

**Table 4.3: Question Stems and Statements for Phase 1—
Developing Rapport, Self-Awareness, and a Goal**

Observations or Circumstances	Questions and Coaching Statements
Student is stuck or seems uncomfortable	<ul style="list-style-type: none"> • What's going right? • What are you noticing right now in your body or brain? • It seems like you've had a shift in how you're feeling. What signs is your body showing you? • It seems like you've had a shift in how you're thinking. What signs are your body or brain showing you?
Student is making progress or starting to plan next steps	<ul style="list-style-type: none"> • What's going right? • That seemed to go well. What do you think went right? • Where do you picture having a tricky moment? • What might support or limit future you? • What does this make you think about yourself as a learner? • Sounds like you've figured something out. Let's state it in a way that tells about your brain: "I have a brain that . . ." • Which parts are still kind of fuzzy or unclear? • Which part are you dreading or feels overwhelming? • Which part seems easy to you? What about it makes it feel easy?
Student is emotionally dysregulated	<ul style="list-style-type: none"> • I notice you're having some feelings about that. Tell me more. • It seems like your body or brain might need . . . What are your thoughts?
Open-ended questions	<ul style="list-style-type: none"> • What are your thoughts about [assignment, test, peer conflict]? • How can you tell? • What are your thoughts? • Tell me more about what you understand about . . .