

Developing a Plan for Fading Close Adult Support



Step 1: Schedule team meetings to facilitate/support the fading process.

- ✦ Case Manager, teacher, parent(s) and others involved with the student should meet on a regular basis to evaluate student progress and need for close adult support.
- ✦ The supporting adult (paraprofessional, aide, assistant) should be given encouragement, strategies and support for encouraging student independence and stepping back as possible (*see page 8 for fading tips to give to a supporting adult*).



Step 2: Identify the types and levels of student assistance currently being provided.

- ✦ Observational data may need to be collected to accurately identify the types of help and levels of adult support being provided across the entire school day (*see page 2-3 for an observational data collection form to use to identify levels and types of support being provided*).
- ✦ Any staff member who supports the student may also want to provide his/her own input regarding the general levels and types of adult support that he/she has seen being provided (*see page 4-5 for input worksheets to use in identifying levels and types of support being provided*).



Step 3: Review the assistance currently provided and brainstorm alternatives.

- ✦ Use observational data and staff input provided to clarify current levels of adult support provided across all subjects and activities, then work as a team to brainstorm less intrusive alternatives.
- ✦ It may also be helpful to identify why the student needs that level of adult support for a specific task, then consider what else (other than 1:1 adult help) might help (*see page 6 for worksheet with discussion questions to consider when brainstorming*).
- ✦ Questions to consider when brainstorming might include:
 - If the student needs 1:1 help from an adult because a lesson is going too fast or seems too difficult, are other modifications needed?

- If close adult support is for attention or behavior issues, are there less intrusive strategies?
 - Can peer supports be tried instead of relying on the adult for support?
 - Can praise or reinforcement be used to help motivate the student stay on task (instead of an adult continually re-directing the student)?
- ✦ Discussing the questions included in the independence and inclusion checklist (*see page 7*) may help when brainstorming times target for reducing the level of direct adult assistance.
 - ✦ When brainstorming, it may also help to discuss “least intrusive” support options (*see page 8*) review alternatives to side-by-side adult support (*see page 9-10*) as well as tips for Paraprofessionals and other adults about fading support and using appropriate prompt levels (*see pages 11,12 for tips/prompt hierarchy*).



Step 4: Outline the plan to reduce the types and levels of adult support and assistance provided.

- ✦ Specify the criteria for fading measures to be used in a written plan for fading (*see pages 13, 14 for a template to consider when developing this fade plan; see 15-17 for an example plan*).
- ✦ Include information about who will review progress on the plan and how often it will be reviewed.



Step 5: Incorporate the plan to reduce adult into the IEP.

- ✦ Develop goals and objectives that contain reduced levels of support and prompting to be used as measures of need for close adult support.
- ✦ Determine if a specific plan to motivate the student to work independently needs to be developed and added to the IEP as accommodations or listed as a behavior intervention plan (BIP).
- ✦ Specify accommodations/modifications to be provided as needed or as requested by student (in place of the direct adult support).
- ✦ Indicate specific activities and times in the day when the student may still require close adult support in the IEP (as a service or elsewhere).

For more on facilitating independence, see: <https://padlet.com/michellelockwood1/2sx1p7sh5hhsayqe>

Step 2: Identifying the Types and Levels of Student Assistance Currently Provided



Student Name _____

Date _____

Directions: Place tallies in corresponding column to indicate what support was given to student and the time of day that the support was provided.

Time	Period/ Subject	Helped student organize materials	Redirected student	Provided verbal cue to refocus	Sat next to student to refocus	Assisted with writing task	Other (specify)
7:30							
7:45							
8:00							
8:15							
8:30							
8:45							
9:00							
9:15							
9:30							
9:45							
10:00							
10:15							
10:30							
10:45							

Time	Period/ Subject	Helped student organize materials	Redirected student	Provided verbal cue to refocus	Sat next to student to refocus	Assisted with writing task	Other (specify)
11:00							
11:15							
11:30							
11:45							
12:00							
12:15							
12:30							
12:45							
1:00							
1:15							
1:30							
1:45							
2:00							
2:15							
2:30							

