

FADING BEHAVIOR SUPPORTS



Once students have achieved their behavior goals, teams should utilize the sequence below to fade behavior supports and increase student independence. It is recommended to fade only one intervention at a time and allow at least 3 weeks to assess student progress before fading the next intervention.

1. MONITOR & PROMPT

Reduce the number of monitoring checks on the student throughout the day. If the student continues to make progress and demonstrate independence, eliminate classroom monitoring all together.



THEN

2. SOCIAL SKILLS INSTRUCTION

Reduce the frequency of instruction to 1-2 times per week. If the student continues to make progress and demonstrate independence, eliminate instruction altogether.



THEN

3. FEEDBACK LOOP

Reduce the number of intervals of feedback. If the student continues to make progress and demonstrate independence, eliminate feedback altogether. When feedback is discontinued, data collection should maintain in order to monitor student progress.



THEN

4. CHECK-IN/ CHECK-OUT

Reduce intensity by eliminating end of day Check-out. If the student continues to make progress, remove the DBRC from the morning Check-in. If the student continues to make progress and demonstrate independence, eliminate Check-in/Check-out altogether. Maintain the connection and relationship with the mentor.



DATA SOURCES

Utilize Progress Monitor daily average and interval reporting to measure student skill acquisition. Utilize Staff Support Levels to measure student independence.

