

Accreditation Overview

Training Levels: Core, Competent, Advanced, Master

- **Level:1 Certificate of Core Executive Function Coaching Skills**
 - 32 hour core skills training course
 - Core skills assessment - submit online

- **Level 2: Certificate of Competence Executive Function Coaching**
 - 50 hours of coaching practice logged
 - 6 x supervision sessions (additional can be purchased)
 - Case Study
 - 2 x testimonials

- **Level 3: Certificate of Advanced Executive Function Coaching**
 - 100 hours of coaching practice logged in total (50 from Level 2 plus 50 for Level 3)
 - 6 x supervision sessions
 - Case Study
 - 2 x testimonials

- **Certificate Master Executive Function Coaching**
 - 200 hours of coaching practice logged in total (100 from Levels 2&3 plus 100 for Level 4)
 - 6 x supervision sessions
 - Research project 5,000 - 7,000 words
 - 2 x testimonials
 - Presentation of a live CiM webinar/livecast (compensation provided)
 - Advanced coach training day



22 standards covering:

- Coaching skills
- Neuroscience & EFs
- Effective use of contact time
- Growth mindset & goals
- Flexibility & adaptability
- Relationships with stakeholders
- Reflective practice, development
- Use of technology to support practice
- Boundaries, client protection and safeguarding.

EXECUTIVE FUNCTION COACHING STANDARDS

		Level 1 (Core)	Level 2 (Competent)	Level 3 (Advanced)	Level 4 (Master)
1	Paraphrasing	Can identify paraphrasing and has put this skill into practice in the training environment.	Regularly uses paraphrasing in the coaching environment.	Confidently uses paraphrasing on a regular basis to help clients reach their goals.	Skillfully and consistently interplays paraphrasing with other coaching skills to help clients reach their goals.
2	Reflective listening	Can identify reflective listening and has put this skill into practice in the training environment.	Regularly uses reflective listening in the coaching environment.	Confidently uses reflective listening on a regular basis to help clients reach their goals.	Skillfully and consistently interplays reflective listening with other coaching skills to help clients reach their goals.
3	Open- and closed-ended questions	Can identify open and closed-ended questions and has put this skill into practice in the training	Regularly uses open and closed-ended questions in the coaching environment.	Confidently uses open and closed-ended questions on a regular basis to help clients reach their goals.	Skillfully and consistently interplays open and closed-ended questions with other coaching skills to help



		environment.			clients reach their goals.
4	Genuine specific praise	Knows the value of genuine specific praise and has put this skill into practice in the training environment.	Regularly uses genuine specific praise in the coaching environment.	Confidently uses genuine specific praise questions on a regular basis to help clients reach their goals.	Skillfully and consistently interplays genuine specific praise with other coaching skills to help clients reach their goals.
5	Scaffolding	Understands the role scaffolding can play in coaching; has put this skill into practice in the training environment.	Regularly uses scaffolding in the coaching environment.	Confidently uses scaffolding on a regular basis to help clients reach their goals.	Skillfully and consistently interplays scaffolding with other coaching skills to help clients reach their goals.
6	Clear directions	Knows the importance of clear directions and has put this skill into practice in the training environment.	Regularly uses clear directions in the coaching environment.	Confidently uses clear directions on a regular basis to help clients reach their goals.	Skillfully and consistently interplays clear directions with other coaching skills to help clients reach their goals.
7	Knowledge and application of stages of behaviour change & motivational interviewing.	Is beginning to identify where clients are on the curve of behaviour change and knows some strategies to help them change stage.	Can identify where clients are on the curve of behaviour change and is beginning to implement strategies to help them change stage.	Can identify where clients are on the curve of behaviour change and is confidently implementing strategies to help them change stage.	Can quickly identify where clients are on the curve of behaviour change and implements an array of strategies to effectively shift clients from stage to stage. Has completed some formal training in motivational interviewing.
8	Knowledge and	Has sufficient	Has sound knowledge	Has good knowledge	Draws on in-depth



	application of executive function terminology	knowledge and understanding of the executive function terminology to begin to use them in coaching sessions and communications with clients, parents and colleagues.	and understanding of the executive function terminology and regularly uses them in coaching sessions and communications with clients, parents and colleagues.	and understanding of the executive function terminology and is able to use them routinely in coaching sessions and in communications with clients, parents and colleagues.	knowledge and understanding of the executive function terminology and is able to use them skillfully in coaching sessions and in communications with clients, parents and colleagues. Is continually adding to their knowledge about development in this field.
9	Knowledge and application of neuroscience terminology (e.g., plasticity, neural pathways, myelination)	Has sufficient knowledge and understanding of the neuroscience terminology to begin to use them in coaching sessions and communications with clients, parents and colleagues.	Has sound knowledge and understanding of the neuroscience terminology and is able to use them regularly in coaching sessions and communications with clients, parents and colleagues.	Has good knowledge and understanding of the neuroscience terminology and is able to use them routinely in coaching sessions and in communications with clients, parents and colleagues.	Draws on in-depth knowledge and understanding of the neuroscience terminology and is able to use them skillfully in coaching sessions and in communications with clients, parents and colleagues. Is continually adding to their knowledge about development in this field.
10	Supporting clients in setting SMART goals	Knows how to set SMART goals and understands the importance of making a verbal commitment to work towards a goal.	Regularly supports clients to set SMART goals and regularly reviews measurable progress against goals.	Effectively supports clients to set SMART goals and regularly reviews measurable progress against goals.	Skillfully supports clients in setting SMART goals and seamlessly reviews measurable progress against goals to help clients evaluate their own progress.



