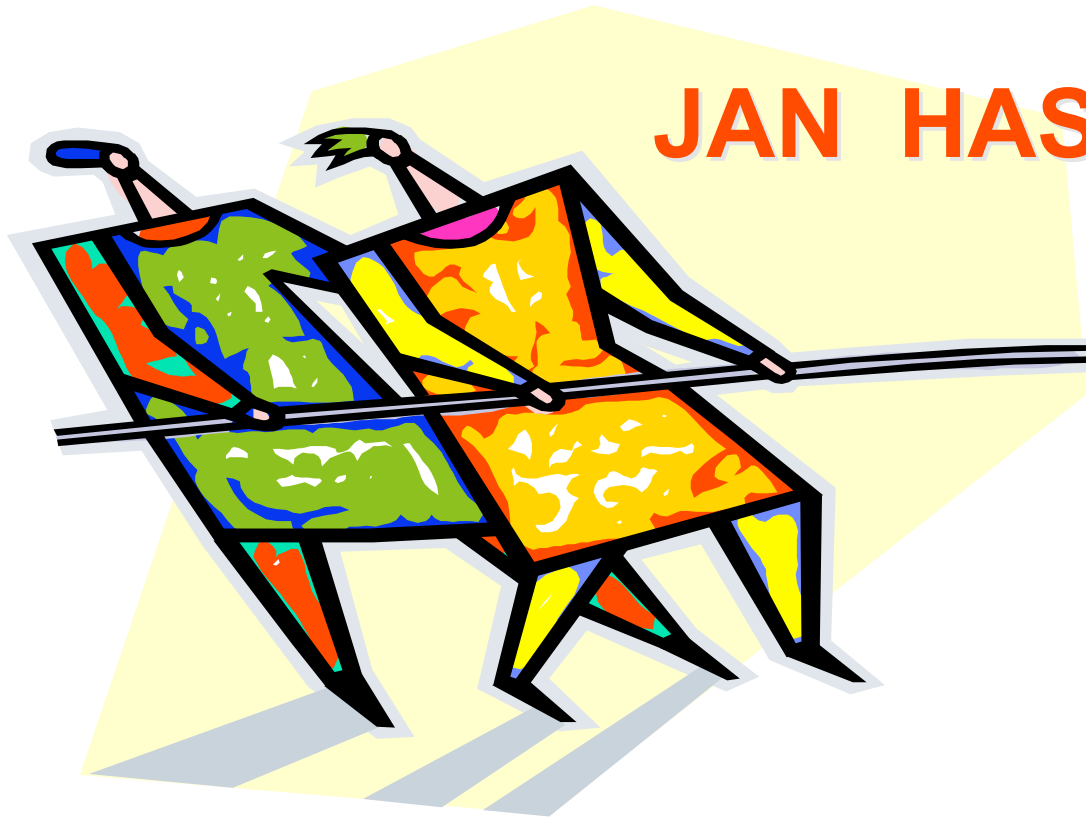


READING COACH

Ideas & Strategies for Success!



JAN HASBROUCK, Ph.D.

Developed with
Carolyn Denton, Ph.D.

www.jhasbrouck.com

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Student-Focused Coaching



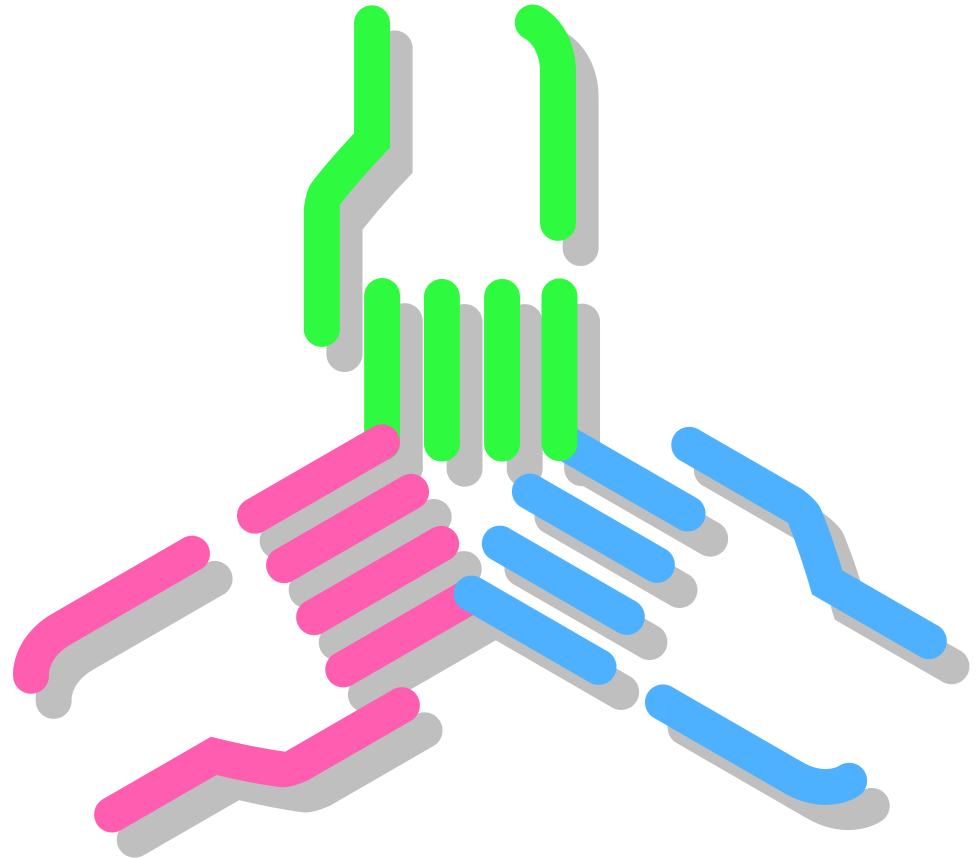
Coaches as “Consultants”

CONSULTATION:

- Extensive research base
- Indirect service delivery

TRIADIC model:

consultant — *consultee* — *client*



Student-Focused Coaching

Hasbrouck & Denton (2005)

A **cooperative**, and ideally **collaborative**, **relationship** with parties mutually engaged in **efforts** to provide **better services** for students.



