

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Frequently Asked Questions: Transitioning to the Independence and Access Planning Framework

Why are we changing the name from "SCIA" to "Independence and Access"?

The name change from "Special Circumstance Instructional Assistance" (SCIA) to the "Independence and Access Planning Framework" is part of a decade-long review and revision of our policy. The new name better reflects our core philosophy and a shift in special education service delivery toward more inclusive, strengths-based practices. The framework and its tools are designed to help IEP teams identify what a student needs to build **independence** and **access** learning opportunities in all settings.

Does this change affect my child's services or rights under the law?

No. This change is in name only. It does not alter your child's legal rights under the Individuals with Disabilities Improvement Education Act (IDEA 2004) or California law. The San Mateo County SELPA is still required to provide a full continuum of placement options for all students with identified disabilities. The goal remains to provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

What is the goal of the Independence and Access Planning Framework?

The primary goal is to encourage, promote, and maximize a student's independence. The IEP team is responsible for creating a program that helps a student progress toward this goal. The framework uses a strengths-based approach to guide teams in making thoughtful decisions about accommodations, services, and supports that prioritize equity and inclusion.

What are "natural supports" and why are they a priority?

Natural supports are the aids and services already available in a classroom or school setting, such as help from peers or other existing school staff. The policy emphasizes using these supports whenever possible because studies have shown that excessive or unnecessary paraprofessional support can inadvertently create negative effects.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

These effects can include:

- **Unnecessary Dependence:** A student may hesitate to participate without a paraprofessional's direction or prompts.
 - **Interference with Peers:** A paraprofessional can create physical or symbolic barriers that limit interactions between a student and their classmates.
 - **Limited Access to Competent Instruction:** A paraprofessional may not be skilled in providing competent instruction, and teachers may be less involved if a student already has an adult with them.
-

When would a student be considered for 1:1 support under this new framework?

Before adding 1:1 support, the team must first determine if natural supports and/or existing staff supports are not adequate for the student to participate and progress. The team must also consider how quickly the support can be faded and develop a plan for systematically reviewing progress toward independence.

How will my child's progress with 1:1 support be monitored?

The IEP team is responsible for monitoring a student's progress to ensure that any additional 1:1 support can be faded as soon as possible. This is critical because unmonitored 1:1 support can unintentionally foster dependence. The new framework outlines a process for IEP documentation, monitoring, and fading of services.

Is an Assessment Plan Required?

Determining a student's IEP related services need is a data-driven decision. There are some instances in which an IEP team can determine the need for 1:1 support using existing objective data regarding a student. However, in specific circumstances where an IEP team cannot come to a consensus, a formal evaluation through an Assessment Plan will need to be administered. Data and results collected through a formal assessment will provide those IEP teams with the comprehensive data necessary to make a fully informed decision. A Functional Behavior Assessment ("FBA") may be a district's formal assessment used in determining the need for a student's intensive supports, such as an Independence and Access 1:1 provider.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Why is a Fade Plan necessary?

The Fade Plan is one of the most important parts of the Independence + Access Planning Framework, especially when your student receives **intensive one-on-one support** (like a dedicated staff member).

Think of the Fade Plan as your student's **"exit strategy for success."**

The main reasons it is so important are:

1. **Focuses on Independence:** The ultimate goal of special education is to help your child become as independent as possible. A Fade Plan keeps your student's whole IEP team informed and focused on that target. It clearly identifies the specific skills your child needs to attain and become proficient at in order to progress and access school independently. Knowing how to self-manage behaviors or self-advocate when needing help, without the need of an adult, are essential skills we aspire for all students to achieve to lead a successful life.
2. **Ensures Purposeful Support:** If extra personnel are added to support your student, they must be purposeful. The Fade Plan requires the team to clearly define *why* the support is needed and exactly *how* and *when* it will be gradually reduced. This prevents a student from becoming overly reliant on one person, which can inadvertently limit their growth and social interactions.
3. **Built-in Accountability & Review:** The plan requires the team to periodically collect specific data and to review the support's effectiveness of the extra personnel support **at least every three months (quarterly)**. This means the support is never simply forgotten. If your child makes meaningful progress, the plan ensures the team is ready to make a formal recommendation to reduce or exit the 1:1 service and celebrate your child's achievements towards greater independence!

In short, the Fade Plan protects against dependence. It ensures that any intensive help is a **temporary, strategic tool** designed to build lasting skills, rather than a permanent fixture that inadvertently limits your child's access and future independence.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Independence + Access Planning Framework

The Independence + Access Planning Framework is a decision-making tool designed to guide IEP teams when concerns arise about a student's ability to make progress toward IEP goals or access their education. It ensures that decisions are data-driven, collaborative, and transparent, with a clear focus on building student independence and promoting meaningful access across school settings.

- For Parents and Families
 - Provides clarity on how concerns are addressed within the IEP process.
 - Ensures transparency in the data collected, the decision-making process, and the supports recommended.
 - Emphasizes independence as the ultimate goal, with built-in fade planning and ongoing progress monitoring.
- For Teachers and School Staff
 - Offers a structured process for raising concerns and gathering data.
 - Provides tools (observation forms, rubrics, summary sheets) to document supports, analyze effectiveness, and guide next steps.
 - Helps identify whether student needs can be addressed through natural supports such as programmatic updates or whether additional personnel are required.
- For Administrators and Specialists
 - Ensures consistency in decision-making across schools and teams.
 - Provides a common language and structure for discussing student needs.
 - Builds accountability by requiring fade plans, data monitoring, and periodic review when 1:1 services are added.

Ultimately, this framework helps all team members work together to balance access and independence, ensuring that any additional supports are purposeful, individualized, and systematically reviewed.

