



Connections in Mind

Helping people flourish

Executive Function Coaching

Core Certificate

June 2020

HANDOUT - SUPPORT PHASE

Please do not share

We are a company committed to working to raise awareness of executive function challenges. All of the profits from the coach training programs go towards funding our research and work with children facing multiple disadvantages. This handout is the product of many hours of hard work so we ask that you please keep it for your own personal use.

Thank you so much.



+ Lally 2009

The study examined the habits of 96 people over a 12-week period. Each person chose one new habit for the 12 weeks and reported each day on whether or not they did the behavior and how automatic the behavior felt.

- On average, it takes more than 2 months before a new behavior becomes automatic – 66 days to be exact.
- Range from 18 days to 254 days for people to form a new habit.

+ Rule of 60




+ Motivating

Why?



+ Impactful



Impact

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+ Fun

Just have fun!

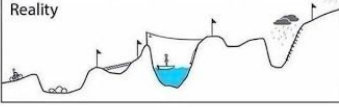
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+ Measure Progress

Your plan



Reality




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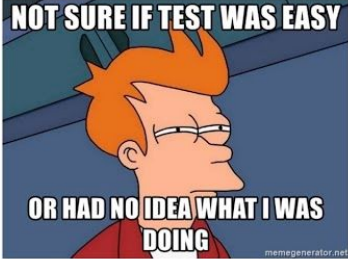
+

Self Reflection




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+ Test Taking





NOT SURE IF TEST WAS EASY
OR HAD NO IDEA WHAT I WAS DOING



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+ Relationships



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+ Performance



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+ Any goals need measurement



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+ Visualising progress



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+ In the moment reflection:

- After the event is passed difficult to remember.
- Adrenaline help focus the mind.
- Positive illusory bias.

+ Prediction vs reality

Subject	Student Prediction	Reason	Actual Outcome	Reason
Maths	A	Always been good at Maths	B	Didn't revise
French	A	Its easy	D	Didn't learn Vocab
Science	A	Recent essay	C	Essay didn't come up
English	C	Haven't read set texts	B	Unseen papers are require less learning

+ Estimating time






+ Journaling

Record how it feels in the moment.

- Written journal
- Voice note
- Emoji diary



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+ In session reflection



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+ Why is it important to document progress in coaching?

Helps students to visualise their success (maybe for the first time)

Helps parents to see the value of coaching

Helps with consolidation and reflection



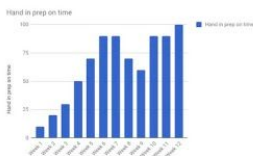
+ Ways to document coaching progress

- Medium Term Goals as Measures
- Goal Attainment Scaling
- Checklist
- Scoring Rubrics



+ Medium Term Goals as measures

- Helpful if working on an easily measurable goal - ie homework handed in on time.
- Daily success recorded and made into a weekly %
- % graphed.





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+ Goal Attainment Scaling

Kireuk & Sherman (1968) - Community mental health

Hunley and McNamara (2010) Behavioural goals in school settings

Step 1: Student and coach define the goal.

Step 2: Student and coach identify 5 outcomes, expected level (0)
Other levels are specified as either more or less than expected or much more/less than expected. -2, -1, 0, +1, +2

Step 3: Student and coach regularly review progress against goal using the scale.

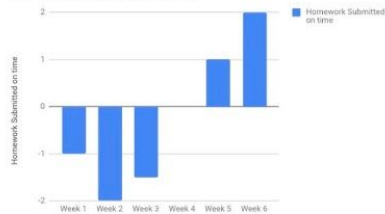


Goal Subcategory				
Attainment Level	Score	Written Communication	Functional Fine Motor Skills	Organizational Skills
Baseline	-2	Writes some letters in isolation (i, e, a, l, j) with verbal and visual cueing	Cuts within a 1/4" wide boundary with verbal cues to turn page with non-dominant hand at corners	Organizes desk (all notes and books stacked neatly) with physical assistance, standby supervision, scheduling, and a checklist
Less than expected outcome	-1	Writes all letters of the alphabet in isolation with verbal and visual cueing	Cuts within a 1/8" wide boundary with verbal cues to turn page with non-dominant hand at corners	Organizes desk (all notes and books stacked neatly) with standby supervision, scheduling, and a checklist
Expected outcome	0	Writes all letters of the alphabet in isolation with visual cueing	Cuts within a 1/16" wide boundary with verbal cues to turn page with non-dominant hand at corners	Organizes desk (all notes and books stacked neatly) with standby supervision and a checklist
Greater than expected outcome	+1	Writes all letters of the alphabet with grouping of 2 to 3 letters with visual cueing	Cuts within a 1/16" wide boundary and independently turns page with non-dominant hand at corners	Organizes desk (all notes and books stacked neatly) with standby supervision
Much greater than expected outcome	+2	Writes all letters of the alphabet with grouping of 3 to 4 letters independently	Cuts on a regular pen with the line and independently turns page with non-dominant hand at corners	Organizes desk (all notes and books stacked neatly) independently (general instructions from teacher)



+ Goal Attainment Scaling


Homework Submitted on time





+ Checklists


Item	Mon	Tues	Weds	Thurs	Fri
Homework diary					
Textbook					
Oyster card					
Mobile Phone					
House keys					



+ Scoring Rubrics

Provide gradations and scoring of quality - making it less subjective.

