbox"/> Goal met									
<p>Current Issues and Progress:</p>											
<p>Current GPS Objectives:</p> <p>Include core challenge you are focusing on in each area below (where relevant): Self Awareness (Me) - SA Experience Sharing (You) - ES Episodic Memory (Past) - EM Appraisal (Present) - A Cognitive Flexibility (Future) - CF</p>											
<p>Social / Behavioral Progress/ Notes:</p>											
<p>Academic Progress/ Notes:</p>											
<p>Cluster Teacher Notes:</p> <p>.</p>											
<p>Related Service Providers</p>											
<p>O.T:</p>											

S.L.P.:

P.T./Counseling:

Parent communication & Other:

Follow-up:

		Date to be completed
Plans for SDI		

ASD Nest Program

Team Meeting Minutes, Created by MS 447

Wednesday , 2013

PROGRAM BUSINESS

3:10 Welcome & Sign-In (see attached)
3:10 - 3:15 Follow-up from Previous Mtg
3:15-3:25 Hot Topics

CASE CONFERENCING

Case Conference #1

Student name: _____

Contract Goal:

Strengths:

Challenges:

Current Strategies:

New Strategies:

Follow-up Responsibilities (and person/s responsible):

•

3:40 - 3:55

Case Conference #2

Student name: _____

Contract Goal:

Strengths:

Challenges:

Current Strategies:

New Strategies:

Follow-up Responsibilities (and person/s responsible):

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