NOTE: This framework provides a general overview of the steps that an IEP team may go through to determine what, if any, additional programmatic or personnel supports are required in order for the student to receive Educational Benefit.

Approved by SELPA Governing Board January 9, 2026

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Step 1: Initial Referral and Identification of Concern

The process begins when a student is identified as possibly needing additional support by any member of the IEP team.

Referral Triggers:

- Concern regarding **student's progress toward IEP goals**
- Concern regarding **access to education** (particularly in general education settings)

Primary reasons for concern may include:

- **Behavioral challenges** impacting learning or safety
- **Inclusion and access to academics** in a general education setting
- **Health and medical needs** that affect access or independence

Possible Actions:

1. IEP Meeting is scheduled to discuss concern
2. Case Manager (or other identified certificated IEP Team Member) facilitates a conversation documenting existing supports, program details, and relevant health/behavior plans.

Step 2: Data Gathering and Observation

The IEP team must collect objective data to best understand the student's needs. An IEP meeting to review the data collected should convene no later than 30 days after the identification of a concern/need.

Below are some suggested tools that your district can select to use, to assist your IEP teams in collecting objective data:

Possible Data Collection Methods:

- **In-person classroom observations** (conducted by a school psychologist, administrator, or other specialist).
- **Fidelity check** of implementation of existing supports (e.g., Behavior Intervention Plan).
- **Review of existing data** (progress monitoring, academic and behavioral records).
- **Review of progress toward IEP goals.**
- **Structured team interviews** with teacher(s), paraeducators, and related service providers.
- **Environmental analysis** of independence and access throughout the school day (classroom, playground, transitions, lunch, etc.), including review of current structures and supports.

NOTE: Districts should choose the forms that will assist their IEP teams in gathering information to address the student's presenting need(s). There are no "required" forms, rather they are offered as tools and resources. This list is non-exhaustive.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Step 3: Data Integration and Analysis

The IEP team synthesizes all collected data.

Possible Actions:

- **Independence and Access Rubric** completed collaboratively to ensure consistent ratings across domains.
- **Review of IEP Goals and BIP** (ensuring goals are appropriate and BIP is effective/implemented with fidelity).
- **Summary Sheet** completed to capture findings, highlight areas of concern, and note supporting evidence.

Step 4: Decision Making and Action Planning

The IEP team integrates all objective data to determine student's needs and develop an action plan focused on maximizing natural support provided.

Possible Programmatic Updates:

- **Curriculum accommodations, adaptations and/or modifications**
- **Staff training** (general education, special education, related service providers, paraprofessionals)
- **Revise or update** Behavior Intervention Plan (BIP)
- **Update Health/Nursing Plan**
- Adjust or revise **behavior strategies and/or communication supports** (e.g., AAC devices)
- **Increase frequency of progress monitoring** and shorten data collection intervals
- Add or adjust **supplementary aids and services**, such as:
 - Lower staff-to-student ratio during targeted times (e.g., playground, group work)
 - Environmental supports (visuals, schedules, structured routines)
- **Possible Personnel recommendations:**
 - Addition or increase of Intensive Individual Services (IIS)
 - Addition or increase of Behavior Intervention Services (BIS)

Step 5: Fade Plan (Required if Personnel Services are Added or Increased)

If 1:1 or intensive services are provided, a **Fade Plan** must be developed and reviewed by *the appropriate staff member* at least Quarterly.

Fade Plan Requirements:

1. Clearly identify **student's need** for 1:1 or intensive services
2. Clear identify **targeted skills for independence**
3. Outline a **gradual release of support** (systematic reduction of staff involvement)
4. Define **data collection measures and thresholds for success**
5. Specify a **review schedule**: recommended at least **quarterly** (every 3 months)
6. Include **staff training** on fade strategies and independence-promoting practices

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

7. Document fade plan progress and when considering to fade services (either recommending to lower or end 1:1 services), convene an IEP team to make formal recommendations.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Step 2: Data Gathering - Resources and Tools Overview

Purpose

The IEP team must collect objective data to best understand the student's needs. An IEP meeting to review the data collected should convene no later than 30 days after the identification of a concern/need.

Below are some suggested tools that your district can select to use, to assist your IEP teams in collecting objective data:

Possible Data Collection Methods:

- **In-person classroom observations** (conducted by a school psychologist, administrator, or other specialist).
- **Environmental analysis** of independence and access throughout the school day (classroom, playground, transitions, lunch, etc.), including review of current structures and supports.
- **Fidelity check** of implementation of existing supports (e.g., Behavior Intervention Plan).
- **Review of existing data** (progress monitoring, academic and behavioral records).
- **Review of progress toward IEP goals.**
- **Structured team interviews** with teacher(s), paraeducators, and related service providers.

NOTE: Districts should choose the forms that will assist their IEP teams in gathering information to address the student's presenting need(s). There are no "required" forms, rather they are offered as tools and resources. This list is non-exhaustive.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Environmental Analysis and Classroom Observation Form

This set of tools is offered to San Mateo County SELPA member districts as a resource for IEP teams to collect objective, comprehensive data regarding a student's independence and access needs throughout the school day.

Purpose

To guide the IEP team in systematically collecting objective data to best understand the student's needs for independence and access across various school environments, in preparation for an IEP meeting.

Instructions

The IEP team should select and utilize the forms that will best assist in gathering information to address the student's presenting need(s). An IEP meeting to review the data collected should convene no later than 30 days after the identification of a concern/need.

Considerations

More than one observation of the student in all relevant settings, and more than one observer of the student is strongly suggested.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Environmental Analysis Form

Purpose: To guide the IEP team in systematically collecting objective data to best understand the student's needs for independence and access across various school environments, in preparation for an IEP meeting.

