BLURTING
FADING PLAN

1. DATA
COLLECT DATA TO DETERMINE BASELINE OF BLURTING. HOW OFTEN DOES IT ACTUALLY HAPPEN DURING A SPECIFIC WINDOW OF TIME?

2. CREATE PLAN
TEACHER TALKS TO STUDENT TO CREATE PLAN, SHARES BASELINE DATA.

3. WHAT IS BLURTING
TEACHER TALKS TO STUDENT ABOUT WHAT IS BLURTING AND APPROPRIATE VS INAPPROPRIATE TIMES TO TALK IN CLASS.
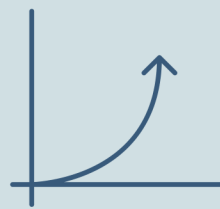
4. SIGNAL
TEACHER AND STUDENT COME UP WITH A SIGNAL WHEN THE STUDENT BLURTS SO THAT THE STUDENT KNOWS THIS IS WHAT I AM WORKING ON CONTROLLING
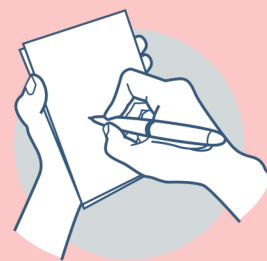
5. STUDENT DATA
STUDENT TRACKS THEIR OWN DATA. USES POST-IT NOTE ON DESK TO WRITE DOWN HOW MANY TIMES THEY ARE GIVEN THE SIGNAL.

6. TOPIC
STUDENT WRITES DOWN "TOPIC" THEY WANT TO TALK ABOUT ON A POST-IT NOTE TO SHARE WITH THE TEACHER LATER

7. GOAL
STUDENT GETS A PREFERRED ACTIVITY OR RECOGNITION WHEN BLURTING IS KEPT UNDER THE IDENTIFIED NUMBER THAT WAS THE GOAL FOR THE PERIOD OF TIME