

Facilitator's Guide

Generalization Plans and Fading Plans

Professional Learning Library

Intended Audience:

Special Education Teachers, Behavior Interventionists, School Psychologists, School Social Workers, Administrators

Estimated Time:

60 minutes

Delivery Format: In-Person | Virtual | Hybrid

In-Person

Facilitator Role(s) and/or Background:

BCBAs, Behavior Interventionists, School Psychologists, School Social Workers, Special Education Teachers with Instructional Strategist II: Behavior Disorders, Individuals with strong behavioral backgrounds

Date / Version:

January 2026 / Version 1

Overview

Description of Learning Materials:

This course is designed to be completed in a single, 60- minute session.

Learning Objectives

By the end of this session, participants will be able to:

- Explain the importance of Generalization Plans and Fading Plans
- Identify the corresponding sections of the Behavior Intervention Plan (BIP) in ACHIEVE that require a Generalization Plan and a Fading Plan
- Write Generalization Plans for Teaching Strategies within a BIP
- Write Fading Plans for Preventative Strategies and Response Strategies within a BIP

Facilitator Preparation

Prior to facilitating this session, facilitators should:

- Review the slide deck and accompanying speaker notes in full

- Review relevant federal and state guidance related to the topic
- Prepare examples, scenarios, or case studies as applicable
- Identify common misconceptions or areas of confusions to address
- Confirm technology, timing, and participant engagement tools

Materials & Resources

Required:

- [Generalization Plans and Fading Plans](#)
- [Facilitation Guide](#)
- [Generalization Fading Case Study.pdf](#)

Common Questions and Clarifications

Facilitators may encounter questions related to:

- Why do Prevention Strategies and Response Strategies require a Fading Plan, but a Generalization Plan is only required for Teaching Strategies?

Answer: A generalization plan is required for teaching strategies because the goal of teaching is to help the learner use new skills independently across people, settings, materials, and situations. When a replacement or new skill is taught, it may initially occur only in the specific teaching context. A generalization plan ensures that the learner can apply the skill in real-life environments by intentionally programming practice with different people, in multiple settings, and under varying conditions so that the skill becomes functional and durable.

Fading plans are required for prevention strategies and response strategies because these strategies rely on external support provided by adults or the environment, such as prompts, environmental modifications, or consequences. While these supports are helpful initially to prevent problem behavior or manage responses when it occurs, they are not meant to be permanent. A fading plan ensures that these supports are gradually reduced over time so the learner does not become dependent on them and can function successfully with typical levels of support.

- What if a learner is not ready for a strategy to be faded at this time?

Answer: If a learner is not ready for a strategy to be faded, then continue with the support until the learner is ready, as fading too early can lead to regression, increased problem behavior, or loss of progress. Instead, the focus should be on maintaining stability and strengthening prerequisite skills. The team may also want to focus on strengthening teaching strategies by increasing practice, reinforcement, or instruction of replacement behaviors so that the learner builds independence. When the learner is ready, fade more gradually, such as reducing intensity, frequency, or proximity in smaller steps rather than removing the strategy altogether.

- Are there circumstances in which a strategy may never be faded?

Answer: Yes. As we discuss throughout this training, there are some strategies that may never be faded because either the learner requires access to a strategy in order to access education (e.g., an AAC device), or if the strategy does not impact the learner's access to LRE (e.g., preferential seating). Those strategies should still be documented in the IEP with a rationale for why the strategy will not be faded at this time.

- How do we document strategies that are not going to be faded in the BIP?

Answer: There are several ways in which the team may document a strategy within a BIP that is not going to be faded. This documentation should be embedded within the learner's BIP under the specific strategy that will not be faded, with a rationale for why it will not be faded. Examples of this may include: "Preferential seating will not be faded at this time, as this does not impact the learner's access to LRE," "Planned ignoring will not be faded right now, as the learner's FBA indicates that the hypothesized function for the problem behavior is attention," or, "The learner is currently responding very well to behavior-specific praise. This strategy will remain in place until the learner demonstrates mastery of an appropriate replacement behavior in the absence of the behavior targeted for reduction."

Closing and Next Steps

Conclude the session by:

- Reviewing key learning points
- Reinforcing how the content supports compliant practice

Encourage participants to reflect on how this information applies to their role and current practices.

Facilitator Feedback

Use this Google form to document any feedback or questions after delivering this course/module: [Google Form](#)