Instructions: This section should be completed by the Special Education Case Manager or a knowledgeable team member prior to the observation. The goal is to provide a detailed and accurate analysis of the student's current structures and supports before the observation occurs.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Environmental Analysis Form

Student Name:		School:	
Student DOB:		Case Manager:	
Date completed:		Completed by:	

<p>A. Classroom and Individual Schedules</p> <ul style="list-style-type: none"> ● Is there a posted classroom schedule? <input type="checkbox"/> Yes <input type="checkbox"/> No ● The classroom schedule includes: <input type="checkbox"/> times <input type="checkbox"/> activities <input type="checkbox"/> locations ● Is there an individual student schedule? <input type="checkbox"/> Yes (answer below) <input type="checkbox"/> No ● Student's schedule format: <input type="checkbox"/> object <input type="checkbox"/> icon <input type="checkbox"/> photograph <input type="checkbox"/> word <input type="checkbox"/> other: ● Student's ability to follow schedule: <input type="checkbox"/> independent <input type="checkbox"/> with physical prompts <input type="checkbox"/> with direct verbal prompts <input type="checkbox"/> inconsistent <input type="checkbox"/> with indirect verbal or gestural prompts 	<p>C. Behavior Support</p> <ul style="list-style-type: none"> ● Is there a Positive Behavior Support Plan/Behavior Intervention Plan? <input type="checkbox"/> Yes (attach/link a copy) <input type="checkbox"/> No ● Is the plan based on a Functional Behavior Analysis (FBA)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In process <input type="checkbox"/> Need to initiate ● How effective is the plan in addressing the student's needs? <input type="checkbox"/> very <input type="checkbox"/> moderately <input type="checkbox"/> mildly <input type="checkbox"/> not at all ● What supports exist for implementing the plan (e.g., self-monitoring, other adults)?
---	---

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

<ul style="list-style-type: none">● Student's use of the schedule: <input type="checkbox"/> student carries schedule <input type="checkbox"/> student goes to schedule board <input type="checkbox"/> teacher carries and shows the schedule	
<p>B. Curriculum and Instruction</p> <ul style="list-style-type: none">● Check the curricular domains included in the student's program:<ul style="list-style-type: none"><input type="checkbox"/> communication<input type="checkbox"/> pre-vocational/ vocational<input type="checkbox"/> domestic skills<input type="checkbox"/> recreation/leisure<input type="checkbox"/> self-care<input type="checkbox"/> motor skills/mobility<input type="checkbox"/> academics<input type="checkbox"/> social skills<input type="checkbox"/> other:● List any specialized equipment or devices used/available:	<p>D. Data Systems and Collection</p> <ul style="list-style-type: none">● Is data collected on IEP objectives and/or the behavior plan? <input type="checkbox"/> Yes (answer below) <input type="checkbox"/> No● How often is data collected? <input type="checkbox"/> daily <input type="checkbox"/> weekly <input type="checkbox"/> monthly <input type="checkbox"/> other:● How is data summarized? <input type="checkbox"/> graphed <input type="checkbox"/> written narrative <input type="checkbox"/> other:
<p>E. Environmental Considerations</p> <ul style="list-style-type: none">● Classroom light, sound, and visual demands are sufficient or supportive of the students' needs.● Is there a clear classroom management structure to an outsider?● Are all staff interacting with the student trained in the district adopted crisis prevention, intervention, and management protocols (Safety Care/CPI)?	

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Environmental Analysis Form

Purpose: To guide the IEP team in systematically collecting objective data to best understand the student's needs for independence and access across various school environments, in preparation for an IEP meeting.

Instructions: This section should be completed by the Special Education Case Manager or a knowledgeable team member prior to the observation. The goal is to provide a detailed and accurate analysis of the student's current structures and supports before the observation occurs.

Student Information

Student Name:		School:	
Student DOB:		Case Manager:	
Date completed:		Completed by:	

A. Classroom and Individual Schedules

- **Is there a posted classroom schedule?** Yes (answer below) No

- **The classroom schedule includes:** times activities locations

- **Is there an individual student schedule?** Yes (answer below) No

- **Student's schedule format:** object icon photograph word other:

- **Student's ability to follow schedule:** independent with physical prompts
 with direct verbal prompts inconsistent with indirect verbal or gestural prompts

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

- **Student's use of the schedule:** student carries schedule student goes to schedule board teacher carries and shows the schedule

B. Curriculum and Instruction

- **Check the curricular domains included in the student's program:** communication
 pre-vocational/vocational domestic skills recreation/leisure self-care
 motor skills/mobility academics social skills other:
- **List any specialized equipment or devices used/available:**

C. Behavior Support

- **Is there a Positive Behavior Support Plan/Behavior Intervention Plan?**
 Yes (attach/link a copy) No
- **Is the plan based on a Functional Behavior Analysis (FBA)?**
 Yes No In process Need to initiate
- **How effective is the plan in addressing the student's needs?**
 very moderately mildly not at all
- **What supports exist for implementing the plan (e.g., self-monitoring, other adults)?**

D. Data Systems and Collection

- **Is data collected on IEP objectives and/or the behavior plan?**
 Yes (answer below) No

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

- **How often is data collected?** daily weekly monthly other:

- **How is data summarized?** graphed written narrative other:

E. Environmental Considerations

- Classroom light, sound, and visual demands are sufficient or supportive of the students' needs.
- Is there a clear classroom management structure to an outsider?
- Are all staff interacting with the student trained in the district adopted crisis prevention, intervention, and management protocols (Safety Care/CPI)?

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Staff Support Schedule

Instructions for Staff Support Schedule Form

This form is a tool for documenting and analyzing the student's need for staff support throughout the school day. It will be completed in two parts: one by the teacher and one by an objective observer.

