

## STEP System



At this point the IBP sets out the 'steps' for this student until their return to the usual step system.

### Step 4 - Behaviour meeting – Indiv. Behav. Plan (IBP)

Teacher: Multiple strategy failure multiple times  
 Student: "I am not able to do this."  
 Response: Meeting with parents to plan interventions / supports to help student develop skills

### Step 3 – Parent Contact / simple plan

Teacher: Despite multiple strategies and use of withdrawal student is still consistently not engaging.  
 Student: Continually disrupting own & others learning – making no effort to change behaviours at previous steps.  
 Response: Sent to DP to complete a behaviour plan form that is sent home and signed by parents then returned next day.

### Step 2 – Withdrawn

Teacher: Multiple strategies have failed to ensure student is engaging and is on task.  
 Student: Continues to disengage and is interfering continually with others learning opportunities. "I need a teacher to help me get back on track."  
 Response: Use of 'buddy class'  
 Student sent WITH work to complete. Teacher manages return to own classroom at appropriate time.

### Step 1 – Warning

Teacher: Needs to signal that he/she requires a more determined response to strategies. "This is your 'warning'. You need to get back on task and stay on task to avoid being sent out."  
 Student: Needing constant reminders within short periods of time.  
 "I need a visual reminder that I need to stay on task."  
 Response: Name is written on whiteboard – remains there until after next break.

### Ground Level – Every day operation of the classroom

Teacher: Multiple tools used to engage students and manage off-task behaviour  
 Student: Responding to teacher & peer prompts to stay on task and manage own behaviour.  
 "I am in charge of my own behaviour."