

# FADING SUPPORT IN COLLEGE: U G N H F K T G E

## USE A HIERARCHY OF PROMPTS

6Q KPETGCUG UVWFGPV KPFGRGPF  
EQNNGIG ECORWU C RNCP UJQWNF  
CEEQWPV TGFWEGF NGXGNU CPF KP  
UWRRQTV 6JGUG KPENWFG RTQORV  
OQFGN C DGJCXKQT EQCEJ C RGTU  
CP CEVKXKV[ QT RTQXKFG RQKPKF  
FKTGEV UQOGQPG VJTQWIJ C VCUM

## “WATCH ME”

## CHECK IN WITH THE STUDENT'S TRANSITION TEAM

5VWFGPV VTCPUKVKQP VGCOU WUWCNN[ OCFG  
WR QH UEJQQN CPF EQNNGIG RTQITCO  
RGTUQPPGN JCXG RQNKEKGU TGICTFKPI  
UVWFGPV UWRGTXKUKQP VJCV XCT[ ITGCVN[  
6JGUG RQNKEKGU QHVGP TGfGEV VJG VGCOoU  
CFJGTGPEG VQ UCHGV[ CPF UVWFGPV RTQVGEVKQP QP  
C EQNNGIG ECORWU CU YGNN CU OQPKVQTKPI UVWFGPV  
DGJCXKQT KH KPFKECVGF QP CP +'2  
4GICTFNNGUU QH VJGUG RQNKEKGU KV KU KORQTVCPV VQ  
EQPUKFGT GCEJ UVWFGPVoU KPFKXKFCN PGGFU CPF JQY  
C VGCO ECP KPEQTRQTCVG HCFKPI UWRRQTV KPVQ VJG  
UVWFGPV UWRGTXKUKQP RNCP

### Sample products for an education coach portfolio related to digital literacy and skills development on the campus

- Sample checklist with target dates for decreasing cues
- Simple data sheet with evidence of decreased student su
- List of apps and technology shared with students to incre