

Diagnosing And Solving Problems For Tiers 2 and 3

Lesson 7 of The RTI/MTSS Coach Training Series

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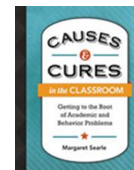
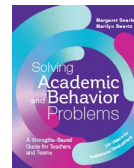
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Outcomes: Diagnosing And Solving Problems For Tiers 2 and 3

How to diagnose and address tough cases

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



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Tools You Can Now Bring To Tough Cases

You now know how to:

1. Use a timed agenda
(Conversation guides)
2. Put people at ease and build energy (Connect)
3. Focus on a specific, manageable needs
(Strength charts)
4. Generate strategies based on past successes (Stories)



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Tools You Can Now Bring To Tough Cases

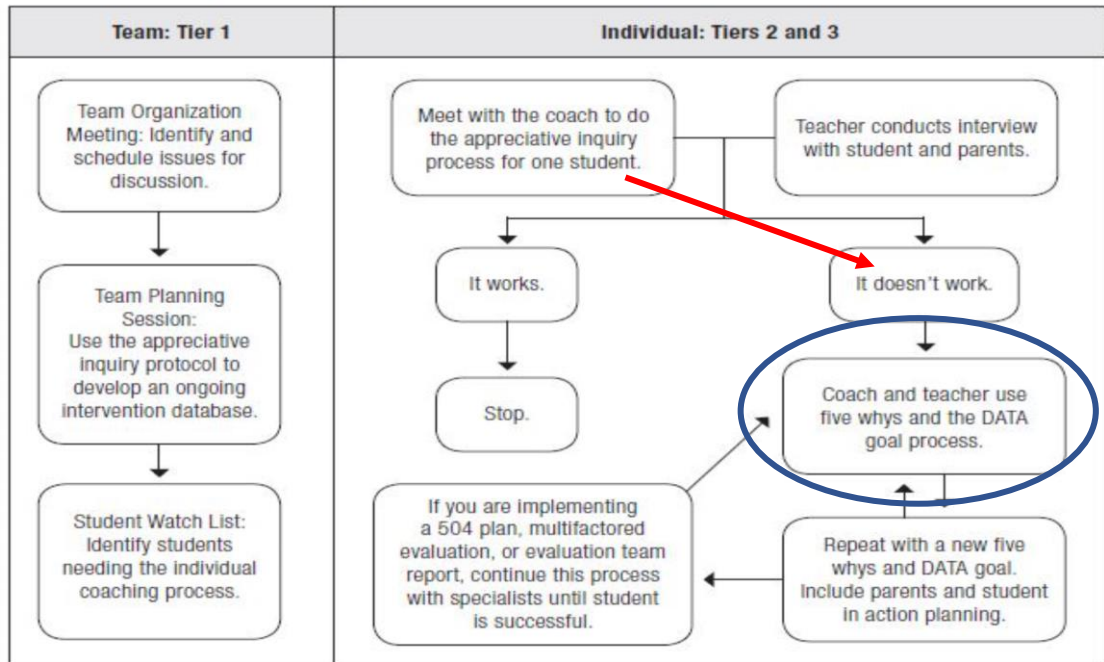
You now know how to:

5. Write a clear DATA goal
6. Design a 3-pronged action plan
7. Include parents and students in a positive way
8. Progress monitor using small increments



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The Problem-Solving Process Flowchart



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Coaches' Job Description

Tasks

Help teams create the "watch list" (four times a year).

Match teachers to an appropriate coach.

Help the teachers decide which people to include in Tier 2 and 3 problem-solving meetings.

Hold coaching conversations and do regular check-ins with teachers on cases.

Keep paperwork organized and to a minimum.



