

## The First Action Plan For An Individual Student

### Lesson 6 of The RTI/MTSS Coach Training Series

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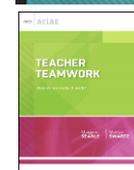
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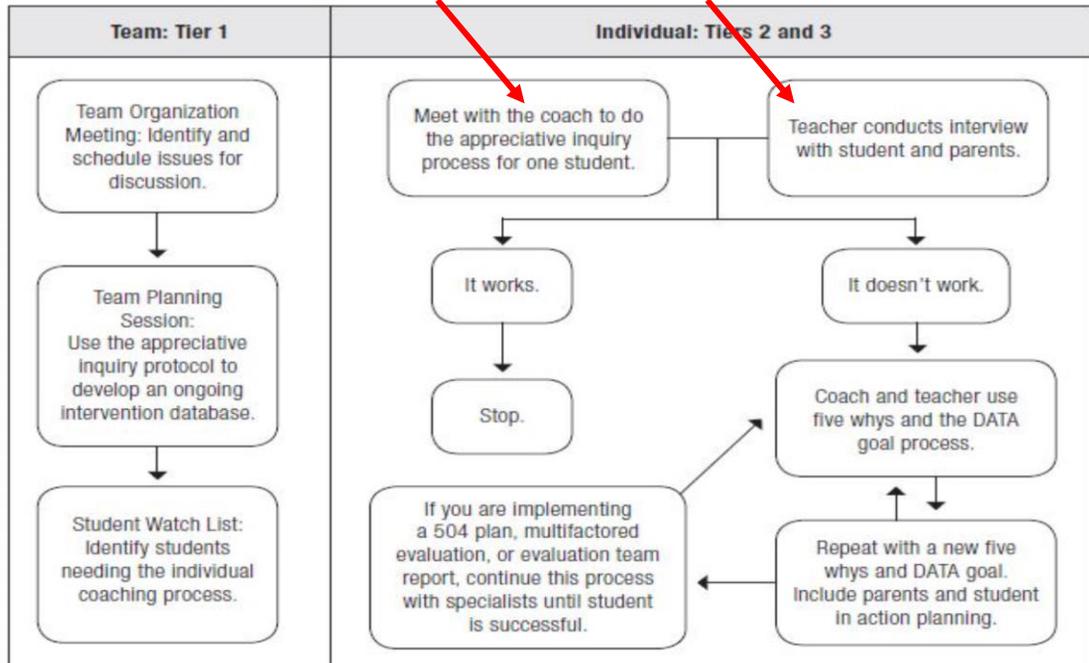
## Outcomes for Lesson 6

- Use the Appreciative Inquiry protocol for an individual student in Tier 2 or 3.
- Practice seeing the patterns for what works rather than just brainstorming strategies.
- Practice writing clear DATA goals.



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The Problem-Solving Process Flowchart



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## Appreciative Inquiry Conversation With A Coach



Purpose: 100% positive conversation to...

1. Explore the teacher strengths for helping this student
2. Figure out what this student needs more of.
3. Set a goal and create a plan.
4. Commit to a starting strategy and a way to monitor growth.

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## Who Are The Players?



▶ **1 coach and 1 teacher** - So you don't need to coordinate the schedules of multiple people.

▶ **2 coaches and 1 teacher** - Helpful during the first year of implementation.



▶ **A team of teachers** is helpful when:

- ▶ Multiple teachers have similar concerns
- ▶ You need the input of several teachers and scheduling doesn't delay the process.

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## Roles and Responsibilities

▶ **Coaches (1 or 2) - Interviews the teacher:**

- ▶ Asks guiding questions
- ▶ Helps develop goals and options for interventions.

▶ **Timekeeper - Can be a coach or another team member.**

- ▶ Follows establish timetables
- ▶ Tries to anticipate and prevent delays and off-task conversations.

▶ **Recorder - Can be a coach or another team member.**

- ▶ Keeps detailed notes of key decisions, action plans and conversations on the guide or on chart paper.

▶ **Teacher - Provides the case study, answers questions and designs a plan.**



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## The Law Of Attention: What You Give Your Attention to You Get More Of

- When you focus on the things that annoy you, you'll find those things more upsetting.
- If you concentrate on what hurts, you feel worse!
- If you focus on the joyful and positive things you do, you set yourself up to be creative and more open-minded.



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Initial Coaching Session	Date:	Coach:	Teacher:	Student:	Grade	Form F
<b>Purpose</b>		To design new learning opportunities based on this student's strengths and needs.				
2 min.	<b>Connect:</b> Tell me what you like best about being a teacher? What do you appreciate about this student?	This starts the conversation on a positive note.				
6 min.	<b>Focus Skill:</b> What outcome would be most beneficial for this student?	Concern in teacher's words:	What skill to teach the student: (Charts may help here)			
7 min.	<b>Stories:</b> Ask the teacher(s) to describe a time when a student was successful learning this skill. Be very specific about: 1. What did the student do 2. What you did that helped 3. What the parents did 4. What the other students did	Ideas from your stories	How will this strategy affect student thinking? (Charts)			

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## Connect and Focus Step: Max's Case