Part 1: Teacher Completion

The teacher should complete columns 1 through 4 for the student's entire school day. The goal is to provide a detailed and accurate schedule of activities and existing support before the observation occurs.

- **Column 1: Classroom Schedule: Time/Activity:** List the duration and general schedule of activities for the entire school day.
- **Column 2: Group Size:** Indicate the number of students in the group or class during each time period.
- **Column 3: Primary Need:** Briefly describe the student's primary need during each activity, including any specific IEP goals being worked on.
- **Column 4: Description of Staff Support:** Describe the number of staff typically present in each setting across the school day, their roles, and their responsibilities during each time period. Be specific about what they are doing to support the student.

Part 2: Objective Observer Completion

The **objective observer** should be a member of the student's IEP team who is **familiar with the school environment and the student's program**, but **not the primary case manager**. This ensures the observation is informed by contextual understanding while maintaining objectivity.

- **Column 5: Observation by Objective Observer:** Be specific in describing the activities and the support the student requires. Focus on **objective, observable, and measurable** details. For example, instead of writing "student was off-task," write "student required a verbal prompt to return to task" or "student required a physical prompt to remain in their seat."

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Independence + Access: Staff Support

Student Name:		School:	
Student DOB:		Case Manager:	
Date of observation:		Observed by:	

To be completed by Case Manager Person Completing: Date completed:				To be completed by Observer: Observer name: Dates(s) of observation:
Classroom Schedule: Time/Activity	Group Size	Primary Need / Goals being addressed	Description of Staff Support	Observation
<i>Example 8:17 - ELA</i>	<i>22</i>	<i>Reading Comprehension</i>	<i>1 Classroom Aide</i>	

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Classroom Observation Form

Purpose: To guide the IEP team in systematically collecting objective data to best understand the student's needs for independence and access across various school environments, in preparation for an IEP meeting

Instructions: This section, including the Staff Support Schedule (included in Part 1 - Environmental Analysis), should be completed by the Objective Observer during an in-person observation. The observer should focus on objective, observable, and measurable details of the student's behavior and the utilization of support.

Part 2: In-Person Observation

This section should be completed during the observation.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Observation Details

Observation Setting:	
Observed by:	
Date of Observation:	
Time of Observation:	

<p>A. Observed Classroom Environment</p> <ul style="list-style-type: none">• Is the room organized with work areas defined and materials readily available? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe): • Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe): • Describe the student's use of their schedule (e.g., does the student carry it, go to a board, or is it used by the teacher)?	<p>B. Observed Behavior and Safety</p> <ul style="list-style-type: none">• Are specific positive behavior supports utilized for the student? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe): • Are appropriate safety procedures being used (district adopted prevention and intervention program/Safety Care/CPI)? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe): • Are appropriate medical procedures being used? <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe):
--	--

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

<ul style="list-style-type: none">● Other Classroom environment observations:	<ul style="list-style-type: none">● Describe the student's interaction with peers during unstructured activities (e.g., recess, lunch): ● Describe the student's interaction with non-classroom staff in a less structured environment: ● Other Behavior/Safety observations:
<p>C. Utilization of Support</p> <ul style="list-style-type: none">● Describe how existing assistance is utilized: ● Can current conditions be modified to meet the student's goals and objectives? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe): ● What other types of assistance are needed and why? ● Are there any other issues that need to be addressed?	

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Observation Details

Observation Setting:	
Observed by:	
Date of Observation:	
Time of Observation:	

A. Observed Classroom Environment

- **Is the room organized with work areas defined and materials readily available?**
 Yes No (Describe):
- **Do students follow the established classroom procedures and routines?**
 Yes No (Describe):
- **Describe the student's use of their schedule (e.g., does the student carry it, go to a board, or is it used by the teacher)?**
- **Other Classroom environment observations:**

B. Observed Behavior and Safety

- **Are specific positive behavior supports utilized for the student?**
 Yes No (Describe):
- **Are appropriate safety procedures being used (district adopted prevention and intervention program/Safety Care/CPI)?**
 Yes No (Describe):

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

- **Are appropriate medical procedures being used?**
 N/A Yes No (Describe):
- **Describe the student's interaction with peers during unstructured activities (e.g., recess, lunch):**
- **Describe the student's interaction with non-classroom staff in a less structured environment:**
- **Other Behavior/Safety observations:**

C. Utilization of Support

- **Describe how existing assistance is utilized:**
- **Can current conditions be modified to meet the student's goals and objectives?**
 Yes No (Describe):
- **What other types of assistance are needed and why?**
- **Are there any other issues that need to be addressed?**

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Fidelity Checklist for Implementation of Behavior Intervention Plan (BIP)

Purpose: This checklist supports the IEP team in gathering objective data in Step 2 by assessing whether a student's existing Behavior Intervention Plan (BIP) is being implemented consistently and accurately by all staff. High fidelity of implementation is necessary to determine the plan's true effectiveness.

Instructions: Please complete this checklist during *at least two separate observations* on different dates, ideally during times or activities when the target behavior is most likely to occur. Rate each item on the **1–5 scale** below based on what you observe, and use the notes section to capture any details that will support follow-up and team decision-making.

Rating Scale:

- **1 = Not implemented**
- **2 = Implemented rarely**
- **3 = Implemented sometimes**
- **4 = Implemented often**
- **5 = Implemented consistently as written**

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Behavior Intervention Plan (BIP) Review Form

1. PREVENTION: Are the environmental supports being used as planned?

	1	2	3	4	5
Classroom routines were in place and followed					
Visual supports, schedules, or cues were available and used					
Expected triggers/antecedents were minimized (seating, noise, independence level, etc.).					
The student was given clear directions and choices when appropriate.					

