**Kind Gen - Coaching Data Flow in Stages**

**Key:**

| **Code** | **Stands For** |
| --- | --- |
| **(FQ)** | Fixed Question |
| **(FO)** | Fixed Options for the User to Select From |
| **(AIO)** | AI Generated Options for the User to Select From |
| **(AI)** | AI Generated Response |
| **(UG)** | User Generated Response |
| **(FS)** | Fixed Statement |
| (**FR)** | Fixed request |
| (**DR**) | Downloadable resource |
| Highlight | User’s Selected Response |

(Note: features such as Registration, choosing a name for the Coach e.g. Coach Sanjaya 😁, the (likely paid-for) feature of a diagnostic to learn the character and interests of the user to customise the AI responses, are not included in the flow below. They’ll be added as the product develops)

**Example Scenario:** One of the students in the class has behavior issues and does not listen

**Stage 1: Understanding the problem**

**and Calming any upset**

***Part 1: Initial step to Understanding the problem***

***Coach***

Let me help you! (**FS**)

Please tell me about your situation. **(FR)**

***User***

A child in my class is throwing paper airplanes in my lessons! (**UG**)

***Part 2: Calming any upset***

**Coach**

OK, I get that could be a problem! (**AI**)

Please select which emotions resonate: (**FR**)

***User***

Calm, OK, Anxious, Sad, Annoyed, Angry, Furious **(FO)**

***Coach***

Got it, it’s annoying! (**FS**)

If you want to take a couple of minutes to feel better before we go on, just tap the ‘Calm’ button, and we’ll do a short process together.

(**FS**)

(Note: there’ll be a ‘Calm’ button with several processes for them to choose from)

***Part 3: Understanding the Situation more deeply***

***Coach***

Alright, let’s dive deeper into your situation.(**FS**)

Firstly, who is it affecting? **(FQ)**

Select as many of the options below that apply. (**FR**)

***User***

The child himself/herself

Myself as a teacher

Other children in class

The whole class

The child’s parents

**(FO)**

***Coach***

How is it affecting them? **(FQ)**

Select as many of the options below that apply. (**FR**)

* It is interrupting lessons and activities, reducing learning time for all students.
* Other students are losing focus on their work, affecting their ability to learn and participate.
* I have to spend more time managing the misbehaving child, reducing attention given to other students.
* It is creating a tense or negative environment, impacting the overall mood of the class.
* Some students are influenced to join in the misbehavior, escalating the problem.
* The class is falling behind schedule as more time is spent addressing behavioral issues.
* Other (Please write)

**(AIO)**

***Coach***

Thanks, I’m getting the picture. (**FS**)

What, if any, solutions have you tried so far? (**FQ**)

* I've tried telling them off in class and taking the paper airplanes away
* I’ve tried talking to them privately, telling them to behave
* I’ve threatened them with detention
* I wrote to their parents
* Other (please write)
* None

(**AIO**)

**Coach**

OK. So am I right in thinking that despite doing this the problem still persists? (Select any that apply)

(**FQ**)

* Yes
* It’s a bit better, but it’s still going on
* It’s worse than ever!
* Other (please write)

(**FO**)

**Coach**

Don't worry - we’ll get on top of this!

(**FS**)

**Stage 2: *Complying with school procedures***

***and offering downloadable resources***

\*(Note: For this part, there will be the option for schools that subscribe to the app to make data available to the Kind Gen app, particularly data relating to

SEND (Special educational needs and disabilities) provision,

Pastoral care processes,

Language support)

**Coach**

To your knowledge, does the child (please select any that apply)

* have special educational needs or disabilities (such as ADHD, dyslexia, dyspraxia, OCD, on the autistic spectrum)\*?
* have a disturbed situation at home (such as parents splitting up, domestic violence)?
* have language difficulties (such as their mother tongue being different to that spoken at school)?
* also disrupt the lessons of other teachers?

(**FO**)

**Coach**

Understood. Thanks.

**(FS)**

(note: AI drawing on school data, as appropriate):

So that you’re aware - your school’s standard procedure for such a situation is to notify Pastoral Care and the Head of Department, in addition to exploring a solution to the classroom situation for yourself.

(**AI**)

Kind Gen offers a specialised coaching service to parents via the school for such situations.

