

Anticipation Guide: Lesson 7 – Diagnosing And Solving Problems For Tiers 2 and 3



Directions: Before viewing the video and doing the readings write your best answer based on your current information in the “before” section. After completing the module, use the “after” column to change or add any new information to your original answers. Part of our our live discussions will be sharing your new insights.

Question	Before	After
What is the five whys process?		
Why is it important to stay in your circle of influence during problem solving?		
What are the 6 basic skills of a good RTI/MTSS coach?		
What is the relationship between academic and executive function skills?		

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Note-taking Directions:

- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries*.
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.

Video 1: Diagnosing And Solving Problems For Tiers 2 and 3	Video: Questions or reflections
1. 2. 3.	
Reading 1: getting to the Hidden Cause with 5 Whys pp. 83 -86	Reading 1: Questions or reflections
1. 2. 3.	
Reading 2: Six Tips for Successful five Whys Conversations pp 86 - 89	Reading 2: Questions or reflections
1. 2. 3.	

5 Whys Conversation: Academic Concern

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...

Still not connecting to text

Coach says

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Teacher says:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Clarification

5 Whys Coaching Conversation	Page 2			Form H page 2
<p>5 min.</p> <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?	
<p>5 min.</p> <p>Design an action plan: Based upon the story, what ideas fit this student best?</p>	Things I will do	Suggestions for parents	Things the student will do	
<p>4min.</p> <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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Directions: In each row, highlight or underline the phrases or sentences that best describe where you see yourself or your team right now. In the blank column on the right, write strategies and concepts you want to use from this module to change or fine-tune what you do.

RTI/MTSS Best Practice	Somewhat Effective	Least Effective	My Plan For Improvement
Our school has people trained to be talking partners (coaches) who help teachers analyze student problems and create action plans.	Teams frequently meet to solve student problems, but we do not have a specific team process in place for this for general ed teachers.	We refer struggling students to the counselors or psychologists. This is not my job.	
Our coaches ask questions that help the teacher see the problem through the lens of what is going on inside the student's head (5 whys, root cause)	We create action plans for interventions but do not drill down to a root cause before doing so.	Diagnosing and determining interventions should be done by the special ed. department.	
Our teams consistently keep problem-solving conversations positive and within our circle of influence.	We try to come up with intervention plans to support students but blaming and complaining does eat up much of our meeting time.	The problem is often caused by home or low student motivation. I don't need to make accommodations for this.	
Teachers identify root causes and specific missing skills needed to focus the action plan. (strength charts)	We come up with solutions to the problem before trying to identify the root causes and missing skills.	Our plans mostly consist of ways to reward or punish students for their effort and performance.	