11	Supporting clients in developing relevant executive function skills strategies through effective use of strategy sessions	Is aware of the importance of strategy sessions to support clients in developing relevant executive function skills strategies.	Plans and delivers strategy sessions that make a sound attempt to take into account the individual needs of clients, by matching activities and resources to support them in developing relevant executive function skills strategies.	Plans and delivers strategy sessions that take into account the individual needs of clients, by matching activities and resources to support them in developing relevant executive function skills strategies.	Plans and delivers strategy sessions that are skillfully structured, yet flexible, taking into account the individual needs of clients, by matching activities and resources to support them in developing relevant executive function skills strategies.
12	Supporting clients in developing relevant executive function skills strategies through effective use of REAP sessions	Recognises the value of REAP sessions and uses a standardised approach to ensure progress against goals.	Regularly uses REAP sessions and is beginning to develop a flexible approach to ensure progress against goals.	Effectively uses REAP sessions and deploys a flexible approach to ensure progress against goals.	Uses REAP sessions skillfully to deliver bespoke support to scaffold clients to make progress against goals.
13	Promoting a growth mindset and using mental contrasting to develop a commitment to working on goals	Understands the concept of growth mindset and how to use mental contrasting to set goals.	Encourages a growth mindset in clients and creates an environment that encourages clients to be motivated to overcome their challenges. Beginning to use mental contrasting to set goals.	Develops a growth mindset in clients and creates an environment that inspires clients to be excited about overcoming their challenges. Effectively uses mental contrasting to set goals.	Skillfully encourages the development of a growth mindset in clients and consistently creates an environment that inspires clients to be excited about overcoming their challenges. Creatively uses mental contrasting to set goals.
14	Knowing when and how to differentiate appropriately, using approaches that encourage clients to	Knows the clients well enough to recognise different needs and strengths. Begins to adapt	Regularly adapts coaching to meet the needs of individuals to actively support engagement in the	Consistently adapts coaching to meet the needs of individuals to actively support engagement in the	Accurately discerns the strengths and needs of clients and is proactive and flexible in differentiating and



	be engaged	coaching to address those needs and strengths to encourage clients to be engaged in the coaching process.	coaching process.	coaching process.	employing a range of effective intervention strategies to support engagement for all clients.
15	Demonstrating an awareness of the physical, social and intellectual development of clients. Understanding the specific context of clients. Knowing how to use this information to adapt coaching to support clients' progress against their goals	<p>Has a developing understanding of the needs of all clients. Can articulate distinctive, context-specific coaching approaches and strategies needed to support client progress.</p> <p>When the opportunity arises, uses these strategies successfully. Knows the importance of evaluating the impact of adaptations.</p>	<p>Has a sound understanding of the needs of all clients. Beginning to deploy distinctive, context-specific coaching approaches and strategies needed to support client progress.</p> <p>Is beginning to evaluate the impact of the adaptations employed, in order to be flexible to the needs of the client.</p>	<p>Has a good understanding of the needs of all clients. Effectively deploys distinctive, context-specific coaching approaches and strategies needed to support client progress.</p> <p>Evaluates the impact of the adaptations employed in order to be flexible to the needs of the client.</p>	<p>Has a thorough understanding of the needs of all clients. Skillfully deploys distinctive, context-specific coaching approaches and strategies needed to support client progress.</p> <p>Has a secure understanding of how effective different coaching approaches are in terms of impact on clients' progress against goals. Can seamlessly adapt sessions to the needs of clients.</p>
16	Using relevant data to monitor progress, set goals and plan subsequent coaching work	<p>Knows the importance of collecting data around progress against goals and is aware of different methods of measurement and reporting.</p>	<p>Keeps records of clients progress and uses these to help clients review and amend their goals.</p> <p>Begins to use data in progress reports to inform future coaching.</p>	<p>Maintains accurate records of clients progress and uses these to help clients review and amend their goals.</p> <p>Effectively uses data in</p>	<p>Maintains thorough records of clients progress and uses these to help clients review and amend their goals.</p> <p>Skillfully uses data in progress reports to</p>



