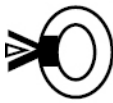


# Inquiry Cycle Map

School: Life

Team: Lisa's Family

Date: September 2009



ASSESS EFFECTS  
of current practice

**Priority problem area\***  
\* in the form of a data-based problem statement

I have too many toddler tantrums in my life! In September, my almost-three-year-old daughter Holly averaged 3-4 tearful meltdowns a day.

**School-year goal\***

Reduce the total toddler tantrums to an average of three per week (one tantrum every other day).

**When and how to assess**

Tally number of tantrums and check totals every Friday night



HYPOTHESIZE  
what to change & why

**Analyze evidence**

My husband and I kept track of when tantrums happen: Getting out the door in the morning (6/14 days—all days when we were in a hurry), getting in/out of the car (12/46 times), leaving the playground (8/10 times), getting ready for bed (6/14 nights—4/6 when daddy was out at a meeting).

**Make and test inferences**

Looks like "transition times" are the problem—but only transitions with a confounding factor (Getting ready in the morning goes fine when we don't have to hurry; going to bed isn't hard unless she's missing daddy.) The morning tantrums are the most disruptive for the rest of the family—let's start there.

**Analyze current conditions**

My schedule has changed since the start of the school year: lots more early-morning meetings! We've been feeling more time pressure in the mornings, but anything we do to "hurry her up" produces the opposite effect.

**State what needs to change and why**

We need to lessen Holly's perception of being rushed.



DEFINE SUCCESS  
for this cycle

**Learning Target/  
Cycle goal\***

We will get Holly up and out the door without a meltdown on 5 of our next 6 morning-meeting days.

**How to assess**

Flag likely meltdown mornings in advance (when we preview our week on Sunday night), then keep notes on my calendar about how each went.

**When to assess**

By the end of next week (that span will include at least 6 hurried mornings)



PLAN  
& ACT

**Plan to enact the desired change**

Let's rule out "waking up earlier": We wouldn't implement faithfully, and it might have negative unintended consequencezzzzzzzz. We can also rule out "deciding *for her* what to wear today," which could spark a whole new battle of wills.

**Act**

An easier change will be for me to streamline my own morning routine so that I minimize the amount of time pressure I'm passing on to her.

Specifically, I will pack my bag the night before and, on mornings we're really going to be in a rush, pack a breakfast snack for her to eat in the car.



ASSESS EFFECT  
of this cycle

**Analyze evidence:**  
• to assess effect of this cycle\*

At the end of two weeks that included 7 morning-meeting days, we had only 1 morning tantrum! (and it was due to "me want to eat a banana" when we had no more bananas – not to the morning *per se!*)

• to identify next learning target

The banana incident helped me see a tantrum trigger: A clash between desire and reality. Tackling that trigger may solve both "time to go home" tantrums and bedtime ones.

This analysis will help to develop your next hypothesis.



★ Attach implementation plans, assessments, student performance data, etc. ★