

# Refining Your Diagnostic Skills

## Lesson 8 of The RTI/MTSS Coach Training Series

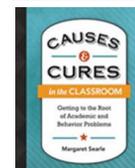
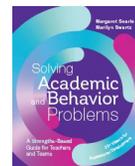
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## Outcomes

### 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**

| <b>5 Whys Coaching Conversation Guide</b> |  | Coach:   | Teacher:   | Student: |
|---|--|--|--|----------|
| <b>Date:</b>                              |  |  |  |          |
| <b>Purpose</b>                            |  | To dig deeper into the root cause in order to design new learning opportunities.   |  |          |
| 2 min.                                    | <b>Connect:</b> 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.                                   | <b>Review focus Concerns and use 5 whys to find the hidden skill needed.</b>                                       | 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.                                    | <b>Establish a DATA goal:</b> If you apply what you know to this situation, what could happen in 6 or fewer weeks? | <b>Do:</b> If we teach _____ to _____<br><b>Achieve:</b> We will see this outcome _____<br><b>Time:</b> In _____ weeks<br><b>Assessment of growth:</b> _____ 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

**Executive Function concern** Leon consistently loses focus after 3 or 4 math problems

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

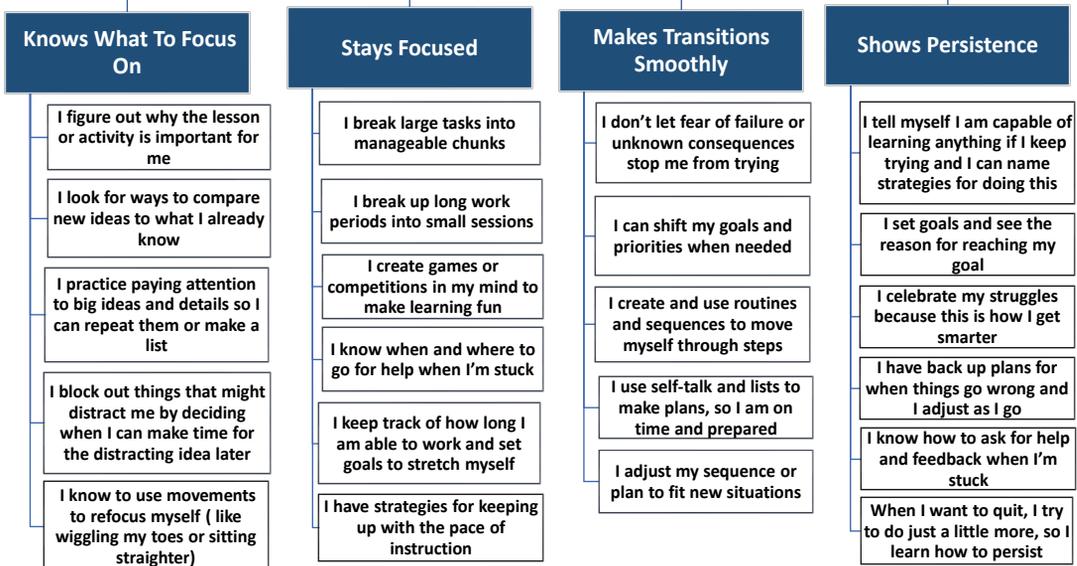


Questions you can ask yourself as you create the DATA goal.

- 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

|  |  |   |                             |
|--|--|---|-----------------------------|
| <p>Build your questions on the teacher's answer and use paraphrasing.</p> <p>Question starters:</p> <ul style="list-style-type: none"> <li>* So, why does he...?</li> <li>* What is interfering with...?</li> <li>* What else could be causing...?</li> <li>* What is it that makes ___ so hard for him?</li> <li>* This happens because...?</li> <li>* What do other students say or do in their heads that helps them with this?</li> </ul> <p>End with:</p> <ul style="list-style-type: none"> <li>• So are you saying that if we...</li> </ul> | <p style="color: red;">Academic concern _____</p> <p><b>Coach says</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> | <p><b>Teacher says:</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> | <p><b>Clarification</b></p> |
|--|--|---|-----------------------------|

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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"> <li>* Why does she...?</li> <li>* What do other students think about that he doesn't?</li> <li>* What is it that makes ___ so hard?</li> <li>* This happens because...?</li> <li>* What do other students say or do in their head that helps them with this?</li> <li>* What else could be causing that?</li> </ul> <p>End with:</p> <ul style="list-style-type: none"> <li>• So are you saying that if we...</li> </ul> | <p style="color: red;">Executive Function concern _____</p> <p><b>Coach says</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> | <p><b>Teacher says:</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> | <p><b>Clarification</b></p> |
|---|--|---|-----------------------------|

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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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