A three-person team meets with a coach

1. They start by sharing their successes in the classroom for this year
2. Amanda introduced Max's strengths

8-year old boy

Happy and cooperative in class

Comes from a multi-lingual home

3. What Max needs more of:

Struggles with comprehension

Has trouble focusing

Cannot remember what he reads or directions even when he repeats them



Focus for  
the  
meeting

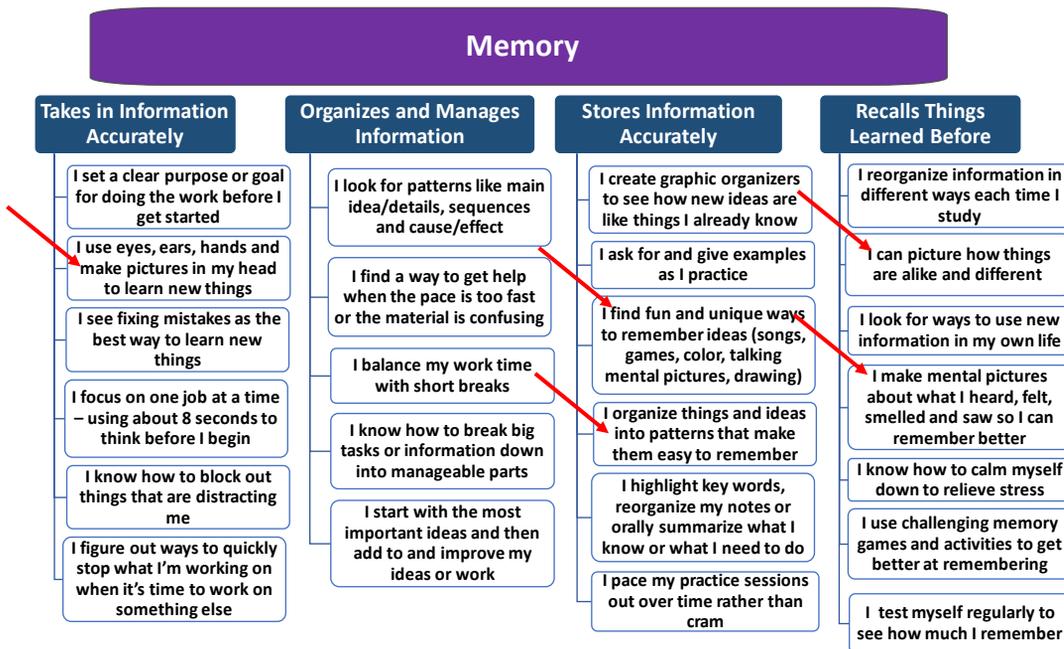
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### Examples:



Success Story Ideas	What effect does this have on student thinking?
Talk about successful ways family and teachers organize.	They know why it is important and can see ways organization skills help.
List tools and steps for organizing on charts and posters.	Visualize steps in their heads or on paper for directions or making decisions.

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## Avoid Putting These Into Your Action Plan

Positive incentives or rewards	Negative consequences/punishments
<p><b>Praise:</b> Private or public approval, student of the day, charts marking success points</p> <p><b>Privileges:</b> free time, being the leader, take a short break, homework pass</p> <p><b>Rewards:</b> Stars, stickers, points, prizes, grades</p> <p><b>Choices:</b> Who to work with, where to work or what to work on, listen to music while working</p>	<p><b>Time out:</b> cool down space, write about what went wrong or better choices</p> <p><b>Loss of privileges with clear understanding of how to get them back:</b> freedom to move around, removal of electronics, time with friends, use of certain materials</p> <p><b>Make restitution:</b> pay for damages, do extra chores</p> <p><b>Ignoring:</b> This is used for attention- getting behavior, not dangerous or very disruptive behavior.</p>

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Initial Coaching Session Page 2		Form H							
6 min.	<p><b>DATA Goal:</b> If you apply what you know to this situation, what could happen in 6 or fewer weeks?</p>	<p><b>Do:</b> If we teach _____ to _____</p> <p><b>Achieve:</b> We will see this outcome:</p> <p><b>Time:</b> In _____ weeks</p> <p><b>Assessment of growth:</b> He/she will go from _____ to _____</p>							
8 min.	<p><b>Design:</b> Based on the story, what ideas are the best fit for this student?</p>	<p>Action plan for the next 4-6 weeks.</p> <table border="1"> <tr> <td>Things I will do</td> <td>Suggestions for parents</td> <td>Things the student will do</td> </tr> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </table>		Things I will do	Suggestions for parents	Things the student will do			
Things I will do	Suggestions for parents	Things the student will do							
6 min.	<p><b>Commit:</b> What small step will the teacher act on tomorrow to move the plan forward? What will happen the next week?  How will this skill be monitored?</p>	<p>What I will start tomorrow</p>	<p>How I will monitor progress</p>						

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## DATA Goal

**Two Part Statement Using Four Basic Steps for Setting a DATA goal:**

Hypothesis  
If-then statement

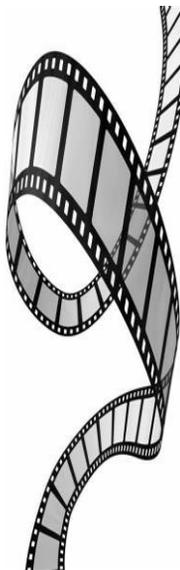
1. Focus on student learning –“If we teach...”  
(Use a sub-category from the strength chart)
2. Clarify the result for the student, not the strategy –  
“Then... will happen” (The change you want to see)

How to measure  
growth

3. Decide how long is needed to reach the goal (No more than 6 weeks)
4. Establish specific measurements from baseline to goal.

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## As You Reflect On This Video Clip



1. How did the team come up with the DATA goal?
2. Were all 4 parts of the goal clear?

If we teach Max to visualize to make personal connections, he will be able to recall details more easily.

In 6 weeks he will go from being able to make personal connections 0 out of 5 times to 3 out of 5. (**memory**)

He will also be able to go from recalling two key details 1 out of 5 times to 3 out of 5 times. (**comprehension**)

3. How did they determine the baseline data?
4. Notice that they came up with a goal that combined both academic and the executive function skills. Could they have done this another way?

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where

do we go

from

here?

### Lesson 7

#### What is the five whys process?

- Drill down to the hidden causes
- Six tips for successful Five Whys conversations

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