Step 2: Review Assistance Currently Provided – Input Form



Student Routine, Skill or Action <i>("How much adult support is given to enable to student to...?")</i>	Support Currently Provided <i>(see examples below)</i>
Ask the classroom teacher questions during class	
Answer questions during teacherled classroom instruction	
Read aloud text in class	
Complete written work in class	
Take quizzes or tests	
Transition between class activities	
Complete class projects	
Turn in homework	
Complete independent work	
Stay on task and focused when completing independent work	
Pay attention to teacher’s whole group instruction during class	
Communicate with peers	
Complete work collaboratively with one partner and/or a group	
Interact with peers in unstructured time (lunch, recess, etc.)	

Examples of types of cues or prompts typically used with students: Skill/Strategy Modeling, Visual Cues/Supports, Verbal Prompts, Indirect or Natural Cues, Gestures/Signals, Physical Prompts

Step 2: Review Assistance Currently Provided – Input Form



Student Name: _____

Date: _____

Respondent: _____

1. During what routines, activities, time periods, or tasks is it *truly* necessary to be physically next to this student?

- | | |
|--|---|
| <input type="checkbox"/> During hallway transitions | <input type="checkbox"/> To prevent aggressive behavior |
| <input type="checkbox"/> In social situations | <input type="checkbox"/> To address the student if upset or anxious |
| <input type="checkbox"/> Beginning a task (getting started) | <input type="checkbox"/> Providing cue to refocus the student |
| <input type="checkbox"/> Completing a new/unfamiliar task | <input type="checkbox"/> During school arrival or dismissal routine |
| <input type="checkbox"/> Helping student organize materials | <input type="checkbox"/> While riding to/from school on the bus |
| <input type="checkbox"/> If assisting with a specific kind of task (such as writing, reading, etc.); please specify: | |

Other:

2. For the skills, activities or time period(s) during which you believe close adult support is necessary, is the goal for this student independence (i.e., done by the student) or interdependence (i.e., done with the support of a peer)?

3. What types of cues or prompts do educators typically use with the student and how often?

Modeling—frequency: _____

Indirect or natural cues—frequency: _____

Visual cues/supports—frequency: _____

Gestures/signals—frequency: _____

Verbal prompts—frequency: _____

Physical prompts—frequency: _____

Other: _____

4. Can anyone else provide more natural supports for the student?

5. What next step(s) might reduce the type and level of support given to the student (i.e., move from more intrusive to less intrusive cues; teach the student to use natural cues in the environment; ask questions of the student rather than directly giving the student prompts, etc.)?

6. What material, content, or classroom structures/schedules might need to be developed to allow the student to experience more independence?

Step 3: Brainstorm Alternatives to Assistance Currently Provided



Student Name: _____

Date: _____

Respondent(s): _____

Directions: Discuss the following questions with key stakeholders, including the student, his/her family, CST members, the student's teachers, related service providers, paraprofessionals (if involved), and any other support staff currently assisting this student.

1. When is it *truly* necessary to be physically next to this student? (Use the data collected to answer this question.)
2. For the skill, activity or time period, is the goal independence (i.e., done by the student) or interdependence (i.e., done with the support of a peer)?
3. What types of cues are educators using with the student? With what level of intensity, duration and frequency?
4. Can anyone else provide more natural supports for the student?
5. What next step(s) would reduce the type and level of support given to the student (i.e., move from more intensive to less intrusive cues; use natural cues in the environment; ask questions of the student rather than directly giving the student prompts, etc.)?
6. What material, content, or classroom structures/schedules might need to be developed to allow the student to experience more independence?

