

# OK 21<sup>ST</sup> CCLC

## MIDYEAR CQI CHECK-IN

### Participant Notebook

**Quality**  
instruction  
content  
context



**Engagement**  
behavior, interest  
with challenge



**Skills/beliefs**  
social  
emotional  
cognitive



**Transfer of outcomes**  
ready for school,  
work & life

#### Workshop Objectives:

- Review the facts (data about your program)
- Revisit/Revise goals from Leading with data
- Learn quality coaching practices to support quality improvement

#### Contents:

- PQA data information
- Take-it-back agenda
- Quality Coaching & Active Listening
- Observation-Reflection method

# Experiencing the Elements of Support

## Keep Away

For a few minutes, play a game of “Keep Away.” One person’s goal is to try to get the ball away from the other person, whose goal it is to maintain possession of it.

## Toss and Catch

Now switch to “Toss and Catch.” Play for a while.



*How did these two games affect you? In which game did you share control of the ball?*

## Target Practice v.1

Locate a fairly challenging target to hit or toss your ball into. As you take turns trying to hit the target, tell the person who is throwing the ball what she is doing wrong and how to correct her errors.

## Target Practice v.2

Continue with the target practice, but this time take turns giving the person who is throwing the ball support and encouragement.



*How did these two versions of target practice affect you?  
In which one were you focusing on each other’s strengths?*

## Lecture

Take turns giving each other a lecture about balls.

## Conversation

Now talk together about ball games you have played in your past.



*How did these two information exchanges affect you? Which one was more enjoyable?*

## Rolling ball v.1

With a piece of paper or something else in the room, make an inclined plane. As one person holds up the paper, the other person rolls the ball down the plane.

## Rolling ball v.2

Sit opposite each other on the floor or at the table. Roll the ball back and forth between you.



*How did these two ball-rolling experiences affect you?  
Which one was more playful? Why?*

## Fixing the ball v.1

One person sits and/or stands on the ball, flattening it. The other person scolds and shames you and tells you that since you have ruined the ball you won’t be able to play with it anymore

## Fixing the ball v.2

One person sits on the ball. Together, figure out a way to repair it. After repairing it, make up a new ball game and play it together.



*How did these two approaches to ball-flattening affect you?  
Which one focused on problem-solving?*

# How to Interpret PQA Data

## **How can you reduce an experience down to a few numbers?**

Human relations are incredibly complex. In every moment of interaction—for example, a staff member talking with a group of youth—there are literally billions of things that could happen. Staff make on-the-fly decisions about what to say and do, and so do youth. How then is it possible to turn all that untidy stuff into a set of numbers?

The technological advancement of the PQA is that it takes an infinitely complex system of human interactions and boils it down into meaningful numbers. The instrument does this by focusing only on a key set of items and making judgments about types of interactions in those items. These judgments become numbers.

The numbers, of course, do not tell the complete story of an interaction, but a PQA score—especially an item score—can provide a reliable indication of the quality of interactions. The carefully tested rubrics are designed to be broad enough to capture almost any situation, but specific enough to be functional. You can think of PQA data collection as a process of capturing little stories and then fitting them into important categories that tell us about quality.

## **But you caught me on a bad day!**

Although minor variations occur, youth workers' scores tend to be fairly consistent over time—again, especially at the item level. This is not to say that improvement is not possible, but that a “bad day” is usually not so different in terms of youth experience. There is a very good chance that, even though you had a “bad day,” your scores can tell what typically happens when you're working with youth. In fact, your “bad day” scores may be more valuable because they can point to what can really be improved! Plus, youth are there to experience good days and bad days.

## **So what do the numbers mean?**

A PQA Scores Report gives you item scores and domain scores. Everything is in a 5-point scale, where 5.0 is the best possible score and 1.0 is the lowest. Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. In Form A, scores tend to go down as items go up—in other words, Domain I usually scores the highest, on down to Domain IV, which scores the lowest.

## **How hard is it to raise scores?**

It is much easier to raise scores in some areas than it is in others. But generally, with initiative and focus and a willingness to learn, all scores can and do increase. By working to increase your PQA scores, you are moving toward improving the experience youth have in your program.

