



## Strategically reduce time 1:1 aide spends with child

Fade plans will look different for different students.

"It's definitely based on [the child's] needs and looking at the different behaviors that warranted the aide in the first place," said Deb Ungar Ettinger, a school attorney at [Atkinson, Andelson, Loya, Ruud & Romo](#) in San Rafael, Calif. She shared this example of a fade plan that she thought was particularly well done:

A child with medical problems who was on the autism spectrum did well in the small, structured environment of his special day class but had problems on the school bus. His IEP team put an aide with him on the bus, and he started doing well there as well. Based on the student's progress, his teacher created a two-month fade plan for the bus aide. Every week, the student had to demonstrate a certain amount of behaviors or less. If the data collected showed that the student didn't meet the number, he would resort back to the previous step of the plan. If he did meet the number, then he moved on to the next step in the plan, where the number of behaviors went down.

"That's a really good example of a good fade plan that has the data on how many times the behavior is occurring, and how we want to see it reduce over time enough that we all feel confident that an aide is no longer needed," Ettinger said.

Analyze the daily activities of the child, said Aaron Stabel, director of [BCI, Inc.](#) and [Behavior Advantage, LLC](#) in Truckee, Calif. Rank how involved the aide is during those activities and to what capacity. Determine when you can start implementing practices to fade aide support during one or more of those daily activities. "Start chipping away at it that way," Stabel suggested.

For some with more involved disabilities you might see, for example, an eight-week plan where every week the time that the aide spends with the student is reduced by even as little as 15 minutes, Ettinger said. At the end of the eight-week period, the IEP team would reconvene to evaluate the situation.

"It really does depend on the child," Ettinger said. "It should be based on data, and that student's aide should be collecting that data." How many times a week, or a day, did the

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child do this or that? The aide should be updating a tally sheet so the team has solid information, she said.

Use the data the aide has collected to link all the information you have together, Stabel said. Look at the child's present levels of performance and document how the aide is going to build student independence and fade his support. "I think that's an important piece that often missed," he said. "What is the aide going to do differently in order to fade involvement? I think that should be part of a fade plan."

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