

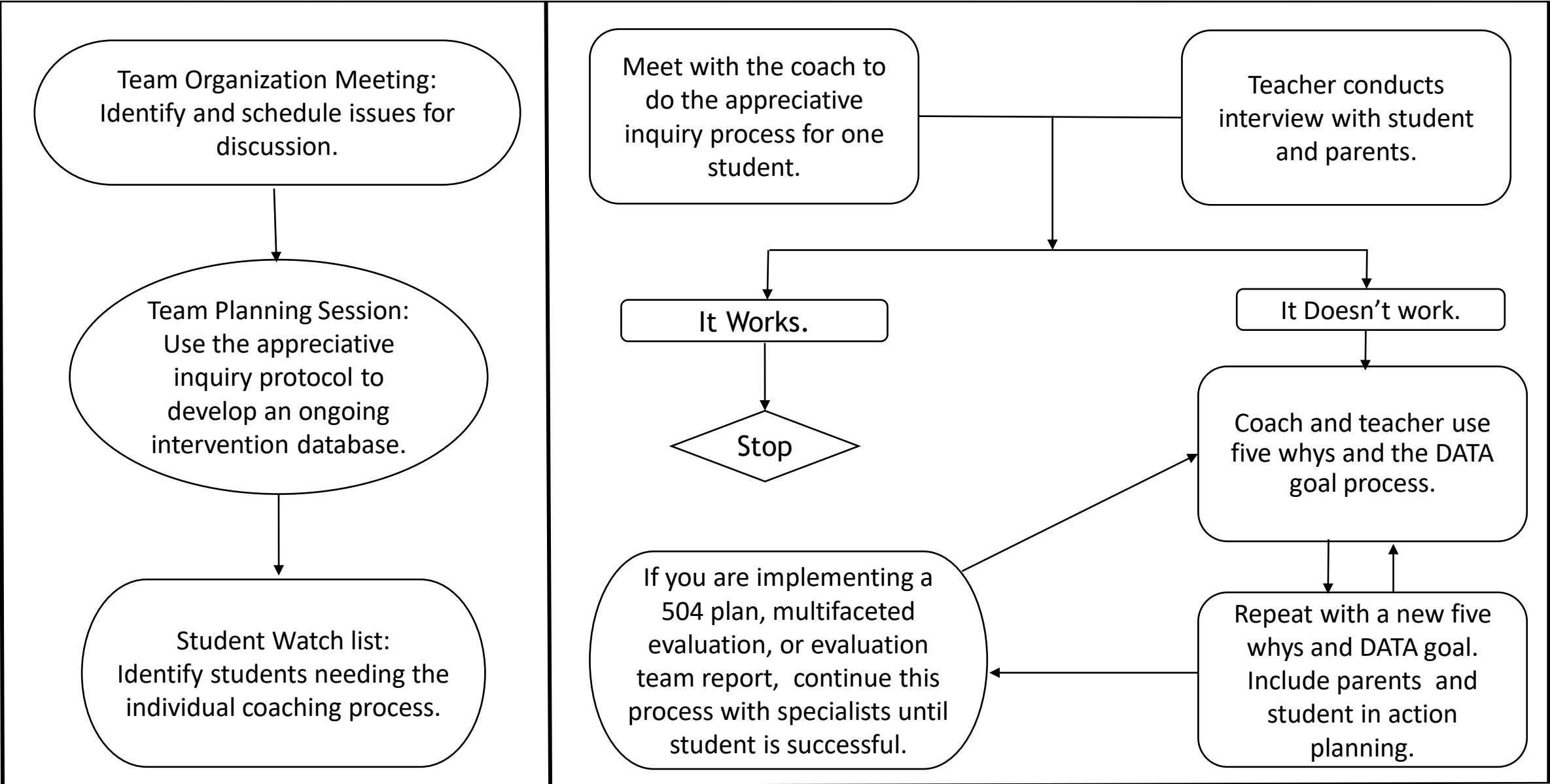
<b>Step in Problem-Solving Sequence</b>	<b>Form to Use</b>
1. Organization Meeting	Form A and C
2. Team Planning Meeting (Appreciative Inquiry)	Forms B and C
3. Parent and Student Interviews (Appreciative Inquiry)	Forms D and E
4. Initial Coaching Session (Appreciative Inquiry)	Forms F and G
5. Five Why Coaching Session	Forms H, I and J
6. Student Support Meeting Summary	Form K
7. Student Support Team Review Summary	Form I
8. Overviews of the process	Forms P

# Problem-solving Process Flowchart

## Team: Tier 1

## Individual: Tiers 2 and 3

Form P or 2.2



# ☐ Process Observer Checklist

Form Q)

## First Coaching Conversation (Appreciative Inquiry)

- Coach established and maintained a positive tone
- The coach framed the concern as a missing skill
- The coach listened to the story and paraphrased to clarify and move the conversation forward
- Coach helped the teacher(s) design an action plan by building upon stories of what has worked before
- Coach helped the teacher set the DATA goal and got a commitment of where to start immediately

## Look Fors for 5 whys

- The coach kept the conversation positive and within the circle of influence
- The coach paraphrased and based questions on the last answer the teacher gave
- The coach avoided coming up with solutions until the missing skill was identified (refer to strength charts).
- Questions helped the teacher see the problem through the lens of what is going on inside the student's head

## Look Fors for DATA goal

- The “Do Differently” statement focuses on teaching the student a new skill (see strength charts)
- “Achieve” reflects the change the teacher wants to see
- The timeframe falls within 3-6 weeks
- “Assessed by” measures specific growth from baseline data to a new learning target by measuring small steps

## Action Plan

- Activities moved the student closer to the DATA goal.
- Strategies promoted independence for the student (balance of accommodations and interventions)
- There was a balance among activities the teacher and parents will do and what the students will do for themselves
- Parent strategies apply to home life rather than academic homework and emphasize the skills listed in the DATA goal