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5 Whys Coaching Conversation Guide – page 1

Form H

| | | | | |
|---------|--|--|----------------------------------|----------|
| | Date: | Coach: | Teacher: | Student: |
| | Purpose | To dig deeper into the root cause in order to design new learning opportunities. | | |
| 2 min. | Connect: Tell me what progress has been made since the last time we talked? | This starts the conversation on a positive note. (Examples of other questions: Best things he/she has accomplished; Most interesting new fact you've learned about this student, most helpful pattern you have observed, parent reaction to this plan, what the student thinks of the plan,...) | | |
| 20 min. | Focus Concerns and 5 whys to find the root cause. | Academic Concern (in teacher's words) | Root Cause from strength charts: | |
| | | Executive Function Concern (teacher's words) | Root Cause from strength charts: | |
| 4 min. | DATA Goal: If you apply what you know to this situation, what could happen in 6 or fewer weeks? | Do: If we teach _____ to _____ Achieve: We will see this outcome _____ Time: In _____ weeks Assessment of growth: _____ will go from _____ to _____ and from _____ to _____ | | |

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The Five Whys Process



Because this can be an intense conversation, make certain to put the teacher at ease before you start.

Make sure the teacher understands the purpose of these questions.

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5 Whys Coaching Conversation Guide – page 1

Form H

| | | | | |
|---------|--|--|---|--------------|
| | Date: | Coach: Rachael | Teacher: Amanda | Student: Max |
| | Purpose | To dig deeper into the root cause in order to design new learning opportunities. | | |
| 2 min. | Connect: Tell me what progress has been made since the last time we talked? | <p>Max likes the manipulatives and visuals. His confidence is better. He uses the tools in all three rooms. He can now name the characters in a story.</p> | | |
| 20 min. | Focus Concerns and 5 whys to find the root cause. | <p>Academic Concern (in teacher's words) Still not connecting to text</p> <p>Executive Function Concern (teacher's words) Still cannot follow directions to complete assignments or remember what he reads</p> | <p>Root Cause from strength charts:</p> <p>Root Cause from strength charts:</p> | |
| 4 min. | DATA Goal: If you apply what you know to this situation, what could happen in 6 or fewer weeks? | <p>Do: If we teach _____ to _____</p> <p>Achieve: We will see this outcome _____</p> <p>Time: In _____ weeks</p> <p>Assessment of growth: _____ will go from _____ to _____</p> <p>and from _____ to _____</p> | | |

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5 Whys Conversation: Academic Concern

Form I

| <p>Build your questions on the teacher's answer and use paraphrasing.</p> <p>Question starters:</p> <ul style="list-style-type: none"> * So, why does he...? * What is interfering with...? * What else could be causing...? * What is it that makes ___ so hard for him? * This happens because...? * What do other students say or do in their heads that helps them with this? <p>End with:</p> <ul style="list-style-type: none"> • So are you saying that if we... | Still not connecting to text | | |
|--|------------------------------|---------------|---------------|
| | Coach says | Teacher says: | Clarification |
| | 1. | 1. | |
| | 2. | 2. | |
| | 3. | 3. | |
| | 4. | 4. | |
| | 5. | 5. | |
| 6. | 6. | | |

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5 Whys Conversation: Academic Concern

Form I

| <p>Hints:</p> <p>Build your questions on the teacher's answer and use paraphrasing:</p> <ul style="list-style-type: none"> * 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... <p>So are you saying...?</p> | <u>Comprehension</u> | | |
|---|---|--|--|
| | Coach says | Teacher says: | Clarification |
| | 1. Why doesn't Sam comprehend well? | 1. He doesn't do his work. | |
| | 2. Why isn't he working? | 2. His family went through a divorce and he has been upset ever since. | |
| | 3. Can you think of another reason for the comprehension problems? | 3. He doesn't try when the work is hard . | 5. Do you think he can't <u>visualize</u> or maybe he doesn't stop to <u>summarize</u> as he reads, or perhaps he doesn't have a <u>clear purpose</u> for reading? |
| | 4. What part of comprehension is so hard for him. | 4. I don't have any idea. | Summary: So if we teach him to stop and summarize as he reads will that help the problem? |
| 5. Do you think... (give 3 possibilities). | 5. I am quite sure he doesn't ask himself questions as he reads. | | |

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5 Whys Coaching Conversation Guide – page 1

