

Refining Your Diagnostic Skills

Lesson 8 of The RTI/MTSS Coach Training Series

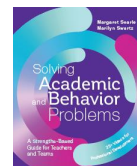
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Outcomes

Lesson 8: Refining your diagnostic skills

- How to make Tier 2 and 3 problems manageable
- Trouble shooting coaching errors
- Case studies for practice



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How Do I Know Where To Start 5 Whys?

The focus question "What are you still worried about?" helps with this.

Form H

5 Whys Coaching Conversation Guide		Coach:	Teacher:	Student:
Date:				
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?	Strengths you see in this student and progress made since last coaching meeting.		
20 min.	Review focus Concerns and use 5 whys to find the hidden skill needed.	Academic Concern (in teacher's words)	Hidden skill identified by 5 whys (see strength charts):	
		Executive Function Concern (teacher's words)	Hidden skill identified by 5 whys (see strength charts):	
4 min.	Establish a 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 _____		

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Bad Coaching Good Coaching

Bad Coaching: Rapid-fire why questions



Ok, why do you think x is happening?
And why is that? Why do you think that?

Good Coaching – Explains the procedure



Even though your answers are clear and helpful, I will continue to ask why at least five times to find the root cause.

Bad Coaching: Not listening



Teacher: I don't think she understands fractions.

Coach: Is she learning disabled?

Good Coaching: Builds next question on the teachers last answer



Teacher: I don't think she understands fractions.

Coach: Why do you think she is having such a hard time with fractions?

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5 Whys Conversation: Executive Function Concern

Form J

<p>Build your questions on the teacher's answer and use paraphrasing.</p> <p>Question starters:</p> <ul style="list-style-type: none"> * Why does she...? * What do other students think about that he doesn't? * What is it that makes ___ so hard? * This happens because...? * What do other students say or do in their head that helps them with this? * What else could be causing that? <p>End with:</p> <ul style="list-style-type: none"> • So are you saying that if we... 	<p>Executive Function concern Leon consistently loses focus after 3 or 4 math problems</p> <p>Coach says</p> <ol style="list-style-type: none"> 1. Why do you think he does that? 2. Because he doesn't now the answer what happens in his head? 3. So what about the work makes him so frustrated? 4. There are other children who wouldn't give up so quickly, so what do you think? 5. So what's going on in his head that makes him shut down like that? 6. So why does he wait for the feedback? 	<p>Teacher says:</p> <ol style="list-style-type: none"> 1. He comes to a hard problem and just stops. 2. He decides to do something else. 3. He doesn't know his facts or have a quick way to recall facts. He does know repeated addition. 4. I don't know. 5. Not sure if it's I don't want to, I can't or if I wait she'll come and help. 6. Because he keeps getting attention. Lightbulb! 	<p>Clarification</p> <p>So you are saying he's avoiding hard work not because he cannot stay focused but because he is frustrated. T: Yes</p> <p>So it's just the quickness of it. He could come up with the answer if he would just hang in there? T: Most of the time, yes.</p> <p>Does he want to please and be successful? T: Yes So he's not just shutting down. T: No, he responds to feedback but there's no carryover. I leave, he stops.</p> <p>Does that feel right to you? It's getting attention?</p>
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Practice Writing DATA Goals

- **Do:** If we teach Leon to _____
- **Achieve:** We will see this outcome: _____
- **Time:** In _____ weeks
- **Assessment of growth:** Leon will go from _____ to _____

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DATA Goal



Questions you can ask yourself as you create the DATA goal.

- What will we be teaching the students to do for themselves?
- Does this match what we said we want to accomplish(the change in the student)?
- What will we see and hear students do in the next 4 - 6 weeks if this works?
- What is the starting baseline and target score?
- How will we collect the data to measure the growth of this student in small increments?

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Attention and Focus



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Leon's DATA Goal

- **Do:** If we teach **Leon** to **try to do just a little more, so he learns how to persist**
- **Achieve:** We will see this outcome: **He will learn to persist when things are difficult.**
- **Time:** In **5** weeks
- **Assessment of growth:** **Leon** will go from **quitting after 3 or 4 problems** to **completing at least 6 problems before asking for help.**

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Label as “Yes” or “No” depending upon whether it is a good question for 5 whys.

- What is her home life like?
- Have you ever tried...?
- What exact skills are missing?
- Has she ever been tested?
- What could be causing that?
- Why don't you...?
- So why isn't she learning this skill?
- Because...



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5 Whys Conversation: Academic Concern

Form I

Build your questions on the teacher's answer and use paraphrasing. Question starters: * 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? End with: • So are you saying that if we...	Academic concern _____ Coach says 1. 2. 3. 4. 5. 6.	Teacher says: 1. 2. 3. 4. 5. 6.	Clarification
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5 Whys Conversation: Executive Function Concern

Form J

Build your questions on the teacher's answer and use paraphrasing. Question starters: * Why does she...? * What do other students think about that he doesn't? * What is it that makes ___ so hard? * This happens because...? * What do other students say or do in their head that helps them with this? * What else could be causing that? End with: • So are you saying that if we...	Executive Function concern _____ Coach says 1. 2. 3. 4. 5. 6.	Teacher says: 1. 2. 3. 4. 5. 6.	Clarification
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Analysis Questions

Analysis Questions

- ▶ Why is her organization so poor?
- ▶ What exact skills are missing?
- ▶ So why isn't she learning this skill?
- ▶ What could be causing that?
- ▶ If you could look deeper, what do you think keeps her from progressing?
- ▶ Why aren't your good techniques having the same effect on her as they do on other students?
- ▶ And what else is interfering with her progress?
- ▶ Because...

Clarification Questions

- ▶ What is her home life like?
- ▶ Why doesn't she like school?
- ▶ What does she do when you ...?
- ▶ Have you ever tried...?
- ▶ Has she ever been tested?
- ▶ What is she doing when she should be reading?
- ▶ Why don't you...?
- ▶ Do you think she needs 1-1 instruction or ...?
- ▶ What techniques are you familiar with?

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How Do I Find Time To Coach?

1. Train enough people.
2. Schedule coaching periods instead of other duties.
3. Floating subs
4. Schedule problem-solving sessions during assemblies or other activity times.



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