Student-Focused Coaching

Mutually engaged in efforts

- ✓ Facilitator
- ✓ Collaborative Problem-Solver
- ✓ Teacher/Learner



Student-Focused Coaching

Better services

*Coaching is about the **kids!***

Relationship

*Forming & maintaining
professional relationships*

Cooperative, *ideally
collaborative*



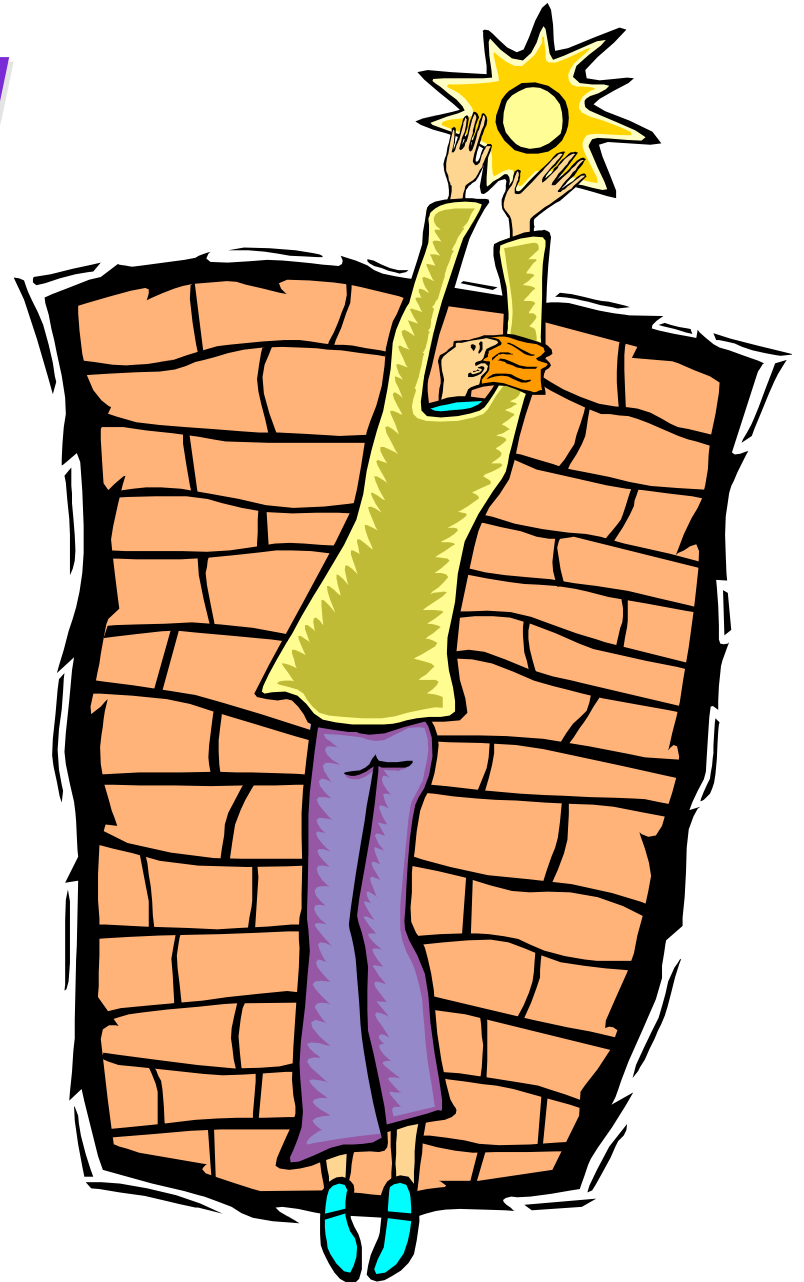
Characteristics of SFC

- Data-driven decision making with primary attention directed to student outcomes
- Observations focus on *interactions between student and teacher* behaviors
- Systematic problem-solving focused on improving academic outcomes



Goals of Coaching

- (1) Improve students' *reading skills & competence*
- (2) *Solve* referred problems
- (3) *Learn* from each other
- (4) *Prevent* future problems



Set your
SAILS
for reading success!