Checklist for Fostering Inclusion and Student Independence

The IEP decision making process dictates that selection of student supports be made for each student on an individual, subject-by-subject basis in order to effectively address the student's needs and goals outlined in the IEP. The following questions can be a catalyst for further discussion and support planning:

1. Does this student enter the classroom at the same time as typical peers?
2. Does this student make transitions within the classroom at the same time as typical peers?
3. Does this student exit the classroom at the same time as typical peers?
4. Is this student actively involved in class activities and at the same time as typical peers?
5. Is this student expected to follow the same classroom and social rules as typical peers?
6. Is this student sitting so that they can see and participate in what is going on and easily interact with others?
7. Are peers, and not just teachers, encouraged to provide assistance to this student?
8. Does this student socialize with peers?
9. Do assisting/supervising adults facilitate social interactions by encouraging others to communicate directly with this student?
10. Does this student have a way to communicate with others throughout the day?
11. Do peers know how to communicate with this student?
12. If this student uses an alternative communication system, does everyone understand it?
13. Do assisting/ supervising adults provide the least intrusive and least audible supports possible to this student?
14. Do assisting/supervising adults encourage this student to notice and respond to natural cues in the environment, instead of providing excessive individual prompts/cues?
15. Do assisting/supervising adults replace some of their verbal prompts with teaching this student to use visual cues to remind him-/herself of expectations and procedures (what to do, what comes next, etc.)?
16. Is this student actively encouraged by the assisting/ supervising adult to interact with as many other adults as possible to reduce overdependence on one staff member?
17. Do assisting/supervising adults circulate throughout the class and work with other students in addition to this student?
18. Is this student's independence facilitated by fading direct adult assistance as soon as possible?
19. Does this student have frequent opportunities to make choices throughout the day?

“Least Intrusive” Prompting to Foster Student Independence

What are Least Intrusive Supports or “Only as Special as Necessary”?

Utilizing least intrusive supports that are “only as special as necessary” refers to the principle of ensuring that each student’s needs for assistance and support are met; however, in meeting those needs, supporting adults are *not* compromising that student’s ability to participate in a given activity as independently as possible. “Over-supporting” or using interventions that are more intrusive than needed is known to produce negative effects, such as poor self-concept and social alienation. These effects may narrow immediate and future options and choices, thereby minimizing life opportunities for the individual. For these reasons, the “only as special as necessary” rule of supporting individuals is an extremely important concept in education for students with disabilities.

Being “less intrusive” means that supports are matched to each individual’s unique needs, with careful and ongoing consideration of those needs and how to move toward independence. Since every student—with or without a disability—is unique, there is no formula or recipe to follow in order to ensure we are using least intrusive support. But there are key considerations to revisit regularly: time-delay, modeling/request imitation, and prompting hierarchies focused on least-to-most.

- **Prompting hierarchies:** Response prompts exist on a continuum referred to as a prompting hierarchy, which is defined by the amount of assistance/intrusion each prompt requires from an adult. A prompting hierarchy is *not* meant to be used in a way that produces prompt dependency.
- **Modeling/request imitation:** Show the student what to do and immediately give the student a chance to imitate your model and get feedback.
- **Time-delay:** Systematically wait for a student to respond before delivering a prompt, in order to decrease the student’s dependence on the prompt.
- **Least-to-most prompting:** Begin with the least intrusive prompt you think the student needs to be successful and increase the prompting supports if necessary. Gradually fade supports once the student can respond independently.

What is the System of Least to Most Prompts?

Prompting and fading strategies can help students learn and master new skills. The system of least prompts, also referred to as least intrusive prompts, is a prompting strategy where an adult progresses through a prompting hierarchy (*like the one shown right*) from the assumed least intrusive prompt to the most intrusive prompt necessary. When an adult is utilizing the system of least to most prompts in providing a learning opportunity for a child, it is important to always begin by allowing the child an opportunity to respond correctly to the natural cue or question posed without any prompt being given (i.e., a chance for the child to respond independently).

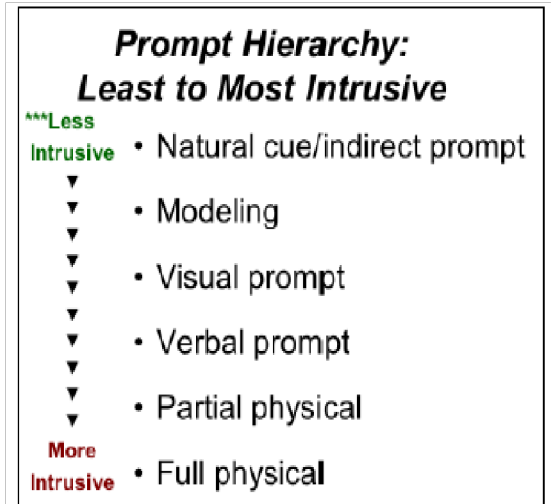
How are Prompts Faded?

