B-3: Supporting our Coaching Practice: Wellness + Content + Process + Scaling Up

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Topic: Coaching

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Virtual PBIS Leadership Forum
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Virtual Forum Expectations

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<td>Task priorities or team meetings.</td>
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<tr>
<td><strong>BE RESPECTFUL</strong></td>
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Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)
Log into the Agenda Menu, select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.

Tips:
- Find your registered sessions.
- Use these steps to navigate your schedule.
- Identify and save important sessions.
- Engage in productive dialogue.
- Ask solution-oriented questions.
Tips for Participants
Navigating the Session Page

1. Session Details [Title, Presenters, Date & Time, Description, Keywords]
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

Tips for Participants
Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions. Follow overall Forum expectations for responsible, respectful, and safe chatting.
2. Find the Q&A under Polls. Questions for presenters go there.
3. Some sessions have other Polls or more specific Questions. Complete those when prompted.

Tips for Participants
Be careful of accidentally navigating away

While participating in a live Session... BePresent!
- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

[Images of computer screens and text boxes related to session navigation, chat, and polls]
Tips for Participants
Support is Available

If at any time you need support as a participant, use the Help Desk:

Learning Intentions
Together, we will explore
- Wellness as the foundation of our coaching for change practice
- A process to build fluency with content and processes to support our coaching for change practice
- Intentionality as the driver to move from coaching as a noun to coaching as a verb, building a culture of coaching (scaling our efforts)

Supporting My Coaching Practice
Shared language for our time together

Coaching for Change Requires us to...
Take on a variety of responsibilities that are shaped by:
- The context in which we are working
- The initiative/effort we are supporting
- The mindset & readiness of the organization to build capacity for implementation over time

(March & Gaunt, 2013)

Coaching for change involves being adaptive and responsive to the culture, climate, and context of the organization we are coaching.

(March, Castillo, Batsche, & Kincaid & Gaunt, 2016)

Let's explore... Wellness as the foundation of our coaching practice
What does your current reality look like?

Zoom Meetings

I limit the number of non-classroom Zoom meetings to 3 per day.

My Zoom meetings start with “What number is this for everyone today?”

I find myself having more meetings during the day working remotely than I did working in-person.

Planning & Collaboration

I find myself able to include planning time for myself and collaboration with others during the work day.

I find myself having to extend my work schedule to accommodate individual planning time and collaboration with others.
For myself...

I plan for ME time daily and I do not cancel this time with myself.

I find that my morning wellness routines are often interrupted or unfinished.

I schedule daily time for movement.

I start my day with social media, email, or the news...

I create & commit to a morning ritual that provides space for ourselves to start our day in a way that is aligned with our joy.

Where did you notice an inconsistency between your current reality (practices) and what you value around wellness?

Wellness and Self-Care is a priority...
Stress in the Workplace

- Highly personalized phenomenon
- Severity of job stress depends on the magnitude of demands that are being made and the individual's sense of control or decision-making latitude he or she has in dealing with them
- Scientific studies based on this model confirm that workers who perceive they are subjected to high demands but have little control are at increased risk for negative health implications

“Stress is ubiquitous and follows us everywhere”
The recommendation is to have a more preventive health care approach and consequently, a happier and healthier population

What does your best self look, sound, feel like as a coach for change?
- Reflective
- Grounded
- Curious
- Empathetic (non-judgmental, listen to understand, recognize emotions, communicate)
- Listen to understand
- Awareness
- Mindfulness
- Present
- Trust
- Create space for voice & choice
What are your bucket fillers?

- Meditation/Prayer/Stillness, Self-Talk, Read motivational words, Time with pets
- Deep Belly Breathing, Nourishment, Comfortable Space, Awareness
- Time surrounded by nature, Meditation/Prayer/Stillness, Music, Inspirational Podcast

For us, it means filling all of our buckets.

What does Normalizing Wellness Routines research say?

Schools that prioritize staff wellness demonstrate positive staff interactions, a shared commitment to student success, and an increased sense of warmth (Bradshaw, et al., 2008)

However, teachers who experience occupational stress tend to demonstrate a lack of emotional support and negative interactions with students, producing additional stress for at-risk students (Hamre, & Pianta, 2005; Obarie & Schonert Reichl, 2016).
Factors that create vulnerable decision points (VDPs) include decision-maker fatigue or hunger (Danziger, Levav, & Avnaim-Pesso, 2011; Gailliot, Peruche, Plant, & Baumeister, 2009; Kouchaki & Smith, 2014). These VDPs are not related to student behavior, but rather the internal state of the decision maker (Girvin, McIntosh, Nese, & Horner, 2016).

Wellness Check-In: Team and staff meeting agendas include check-in

Utilize Team Norms, Teaching Matrices to Normalize...

- Wellness practices
- Social Emotional Skills (empathy, healthy discourse)
- Flexibility & Compassion
Learning Expectations

Safe
- Be aware of your stress level, take care of your needs.
- