SUPPORT STAFF POSTER

Plan the Support. Then Step Back.

A five-minute conversation for teachers and support staff.

Good support is purposeful. Agree what needs to stay accessible, what the learner may need from us, and how we will avoid support becoming dependence.

1. WHAT NEEDS TO BE ACCESSIBLE? The learning, routine, correction or behaviour standard.	**2. WHAT IS GETTING IN THE WAY?** Be specific about the barrier we are trying to reduce.
3. WHAT WILL WE TRY? Adjustment, scaffold, prompt or environmental change.	**4. WHEN AND HOW WILL WE USE IT?** Who steps in, when they step in, and what the learner does next.
5. WHAT WILL WE SAY? Agree short, consistent language that holds belief and direction.	**6. WHAT WILL TELL US IT IS WORKING?** Look for greater access, participation, recovery or independence.

NOTICE	CLARIFY	SUPPORT	RETURN	FADE	REVIEW
What is making access harder right now?	What is the learner being asked to do? Make the next action obvious.	Offer the smallest useful scaffold or adjustment.	Put the learner back into the task, routine or relationship.	Step back as soon as they can manage more for themselves.	Keep what improves access. Change what does not.

The aim is more access and more independence over time.