S TANDARDS
A SSESSMENTS
I NSTRUCTION & INTERVENTION
L EADERSHIP
S USTAINED, SCHOOL-WIDE COMMITMENT



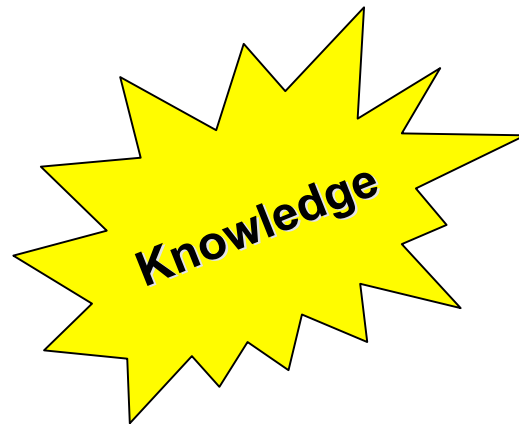
Collaborative Planning

Four Phases/Stages

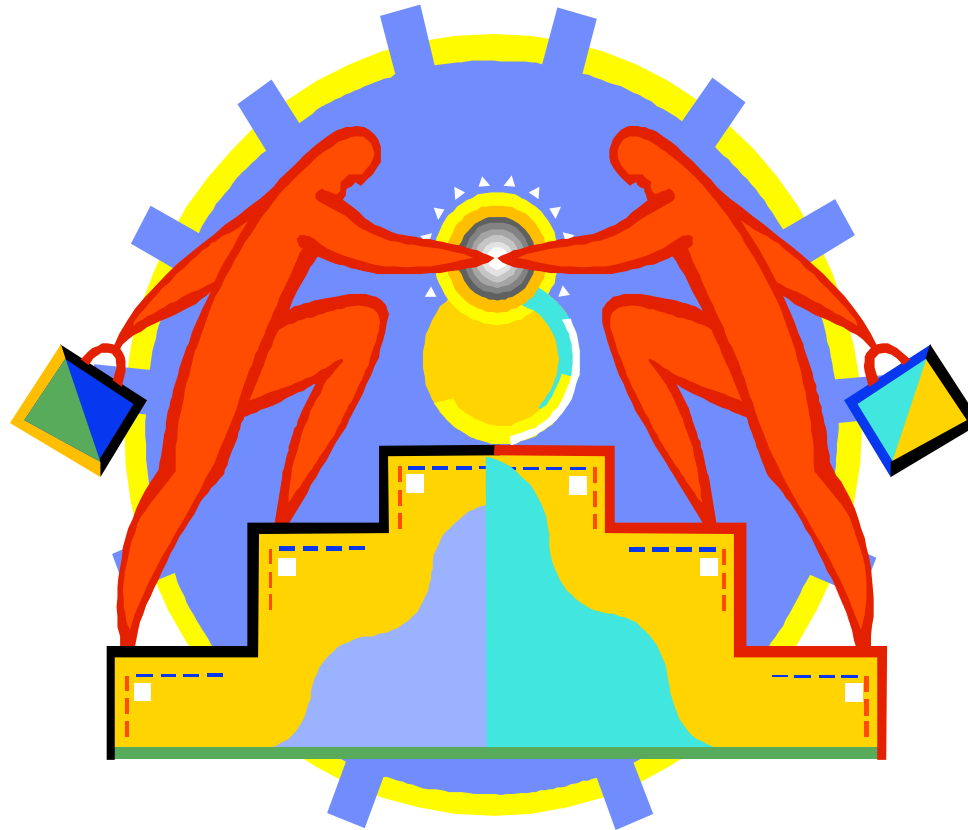


1. Problem Presentation
2. Define Problem, Set Goals, Develop a Plan
3. Implement the Plan
4. Evaluation & Next Steps

Avoid the “Expert Aura”

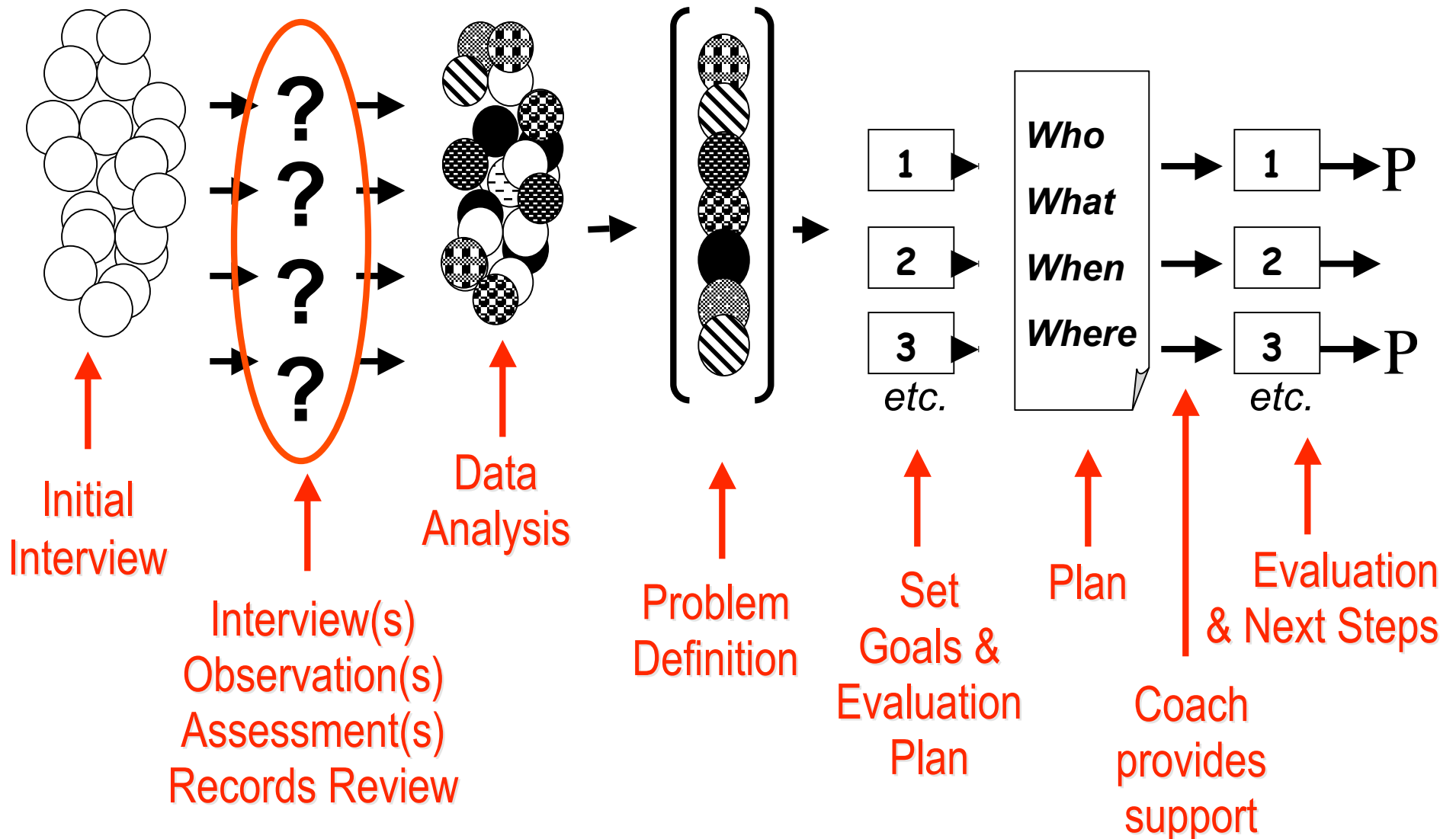


Involving everyone in ***each step of collaborative planning***, the more likely everyone will work toward a successful plan