Prompts are only used as a support mechanism for students when necessary, and only for as long as is necessary. At whatever the least intrusive prompt level a child responds correctly, that is where the trial for that specific learning task ends. Therefore, the prompts in the system of least to most prompts are self-fading, meaning that as a child begins to learn to how to perform a skill correctly at prompting levels of decreased intrusiveness, then the more intrusive prompts that were previously used are no longer necessary.

References

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). Teaching students with moderate to severe disabilities: Use of response prompting strategies. New York: Longman.

Prompt Hierarchy: www.bridgeschool.org/transition/strategies_success/prompt_hier.php



Tips for Brainstorming Alternatives to “Side-By-Side” Adult Support



Close adult proximity in the form of sitting or standing next to the student being supported, called “**side-by-side adult support**”, must be used cautiously to avoid its potential negative effects. Too much individual support can lead to the student’s unnecessary dependence on an adult. Frequently having an adult in close proximity to provide assistance (e.g., “side-by-side”) can reduce the student’s exposure to age-appropriate models of behavior, communication and socialization and stifle opportunities for peer interaction. This can result in social exclusion from peers and the student feeling “different” from the rest of the class. Over-use of side-by-side support by a paraprofessional or aide can interfere with “ownership” of the student by the classroom teacher and result in the student receiving limited instruction from the teacher.



Effective decision-making regarding support requires a careful examination of varied instructional and behavioral supports, from least intensive and intrusive to most that will lead to student success. Teams can explore alternatives to direct or side-by-side adult support as a way to improve special education service delivery to meet the needs of students with a full range of disabilities.

Questions to consider might include:

- ✦ If close adult support is for attention issues—what less intrusive strategies can be tried? Are there any coping strategies we can teach the student to help with focusing and self-regulation?
- ✦ If the support is for behavior issues, can praise or reinforcement be used to help motivate the student stay on task (instead of an adult continually re-directing)?
- ✦ If the student needs 1:1 help from an adult because a lesson seems too difficult, are modifications needed? Who can design those modifications? Who will be responsible for implementing them?
- ✦ Can peer supports be tried instead of relying exclusively on the adults for support?

Commonly-used alternatives to side-by-side adult support to try might include things like:

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- ✦ Engaging in task analysis to break the assignment into smaller parts;
 - ✦ Providing the student with a visual “to-do list” then having him check off items himself, rather than having him rely on an adult to explain each step (lists can also be generated electronically using online to-do list apps);
 - ✦ Teaching the student organizational strategies to better manage materials in place of getting out his pencil, homework assignment, or other papers for him (such as color coding materials, or taping to the inside of the student’s locker a list of his classes and the materials he needs for each to increase independence during transitions); and/or
 - ✦ Having the student work with a peer/group, rather than with a supporting adult.

If the close adult proximity is to provide step-by-step verbal directions on how to perform a task, then a less intrusive way to support the student would be to use visual cues/checklists to prompt. If a support adult is side-by-side with the student to re-issue teacher directions, try writing the directions on a wipe board as they are given (or even on the classroom’s board for all students to reference). If the expectation is for the student to be working independently on a task, an adult does not need to stand or sit next to him for the duration of the task (e.g., the adult can “check in” with him, move away for a period of time, then periodically return to “re-check” progress).

If the adult is sitting next to the student to engage the student during a teacher-led class lesson or class discussion, the following adaptations might be considered as alternatives:

- ✦ Guided Notes for the student to fill-in, in place of an adult taking notes for that student.
- ✦ Lecture Q & A in which the student is given a handout that asks questions about concepts in the lecture to answer as the lecture occurs.
- ✦ True or False, in which the student is given a list of “True or False” questions about the topic to answer during the lecture.
- ✦ Scavenger Hunt in which the student is given a list of key vocabulary or concepts to locate in the text being discussed.