Please click below if you would like more information.

(**FS**)

(Note: a button here to click through to the coaching team page)

\*Kind Gen has downloadable resources if you are interested in learning more about special educational needs.

**(DR)**

(A button here that clicks through to a resource page)

**Stage 3: Applying the Kind Gen Principles**

**And Generating Solution Ideas**

***Part 1: Application of the 9 Kind Gen Principles***

(Note: here, the AI looks through the inputted data from the videos on the 9 Kind Gen Classroom Principles and mock coachings, and selects one or more Principles to generate solution ideas from.)

The 9 Classroom principles appear in a graphic on the app:

| 1. *One for All, All for One* | 1. *Flow State* | 1. *Inside-Out Listening* |
| --- | --- | --- |
| 1. *Empowered learning state* | 1. *Safe to Fall* | 1. *Respect* |
| 1. Each Child is Unique | 1. Find the Child's Best Learning Way | 1. Blank Sheet Attitude |

**Coach**

Alright, let’s explore ideas on this for your forthcoming lessons with the child.

When a child is being disruptive in the way you describe, there are several things that could be causal. One that looks a fit here is when their learning style is very different to that normally used in a school classroom. And when a child’s natural learning style isn’t a possibility for them, they feel bored or frustrated. That usually leads to misbehavior!

(**AI**)

In such situations, the Principle of ‘Find the child’s best learning way’ is really powerful. If you want to get a greater sense of this principle before we look at ideas based on it, watch the 4 minute video below.

(**AI**)

(Note: video pops up and user can click if they wish)

(**FO**)

**Coach**

With this principle, it’s very helpful to find a positive attribute that this child has and leverage it for your classes.

To your knowledge, does the child (select any that apply)

* Excel at another subject?
* Really engage in a particular school - or outside school - activity, including play time?
* Generally have high energy?

(**AIO**)

Please write below what observations you have about these.

(**FR**)

If you feel you don’t know the child well enough to answer these, it’s worth consulting other colleagues who may know the child better, or the child’s parents.

(**FS)**

You can also ask the child themself what activities they enjoy.

If you do, watch the video on the Inside-Out Communication Principle before you speak with them!

(**FS**)

I have heard this child loves sports, is high energy generally, and excels at art.

(**UG**)

**Part 2: Solution ideas**

**Coach**

Ok great, that’s really helpful to know.

Here are a few ideas based on what I understand about the situation

(**FS**)

and especially based on the Principle of Find the Child’s best learning way:

(**AI**)

Since the child loves sports and excels at art, he has high spatial and artistic intelligence. Combining that knowledge with his energy, let’s look at ideas which leverage those things.

Please select which one(s) resonate from the options or write your own idea.

(**AI**)

* Allow him to write his work more artistically than would be normal, perhaps even in sketch book style.
* Every 10 minutes or so, let him get up from his chair and do 10 star jumps. Actually, even better, have the whole class join in, with him leading at the front. They will probably all concentrate better as a result!
* Give him a stress ball to squeeze during lessons when he starts to feel bored or frustrated.
* Help him see the relevance and connections between your subject and sports and art.
* Other (please write)

**(AIO)**

Also, you’ll likely find some of the ideas below helpful **(FS)**

* Addressing any further root causes by trying to understand even more deeply than you have so far the underlying reasons for misbehavior.
* Establishing and communicating clear rules and consequences from the start.
* Applying rules fairly and consistently for all students.
* Asking other students to develop positive connections with him/her to inspire kind behavior.
* Helping students develop self-regulation and conflict resolution skills.
* Planning activities in groups that keep students interested and actively participating.
* Incorporating short breaks to help students refocus.
* Rewarding good behavior to encourage its continuation.

**(AIO)**

**Stage 4: Empowered Vision of the future**

**Coach**

So we now have some ideas.

(**FS**)

How are you feeling about the situation now?

* A lot better
* A bit better
* Pretty much the same
* Still disempowered

(**FO**)

**Coach**

Alright, since you feel pretty much the same, it’ll likely help to visualise what your ideal version of the situation will be as you try the solutions in the classroom.

Try this:

(**FS**)

“If I knew for a fact that the child is…**(FS)**

not only behaving well and performing in the subject, but also an inspiration for the whole class, what would that look and feel like?” **(AI)**

What is the child doing?