Notes / Observations:

--

2. FUNCTION & REPLACEMENT BEHAVIOR: Is the student being taught what to do instead?

	1	2	3	4	5
The replacement behavior was taught or practiced					
Student was prompted to use the replacement behavior before the problem behavior occurred					
Materials/visuals/curriculum needed to teach the replacement behavior were available.					

Notes / Observations:

--

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

3. REINFORCEMENT SYSTEM: Is reinforcement being used the way the BIP describes?

	1	2	3	4	5
Reinforcers were delivered immediately when the student used the replacement behavior					
Reinforcement provided matched the function (e.g. break, attention, item/activity, sensory)					
Staff used the planned system consistently throughout the activity / period					
Reinforcement was not given following the problem behavior					

Notes / Observations:

4. RESPONSE TO ESCALATION: Did staff follow the plan during different stages?

	1	2	3	4	5
Early cues or behaviors were noticed quickly					
Staff used the planned strategies (e.g. prompts, distraction, choice, break).					
During escalation: staff kept a calm, neutral tone					
During escalation: Safety procedures were used correctly					
During escalation: Directions were short / simple					
Post-Incident: Staff supported calming activities					
Post-Incident: Staff avoided giving consequences or discussion until student was fully calm					
Post-Incident: Student was reconnected with expectations and routines in a supportive way					

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Notes / Observations:

OVERALL IMPLEMENTATION FIDELITY

During this observation period, overall implementation fidelity was (Circle one):

High	Partial	Low	Unable to Determine
Most or all steps were followed as written.	Some steps were followed, others were missed.	Many key steps were not followed.	Observer unclear and unable to determine

What went well?

What needs adjustment/support?

In what areas does the classroom staff need coaching, materials, or a refresher?

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

IEP Goals Review

Purpose: This form provides a snapshot of a student's progress on their goals and the level of assistance they receive.

Student Name:		School:	
Student DOB:		Case Manager:	
Date completed:		Completed by:	

Instructions: For each goal, provide the information requested. Use the **Progress Code** and **Assistance Levels** to quantify progress.

Progress Code	Assistance Levels
<ul style="list-style-type: none"> ● 1: No Progress ● 2: 1-50% Met ● 3: 51-99% Met ● 4: Goal Met 	<ul style="list-style-type: none"> ● P: Physical Prompt ● V: Verbal Cue ● M: Modeling ● I: Independent

Goal <i>(as written in IEP)</i>	Goal Baseline	Progress Code	Assistance Levels	Intervention Strategies <i>(how goal is being taught/implemented)</i>	Comments <i>(Including frequency, duration, location of assistance)</i>

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Interview Forms

Purpose and Instructions

The *Independence + Access Teacher/Parent Interview forms* are designed to gather input from multiple perspectives—teachers, parents/guardians, service providers, and other IEP team members—regarding a student’s current levels of independence, participation, and access across school settings.

This tool may be used:

- During **IEP meetings, fade plan reviews, or other planning discussions** to inform decision-making.
- As part of the **data-gathering phase (Step 2)** of the Independence + Access Framework, prior to completing the *Independence and Access Summary Rubric*
- To ensure that the IEP team’s analysis includes insights from those who know the student best in different contexts—home, classroom, playground, therapy, or community settings.

Instructions for Completion:

- **Who Should Complete It:**
 - Any team member familiar with the student’s daily functioning (e.g., teacher, parent/guardian, instructional aide, service provider).
 - Multiple individuals may complete separate forms to reflect diverse perspectives.
- **How to Complete:**
 - Answer all questions as specifically and objectively as possible.
 - Provide concrete examples whenever possible (e.g., “During math centers, the student needs two verbal prompts to stay seated.”).
 - If an item does not apply, write “N/A.”
- **How the Information Is Used:**
 - Responses help the IEP team identify patterns of support, strengths, and barriers to independence.
 - The information informs discussion of **programmatic updates, potential personnel support needs, and development of a Fade Plan** if applicable.
- **Confidentiality:**
 - Responses are part of the student’s educational record and should be shared only with members of the IEP team or relevant school personnel.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Parent/Guardian Interview Form

Purpose: To gather parental input on the student's independence, participation and access across home and community settings, which informs the IEP team's analysis and decision-making.

Instructions: Please answer all questions as specifically as possible. Your rating should be relative to the typical expectations for your child's age and developmental level.

For the rating scale, use 1 (Never) and 5 (Always), write N/A if an item does not apply.

Student Information

Student name:	
Person completing:	
Relationship to student:	

Section 1: Daily Routines & Independence

My child transitions (e.g., from home to school, between activities at home) easily and independently. Circle below.

1 2 3 4 5

My child can complete self-care routines (e.g., using the bathroom, washing hands, eating, managing clothing) without adult help. Circle below

1 2 3 4 5

My child stays focused on tasks or follows directions without me needing to give verbal reminders. Circle below:

1 2 3 4 5

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Are there specific times or activities when your child needs extra help at school (e.g., getting from class to class, lunch, recess, changing for PE)? Please describe the kind of help needed:

Section 2: Learning & Participation

My child participates in learning activities (e.g., homework, learning games) independently. Circle below.

1 2 3 4 5

My child uses their school supports/tools (e.g., visual schedules, special technology, modified assignments) successfully. Circle below.

1 2 3 4 5

My child seeks out friends, plays with peers, and initiates social interactions without adult help. Circle below.

1 2 3 4 5

Section 3: Behavior & Safety

My child follows rules and directions in different environments. Circle below.

1 2 3 4 5

My child can move safely around our home or familiar places without a supervising adult nearby. Circle below.