# Reading the Data

Discuss the following questions with colleagues from your site or program. After you've discussed the questions that are most relevant to you, focus on the last three questions and complete the grid on the following page. You can write your answers on Post-Its in order to complete a full grid with your group. Please select one data source at a time to review these questions.

What stands out to you about the data? Which numbers are surprising?

Which parts of the data most closely match what you originally thought about your program? Which ones differ?

Which of your program's strengths are most clearly shown in the data? What strengths are not shown?

What are some clear areas for improvement that are revealed by the data?

What are some areas you think need to be improved that are not indicated in the data?

What aspect(s) of the data are you most satisfied with? What should you celebrate?

What does the report reveal about your program that you are most proud of? What would you like to share with others?

Where does the report reveal opportunities for growth? Which of these opportunities feels most important or urgent?

# Creating A Take-it-Back Agenda



The suggested agenda that appears on the next several pages is designed for those who have completed the Planning With Data live workshop and wish to involve their staff or colleagues in the Improvement Planning process. Typically, this means you have completed the workshop yourself and now you are going back to facilitate the improvement planning process with your team. We encourage you to develop your own take it back agenda, but this should give you a good start!

We recommend you adopt three goals for this Planning Meeting:

- By participating in this meeting, team members will: Reveal program strengths and areas for improvement by reading data.
- Refine a set of goals.
- Create Program Improvement Plan to Realize goals.

We estimate that this agenda will take about 2-3 hours, depending on the size of your group.

## Preparation

Make sure you have all the materials listed below. Also, we recommend that you have staff review data reports before coming to the meeting.

- Quotes about change
- Chart paper and markers
- Data reports
- Reading data worksheet(s)
- Planning forms

## Overview

1. Welcome (5 minutes)
2. Change Activity (10 minutes)
3. Review of Pyramid and Report Format (10 minutes)
4. Reading and Interpreting Data (30 minutes)
5. Creating Improvement Plans (1 hour)
6. Plan Review (15 minutes)
7. Reflection (5 minutes)

# Guiding Staff in Planning with Data



The suggested Planning With Data Take It Back agenda provides you with objectives and a series of activities to support your staff in developing effective improvement plans, but there are some important logistical considerations that you should think about before the session.

## 1. Team Members

- a. Have there been any changes since data was collected?
- b. How will you make the best use of everyone's time? (building planning with data and improvement into existing meetings, events, and trainings)

## 2. Reviewing Data (Staff should review before the meeting.)

- a. When will you distribute them?
- b. Will you have them read them individually or as a group?
- c. How will you frame the data?
- d. How will you ensure that they know how to read the report?

## 3. Meeting Logistics

- a. When will the meeting take place? (Ideally 2.5 -3 hours)
- b. What scheduling information needs to be taken into consideration?
- c. Where will the meeting take place?
- d. What materials will you need? (Refer to agenda.)

## 4. Meeting Productivity

- a. How will you ensure that the team stays focused and positive throughout the meeting?
- b. What challenges do you anticipate?
- c. How will you ensure that staff feel ownership over the planning process?
- d. How will you maintain a focus on the point of service (i.e. making positive changes to improve youth experiences)?

### **Welcome (5 minutes)**

Welcome participants to the meeting and introduce yourself if necessary. You might also lead your team through an icebreaker or energizer to start the meeting off on a positive note. Remind participants of the Assess-Plan-Improve sequence. Reiterate that the whole process is focused on providing experiences for young people that will help them to grow and develop in a positive way. Providing a safe place for kids to go after school is not enough – the quality of the program matters.

### **Change Activity (10 minutes)**

Hang several quotes about change around the room. Have participants stand near the one that is most interesting to them. Have participants share why they chose their quote. Relate the quotes back to the Assess-Plan-Improve sequence and the Improvement Planning that participants are about to engage in. How do the quotes relate?