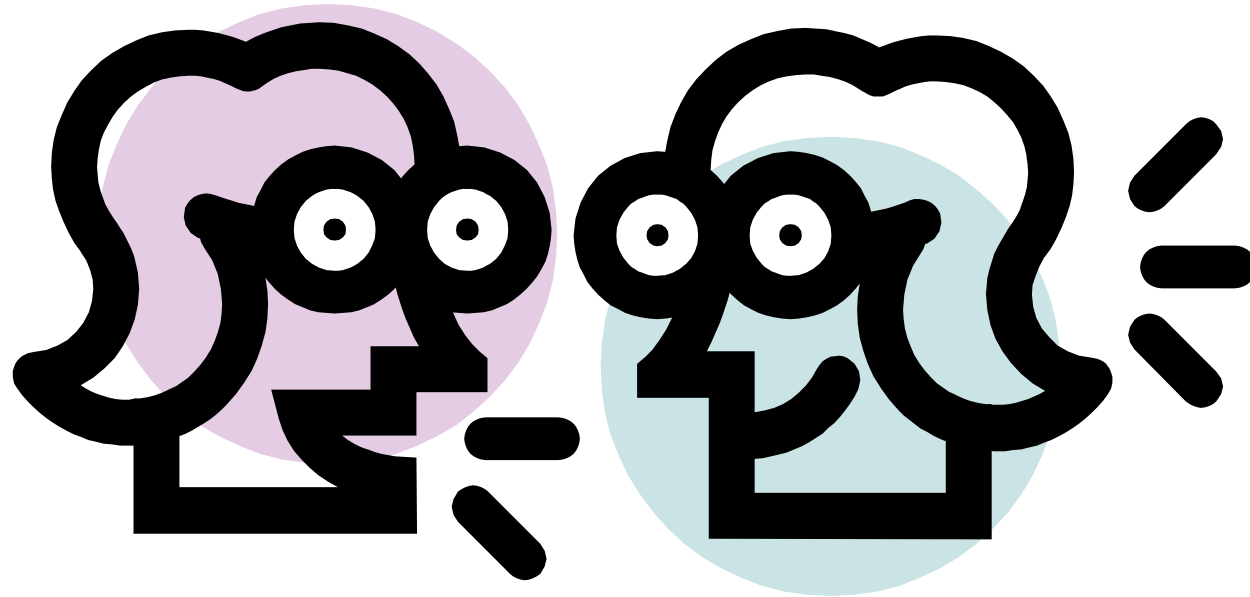
Collaboration starts ***HERE!***

COLLABORATIVE PLANNING



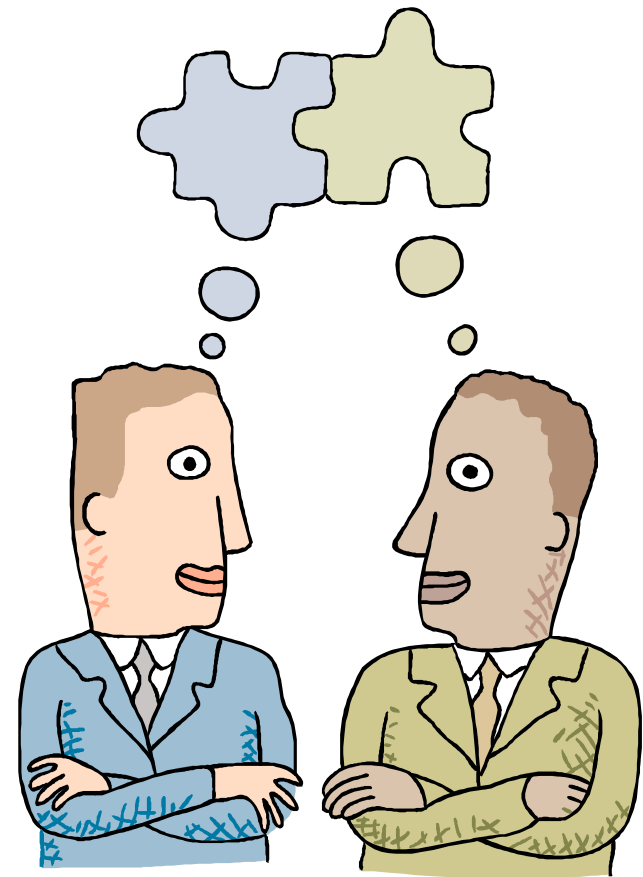
Communication Skills

"I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant."



KEY RULE OF COMMUNICATION SKILLS

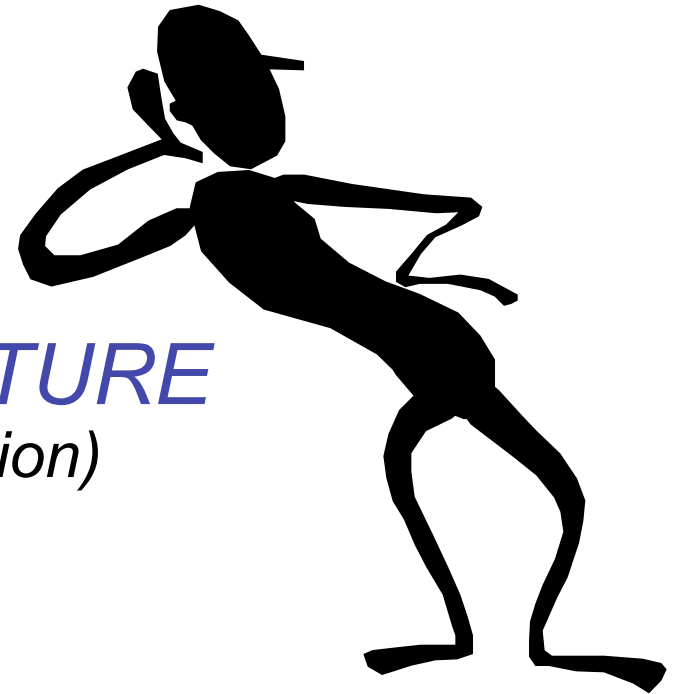
The more
TENSE, HIGH-STAKES,
or ***UNCLEAR***
the situation, the more a
SKILLFUL and ***FORMAL***
use of
communication skills
is required