1 2 3 4 5

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

My child exhibits behaviors that could lead to injury to themselves or others (e.g., running away, physical aggression). Circle below.

1

2

3

4

5

Behavior Plan: Is there a current plan in place to help manage your child's behavior? If so, is it working?

Safety Concerns: If your child exhibits behaviors that could lead to injury (running away or physical aggression), how often do they happen?

Section 4: Health and Medical Information

Medical Diagnoses: Does your child have any medical diagnoses that affect their school participation or independence? Please list and briefly describe.

Medications: Is your child currently taking any **medications** during the school day or at home that may impact attention, behavior, or energy level?

Health Conditions: Are there any **health conditions** (e.g., seizures, allergies, diabetes, asthma) that school staff should be aware of?

Recent Updates: Are there any recent medical updates or doctor's notes that may inform the IEP team's planning (e.g., physical activity limitations, therapy recommendations, recent evaluations)?

Does the student have any medical diagnoses that affect their school participation or independence? Please list and briefly describe.

Section 5: Summary of Needs

Most Important Need: In your own words, what is the single most important reason you feel your child needs more adult support during the school day?

Example of Need: Please share a specific example of a time when your child needed significant adult support. What happened, and what was the result?

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Teacher/Service Provider Interview Form

Purpose: The purpose of this form is to gather input from educators and service providers regarding the student's current levels of independence, participation, and access across school settings. This data is used by the IEP team to identify patterns of support, strengths, and barriers to independence.

Instructions: Answer all questions as specifically and objectively as possible, providing concrete examples whenever possible. Your rating should be relative to the typical expectations for the student's age and developmental level.

For the rating scale, use 1 (Never) and 5 (Always), write N/A if an item does not apply.

Student Information

Student name:	
Person completing:	
Relationship to student:	

Section 1: Daily Routines & Independence

The student transitions easily and independently between activities or locations on campus. Circle below.

1 2 3 4 5

The student initiates and completes self-care routines (e.g., using the bathroom, managing belongings, self-monitoring) without adult help. Circle below

1 2 3 4 5

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

The student stays focused on tasks or follows directions without me needing to give frequent verbal reminders. Circle below

1 2 3 4 5

Specific Support Needs: Are there specific times or activities when the student needs extra help (e.g., getting from class to class, lunch, recess, changing for P.E.)? Please describe the kind of help that is needed

Section 2: Learning & Participation

The student participates appropriately in learning activities (e.g., whole-group, small-group work) without frequent adult prompts. Circle below.

1 2 3 4 5

The student uses designated support tools/devices (e.g., visual schedules, A.A.C. devices) successfully and independently. Circle below.

1 2 3 4 5

The student initiates interactions with peers and participates in peer-based activities without needing adult facilitation. Circle below.

1 2 3 4 5

The student uses self-advocacy skills (e.g., appropriately asking for help, breaks, or expressing needs). Circle below.

1 2 3 4 5

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Section 3: Behavior & Safety

The student consistently follows directions and meets classroom behavior expectations. Circle below.

1 2 3 4 5

The student is able to move safely around the school and classroom without a supervising adult nearby. Circle below.

1 2 3 4 5

The current behavior plan (if one is in place) is effective and implemented with fidelity Circle below.

1 2 3 4 5

Safety Risk: Does the student exhibit any behaviors that could lead to injury to themselves or to others (e.g., running away or physical aggression)?

Frequency of Risk: If safety-risk behaviors occur, how often do they happen (e.g., daily, weekly, rarely)?

Section 4: Summary of Needs

Most Important Need: In your own words, what is the single most important reason you feel the student needs more adult support during the school day?

Example of Need: Please share a specific example of a time when you saw the student need significant adult support. What happened, and what was the result?

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Independence + Access: Summary Rubric

The Independence + Access Summary Rubric is designed to provide the IEP team with a clear, consistent, and data-driven method for analyzing a student's level of independence and access across educational settings. The rubric synthesizes findings from multiple sources of information gathered through the Framework, ensuring that decision-making is transparent, collaborative, and rooted in evidence.

The rubric:

- Summarizes data collected from tools such as:
 - *Classroom observation and environmental analysis*
 - *Staff Support Schedule*
 - *Interviews and Questionnaires*
- Highlights patterns of strength and need, supporting the IEP team in determining whether programmatic updates or additional supports are required.
- Provides a foundation for next steps, including potential adjustments to curriculum, behavior strategies, health and nursing supports, communication tools, staff training, or personnel recommendations.
- Ensures accountability by documenting the evidence that informs team decisions and by linking recommendations to a Fade Plan when intensive personnel supports are considered.

The Summary Rubric serves as the bridge between data collection and action planning, helping teams translate observations and information into meaningful, student-centered decisions that balance independence with access.

Instructions: The IEP team completes this collaboratively during Step 3, after all data (observations, interviews, goal reviews) have been gathered. Use the collected evidence to rate the student's level of independence in each domain. The resulting score and notes inform the team's decision regarding programmatic updates or the need for additional personnel support in Step 4.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Independence + Access: Summary Rubric

Student Name:		School:	
Student DOB:		Case Manager:	
Date completed:		Completed by:	