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- ✚ Concept Mapping in which the student draws a concept map as lecture occurs to show understanding.
 - ✚ Focused Listening in which the student is given a list of several main concepts to be covered during the lecture and has to check off the concepts as the lecture progresses.

If the adult is sitting next to the student so that the student can dictate a written response, we can try using more prewriting activities with graphic organizers and/or using assistive technology (speech to text). **Other opportunities for incorporating assistive technology to reduce dependence on direct adult support might include:**

- ✚ Making text (e.g., books, assignments) accessible with text-to-speech software, rather than having an adult read the text to the student; such as:
 - Google Read & Write
 - NaturalReader (<http://www.naturalreaders.com/index.html>)
 - Snap & Read (an accessible toolbar that reads any text on-screen as it floats over any application: <https://learningtools.donjohnston.com/product/snap-read/>).
- ✚ Reducing written output required so the need for dictating responses to an adult is lessened; examples to consider include minimizing handwriting required to complete worksheets; such as:
 - Using GoWorksheet Maker (takes printed class worksheets, tests and makes them accessible with an iPad; additional information at: <https://www.attainmentcompany.com/blog/teacher-faqsgoworksheet-maker-version-2-0/> ; video: <https://www.youtube.com/watch?v=xoYfMsC4tFo>)
 - SnapType (which was used with RJ previously while in elementary school; information at: <http://www.snaptypeapp.com/>).
 - Highlighting significant concepts and using graphic organizers to support writing can help

the student focus on key information/ task expectations without the need for additional verbal prompting, clarification, or assistance from a supporting adult.

If the adult is side-by side to turn pages in a book that a student with motor difficulties is reading, that student may need an intervention to make book pages easier for him to turn (rather than having an adult turn them for him). We should look for ways to increase more independent access to books such as by attaching clips to pages (binder, banker, butterfly, barrettes, large paper clips or plastic colored ones) or gluing popsicle sticks to pages at varying intervals (slender, broad or spoon shaped). For more about adapting books to accommodate fine motor issues, visit <https://ecseat.blogspot.com/2017/05/low-tech-ways-for-adapting-books-for.html>.

Lastly, if additional adult support is selected, it is important to consider what that support actually “looks like” in practice. When we look at a hierarchy of supports often described for individual students with disabilities, many times adults “jump in” to the middle of the hierarchy to verbal prompts, rather than carefully considering less intrusive options. It is important to be cognizant of exactly how we are supporting any student in order to make sure we are being “least intrusive” to avoid the potential “pitfalls” of over-support.

Page Fluffers

Velcro

Rubber Weather Stripping

Foam

Popsicle Sticks

Pom-poms on Paper Clips

Beads of Hot Glue or Puff Paint

Bottle Caps

Binder Clips

Page Turners

Popsicle Sticks

Blinder Clips

Large Paper Clips

Index Tabs

Loose Leaf Paper Rings

Small Post-it Notes


Craft Foam

Clothespins

25 General Tips for Fading Close Adult Support



1. Give the student extra time to process and respond before redirecting/assisting.
2. Watch before helping--can student ask for help from teacher/peer or problem solve on his own?
3. Have high expectations regarding what the student understands and/or can do independently.
4. Provide a consistent classroom schedule (posted, visual, at the student's desk and/or in his/her binder, if needed). Actively teach the student how to use it, so that eventually he relies on it to know what comes next/where to go (rather than on the adult's reminders or on following peers).
5. Ask facilitative questions ("What comes next?" "What are other students doing?" "What does the schedule say?" "What did the teacher say?").
6. Give choices often (e.g., multiple times every day!), so the student can refine decision making skills and be comfortable making choices independently. Embed choices in required tasks.
7. Maintain a log to track independence and the student's need for assistance. Ask the student's Case Manager for data collection sheets to record increasing independence.
8. Start with the least intrusive prompts to get the student to respond (*list ascends from less intrusive and transitions to more/most intrusive*):

