<p align="center">**Independence Skills and Fading Supports Plan Protocol**</p>

Through the use of fade/independence plans students' skill deficits in independence are specifically addressed. Also, instructional goals are set to help foster peer relationships, increase executive functioning repertoires, and help prepare students for their LRE through skill building.

1. Complete Independence Skills Questionnaire (see page 2)

2. Complete the Independence Skills and Fading Supports Grid (see page 3)

3. Complete the Paraprofessional's Responsibilities Chart (see page 4)

4. Conduct a meeting with Case Manager, General Education Teacher, Paraprofessional and Administration to discuss Independence Skills and Fading Supports Plan

5. Communicate with family (in-person or remotely) to discuss findings and revise the IEP as needed.

Independence Skills Questionnaire

Student's Name: _____ Grade:_____ Case Manager:_____

1. What is the Student's current academic status (report grades or description of ungraded)?

2. What curriculum and/or instruction modifications are utilized for the student?
    - Are the materials and activities differentiated for students chronologically, based on ability level and/or based on the student's interests? How?

    - Which of the following areas are included in the student's IEP? (check all that apply)
        ☐ Communication   ☐ Academics   ☐ Social Skills   ☐ Self-care   ☐ Recreation/leisure
        ☐ Vocational Skills   ☐ Other
    - Are there any devices or equipment the student uses that may relate to their need for assistance?

    - What activities, if any are difficult for the student?

3. What level and frequency of prompting does the student currently require throughout their day?

Level of Prompting (3 = Mostly Independent; 0 = Highly dependent			
3	**2**	**1**	**0**
Level of prompts: With minimal or no prompts, child demonstrates skills related to outcome /goals	With general prompts child demonstrates skills related to outcome/goals	With specific prompts/direct model, child demonstrates skills related to outcome/goals	Even with a direct model, child does not demonstrate skills related to outcome/goals
Frequency of prompts: Child rarely needs prompts to demonstrate skills related to outcome/goals	Child needs occasional prompts to demonstrate skills related to outcome/goals	Child needs frequent prompts to demonstrate skills related to outcome/goals	Even with constant prompts, child does not demonstrate skills related to outcome/goals

4. What types of prompting does the student currently receive?

    ☐ Gestural
    ☐ Verbal
    ☐ Visual
    ☐ Model
        ☐ Partial model (i.e., When teaching a learner how to raise his hand during class, the teacher raises her hand part of the way)
        ☐ Full model (When teaching a learner how to raise his hand during class, the teacher raises her hand while saying, "Raise hand.")
    ☐ Physical
        ☐ Partial physical (i.e., tapping, nudging, lightly guiding/holding pencil for writing)
        ☐ Full physical (i.e., Hand over hand for writing)

Independence Skills and Fading Supports Plan

Check areas of intensive need that might require paraprofessional support:

Health/Personal Care	Behavior	Instruction	Inclusion
☐ G-tube feeding* ☐ Medication* ☐ Suctioning* ☐ Food preparation ☐ Diaper changing ☐ Feeding-full support ☐ Seizures* ☐ Lifting/Transfers ☐ Other: *Specialized physical health care plan or emergency plan.	☐ Behavior plan implementation or documentation ☐ Behavior chart ☐ Physically aggressive ☐ Non-compliant in class ☐ Runs away ☐ Self-injurious ☐ Other:	☐ Unique strategies not typical for class ☐ Visual communication system ☐ Structured teaching ☐ Requires prompts (see below) ☐ Assistive technology support ☐ Sign language ☐ Other:	☐ Instructional support ☐ Physical support/positioning Safety supervision ☐ Social support ☐ Transitions ☐ Recess/lunch ☐ Other:

Fading Supports and Independence Skills Plan

Time and activity/ subject	What can the student do independently?	What skill/s does the student require assistance with? How will independence be promoted? What is/are the goal?	Current prompt levels para support will provide, including intervention steps, and accommodations	Weekly Progress GM=Goal Met P=Progress M=Maintaining R=Regressing			
				GM	P	M	R
				GM	P	M	R
				GM	P	M	R
				GM	P	M	R
				GM	P	M	R
				GM	P	M	R
				GM	P	M	R

The Paraprofessional's Responsibilities

Non-instructional Support Responsibility	Training	Priority	Instructional Support Responsibility	Training	Priority