Stepping Stones Taught Units: Overview, Recommended Order and Possible Delivery Models

Although the taught programme of Stepping Stones was conceived as targeted behaviour support for a small number of students in each year group, as the resources and programme developed we have found that it can be used far more flexibly. Please see below for a summary of the models that we have trialled and found to be effective. The list is not exhaustive but gives an idea of the different ways that elements of the taught programme can be used in schools.

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| Model | Groups who might benefit | Transition | Positive Behaviour Patterns | Developing Self-Esteem and Resilience | What is success? | Working as a team |
| Small Group Work | Whole-year programme of targeted behaviour support for Year 7 | Unit 1  (ideal in September of Y7) | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
| Short intervention for students who present with challenging behaviour |  | As needed |  |  |  |
| Short intervention for students with low self-esteem and poor resilience |  |  | Unit 1 |  | Unit 2 |
| Short intervention for students who struggle to work with others |  |  |  |  | As needed |
| Intervention for students struggling with transition (but not behaviour e.g. unhappy) | Unit 1 |  | Unit 2 | Unit 3 |  |
| Short intervention for students struggling to engage in school e.g. poor attendance / apathy |  |  |  | As needed |  |
| All students | A whole year group as part of a sustained transition programme or as part of PSHE | Unit 1  (ideal in September of Y7) |  | As needed | As needed | With modification |
| One-to-One | Individual / Small Group Mentoring | With modification | With modification | With modification | With modification |  |