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- I. Natural Cue—help student be aware of these.
 - II. Indirect Verbal Prompt—ask the student a question, instead of directly telling him what to do—"what comes next?"
 - III. Gestures, Hand/Facial Signals
 - IV. Modeling—show/demonstrate it for the student.
 - V. Visual Prompt—personal visuals, items posted, timers, etc.
 - VI. Verbal Prompt
 - VII. Light Physical Prompt
 - VIII. "Hand Over Hand"—warn/tell the student before touching.
 - IX. Full Physical Prompt

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9. After prompting, back away to allow plenty of wait time and independent practice time.
 10. Model or direct, then leave and check back periodically; if physically moving away is not possible, then direct your attention *away* from the student to allow time for independence, then check back.
 11. Teach independent learning skills (raising hand, asking for help, observing other students, etc.).
 12. Praise the student for independent attempts (“Great job trying it by yourself first!”).
 13. Direct the student to respond to the teacher and direct others (peers and adults) to speak directly to the student (not “through” you).
 14. Prompt the student to listen to the teacher’s instructions. If the student seems unsure, ask him/her “what did the teacher say?”, rather than immediately repeating back the directions. Repeat only when absolutely necessary (e.g., less intrusive prompts have been tried, such as “what are the other kids doing?”, “where can you look to figure out what to do?”, etc.).
 15. Use strengths and weakness, likes and dislikes to motivate student participation and interest.
 16. Be aware of your own proximity to the student. Sit near the student *only* when necessary.
 17. Encourage peer assistance and partnering. Teach peers how to help, not enable.
 18. Utilize self-monitoring checklists with the student; you may need to *teach* the student to use these.
 19. Color code materials to assist the student with organization.
 20. Use transition objects to help a younger student complete a transition (e.g., “take the head phones to the listening center” to prompt to go to the listening center).
 21. Break big tasks into smaller steps or “chunks”.
 22. Use backward chaining (e.g., leave the last portion of a cutting task for the student, then gradually lengthen the parts of task that the student is to do himself).
 23. Assist in encouraging a means for independent communication (e.g., augmentative communication devices, picture exchange systems, etc. for those who need them).
 24. Establish a signal with the teacher for when the aide should intervene. General rule of thumb: the Teacher should prompt several times *before* an aide steps in.
 25. Make sure the class perceives you are there to help all of them, not just one student.

Prompting and AAC Use

Individuals learning to use augmentative and alternative communication (AAC) systems may also require prompts from a communication partner or clinician. Prompting from the partner or clinician is a strategy to assist, suggest or cue someone to use an AAC system. Typically, prompts are verbal, visual or physical/tactile. The goal is for the individual to be ultimately independent.

AAC Prompting Hierarchy

(From Positive AACtion - Rocky Bay 2010; Senner 2010; YAACK 1999)

1	Expectant Pause	Give the child time to respond or the opportunity to initiate communication.
2	Indirect Nonverbal Prompt	Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc).
3	Indirect Verbal Prompt	Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").
4	Request a Response	If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").
5	Gestural Cue	You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.
6	Partial Verbal Prompt	If there is still no response, give them part of the expected response (e.g. "You went to the...").
7	Direct Model	If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.
8	Physical Assistant	Provide hand-over-hand assistance to help the child to form the message using their device.

Step 4: Develop a Plan for Facilitating Independence and Fading Support



Directions: Use the data and information gathered to develop a plan for reducing the types and levels of assistance provided to the student within selected routines/activities in order to increase independence.

Routine/Activity	Needs Assistance With	Type of Assistance Currently Provided	Steps to Reduce Level of Assistance	Commitments

Step 4: Outline the Plan to Reduce the Types and Levels of Student Assistance Provided



Directions: Use the data and information gathered to develop a plan for reducing the types and levels of assistance provided to the student within selected routines/activities in order to increase independence.

