

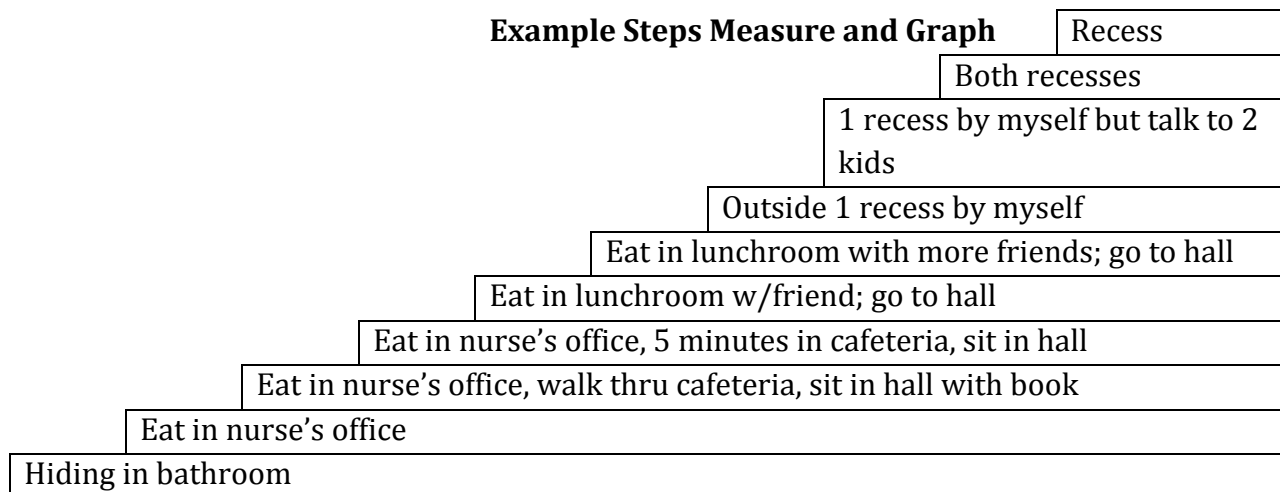
The Steps: A Measure of Student Progress

The Steps Measure is used to help students develop a behavior that is not occurring. Students often avoid certain people, places, or actions because they are unfamiliar or make them anxious. The Steps Measure serves as a method of intervention and also as a system of data collection.

How is a Steps Measure created?

The Steps Measure is exactly that—a series of steps leading from the current behavior towards the desired behavior. Visually, it looks like stair steps, with each step defining a behavior slightly more difficult than the one before. The step labels should be collaboratively written by the student using developmentally appropriate language and tasks. Each step should build so that students perform the steps in order. Sometimes however, as students gain confidence, they may “jump” or skip several steps at once. Seven steps is a good number, because it allows for a beginning, middle and ending step, with two incremental steps between each. However, the number of steps may vary depending on your students. Typically, there are more steps for older students and fewer for younger students. Together, the student and interventionist will answer the following questions: what is happening now (1st Step), what does the student want to do (Top Step), what is halfway between (Middle Step). They will then define the steps in between.

How is the Steps Measure implemented?



The Steps Measure can be combined with positive reinforcement and self-management training. The student can learn self-management strategies by being involved in the daily evaluation and graphing of progress. For example, the student could choose the next day's step, record the steps reached or predict the next day's performance. A calendar is a good resource to use because it allows the student to be part of the daily evaluation. If the student meets the predicted goal, she/he can note this on the calendar and receive the appropriate reinforcement. If the student is having difficulty reaching a step, modifications

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may have to be made, such as adding a “½ step”, increasing reinforcement or revising the plan, in order for the student to achieve success. The student should always note the factors affecting each day’s performance and process this information with the interventionist. The information can be graphed by simply graphing the date and the number of steps successfully completed by the student.

	A	B	C
1	8/18/2003	1	
2	8/19/2003	1	
3	8/20/2003	1	
4	8/21/2003	1	
5	8/22/2003	1	
6	8/25/2003	1	
7	8/26/2003	1	
8	8/27/2003	1	
9	8/28/2003	1	
10	8/29/2003	1	
11	9/1/2003	1	
12	9/2/2003	1	
13	9/3/2003	1	
14	9/4/2003	1	
15	9/5/2003	1	
16	9/8/2003	1	
17	9/9/2003	1	
18	9/10/2003		5
19	9/11/2003		5
20	9/12/2003		0
21	9/15/2003		5
22	9/16/2003		0
23	9/17/2003		7
24	9/18/2003		7
25	9/19/2003		3

26	9/22/2003		3
27	9/23/2003		2
28	9/24/2003		6
29	9/25/2003		7
30	9/26/2003		6
31	9/29/2003		6
32	9/30/2003		7
33	10/1/2003		8
34	10/2/2003		8
35	10/3/2003		8
36	10/6/2003		8
37	10/7/2003		9
38	10/8/2003		9

