



PBSIS

Helping Schools Build Systems of Support

Developing a Check-In System Exit Plan

RUTGERS

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THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

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Considerations for Exiting the Intervention

- When the student meets the goal criteria, it is time to think about fading the student out of the check-in system intervention
- There is lots of information available for academic intervention exit criteria, but we lack guidance for behavior interventions
- The following will provide some considerations for developing and implementing a fading plan



Exit Criteria Considerations

	Questions to Consider
	<i>The student feels confident about fading back features of the check-in system.</i>
	<i>The student made steady and consistent progress toward the goal.</i>
	<i>We have considered critical events occurring in the student's life that may impact an exit transition.</i>
	<i>We have identified essential features most influential on the student's progress to initially maintain.</i>
	<i>We have considered student input to design the fading plan.</i>
	<i>We have considered the extent to which intervention enhancements need to remain in place during the fading process.</i>
	<i>We have considered the need to transition the student to other naturally occurring or less structured opportunities as part of the exit plan</i>



Considerations for Exiting the Intervention

- Considerations for exit criteria can be organized into four categories:
 - Student Preference
 - Risk Factors for Relapse
 - Ease of goal attainment
 - Soft landing to other forms of intervention features



Student Preference

- *How confident does the student feel about fading back the check-in structure?*
 - Are they enthusiastic to begin fading or do they express a worry?
- *What are the student's preferences about how to begin fading back the intervention?*
 - Is there an aspect of the intervention they feel most comfortable with fading first?



Risk Factors for Relapse

- *What, if any, other events are occurring in the student's life that may increase the risk of relapse?*
- *Which features of the intervention has been most influential in the student's success?*
 - Consider leaving these features and begin fading other features



Ease of Goal Attainment

- *How easy or difficult was it for the student to achieve their goal?*
 - Student progress was steady and consistent
 - Student progress was inconsistent, stalling or regressing one or more times



Ease of Goal Attainment

- *To what extent did the student need enhancements to system to achieve their goal?*
 - The student did not need any enhancements
 - The student needed 1-2 enhancements
 - The student needed 3 or more enhancements



Soft Landing Considerations

- *How can you embed features of the check-in system to occur naturally within the student's routines?*

Check-in System Features	Examples of Naturally Occurring Features for Transition
<i>AM/PM Checks</i>	<ul style="list-style-type: none">• Teach the student to use a Talk Time Request and rubric to schedule appointments• Enroll the student in a weekly group• Support the student to join clubs or student committees
<i>End of Class Feedback</i>	<ul style="list-style-type: none">• Use of school-wide tickets to provide reinforcement• Provide feedback typical to naturally occurring routines• Teach the student to self-monitor / self-rate their performance• Use peer to peer class management strategies (e.g., tootling)



4 Week Sample Fading Plan

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
AM Check	X	X	X	X	X
End of Class Feedback	Continue feedback Eliminate ratings	Continue feedback Eliminate ratings	Continue feedback Eliminate ratings	Continue feedback Eliminate ratings	Continue feedback Eliminate ratings
PM Check	X	X	X	X	X

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
AM Check	X	X	X	X	X
End of Class Feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback
PM Check	X	No PM	No PM	No PM	X



4 Week Sample Fading Plan

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
AM Check	X	No AM	No AM	No AM	No AM
End of Class Feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback
PM Check	X	No PM	No PM	No PM	X

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
AM Check	X	No AM	No AM	No AM	No AM
End of Class Feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback	Naturally occurring feedback
PM Check	No PM	No PM	No PM	No PM	X