What does the class look like?

What are you doing differently?

How are you feeling?

**(FS)**

How do you feel now - any better?

(**FS**)

* Yes
* Not really

(**FO**)

Sounds like you’re finding it tough to visualise a great situation - perhaps because it’s been exhausting dealing with the problem!

(**FS**)

Try this. It’s called

**The fresh eyes challenge:**

[picture of notebook]

Imagine you are seeing the above object for the first time. What questions come to your mind?

Teacher: What is this object used for?

KindGen: Great! What else?

Teacher: Why is it so flat?

KindGen: Very good. Try digging deeper.

Teacher: Does it come in different sizes?

KindGen: What else you might wonder?

Teacher: How can I carry it?

Kind Gen: Excellent work!

This is based on another of the Principles, Blank Sheet Attitude - approaching the familiar with fresh curiosity.

How might this perspective change how you feel about this situation?"

Teacher: I’d feel better and look at the child as if I am getting to know him from scratch.

KindGen: Yes, great! Try this in your next lesson with him. See what new angles you might discover.

**(AI) CHAT BOT FORMAT**

**Stage 5: Committing to action and summary of achievement**

**Coach**

Great, we’re nearly there!

(**FS**)

These are the three action ideas you chose:

* Every 10 minutes or so, let him get up from his chair and do 10 star jumps. Actually, even better, have the whole class join in, with him leading at the front. They will probably all concentrate better as a result!
* Help him see the relevance and connections between your subject and sports and art.
* Incorporating short breaks to help students refocus.

(**AI**)

Do you feel confident about doing these?

(**FQ**)

* Yes
* Not really

(**FO**)

You feel confident, fantastic.

When is the lesson you’ll try these in?

(**FQ)**

Tomorrow afternoon

(**UG**)

**Coach**

Great. I’ll check in with you after your lesson to hear how it went and whether we need to try something else, or chalk it up as a success!

Good luck!

(**FS**)

If you’d like to keep a record of what we did for yourself, and/or share it with colleagues and friends e.g. on social media, below is a downloadable and shareable summary of what you just achieved.

(**FS**)

We can summarise it using the model **"WE WIN”:**

**WE: What End result do I want?" (FS)**

The child in my class starts behaving very well and becomes an inspiration for the whole class!

**(AI)**

**"W: What's so now?" (FS)**

He currently has behavioral issues and does not listen, which is affecting the child himself and the whole class **(AI)**

**"I: Ideas” (FS)**

Based on the ‘Find the Child’s Best Way’ Principle:

* Every 10 minutes or so, I will let him get up from his chair and do 10 star jumps. In fact, I’ll have the whole class join in with him leading at the front, to help all of them concentrate!
* I will help him see the relevance and connections between my subject and sports and art.
* I will incorporate short breaks to help students refocus.

**(AI)**

**"N: Next action steps" (FS)**

In my next lesson, I’ll try all 3 of the ideas above! **(AI)**

**(DR)**

(Note: there will also be a ‘share’ button here for social media)

**Stage 6: Follow Up and Success Sharing**

**Coach**

Hi (name), I’m checking in to hear how it went during the lesson.

Could you write whether you managed to try the ideas and what happened please!

(**FS**)

Yes, I tried them. The children loved them and found it funny! The child’s behaviour was great.

(**UG**)

**Coach**

That’s brilliant! Well done!

(**AI**)

I think other teachers would find your experience very useful. If you would like to share it on the white board, please do!

(**FS**)

(Note: here a ‘Share’ feature pops up in the app, and a short version of the story (without personal details such as the child’s name etc) is added to a digital Success and Learnings white board. Teachers collect rewards for stories posted).

**Coach**

Lastly, please select below to indicate whether you are comfortable with me retaining your responses (the extra data helps our team to develop and improve my coaching for the future); or whether you prefer for them to be deleted.

(**FS**)

* Keep and use my responses as training data
* Delete them

(**FO**)

Brilliant, thank you!

(**FS**)

By the way, you can use me not just when you have a problem but also to get certified as a Kind Gen Teacher and/or Kind Gen School Manager.

Click below to find out how!

(**FS**)