Use **SOLER** position

- Sit **SQUARELY** in front of other person
(no desk between you; not twisted in seat)

- Maintain an **OPEN POSTURE**
(no crossed arms or angry expression)



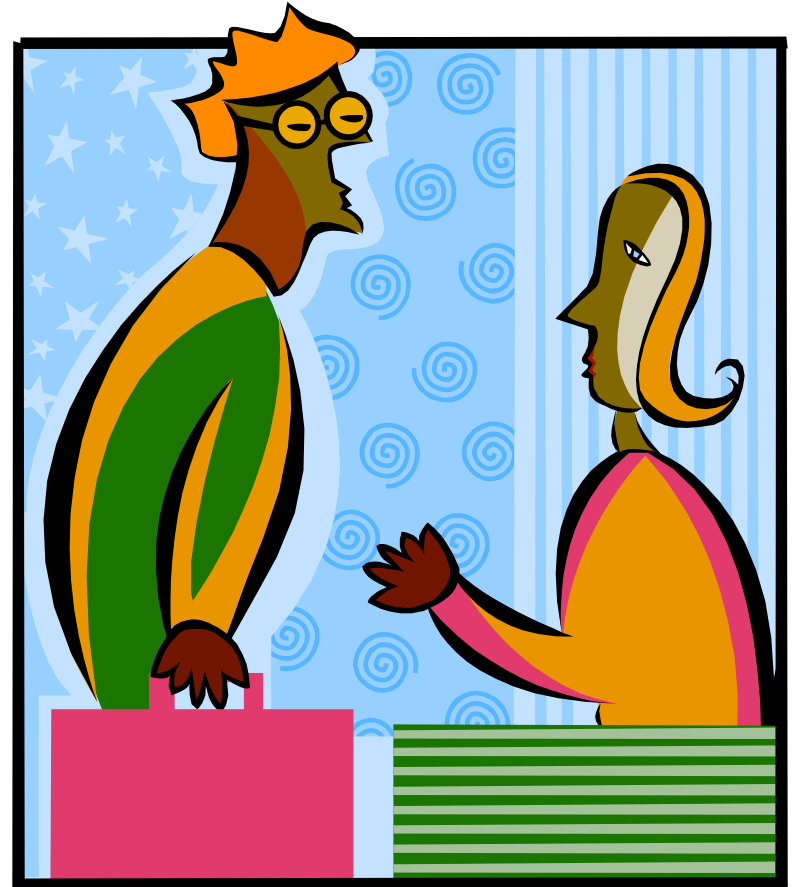


SOLER

- ***LEAN***
forward slightly
- Maintain
EYE CONTACT
- Try to be as
RELAXED as
possible
(*“relaxed alertness”*)

Other key communication skills...

- Use **NON-VERBAL** listening skills “minimal encouragers” (nodding; uh-huh; etc.)
- **REFLECT** affect & feelings; check **PERCEPTIONS**
- **PARAPHRASE** content (words/ideas): Concisely summarize key facts or ideas



Other key communication skills...

- Ask **QUESTIONS** to clarify, check perceptions, seek elaboration
- Use **OPEN-ENDED** questions to start
- Avoid **LEADING** questions; may jeopardize trust, a sense of safety, and mutual respect

LEADING QUESTIONS:

- Do you have a structured classroom management plan in place?
- Are you differentiating instruction for your students?
- Have you worked to establish a positive relationship with this student?





➤ **SUMMARIZE** at transitions

➤ Avoid **JARGON** & unnecessary **INTERRUPTIONS**

➤ Avoid **OFFERING SOLUTIONS**

ADDITIONAL ISSUES

- Use precise & appropriate **LANGUAGE**
(avoid unnecessary or undefined jargon)
- Any information shared is **ACCURATE**
- **ACKNOWLEDGE & ACCEPT**
efforts of your colleague— but don't
evaluate

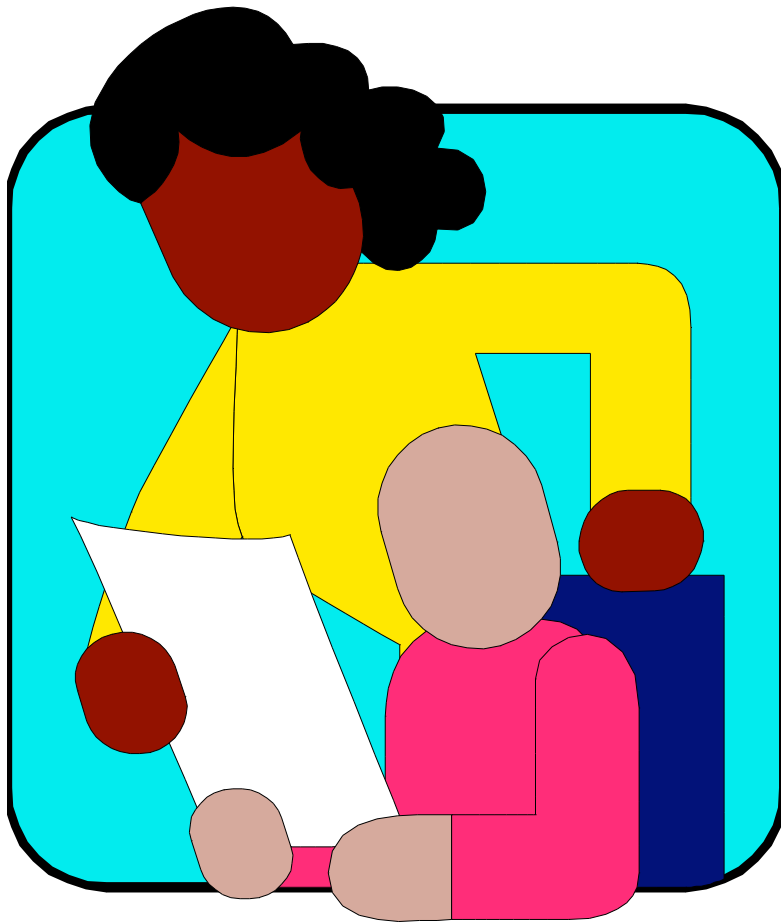




OTHER IDEAS

- ✓ Take notes?
- ✓ Don't try to solve problems when angry
- ✓ Rehearse & practice!