### **Review of Reporting Format (10 minutes)**

Review what was measured in the data reports and why it was collected. Review the research questions you set out to answer and what information the reports provide. Be sure participants fully understand the layout of the reports, where to find data sources, and how the data is represented.

### **Reading and Interpreting Data (30 minutes)**

Pass out site data reports. Have staff review the data and work through the questions in the Reading the Data worksheet. Discuss as a large group.

### **Creating Improvement Plans (1 hour)**

Present the participants the SMART goal framework and the sample goal. Walk participants through the Planning Form, explaining each field. Allow participants sufficient time to create actionable, measurable goals and plans. You may break the team up into pairs to work on one goal at a time or choose to have the entire group work together on each goal.

### **Plan Review (15 minutes)**

Review plan as a large group. Are the goals SMART? Do they focus on changing staff behavior? Will they lead to an improved experience for youth participants? Have we considered challenges and resources? If plans are complete and internet access is available, a designated team member can enter the plans into the online Scores Reporter.

### **Reflection (5 minutes)**

Have participants think about how they feel about the teams improvement plan and the change process. What is their personal weather forecast (e.g. “I feel sunny with a chance of light showers.”). You can either have participants explain their forecast or just state it without explanation

# Create Your Own Take-it-Back Agenda

Now that you have seen a suggested Take it Back agenda and thought through some of the particular logistics for your team, take some time to create your own Take it Back agenda using the time and resources you have available.

## **Time Available:**

## **Objectives:**

By participating in this meeting, team members will:

Reveal program strengths and areas for improvement by reading data.

Refine a set of goals.

Create Improvement Plan to Realize goals.

## **Materials:**

## **Opening (How will you set the stage?)**

## **Reveal (How will you support the team in reading the data?)**



**Refine (How will you support goal selection and development?)**

**Realize (How will you support development of a complete improvement plan?)**

**Reflect (How will you close the session?)**

**Notes (Are there other ideas or considerations for your team?)**

## Data Source:

### **Celebrate!**

*What strengths do you see?*

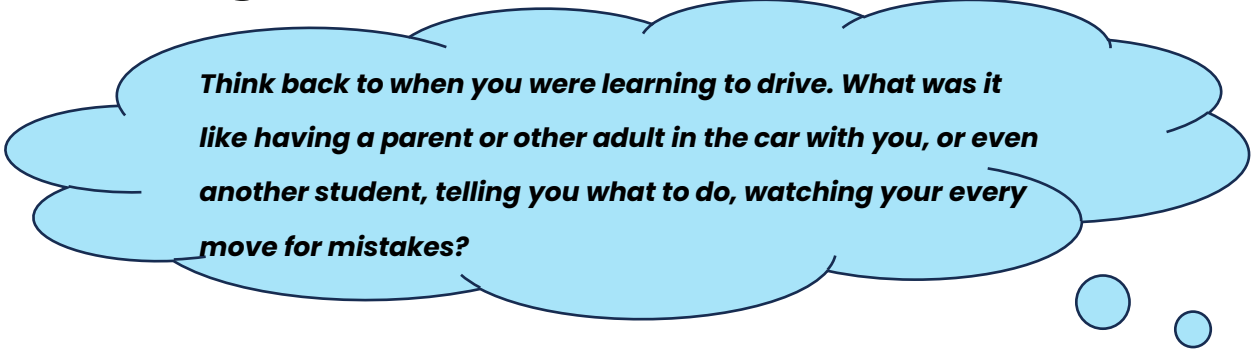
### **Share!**

*What are you most proud of that you want to share with others?*

### **Grow!**

*What are you excited to grow and improve?*

# Being Observed



*Think back to when you were learning to drive. What was it like having a parent or other adult in the car with you, or even another student, telling you what to do, watching your every move for mistakes?*

**As a coach, it's important to keep in mind the feelings program staff may have about being coached** and specifically in being observed doing their jobs. Anxiety and fear, feelings of fraud or being exposed are common. This is especially true in the education field, where observation is often connected with trouble—i.e., a principal observing a teacher after a parent complaint. Youth workers, just like teachers, are often on their own running their programs, with little outside support. When someone comes into their space to observe and provide coaching, they can feel vulnerable. Some may feel like the observer will expose them as a fraud. They are youth workers who care about what they do but may not feel good enough or may fear/disagree with the standards on which the coach is basing her work. **These feelings can be a barrier to the quality improvement process and the coaching relationship.**

