

## **Steps (cont.)**

If the student is not successful, you repeat the reason he/she is on Step 2, walk away and repeat the dialogue. Why? Do you need more time?

Generally, as a substitute, if you use Step 1 when you see a student interfering, it will demonstrate to the class that you are familiar with the program and that you have high expectations for them. There are 5 Steps in the program . Students can advance to Steps 3-5. They are associated with behaviors that are more disruptive.

## **Tips on Steps**

- As little time as possible should be spent with the student on Steps.
- Steps should be private, non-threatening, nonjudgmental, and non-reinforcing. They are not facilitated from across the room and are not to be used as a punishment.
- Steps are facilitated for interfering behaviors only. Other behaviors will be addressed during Points and Concerns.
- When facilitating or releasing a student from Steps, the teacher should not touch, make eye contact, or use a voice tone that suggests, anger, reinforcement, or judgment.