Four Types of Colleagues

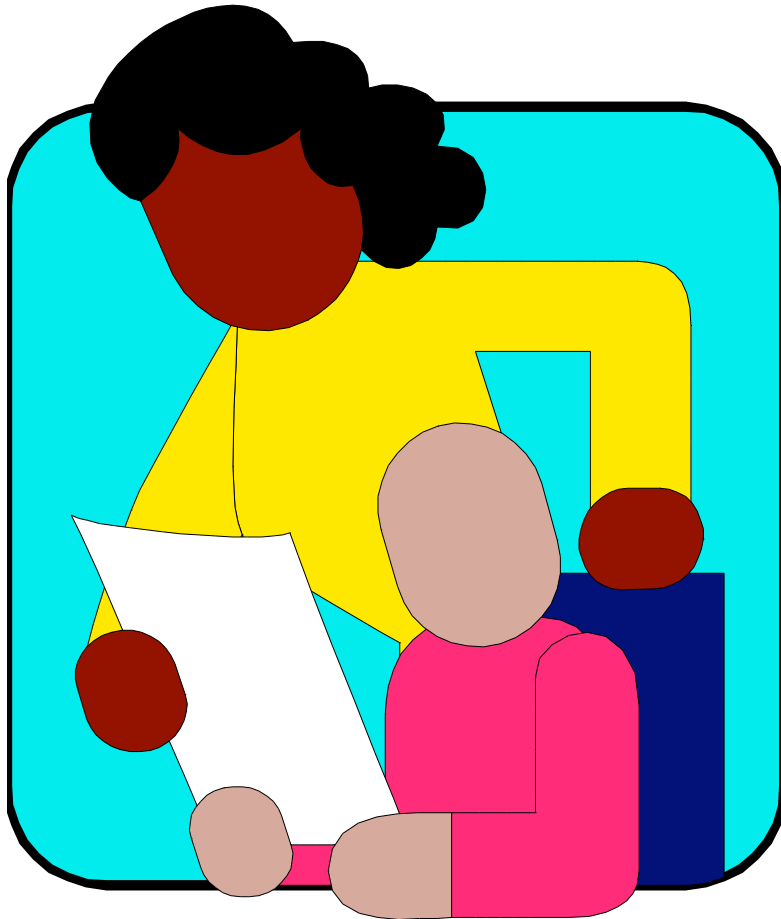


(1) **EAGER** for help & **OPEN** to trying new ideas

(2) **EAGER** for help but **RESISTANT** to trying new strategies

(3) **NOT SEEKING** immediate assistance but **NOT RESISTANT**

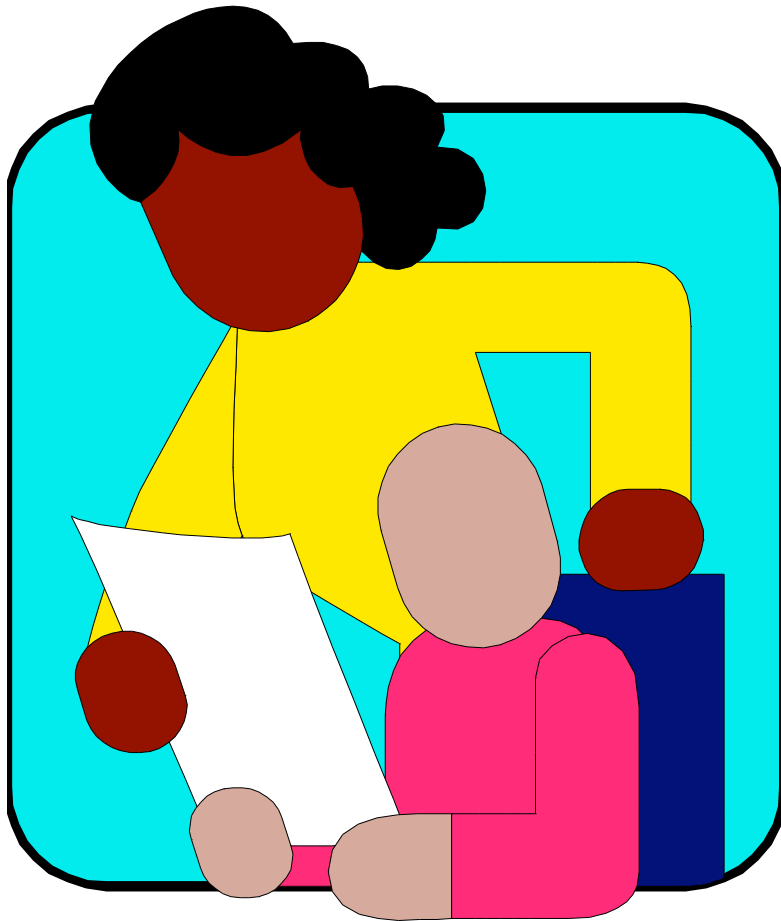
(4) **NOT SEEKING** assistance & **RESISTANT**



(1) **EAGER** for help &
OPEN to trying new
ideas

- **Facilitator:** *Encourage, network*
- **Collaborative Problem-Solver:** *Build skill & professional repertoire of skills, strategies, resources*
- **Teacher/Leader:** *Watch for appropriate professional development opportunities*

Share success stories to build caseload!



(2) **EAGER** for help but
RESISTANT to trying
new strategies

Watch your time...

But keep the door open!