A coach starts with understanding and addressing feelings related to their work with the staff as a coach. This allows the staff person to be open to dialogue, learning and potential quality improvement changes. If you are supervisor coaching your staff, it is perhaps even more critical to address concerns about being observed and to establish a productive observation culture. It's up to you and your staff to establish norms so that observation can be productive. Don't let your staffs' worries keep you from observing. In fact, it's your job to observe your staff and help them with their jobs. But it's also critical that when you do observe that you don't micromanage and make your staff feel like they're being scrutinized. It's a tricky balance but the goal is for staff to feel supported when they are observed.

# The Observation-Reflection Method

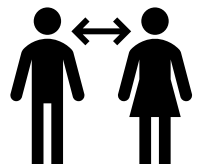
Observation-reflection is a process that fosters and supports the growth of staff over time. Growth implies change, and change can be difficult. The observation-reflection process is intended to facilitate change in a way that shares control, focuses on strengths, shares information, focuses on interests, provides opportunity for playfulness, and creates opportunities for problem solving. This process is comprised of two distinct components: **observation with narrative** and **supported reflection conversation**.

The **observation** component includes observing a youth program session and taking narrative notes. The objective for the coach is to make these notes factual, objective, and youth-focused. These notes are referred to as the **observation narrative**. Notes about quality link what you saw and heard in your observation to the assessment focus agreed upon with staff prior to the program visit. These notes are intended to stimulate and encourage conversation about your observation narrative.

The **supported reflection conversation** involves sharing the observation narrative with the staff who facilitated the youth program. The purpose of the supported reflection conversation is to confirm and clarify observations, discuss what happened in the context of the Youth PQA focus, and to generate a plan for adult actions to support both the youth and the youth program. The supported reflection conversation is based on the observation narrative the coach constructed. During this conversation, the staff and the coach share their perceptions of the program, taking turns talking and listening. Turn-taking during reflection conversation builds team support by allowing each person to contribute her or his own observations, interpretations, and ideas for action and to voice her or his own concerns and generate possible strategies.

## **Supported reflection conversation also:**

- Favors the leads and directions set by the staff.
- Is selective—deals with one thing at a time.
- Begins with strengths, then addresses modifiable issues.
- Results in a mutually generated and agreed upon action plan.



# Observing and Taking Notes

## ***Before the visit***

1. Set a time with program staff to observe the program and to meet for reflection. Make sure you discuss the number of youth expected to be present, the staff roles and the type of activity you will be observing. Also, try to help the program staff be at ease about your visit; review the purpose and the confidentiality guidelines.
2. Ask staff to identify PQA focused item(s) or indicators(s) for the observation. Typically one item is best, but two is okay. They may also tell you other things to notice about the particular group you'll be observing.

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## ***During the observation***

3. Find a place to sit that allows you to see as much as possible without getting in the way.
4. If youth ask who you are, tell them. For example, "I'm Lisa and I'm here to see the program today." You might mention that you are there to observe the leader; not how good or bad the youth are.
5. On your Narrative and Notes Form write an ongoing description of what happens.

### This description should:

- ✓ Be factual and objective (rather than judgmental, evaluative, or impressionistic)
- ✓ Be specific and detailed (rather than general)
- ✓ Be chronological and includes time markers
- ✓ Use accessible language (will make sense six months from now)
- ✓ Describe who, what, when, where, and how
- ✓ Include actions and quotes from the youth
- ✓ Include actions and quotes from staff