Focus	4	3	2	1	Value
Relationships with teachers	Did not fly off the handle* with any teachers *Flying off the handle means making an unexpected response in class.	Only flew off the handle with teachers 1-2 times this week.	Flew off the handle with teachers 3-4 times this week.	flew off the handle with teachers 5 or more times this week.	
Conflict free home work	Did not snap* at mum. *Snap means an angry response to her prompts	Only snapped on 1-2 evenings	Snapped on 3-4 evenings	Only snapped on 5 or more evenings this week.	
Getting along with sister.	Did not rage* at my sister. *Rage means raise my voice above my usual speaking volume.	Only raged once or twice	Raged 3-4 times	Raged 5 or more times this week.	





GENUINE SPECIFIC PRAISE

There is lots of research which shows praise when used correctly can be so much more effective in inducing desired behaviours than punishment. But it needs to be delivered in the correct way. Praise for traits a coachee doesn't have control over ("You're so clever!" "What a handsome boy you are!"), is rarely helpful because they don't know what to do to control that trait. Carol Dwek's https://www.youtube.com/watch?v=TTXrV0_3UjY work on growth mindset has shown us that if we praise a coachee for being clever they are actually less likely to try something new which might show them to be less clever. The most effective praise specifies exactly what the coachee has done that's praiseworthy.

Effective praise is:

- delivered immediately after the positive behaviour;
- give the specifics of the accomplishment (e.g., "you were on time to our check in");
- names the skill / strategy which was deployed (e.g., "I can see your time management skills are improving");
- identifies the effort the coachee puts in to accomplish the task (e.g., "I know you find that tricky so great effort"),
- helps the coachee to develop metacognitive awareness by identifying exactly what they did to problem solve well (e.g., "I like the way that you remembered to change your reminder for the session when I texted to reschedule.").

Whilst research does show that praise on its own can be extremely effective, it is generally agreed that a ratio of three pieces of praise for every critical or corrective statement directed toward a coachee. This does not come naturally for most people, especially as we are working with coachees who seem to not be "bothered". For this reason, we often recommend picking out any *improvement* or approximations of good behaviour (e.g., "It looks like you managed to concentrate for 10 minutes more in yesterday's French lesson. I know you find French boring that must have been really tough for you. Well done. ").

Praising teenagers is an art. Above all, it must be genuine. Coaches with a history of poor attainment or learning difficulties have either received very little praise regarding how they engage with school or recognised the praise they did receive as hollow. The legacy of these experiences often carries on into adulthood. As a result, their internal "instinct" tells them when someone is just trying to make them feel good without actually giving them anything specific to feel good about. Building a relationship of trust with a coachee through coaching creates a great



environment for genuine praise. Moreover, by praising executive skills, we are increasing the likelihood that they will use these effortful skills again. Here are some examples:

- "You didn't yell at your Mum this morning. I know you find it really hard not to answer back. Great response inhibition."
- "For the last four nights, you've followed your plan to complete your tax return just the way we planned. I think your task initiation skills are really coming along."
- "It sounds like you managed to switch your plans at the last minute without backing out of the trip. I know you find flexibility challenging so really well done."
- "It's been a month now since you have started working on emotional control using breathing and your parents/partner have/has reported that your moods are much more level. It is a tricky strategy to master, but you stuck at it and it has paid off. How does that feel?"

Read the following coachee statements and then write a good 'specific praise' response.

1. A coachee reports that she got a really good mark in her history exam this time. You know that she used some of the strategies you had worked on with her in coaching such as studying in a structured way with structured work and break times.

Response:

2. A coachee made an appointment with her manager to go over a project that has not been going well. This is something she has never done before as she was always embarrassed about things not going to plan and she would try hide the fact she was struggling.

Response:



REAP sessions

+ How regularly do we need to meet with Students?

Imagine you were to see a student once a week to work on coaching. What issues could you see arising from this?

What EFs are needed to implement change:

- Metacognition
- Task initiation
- Goal directed persistence



+ How often should you meet?

Dawson and Guare (2012) recommend daily coaching for best outcomes.

Reducing contact when the student feels ready.

Some students can have success with fewer sessions - especially if they have stronger metacognition, task initiation and goal directed persistence.



+ What should these sessions look like?

15 - 20 minutes max

Face to face or video conferencing

Review - Reflect on success or challenges

Evaluation - Measure successes

Anticipate - Think forward about what needs to be done

Plan - Make a realistic plan to carry out





Name _____ Date _____

Long term goal:

Medium Term Goal:

What's coming up?

H/W

Tests
C/W

Extra
Curricular

Task	Time	Review	How did it go?
		Done Not Done	👍 😊 😐 😞 🙄
		Done Not Done	👍 😊 😐 😞 🙄
		Done Not Done	👍 😊 😐 😞 🙄