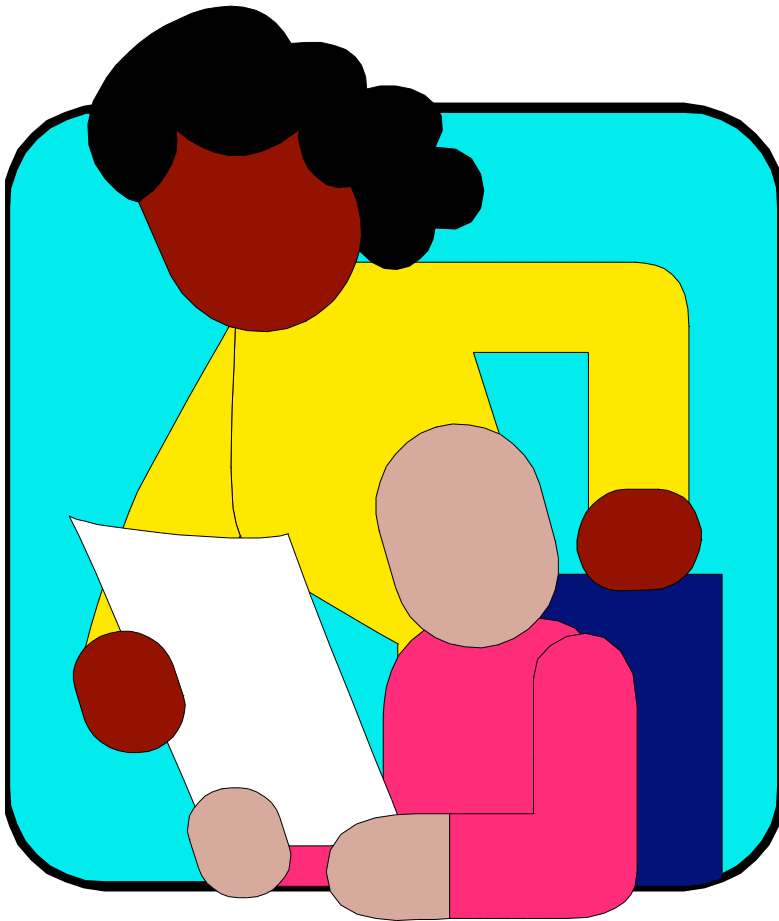
At least once per month use
Facilitator questions:

- What is working well for you?
- Do you have a concern about the progress of any of your students?
- Do you have any questions or suggestions for me?

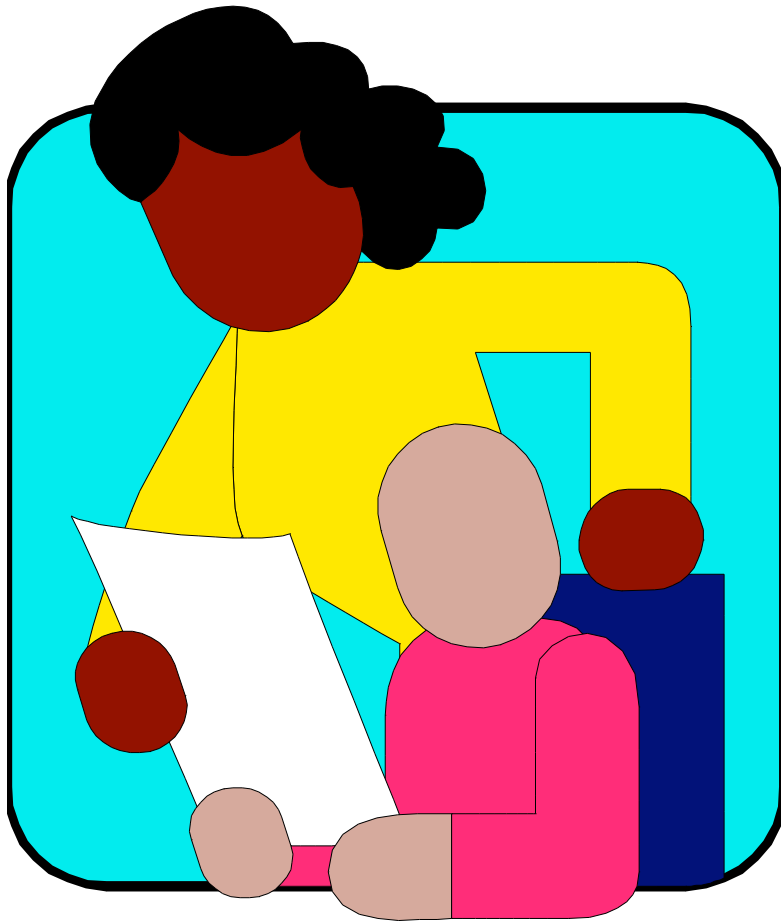
(3) **NOT SEEKING**

immediate assistance but

NOT RESISTANT



- Keep advertising; share success stories publicly
- Use *Facilitator* questions once per month to keep the door open



(4) NOT SEEKING

immediate assistance &
RESISTANT

COOPERATION a minimum
requirement...

- Sharing student data:
Public & nonjudgmental
- Keep advertising; share
success stories publicly
- Use *Facilitator* questions
at least once per month

Team Problem Solving



Team Problem Solving:

An Efficient 25-minute Process

Sprick, Sprick, & Garrison (1993)

INTERVENTIONS

- Ideal for teachers & support personnel working with one student or a group of students
- Best used for less complex issues: **Behavior** or **Academic**

Team Problem Solving



Three key roles

LEADER

Manages the group process

- (a) each person has equal opportunity to participate;
- (b) team stays focused on each step in the process;
- (c) time allocated for each step is adhered to