6. Realize that you can't write everything! Focus on the key issues identified in the pre-observation conversation.

# Observing and Taking Notes

**After the observation** *(but before the reflection conversation)*

- 7. Review your observation narrative. Check to insure you’ve been fact based. You may have a few additions or deletions.
- 8. Jot down a few quality notes: Quality notes link what you saw and heard in your observation to the Youth PQA focus agreed upon with staff prior to the program observation. These notes are intended to stimulate and encourage dialogue. You just jot a few so that the person observed can fill in more. These notes may include:
  - ✓ Statements about what stood out for you about what happened
  - ✓ Comments connecting what you saw and heard to Youth PQA focus items
  - ✓ Questions that will clarify or extend what you saw or heard

**Quality Narration**

High-quality narration	Low-quality narration
10 minutes into the activity, three kids walked away from the planned activity and began shooting dice in the corner. Staff did not respond. These three returned to the planned activity after 20 minutes.	Kids are wild.
Staff said, “Johnny, you don’t seem to really be trying your best. I know you can do better.” Staff moved to talk with another youth. Johnny looked down at his art project and then started talking with another youth. He did not do any more with his project after this.	Staff was critical of Youth efforts.
Five minutes after the scheduled start time, the staff left the room to make copies of the planning sheet she wanted youth to use. When she returned in 10 minutes, the youth were engaged in conversation with each other. The planning for activity started 10 minutes after she returned.	Staff not prepared for session.

# Narrative Notes (Example)

Staff Observed Theresa Jones Observer Kevin Smith

Activity Myself, My Life- the second session of an eight session writing workshop

PQA Item(s) focus (L) Sense of belonging Date & Time 7/15/07, 4-6 pm

Narrative	Notes
<p>This column is to be used <i>during</i> observation. Be objective, detailed, and chronological. Include quotes and actions from staff and youth.</p>	<p>This column is to be used <i>after</i>. This is for a few quality notes linking to the Youth PQA focus.</p>
<p>(3:50) There was one adult, TJ, and 10 young people. Estimated ages were 12-15 years old. One youth, BD, was 17. The group had six females and four males. TJ was at the front of the room setting out snacks of chips, kool-aid and apples when the kids came in. She said hello to everyone who came in. <b>A</b></p> <p>(4:00) Most of the kids came right at 4. They grabbed snacks and sat down at tables. Some young people talking to each other. Two say say hello, though not their names. Two sat together talking to each other, "Did she really say that?" "Yes, she is such a liar. I can't believe that they are still friends." Four sat separate from each other and the group. The others sat around one table and talked, "you see the new _____ game?" "Yeah, my brother got it yesterday." "Cool." <b>B</b></p> <p>(4:15) <b>C</b> TJ started off saying, "I'm going to introduce you to Juanita. She is just starting the group today. Juanita can you stand up and say hello?" Juanita was one of the two girls talking together. She stood up, smiled at the group and said loudly, "Hey, I'm Juanita. Me and Jill are best friends so she told me all about the group. I'm a good writer so I know I'll like it here." Two of the other youth said, "hi."</p> <p>TJ said, "go ahead and eat for a few minutes while I get the stuff we need for the group today." The group had about 15 minutes to eat and talk, for those who were talking. One of the youth sitting alone took out a book and started reading. <b>D</b></p> <p>Another got up to turn on the radio. The girl who was reading glared at the boy who turned on the radio and moved farther away from it.</p>	<p><b>A</b> Snacks ready, room mostly set up on time.</p> <p><b>B</b> The participants have free time to talk, relax in the space and get to know each other</p> <p><b>C</b> Was the 15 minutes of free time planned?</p> <p><b>D</b> The new person was introduced but not introduced to the other group members. How could you have facilitated this? Would a group game work here?</p>

