

Student's Name _____

Grade _____

Date _____

Strengths include:

- Interests
- Learning styles
- Academic successes
- Executive function successes
- Supports in place

Strengths and Assets

- Have you had a conversation to find out what the student and the parent care about?

Student's Personal Goal:

Parent/Guardian Goal:

Look Fors:

- Do all academic symptoms/concerns reflect state standards?
- Are all the symptoms measureable?
- Did you circle one high leverage symptom/concern for academic and one for executive function?

Academic Symptoms/Concerns

Executive Function Symptoms /Concerns

Academic Baseline Profile

Student Name	Grade	Academic issue selected			
<p>What strategies (teaches the missing skill) have you tried for at least 3 or 4 weeks?</p> <p>How successful was it?</p>	<p>1.</p> <p>Yes Partial Not at all</p>	<p>2.</p> <p>Yes Partial Not at all</p>	<p>3.</p> <p>Yes Partial Not at all</p>	<p>4.</p> <p>Yes Partial Not at all</p>	
<p>What incentives motivate this student to try hard?</p> <p>How successful is it?</p>	<p>1.</p> <p>Yes Partial Not at all</p>	<p>2.</p> <p>Yes Partial Not at all</p>	<p>3.</p> <p>Yes Partial Not at all</p>	<p>4.</p> <p>Yes Partial Not at all</p>	
<p>Student responds best when this type of adjustment is made...</p>	<p><u>Adjusted difficulty</u></p>	<p><u>Adjusted support</u></p>	<p><u>Adjusted size</u></p>	<p><u>Adjusted feedback</u></p>	

Executive Function Baseline Profile

Student Name	Grade	Executive function concern:		
Intensity	Bothersome	Mildly disruptive	Very disruptive	Target behavior for goal:
Where do you generally see this symptom?	Unstructured situations? Structured?	In which classrooms?	At home?	Other
Is there a time pattern?	AM PM	Days of the week?	Before or after certain events? Explain.	Other:
What strategies (teaches the missing skill) have you tried for at least 3 or 4 weeks?	1.	2.	3.	4.
How successful was it?	Yes Partial Not at all	Yes Partial Not at all	Yes Partial Not at all	Yes Partial Not at all
What incentives motivate this student to try hard?	1.	2.	3.	4.
How successful is it?	Yes Partial Not at all	Yes Partial Not at all	Yes Partial Not at all	Yes Partial Not at all
Student responds best when this type of adjustment is made...	Difficulty of task	Level of support	Size of task	Type of feedback

5 Whys Interview: Academic

Academic concern _____

Hints:

Start with what you circled as the academic concern.

Build your questions on the teacher's answer and use paraphrasing:

- * So, why does he...
- * Why doesn't she...
- * What is interfering with...
- * What else could be causing...
- * Why is she unable to...
- * What is it that makes ___ so hard for him?
- * This happens because...

So are you saying...?

Coach says

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Teacher says:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Clarification

5 Whys Interview: Executive Function

Executive Function Concern

Hints:

Start with what you circled as the academic concern.

Build your questions on the teacher's answer and use paraphrasing:

- * So, why does he...
- * Why doesn't she...
- * What is interfering with...
- * What else could be causing...
- * Why is she unable to...
- * What is it that makes ___ so hard for him?
- * This happens because...

So are you saying...?

Coach says

1.

2.

3.

4.

5.

6.

Teacher says:

1.

2.

3.

4.

5.

6.

Clarification

Process Observer Checklist

Look Fors for the strengths and changes:

- Interests and Learning styles
- Academic and Executive function strengths
- Supports this student has in place
- Goals from both the student and parent are listed
- All academic skills reflect state standards
- All symptoms are measurable
- One high leverage symptom for academic and one for executive function was selected as the focus

Look Fors for the baseline

- Both baseline templates (academic and behavior) are completed
- Coach and teacher seem to know the difference among strategies and rewards and punishments.
- They paused to note meaningful patterns
- Positive support was shown for the teacher
- The pace of this conversation was lively and on-task without being rushed

Look Fors for 5 whys

- The coach kept the conversation above the line and within the circle of influence.
- The coach paraphrased and based questions on what the teacher said.
- The coach lead the teacher to a point of seeing possibilities not just problems.
- The questions helped the teacher see the issues through the lens of what is going on inside the student's head.

Look Fors for DATA goal

- The coach tied the "Do Differently" statement to the last thing said in the 5 why conversation.
- The "Do Differently" is an intervention that is different than what has already been tried.
- "Achieve" reflects the original needs of the student.
- The timeframe for reflection is within 2-6 weeks.
- "Assessed by" measures specific growth from baseline data to a new learning target in small easy steps.

Action Plan

Symptoms to address:	Root causes	
DATA goal: D If we teach A T A		
School Strategy	Home Strategy	Student Strategy
School Monitoring	Home Monitoring	Student Self-Monitoring