Form H

| | | | | |
|---------|--|--|---|--------------|
| | Date: | Coach: Bob | Teacher: Myra | Student: Sam |
| | Purpose | To dig deeper into the root cause in order to design new learning opportunities. | | |
| 2 min. | Connect: Tell me what progress has been made since the last time we talked? | Sam is much calmer during class. He hasn't hit or yelled at anyone all week. He is going to the peace corner without prompting when he needs a mental break. | | |
| 20 min. | Focus Concerns and 5 whys to find the root cause. | <p>Academic Concern (in teacher's words) His reading comprehension is very low. Averaging 35% on daily comprehension questions.</p> <p>Executive Function Concern (teacher's words) Continuing to work on managing his energy levels. Want to go from 3 outbursts per class to 0.</p> | <p>Root Cause from strength charts: Sam needs to stop to summarize as he reads.</p> <p>Root Cause from strength charts:</p> | |
| 4 min. | DATA Goal: If you apply what you know to this situation, what could happen in 6 or fewer weeks? | <p>Do: If we teach <u>Sam</u> to <u>stop to summarize as he reads</u> and <u>a way to stop and think before acting</u></p> <p>Achieve: We will see this outcome <u>his comprehension will improve.</u></p> <p>Time: In <u>5</u> weeks</p> <p>Assessment of growth: <u>Sam</u> will go from <u>35% on daily comprehension</u> to <u>60%</u> and</p> | | |

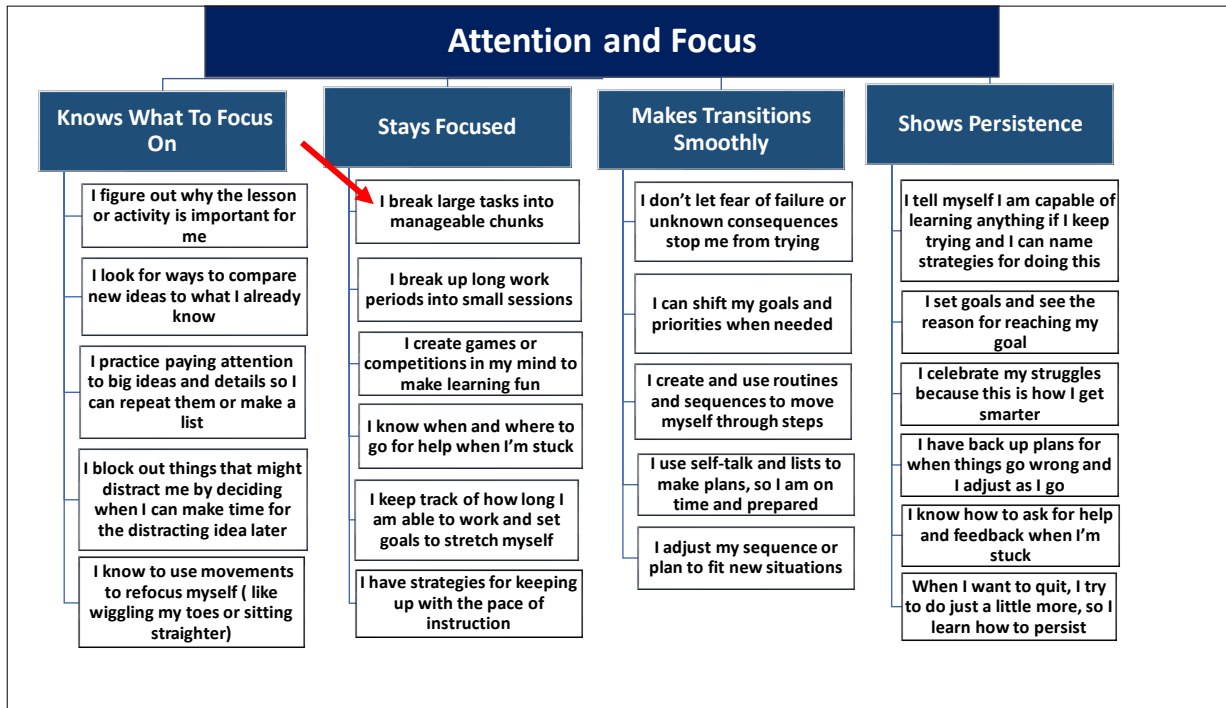
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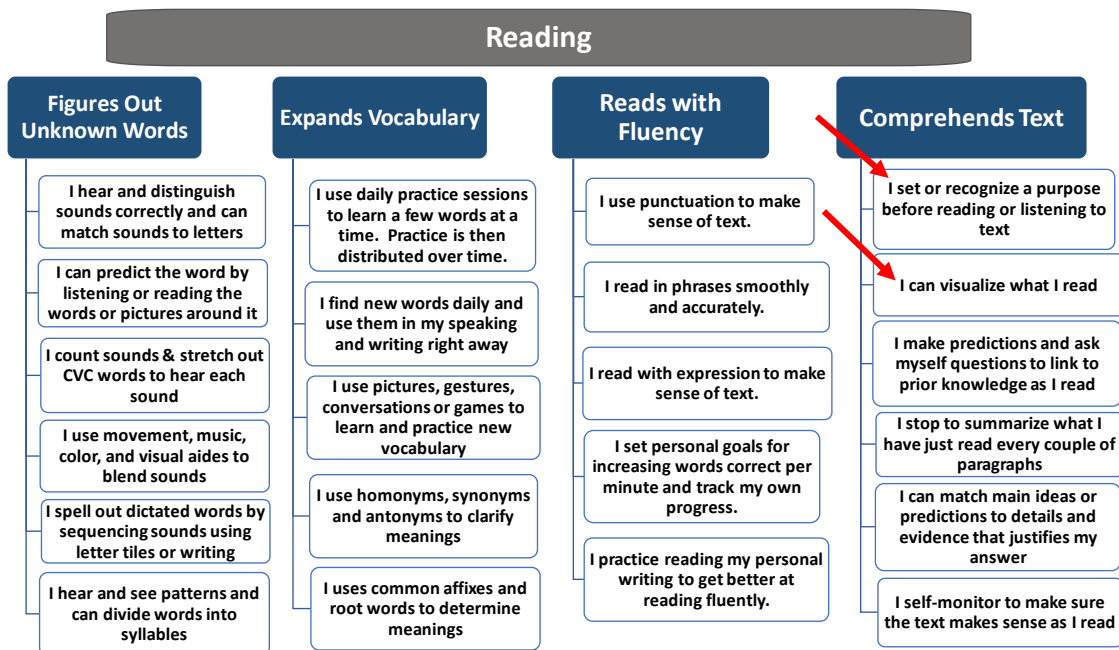
Form H