Time/Period	Routine/Activity	Needs Assistance With	Type of Assistance Currently Provided	Steps to Reduce Level of Assistance	Commitments

Example: Notes from Brainstorm Meeting to Develop Plan to Facilitate Autonomy by Fading Close Adult Assistance



Student: Student Student

Revision Dates: 01/12/2015; 05/07/2015

Current Behavior/ Right Now	By June 2015	By Fall 2015	By Winter 2015-16	By Early Spring 2016	By June 2016
<p>1. If Student is becoming upset:</p> <ul style="list-style-type: none"> ➤ Student engages in self-talk. ➤ Aide recognizes Student is upset; ➤ Aide initiates/facilitates discussion of the stressor; ➤ Aide labels the stressor for Student; and ➤ Aide helps Student problem solve around the stressor. 	<p>If Student is upset:</p> <ul style="list-style-type: none"> ➤ Student will recognize she is upset and accurately label her feeling level; ➤ Aide may remind Student to use a calming strategy to regain control (instead of selftalk), then will facilitate discussion of the stressor; ➤ Aide may label the stressor for Student; and ➤ Aide will help Student problem solve re stressor. 	<p>If Student is upset:</p> <ul style="list-style-type: none"> ➤ Student will recognize she is upset and accurately label her feeling level; ➤ Aide will offer Student a choice of using a calming/coping strategy in class or discussing the stressor with an adult (instead of self-talk); ➤ Aide may label the stressor for Student; and ➤ Aide will help Student problem solve re stressor. 	<p>If Student is upset:</p> <ul style="list-style-type: none"> ➤ Student will recognize she is upset and accurately label her feeling level; ➤ Student will initiate using a calming strategy/discuss stressor with adult (not use self-talk); ➤ Student will label the stressor by selecting it from a field of several choices offered by an adult; and ➤ The adult helps Student problem solve around the identified stressor. 	<p>If Student is upset:</p> <ul style="list-style-type: none"> ➤ Student will recognize she is upset and accurately label her feeling level; ➤ Student will initiates using a calming/coping strategy or initiate discussion of the stressor with an adult (rather than using self-talk); ➤ Student will label the stressor; and ➤ An adult will help Student problem solve around the stressor. 	<p>If Student is upset:</p> <ul style="list-style-type: none"> ➤ Student will recognize she is upset and refrain from using self-talk; ➤ Student will initiate discussion of the stressor with an adult; ➤ Student will label stressor communicate it to the adult; and ➤ Student and the adult problem solve around the stressor.

Current Behavior/ Right Now	By June 2015	By Fall 2015	By Winter 2015-16	By Early Spring 2016	By June 2016
<p>2. If Student needs assistance/clarification with an academic task:</p> <ul style="list-style-type: none"> ➤ Aide provides assistance to Student if Student needs help/is unclear on a task. 	<p>If Student needs assistance:</p> <ul style="list-style-type: none"> ➤ Aide will <i>not</i> sit by Student in class, but when Student needs help, she will <i>remind</i> Student to use a <i>signal</i> to request adult assistance. 	<p>If Student needs clarification:</p> <ul style="list-style-type: none"> ➤ Without prompting, Student will <i>raise hand</i> and Aide (or other adult) will respond by providing help/clarification. 	<p>If Student needs clarification with an academic task:</p> <ul style="list-style-type: none"> ➤ Student will <i>raise her hand</i> and the classroom teacher will provide assistance/clarification. 		<p>If Student needs help/clarification with task:</p> <ul style="list-style-type: none"> ➤ Student will <i>raise hand</i> and wait for teacher to respond to gain help from teacher.
<p>3. Regarding Student's ability to socially interact with peers:</p> <ul style="list-style-type: none"> ➤ Student may call out things that are inappropriate to share with that person or audience or are inappropriate to share at that time (i.e., no "filter"), such as discussing bodily functions. ➤ Student may refuse to work in a <i>group w/peers</i>. 	<p>Regarding Student's ability to socially interact with peers:</p> <ul style="list-style-type: none"> ➤ During class, Student will agree to work with a partner or a group of peers to follow a <i>written rubric</i> clarifying group work expectations and roles of group members. ➤ Given example social situations, Student will correctly <i>label</i> them as socially appropriate or inappropriate. 	<p>Regarding Student's ability to socially interact with peers:</p> <ul style="list-style-type: none"> ➤ Student will <i>self-monitor</i> her ability to work collaboratively with peers when asked. ➤ Student will correctly identify <i>appropriate and inappropriate conversational topics</i> for various audiences and situations. 	<p>Regarding Student's ability to socially interact with peers:</p> <ul style="list-style-type: none"> ➤ Student will correctly identify <i>appropriate and inappropriate conversational topics</i> for various audiences and situations. ➤ Student will <i>self-monitor</i> her use of <i>appropriate and inappropriate conversational topics</i> and engage in <i>accurately rating</i> herself on her use of these each day. 		<p>Student will be able to <i>work productively and collaboratively</i> with a variety of peer partners to complete projects and other academic tasks.</p> <p>Student will <i>refrain from making socially inappropriate statements</i> during class.</p>

