

**Table 4.5: Question Stems and Statements for Phase 3—  
Taking Accountability and Action**

Observations or Circumstances	Questions and Coaching Statements
Helping a student plan to see their strategies through or get started	<ul style="list-style-type: none"> <li>• How do you plan to get started on . . . ?</li> <li>• What are three ways you could . . . ?</li> <li>• What would help you get started?</li> <li>• What's your plan for . . . ?</li> <li>• How will you remember to . . . ?</li> <li>• How can you make that (new strategy) easy for future you?</li> <li>• You've identified a great strategy. How will you be sure to . . . ?</li> <li>• What would feel good to have done?</li> <li>• When will you start . . . ?</li> <li>• Where do you want to work on. . . ?</li> <li>• What might help future you when you work on . . . ?</li> <li>• What do you want . . . to look like?</li> </ul>
Helping a student anticipate potential hurdles	<ul style="list-style-type: none"> <li>• What do you think might be tricky when you use that plan or strategy?</li> <li>• How can we plan to support future you?</li> <li>• How can you use examples of your past strategies and success to help yourself moving forward?</li> <li>• What kind of environment does your brain need to be able to work on . . . ?</li> </ul>
Helping a student move through resistance	<ul style="list-style-type: none"> <li>• Is there something easy you can start with to get your momentum going?</li> <li>• Would you like to start with the hardest task, since you have me here to help right now?</li> <li>• In the past, you've noticed that . . . is pretty challenging for you. What strategy do you want to use when . . . gets tricky again?</li> </ul>
Open-ended statements	<ul style="list-style-type: none"> <li>• I noticed that when you . . . it seemed to . . .</li> <li>• Let's practice what . . . will look like.</li> <li>• Have you considered . . . ?</li> <li>• Some people like to . . .</li> </ul>