Independence and Access Rubric	Health + Personal Care	Behavior	Instructional Access	Peer Access
Level 0	Independently maintains all age-appropriate personal care and health needs without any assistance.	Independently addresses their own behavior needs, and required supports are similar to those of their peers.	Participates fully in whole-class instruction, stays on task, and follows directions with the same level of prompting as their peers. Requires few to no modifications to the core curriculum.	The student participates in the general education class and requires few modifications. They can find the classroom and usually socialize well with peers.
Level 1	Requires reminders or prompts to complete age-appropriate personal care activities. Any health care procedures or medication administration takes less than 10 minutes per day.	Usually follows adult directions but occasionally requires additional prompts. Requires adult assistance for 0-25% of the day to address behavior needs.	Participates with modifications or accommodations. Requires prompts to stay on task, follow directions, and remain engaged in learning 0-25% of the time.	The student needs occasional reminders of their room and schedule. They require some additional support to finish work and be responsible and need some social cueing to appropriately interact with peers. They require prompts to participate in general education and/or interact

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

				with peers 0-25% of the time.
Level 2	Requires reminders and occasional hands-on assistance for personal care. Health-related interventions require 10-15 minutes of daily intervention.	Consistently has problems following directions and behaving appropriately. Requires adult support for 26-50% of the day to address behavior needs outlined in a Behavior Intervention Plan (BIP).	Cannot always participate in whole-class instruction and may require smaller groups. They are on task about 50% of the time with support and require prompts and adult support 26-50% of the time.	The student participates with visual supervision and occasional verbal prompts. They may require visual shadowing to get to class and need modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation. They require prompts to participate in general education and/or interact with peers 26-50% of the time.
Level 3	Requires frequent physical prompts and direct assistance for personal care. Health-related interventions require 15-45 minutes daily.	Has serious behavior problems almost daily, which may be defiant or physically aggressive. Requires adult support for 51-75% of the day to address needs in a BIP and needs close visual supervision.	Has difficulty participating in a large group and requires a low student-to-staff ratio and close adult proximity. Requires verbal and/or physical prompts to stay on task 51-75% of the time.	The student requires adult staff in close proximity for direct instruction, safety, or behavior monitoring. Participation may require additional staff for direct instructional and behavioral support. They require direct supervision to and from class. They always require modifications and accommodations for classwork. The student requires an adult to facilitate social interaction

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

				with peers and remain in close proximity at all times.
Level 4	Requires direct support for at least 76% or all of their personal care and medical needs. This includes specialized procedures requiring a specially trained employee, or a two-person lift. Direct 1:1 assistance is required for 45 or more minutes daily.	Behavior problems have the potential for injury to themselves or others. Requires adult support for 76-100% of the day , with constant and focused supervision from a specially trained adult.	Cannot participate in a group without constant 1:1 support. They require constant verbal and physical prompting to stay on task and follow directions 76% or more of the time , and require specific 1:1 instructional strategies to benefit from their IEP.	The student rarely or never interacts with or is interested in peers. They require constant 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. They require 1:1 assistance to and from class 80% or more of the time. follow directions 76% or more of the time , and require specific 1:1 instructional strategies to benefit from their IEP.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Techniques to Promote Independence and Fade Plan Tools

Purpose

The *Techniques to Promote Independence Tool* and *Fade Plan Tool* support IEP teams in developing, documenting, and monitoring a structured plan for promoting student independence when intensive or 1:1 supports are added or increased.

This process helps ensure that:

- Independence goals are **specific, observable, and measurable**.
- Strategies to promote independence are clearly identified and consistently implemented.
- Data are systematically collected and reviewed to inform next steps.
- All staff involved understand the **fade process**, expectations, and progress-monitoring responsibilities.

The Fade Plan should be developed **immediately following the decision to add intensive personnel support** and reviewed **at least every three months** or sooner if data indicate progress or the need for adjustment.

Techniques to Promote Independence and Fading of Support

Purpose

The *Techniques to Promote Independence and Fading of Support* document is a **practical reference tool** developed to support teachers, paraprofessionals, and IEP team members in implementing strategies that promote student independence and the intentional fading of adult support.

Aligned with the **Independence + Access (I+A) Framework**, this resource translates the framework's principles into **daily instructional practice**. It outlines concrete techniques that can be applied across learning environments to help students build self-reliance, problem-solving skills, and confidence while maintaining meaningful access to their education.

Intended Use

This document is designed to:

- Guide educators and support staff in applying **consistent, research-informed techniques** that strengthen student autonomy.
- Support the **gradual release of responsibility**, ensuring that support is intentionally faded as students acquire and generalize new skills.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

- Align daily instructional practices with the **Fade Plan** developed by the IEP team, emphasizing data-based decisions and staff collaboration.
- Serve as a **reference and training tool** for staff and families to understand how independence can be systematically taught, supported, and monitored across all environments.

Teams should review and reference this document whenever:

- A **Fade Plan** is being developed or updated.
- IEP teams are considering changes to **Intensive Individual Services or Behavior Intervention Services**.
- Educators and staff are identifying strategies to balance **access, support, and independence** in a student's program.

How to Use This Document

- Review the list of techniques collaboratively as a team.
- Select and highlight the strategies most relevant to the student's current goals and areas of need.
- Document selected strategies within the student's **Fade Plan** or **IEP notes** to ensure consistency across staff and settings.
- Use the **data collection sheets** provided by the Case Manager to monitor implementation and track increases in student independence over time. Revisit and adjust strategies during each Fade Plan review or IEP meeting to reflect student growth and changing support needs.