Current Behavior/ Right Now	By June 2015	By Fall 2015	By Winter 2015-16	By Early Spring 2016	By June 2016
<p>4. If Student is having difficulty promptly organizing/ managing her materials:</p> <ul style="list-style-type: none"> ➤ Aide gives verbal prompts to help Student organize and select materials. 	<p>If Student is having difficulty promptly organizing/ managing materials:</p> <ul style="list-style-type: none"> ➤ Aide may give <i>indirect prompts</i> (questions) or remind Student to look at <i>peers</i> to know what is needed. 				<p>Student will be able to <i>manager her materials independently.</i></p>

Example: Tips for Implementing the Plan for Facilitating Independence/Fading Adult Support



Student: Student Student

Revision Date: 01/12/2014; 05/07/2014

Step 1: Recognizing Feelings

Student will recognize she is upset by interpreting her own somatic signs of agitation.

Ideas for Facilitation:

- ✚ When you notice a physical sign that conveys agitation, remind Student to do a quick “check”.
- ✚ Signs that appear to convey agitation for Student include tense muscles, fists clenched, fidgety body, higher/squeaky voice, rapid blinking of eyes, lack of eye contact/avoids eye contact.
- ✚ Review list of the signs, discuss with Student, incorporate her terminology, then put these on a check-in chart for her to review.
- ✚ Take data on when Student becomes upset to look for patterns and refine interventions.

Step 2: Using Self-Calming Strategies

Student will use self-calming strategy when prompted, then discusses why upset.

Ideas for Facilitation:

- ✚ Provide Student with a list of self-calming strategies for her to use.
- ✚ Options for self-calming should include using a stress ball (since she shared this idea) and writing about how she is feeling/what is upsetting her in a personal journal.

Step 3: Choice-Making

Given a choice between using a calming/ coping strategy in class or discussing the stressor with an adult; Student will select one of these options and perform it.

Ideas for Facilitation:

- ✚ Provide Student with a list of self-calming strategies for her to use.
- ✚ Provide a “flow chart” for engaging in this type of stressor discussion (or “processing”) that the adult can use with Student.

Step 4: Initiation

1. Student will initiate using a calming strategy or discussion of the stressor with an adult. During discussion, Student will label the stressor by selecting it from a field of several choices offered by an adult.
2. When Student needs help/clarification with an academic task, Student will use a *signal* to initiate her request for adult assistance (using a 2 sided card).

Ideas for Facilitation:

- ✚ Create a list of several choices of possible stressors for Student to use to identify her stressor.
- ✚ Create a signal for Student to use to request assistance from an adult (i.e., a 2 sided card for “I got this on my own” or “I’m confused/I need help”, or other signal selected by Student).

Step 5: Identifying Stressors

Student will initiate discussion of the stressor with an adult. During discussion, Student will label the stressor without being offered choices of stressors.

Idea for Facilitation:

- ✚ Provide a “flow chart” for engaging in this type of stressor discussion (or “processing”) that the adult can use with Student.

Step 6: Problem-Solving

Student will recognize she is upset, initiate discussion of the stressor with an adult, label the stressor, and engage in problem solving around the stressor with an adult.

Idea for Facilitation:

- ✚ Provide “flow chart” for engaging in the stressor discussion that an adult can use to help Student move quickly through the process.