# Access for Success

## Phases of the COSFILE Protocol

|  |  |  |
| --- | --- | --- |
| **Phase 1 of the Protocol**  ***Reflecting on current techniques and student needs*** | **Phase 2 of the Protocol**  ***Giving focused attention to and use of inclusive supports*** | **Floating Components of the Protocol**  ***Involving stakeholders*** |
| * Complete the Teacher Inventory of Baseline Techniques (TIB-T). * Prepare a student learning profile (SLP). * Analyze patterns and information within and across both documents. | * Complete analysis of and reflection on Universal Language and Differentiation Actions (ULDAs). * Implement and monitor use of selected ULDAs over a specific period. * Analyze results of ULA and differential use. | * Involve parents or guardians of learner in providing information about their child. * Collaborate with other colleagues to seek insight about the student. |

Though the various components of the protocol can be reordered to reflect school and district practices, we do suggest keeping, in separate phases, the TIB-T and the frequency analysis of Universal Language Actions and Differentiated Actions. Doing so ensures that there is an awareness of the good, general second-language teaching practice that is needed to undergird inclusive practice in the language classroom.