Techniques to Promote Independence and Fading of Support

1. Watch before assisting. Determine if the student can problem solve or seek help independently.
2. Give extra processing time before intervening.
3. Maintain high expectations for student understanding and independence.
4. Provide a consistent classroom schedule (visuals, desk copies, reinforcement periods) and teach its use.
5. Use the least intrusive prompts first:
 - Gestural (hand or facial signals)
 - Timer
 - Verbal
 - Light physical
 - Hand-over-hand
 - Prompt, then back away to allow independence.
6. Leverage student strengths, interests, and motivators.
7. Apply the **Model-Guide-Check** approach: model the skill, guide practice, then check progress.
8. Explicitly teach independence skills (raising hand, asking for help, observing peers).
9. Praise independent attempts.
10. Direct the student to respond to the teacher.
11. Encourage the student to listen to teacher instructions; repeat only when necessary.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

12. Reinforce age-appropriate work habits by referencing peer examples.
13. Monitor proximity—sit or assist only when needed.
14. Encourage peer assistance and partnering; teach peers how to help without enabling.
15. Utilize self-monitoring checklists for student reflection.
16. Use color coding to support organization.
17. Incorporate transition objects to cue upcoming activities.
18. Break large tasks into smaller, manageable steps.
19. Use backward chaining to promote success and gradual independence.
20. Support development of independent communication methods (e.g., visuals, AAC, picture exchange).
21. Provide specific, situation-based positive feedback.
22. Use facilitative questions (“What comes next?” “What did the teacher say?”).
23. Offer meaningful choices to encourage engagement.
24. Maintain a log to track independence and need for assistance; use provided data collection sheets.
25. Establish clear **teacher–support staff signals** for when to intervene (e.g., teacher prompts three times before staff steps in).
26. Foster a classroom culture where supports are seen as beneficial for all students.
27. Identify alternate tasks or roles as supports are faded to maintain engagement and success.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Fade Plan

Purpose: The purpose of the Fade Plan is to provide a structured and measurable process for systematically reducing the level of adult support while ensuring the student maintains access, safety, and skills development.

Instructions: This plan must be completed by the IEP team or a designated subteam and is designed to create a clear path toward the student's increased independence.

Section 1: Student and Program Information

Student Name:	
School:	
Grade:	
Primary Area(s) of Concern	
Staff Assigned <i>(Name(s) and role(s) of assigned support personnel)</i>	

Section 2: Independence Goal

Instructions: State a concise, measurable independence goal, define the baseline support, the target independence level, and the specific criteria for success.

Goal Statement	Write a concise goal describing what the student will do independently and under what conditions (e.g., “Student will independently transition between classroom and therapy room with visual schedule and verbal reminder from staff no more than one time per week”).
Baseline Level of Support	Describe current level of adult assistance (e.g., constant proximity, physical prompts, verbal prompts).
Target Independence Level	Define the desired level of support (e.g., independent initiation, peer-supported, minimal adult prompts).
Criteria for Success	Specify measurable thresholds (e.g., “80% independent transitions over two consecutive weeks”).

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Section 3: Strategies to Promote Independence

Select from the *Techniques to Promote Independence and Fading of Support* document.

Instructions: Identify the specific techniques (e.g., least intrusive prompting, self-monitoring checklists) that will be used, detail how they will be implemented, and name the staff responsible for each strategy.

Selected Techniques	How the Strategy Will Be Implemented	Responsible Staff
(e.g., Wait before assisting, least intrusive prompting, peer partnering, backward chaining, self-monitoring checklists, etc.)	Describe how and when the technique will be applied (e.g., “Staff will wait 10 seconds before offering verbal prompt to allow processing time”).	Identify the responsible teacher/support staff.

Section 4: Data Collection Plan

Instructions: Specify the quantitative and qualitative data to be collected (e.g., frequency of prompts, time to task completion), the method/tool (e.g., Daily Data Sheet), the frequency, and the staff responsible for collecting it.

Data to Be Collected	Tool / Method	Frequency	Responsible Staff
(e.g., Frequency of prompts, duration of independence, task completion, successful transitions, etc.)	(e.g., Independence Tracking Log, Daily Data Sheet, Checklist)	(e.g., Daily, Weekly)	

Additional Guidance:

- Use quantitative data (e.g., number of independent attempts, prompt frequency, time to task completion).
- Include brief qualitative notes (e.g., environmental context, student affect).
- Review data collaboratively with the IEP team or designated subteam at least monthly.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Section 5: Monitoring and Review

Instructions: Review the data collaboratively with the team or subteam at least monthly. Document progress and schedule the next review date, which must be at least every 3 months

Next Review Date	(Must be scheduled at least every 3 months)
Team Members to Review Progress	(List staff, service providers, family members)
Progress Summary / Next Steps	(Document after each review: continue, revise strategies, or begin fade reduction phase.)

Section 6: Fade Progression Plan

A structured sequence for *reducing support* while maintaining access and safety.

Instructions: Create a structured sequence of stages, describing the reduction in support at each stage and setting clear data indicators for advancement to the next stage.

Stage	Description	Data Indicator for Advancement
Stage 1	Current support level (e.g., staff seated next to student for all academic tasks).	Data shows 80% engagement with verbal prompting only.
Stage 2	Reduce proximity (staff within 3–5 feet, verbal prompt as needed).	Student maintains engagement $\geq 75\%$ of time with minimal prompts.
Stage 3	Staff supports from a distance (within classroom, nonverbal cues only).	Student maintains independence for full activity.
Stage 4	Independent functioning with periodic check-ins.	Student maintains independence across 3 consecutive review periods.

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065 · (650) 802-5306 · selpa.smcoe.org

Additional Resources for IEP Teams

PENT Resources

- [Essential 10 Rubric for Behavior Intervention Plan Review](#)
- [Proactive Classroom Strategies](#)
- [Least to Most Prompting Hierarchy](#)
- [Accommodations vs. Modifications \(with exemplars\)](#)

Tools to support goal development and progress monitoring:

- [Inventory of Good Learner Repertoires](#)
- [Activity Matrix for IEP implementation throughout school day](#)

What is age appropriate?

- [Developmental Milestones](#)

Relevant Research:

- [Be Careful What you Wish for: Five Reasons to be Concerned about the Assignment of Individual Paraeducators](#) - article