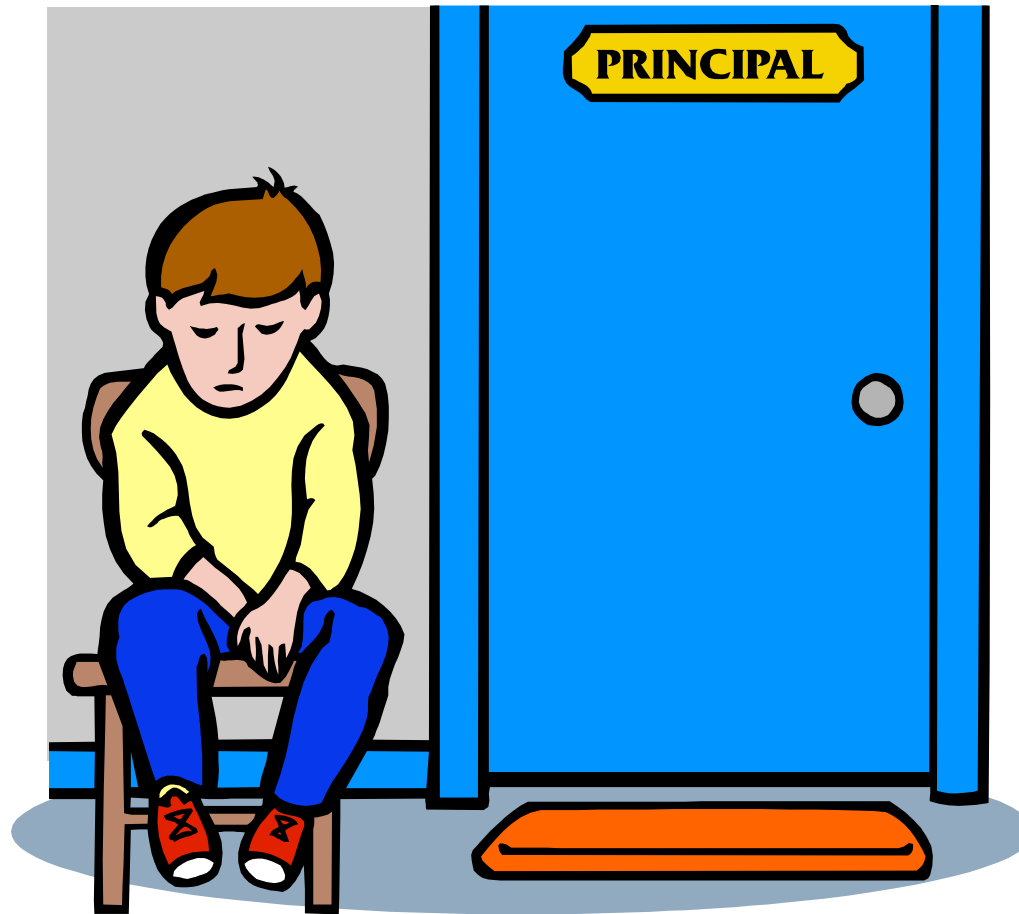
TIMEKEEPER

informs *Leader* when time for each step has expired

RECORDER

records key agreements at each step

25 Minute Problem Solving ***BEHAVIOR*** (7 Steps)



STRUCTURED INTERVENTION PLANNING for <i>BEHAVIOR</i>	25 minutes	35 minutes	50 minutes
<i>Step 1</i> BACKGROUND	6	7	10
<i>Step 2</i> PROBLEM & GOAL	2	3	4
<i>Step 3</i> CORRECTIVE CONSEQUENCES	2	3	4
<i>Step 4</i> RESPONSIBLE & IRRESPONSIBLE BEHAVIOR	4	6	8
<i>Step 5</i> PROACTIVE STRATEGIES	4	6	8
<i>Step 6</i> PROACTIVE PLAN	3	4	8
<i>Step 7</i> FINAL DETAILS	4	6	8

25 Minute Problem Solving

ACADEMICS (5 steps)



PRIOR TO MEETING

- Conduct informal assessments analyze student's work samples; work 1:1 with student on assignment(s)
- Review student's repertoire of school success strategies (note-taking, test-taking, study skills, organizational strategies)
- Contact parents as school policy or situation requires

STRUCTURED INTERVENTION PLANNING for ACADEMICS	25 minutes	35 minutes	50 minutes
Step 1 BACKGROUND	6	8	10
Step 2 PROBLEM & GOAL	3	5	9
Step 3 PROACTIVE STRATEGIES	8	10	12
Step 4 CREATE THE PLAN	5	7	10
Step 5 FINAL DETAILS	3	5	9

Working
in the
REAL
world...



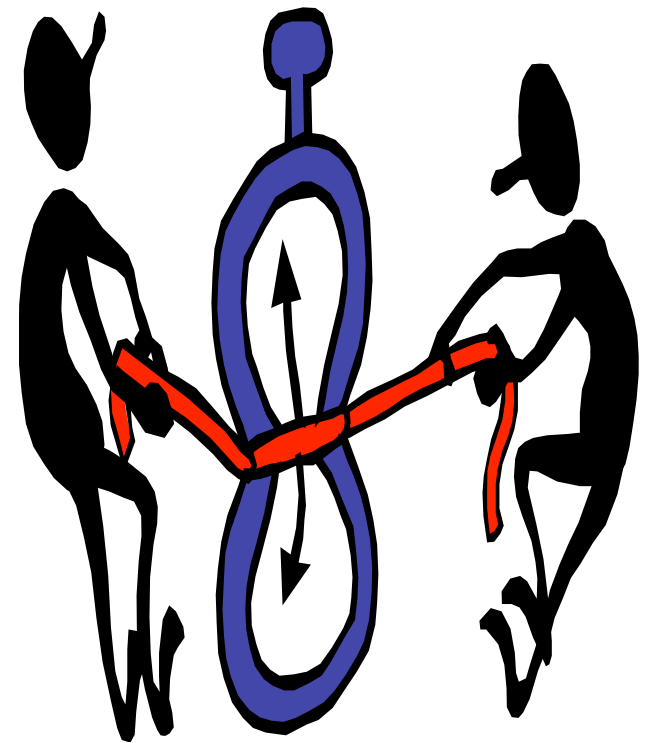
AXIOM FOR SCHOOLS

R. Kroth, 1995

There is never enough

There is never enough

There is never enough



Let's all work
TOGETHER



to help
**every student
achieve
success!**

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