		Sees the value in using data in progress reports to inform coaching.		progress reports to inform future coaching.	inform future coaching.
17	Maintaining good relationships with clients, exercising appropriate authority and boundaries, and acting decisively when necessary	<p>Maintains relationships.</p> <p>Understands the importance of professional boundaries.</p> <p>Understands the importance of using appropriate authority and taking decisive action where necessary</p>	<p>Maintains good relationships .</p> <p>Puts professional boundaries into place.</p> <p>Uses appropriate authority and takes decisive action when prompted.</p>	<p>Maintains very good relationships .</p> <p>Puts into place and maintains professional boundaries.</p> <p>Uses appropriate authority and takes decisive action when necessary.</p>	<p>Maintains excellent relationships.</p> <p>Skillfully puts into place and maintains professional boundaries .</p> <p>Uses appropriate authority and takes decisive action when necessary.</p>
18	Developing effective professional relationships with colleagues, regularly attending supervision, knowledge of how and when to draw on advice and specialist support	<p>Knows the importance of building effective professional relationships with colleagues and has the skills required to work collaboratively.</p> <p>Understands the importance of supervision.</p> <p>Knows where to find additional support in addressing the needs of clients when</p>	<p>Builds effective professional relationships with colleagues and has the skills required to work collaboratively.</p> <p>Attends supervision regularly.</p> <p>Seeks additional support in addressing the needs of clients when encountering unfamiliar situations.</p>	<p>Effective in building good professional relationships with colleagues and works collaboratively when required to do so.</p> <p>Is well prepared for supervision and makes good use of advice.</p> <p>Seeks additional support in addressing the needs of clients when encountering challenging situations.</p>	<p>Builds strong professional relationships and works collaboratively with colleagues. Regularly seeks advice from a variety of appropriate sources.</p> <p>Brings thoughtful reflection to supervision and actively transfers advice into practice.</p> <p>Seeks additional support in addressing the needs</p>



		encountering unfamiliar situations.			of clients when encountering significantly challenging situations.
19	Taking responsibility for improving coaching through reflection, appropriate professional development	<p>Is able to identify subsequent or ongoing personal professional development targets.</p> <p>Can identify opportunities to address and meet these targets.</p>	<p>Is willing to invest time in personal professional learning and reflection.</p> <p>Seeks out opportunities to further professional development.</p> <p>Is interested in reading further in the fields of coaching, psychology and neuroscience.</p>	<p>Is proactive in own professional learning and reflection.</p> <p>Actively seeks out opportunities to further professional development.</p> <p>Regularly reads further in the fields of coaching, psychology and neuroscience.</p>	<p>Deliberately seeks out opportunities to reflect and develop own professional learning.</p> <p>Actively contributes to the professional development of other coaches.</p> <p>Recommends further reading in the fields of coaching, psychology and neuroscience to others.</p>
20	Effective communication with parents and other stakeholders with regard to clients' achievements and well-being	<p>Recognises the importance of communicating with parents and other stakeholders in supporting clients' progress against goals and monitoring clients' well-being.</p> <p>Understands the need to communicate in response to clients' emergent needs.</p>	<p>Communicates, both verbally and in writing, with parents and other stakeholders to support clients' progress against goals and monitor clients' well-being.</p> <p>Assumes responsibility for communicating in response to individual clients' emergent needs.</p> <p>Communicates clearly</p>	<p>Communicates effectively, both verbally and in writing, with parents and other stakeholders to support clients' progress against goals and monitor clients' well-being when formally required to do so as well as in relation to clients' emergent needs.</p>	<p>Communicates very effectively, both verbally and in writing, with parents and other stakeholders to support clients' progress against goals and monitor clients' well-being when formally required to do so as well as proactively communicating in relation to clients' emergent needs.</p>



			through written reports.	Communicates skillfully through written reports.	Communicates professionally and skillfully through written reports.
21	Effective use of technology to enhance coaching experience	Knows the importance of using Google drive, online video conferencing, YouTube, Excel spreadsheets, word processors, email programmes and other relevant technological systems.	Makes use of Google drive, online video conferencing, YouTube, Excel spreadsheets, word processors, email programmes and other relevant technological systems to integrate into coaching sessions to develop an engaging and progressive coaching experience.	Makes regular and effective use of Google drive, online video conferencing, YouTube, Excel spreadsheets, word processors, email programmes and other relevant technological systems to integrate into coaching sessions to deliver an engaging and progressive coaching experience.	Makes skillful use of Google drive, online video conferencing, YouTube, Excel spreadsheets, word processors, email programmes and other relevant technological systems, to integrate into coaching sessions to master the delivery of an engaging and progressive coaching experience.
22	Knowledge of the importance of client and adult safeguarding and client protection policies	Has completed safeguarding children/adult training in the last five years. Has an enhanced DBS on the update service. (Or other country specific requirement)	Has completed safeguarding children/adult training in the last five years. Has an enhanced DBS on the update service. (Or other country specific requirement)	Has completed safeguarding children/adult training in the last five years. Has an enhanced DBS on the update service. (Or other country specific requirement)	Has completed advanced safeguarding children/adult training in the last five years. Has an enhanced DBS on the update service. (Or other country specific requirement)

Grades: Poor (4), Satisfactory (3), Good (2), Outstanding (1).