

Meaning Making Machine Staff

Staff Name: _____

Supervisor: _____

Date: ____ / ____ / ____

Time: _____

Skill/Task for Implementation:

<p>What does the staff feel about the skill or task?</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Excited</td> <td><input type="checkbox"/> Frustrated</td> </tr> <tr> <td><input type="checkbox"/> Overwhelmed</td> <td><input type="checkbox"/> Anxious</td> </tr> <tr> <td><input type="checkbox"/> Confident</td> <td><input type="checkbox"/> Fearful</td> </tr> <tr> <td><input type="checkbox"/> Confused</td> <td><input type="checkbox"/> Angry</td> </tr> <tr> <td><input type="checkbox"/> Disrespected</td> <td><input type="checkbox"/> Undervalued</td> </tr> </table> <p>Other: _____</p>	<input type="checkbox"/> Excited	<input type="checkbox"/> Frustrated	<input type="checkbox"/> Overwhelmed	<input type="checkbox"/> Anxious	<input type="checkbox"/> Confident	<input type="checkbox"/> Fearful	<input type="checkbox"/> Confused	<input type="checkbox"/> Angry	<input type="checkbox"/> Disrespected	<input type="checkbox"/> Undervalued	<p>Examples of how staff have used skill before</p> <p>*How often? ____/week</p> <p>* How long? ____/years</p> <p>*Accuracy: 1 2 3 4 5</p> <p>Past success with the skill or task:</p> <p>Strength of staff:</p> <p>Past challenges with the skill or task:</p>	<p>What have supervisors/coaches done to support implementation?</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Told to implement skill</td> <td><input type="checkbox"/> Provided materials</td> </tr> <tr> <td><input type="checkbox"/> Modeled skill</td> <td><input type="checkbox"/> Made materials</td> </tr> <tr> <td><input type="checkbox"/> Sent staff to outside training</td> <td><input type="checkbox"/> Gave encouragement</td> </tr> <tr> <td><input type="checkbox"/> Used peers to teach skill</td> <td><input type="checkbox"/> Extended deadline</td> </tr> <tr> <td><input type="checkbox"/> Shown video of implementation</td> <td><input type="checkbox"/> Did periodic check ins</td> </tr> <tr> <td><input type="checkbox"/> Shown video at your site of implementation</td> <td><input type="checkbox"/> Given visuals or flow chart of steps</td> </tr> <tr> <td><input type="checkbox"/> Talked to staff about barriers to implementation</td> <td><input type="checkbox"/> Simplified directions to implementation</td> </tr> </table> <p>How did the person/team respond?</p> 	<input type="checkbox"/> Told to implement skill	<input type="checkbox"/> Provided materials	<input type="checkbox"/> Modeled skill	<input type="checkbox"/> Made materials	<input type="checkbox"/> Sent staff to outside training	<input type="checkbox"/> Gave encouragement	<input type="checkbox"/> Used peers to teach skill	<input type="checkbox"/> Extended deadline	<input type="checkbox"/> Shown video of implementation	<input type="checkbox"/> Did periodic check ins	<input type="checkbox"/> Shown video at your site of implementation	<input type="checkbox"/> Given visuals or flow chart of steps	<input type="checkbox"/> Talked to staff about barriers to implementation	<input type="checkbox"/> Simplified directions to implementation
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<p>What does the person/team know about the skill or task?</p> <p>On a scale of 1 2 3 4 5 6 7 8 9 10 circle the number that represents how confident the staff feels about implementing skill? What supports need to be in place to increase this number?</p>																										

Note Any Barriers to Implementation:

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> ○ Absence of person ○ Recent illness (family member illness) ○ Lack of team collaboration ○ Other (specify): _____ | <ul style="list-style-type: none"> Change in routine Lack of materials In school/working longer hours | <ul style="list-style-type: none"> Absence of sleep Lack of planning time Family challenges | <ul style="list-style-type: none"> Multi-tasking many tasks Goals are too vague Goals not time bound Failure to see the need for skill Anxiety/fear of change |
|---|--|--|--|

Change You

Check or describe all you will apply

- Use positive language-ell staff what you want them to DO avoid "no" and "don't"
- Let staff choose the sequence of activities or the order in which they would accomplish a goal or task
- Show staff visual examples of each stage of a goal be sure to use real life examples
- Spend more **positive** time with the employee telling them what they are doing well
- Pair staff so they can learn from each other or reach a goal as a team
- Add staff interest to activity or ask staff where they feel comfortable starting a goal - assess staff readiness for goal
- Instead of "telling" staff ask staff about how they think they should carry out tasks or where they should start
- Give more detailed feedback
- Set time bound goals
- Set less goals, they may be overwhelming
- Start feedback with strengths then move to areas of growth
- Give more immediate feedback
- Explain expectations in multisensory way (visuals, charts, graphs, etc.) to enhance comprehension
- Demonstrate or model goal for staff

Materials needed;

Change the Adult

Check or describe all you will apply

Remind staff to "Push Past It!" and regularly use tool to build growth mindset daily.

Teach staff new skill with examples from books or video or have staff observe skill at their site

Have a peer teach them the skill being a leader means building other leaders-be sure to follow up to make sure skill was attained

Teach staff with problem solving or decision-making flow charts decision making tree

Do skill with staff member over time
Have staff observe you do skill and take notes on what they learned

Other:

Materials needed;

Change Consequences

Check or describe all you will apply

- Give attention to staff using "shout outs" and "brag boards" after doing right thing
- Let staff choose a positive reinforcement and reflect on if you have realistic deadlines
- staff reminded what to do with words and visuals and simplify directions or goal
- Effort is encouraged even if staff doesn't accomplish task or goal
- Reward system used to tack new skills
- Staff is shown tally of all the right things they are doing
- When giving materials to Ask them how they will use them and clarify if that matches your expectations
- Post examples of skill from other classrooms in your program in staff lounge or teacher area. If you have no examples then there is a lack of understanding program wide

Materials needed;

Warning #1! All strategies applied should be given **4-6 consistent** weeks to work before applying a new strategy. It takes 4-6 consistent weeks to create a habit. **Warning #2** it is NORMAL to see behavior get **WORSE** before it gets better. Intense intervention requires intense **TEAM** reflection.