| | | | | |
|---------|--|---|---|--------------|
| | Date: | Coach: Rachael | Teacher: Amanda | Student: Max |
| | Purpose | To dig deeper into the root cause in order to design new learning opportunities. | | |
| 2 min. | Connect: Tell me what progress has been made since the last time we talked? | <p>Max likes the manipulatives and visuals. His confidence is better.</p> <p>He uses the tools in all three rooms.</p> <p>He can now name the characters in a story.</p> | | |
| 20 min. | Focus Concerns and 5 whys to find the root cause. | <p>Academic Concern (in teacher's words) Still not connecting to text</p> <p>Executive Function Concern (teacher's words) Still cannot follow directions to complete assignments or remember what he reads.</p> | <p>Root Cause from strength charts: Set a clear purpose before reading</p> <p>Root Cause from strength charts: Needs to break things down into smaller chunks</p> | |
| 4 min. | DATA Goal: If you apply what you know to this situation, what could happen in 6 or fewer weeks? | <p>Do: If we teach _____ to _____</p> <p>Achieve: We will see this outcome _____</p> <p>Time: In _____ weeks</p> <p>Assessment of growth: _____ will go from _____ to _____ and from _____ to _____</p> | | |

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5 Whys Coaching Conversation Guide– page 1

Form H

| | | | | |
|---------|--|--|---|--------------|
| | Date: | Coach: Rachael | Teacher: Amanda | Student: Max |
| | Purpose | To dig deeper into the root cause in order to design new learning opportunities. | | |
| 2 min. | Connect: Tell me what progress has been made since the last time we talked? | <p>Max likes the manipulatives and visuals. His confidence is better. He uses the tools in all three rooms. He can now name the characters in a story.</p> | | |
| 20 min. | Focus Concerns and 5 whys to find the root cause. | <p>Academic Concern (in teacher’s words) Still not connecting to text (recalling)</p> <p>Executive Function Concern (teacher’s words) Still cannot follow directions to complete assignments or remember what he reads.</p> | <p>Root Cause from strength charts: Set a clear purpose before reading</p> <p>Root Cause from strength charts: Needs to break things down into smaller chunks</p> | |
| 4 min. | DATA Goal: If you apply what you know to this situation, what could happen in 6 or fewer weeks? | <p>Do: If we teach _Max_ to set a clear purpose before reading and break big tasks down into manageable pieces</p> <p>Achieve: We will see this outcome He will be able to improve his ability to recall text features and complete more tasks</p> <p>Time: In __4__ weeks</p> <p>Assessment of growth: Max will go from recalling 1 out of 5 details to 3 out of 5 and from completing 2 out of 5 two-step tasks to 4 out of 5</p> | | |

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| | | | | |
|--------|---|-------------------------------|---|-----------------------------|
| | 5 Whys Coaching Conversation | Page 2 | | Form H page 2 |
| 5 min. | <p>Share success stories: Ask the teacher(s) to describe a time when a student was successful learning this skill.</p> <ol style="list-style-type: none"> 1. What the student did 2. What you did that helped 3. What the parents did 4. What the other students did | Ideas from your success story | How does this strategy affect student thinking? | |
| 5 min. | Design an action plan: Based upon the story, what ideas fit this student best? | Things I will do | Suggestions for parents | Things the student will do |
| 4min. | <p>Commit to action : 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> | How I will start tomorrow | | How I will monitor progress |

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Progress Monitoring For An Individual Student

Student Name: **Max**

| What is Being Measured | | | | How Data Will Be Collected | | | |
|---|--------|--------|--------|--|--------|--------|--------------|
| Max's ability to identify text features after reading | | | | Oral check each Thursday | | | |
| Max's ability to complete two-step tasks | | | | One two-step task a day for 5 days with rubric | | | |
| Baseline Data | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Total Growth |
| Academic Goal Text features identified | 2 / 5 | 2 / 5 | 4 / 5 | | | | |
| Executive Function Goal Two-step tasks completed | 0 / 5 | 2/5 | 3/5 | | | | |

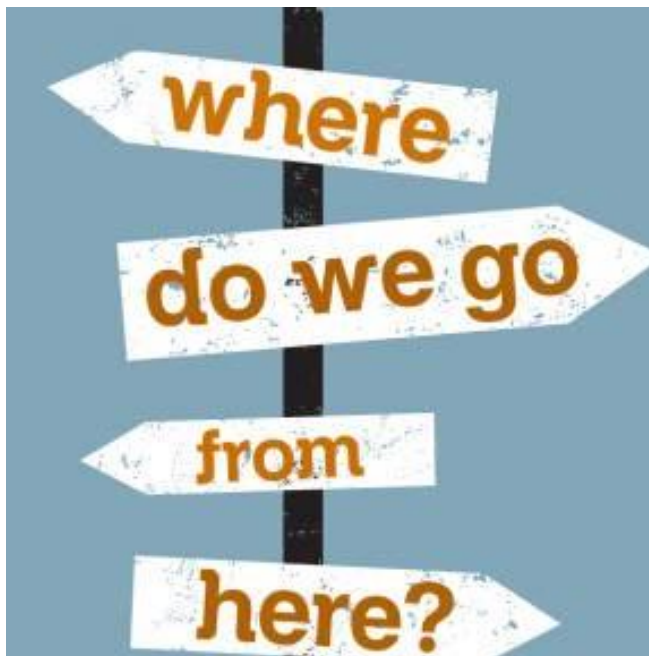
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Six Tips For Successful 5 Whys Conversations

1. Build on what the teacher just said.
2. Make questioning a conversation, not an interrogation.
3. Listen with the intent to understand
4. Stay in your circle of influence.
5. Move past value judgements to specific observations.
6. Avoid premature problem solving



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where
do we go
from
here?

Lesson 8
What is the five whys process
make Tiers 2 and 3 manageable ?
Case studies for practice
Refining diagnostic skills
Trouble-shooting coaching errors