# Narrative Notes (Example)

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Observer Kevin Smith

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<p>TJ, "We're going to get started. Last week we wrote about faces, how we show and don't show what we think and feel to other people. Today and next week we're going to write about spaces, our house, our neighborhood, our hangouts. Can I ask people to shout out some of the places that are important to you?"</p> <p>Juanita yells out, "My room cause I've got all my stuff there." Her friend, L, says, "Yeah, mine too. And the kitchen, I love to cook." BD, "My girlfriend's house, her parents let us do whatever we want." The group made "ooh" sounds and started laughing. "What all do you do there?" "That's nasty, don't talk like that up in here." <b>E</b></p> <p>TJ cuts the comments short with, "okay, we've heard a few ideas now I want you each to think about a place that is special to you. What are the sounds, smells, sights of the place? What do you do there? Why is it special? What is in the space? Once you've thought of that, start to write a poem about it. Remember, poems don't have to rhyme, they don't have to be a certain length. That's all up to you. In your poem try to show the reader just what the space is like and why it matters in your life. You've got 20 minutes to write." She looks around and passes out paper and pens to people who don't have them. <b>F</b></p> <p>(4:30) Three of the kids sit looking at their paper, looking around the room for 5-10 minutes. Juanita and BD start to write immediately. Two others, J and K start talking quietly to each other. The other three start after a few minutes. TJ goes up to one of the kids, Vin, who wasn't writing and says quietly, "Vin, what's wrong, last week you had so much to say. It looks like you've got writer's block today."</p> <p>CONTINUED...</p>	<p><b>E</b> This scene shows some program identity - especially the last line about wanting to keep the space respectful. That the group was able to share humor here shows some group comfort. However, the humor may be at the expense of BD.</p> <p><b>F</b> Clear directions are given here.</p>



# Narrative Notes

Staff Observed \_\_\_\_\_

Observer \_\_\_\_\_

Activity \_\_\_\_\_

PQA Item(s) focus \_\_\_\_\_ Date & Time \_\_\_\_\_

Narrative	Notes
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# Narrative Notes

Staff Observed \_\_\_\_\_

Observer \_\_\_\_\_

Activity \_\_\_\_\_

PQA Item(s) focus \_\_\_\_\_ Date & Time \_\_\_\_\_

## Narrative

## Notes

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Include quotes and actions from staff and youth.

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# Narrative Notes

Staff Observed \_\_\_\_\_

Observer \_\_\_\_\_

Activity \_\_\_\_\_

PQA Item(s) focus \_\_\_\_\_ Date & Time \_\_\_\_\_

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# Narrative Notes

Staff Observed \_\_\_\_\_

Observer \_\_\_\_\_

Activity \_\_\_\_\_

PQA Item(s) focus \_\_\_\_\_ Date & Time \_\_\_\_\_

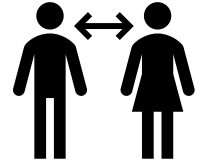
## Narrative

## Notes

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# Supporting the Reflection Conversation



**The reflection conversation has a sequence of its own. The conversation begins with building comfort and trust, moves to letting staff be the lead and ends with summary and an action plan.**

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## **Beginning**

1. Meet in a comfortable place, free from interruptions. Discuss how much time is available to meet and how long you think it might take (a solid reflection conversation usually lasts 45 minutes or so).
2. Restate the purpose of the observation-reflection session, and of using a Youth PQA focus. Emphasize that while you will guide the conversation flow, they will lead the content of what you talk about. You are a mirror, helping them see and understand their own practice.
3. Ask staff how they thought things went for the observation.

## **Middle**

4. Give staff a copy of the *Narrative and Notes Form* that you filled out. Use this document as a guide to discuss the observation.
5. Ask the staff to add things to the Notes side of the *Narrative and Notes Form*—make sure you write down what they say.
6. Let the staff lead the conversation as much as possible.
7. Hold back your ideas and opinions and let staff make discoveries. This will be much more memorable to staff than if you just tell them what you thought about what you observed.
8. Be selective, focusing on the issues that emerges from the discussion (or previously agreed upon focus). Remember that we can effectively deal with only one thing at a time.

## **End**

9. Summarize the discussion with 2 to 4 statements about the *strengths* identified from the observation. Remember that you are focusing on the strengths of the staff, not the strengths of the young people observed. The strengths should be things that are meaningful (not token).
10. Summarize the *modifiable issues* generated from the reflection conversation. Make sure you list more strengths than modifiable issues. Remember that you are focusing on the modifiable issues of the program and the staff, not those of the young people observed.
11. Together, generate and document strategies to address the modifiable issues.
12. Make a copy of the Narrative and Notes pages and the Summary Sheet for the staff.
13. Document a follow-up plan, which may simply be a date to meet again.

# Narrative Notes Reflection

Staff Observed \_\_\_\_\_ Observer \_\_\_\_\_

PQA Item(s) focus \_\_\_\_\_ Date & Time \_\_\_\_\_

## Strengths:

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## Modifiable Issues:

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## Action Plan:

Action step	Resources	Result	Timeline	Leader
<i>What needs to happen?</i>	<i>What is needed for success?</i>	<i>What is the result of this step being completed?</i>	<i>When will this step be completed?</i>	<i>Who will be responsible?</i>

# Narrative Notes Reflection

Staff Observed \_\_\_\_\_ Observer \_\_\_\_\_

PQA Item(s) focus \_\_\_\_\_ Date & Time \_\_\_\_\_

## Strengths:

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## Modifiable Issues:

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## Action Plan:

Action step	Resources	Result	Timeline	Leader
<i>What needs to happen?</i>	<i>What is needed for success?</i>	<i>What is the result of this step being completed?</i>	<i>When will this step be completed?</i>	<i>Who will be responsible?</i>

# Active Listening

## Using Silence

Allow pauses and periods of silence, but not as a power struggle or a test to see who will speak first. It gives both you and the staff time to think.

## Attending: Hearing

Pay attention to the person when they are speaking. Try not to hear selectively due to judging, comparing, criticizing, and evaluating. Paraphrasing helps you check whether you have heard accurately.

## Attending: Observing

Pay attention to the nonverbal cues given including eye contact, posture, facial expression, and rate and tone of speech. What was expressed in these and what was not expressed?

## Self- containment

Listening well often requires keeping yourself from talking. Manage your own emotions, and avoid giving suggestions, ideas, or opinions. Ask questions and allow the person to further explore and explain.

## Encouraging

Provide cues that show you are listening such as eye contact, nods, and verbal prompts such as “And?”, “Uh-huh”, “Mmmm”. Follow-up questions to explore or to clarify what has been said.

## Remembering

It’s important to remember details and communicate them back to person in the form of questions or statements. The details may be from earlier in the conversation or from previous interactions.



# 30 Ways to Affirm

Something other than great or good!	Affirmation even when I strongly disagree...	The response is incorrect. Help!
"Thanks!" "I like that idea because..."	"Thank you, Steve, you've pointed out something very important."	"Hmmm, tell me how you got to that."
Echo what has been said, for instance: "Respect – yes!"	"That's something I had not thought of before."	"Tell me more about that, I had been thinking of this differently."
"That is so interesting. Please tell me more."	"I appreciated you sharing this idea because..."	"I'm not sure I know what you mean by that, can you say more?"
"So now we have (name...)" Repeating the main points of the contribution (echoing)	"I'm glad you shared that because I struggle with..."	"I've never thought of it that way – and I'm not sure I understand you're thinking – tell me more."
"Yes!" "Wow!" "Keep them coming!"	"Thanks for sharing this. It's important to have some different perspectives about this."	"I'm not sure we're talking about the same thing here. Let's have a look at it again."
"That's a nice addition to what we are talking about."	"One of the axioms of Dialogue Education™ is 'pray for doubt'; Thank you for doubting!"	"You know, that doesn't fit my experience. Can you tell me more about how you see that working?"
3 claps, 3 stomps, fist pump, "YES!"	"I hear/ see/ feel what you are saying. How does that relate to what we said earlier?" (weaving)	"Let me check my understanding. Did I hear you say..." (paraphrase)
"This supports exactly what we are saying about..."	"I've never thought of it that way – tell me more!"	"What do others think of this idea?" (throw it to the group)
"I really like what you said about..."	"Okay! Ummmm, let's explore that more!"	"Okay! Ummmm, let's explore that more!"
"POWER!" (clap)	"How provocative. I'm not clear about... Please tell me more."	"How provocative. I'm not clear about... Please tell me more."



Developed by Darlene Goetzman, Certified Dialogue Education™ Teacher & Partner

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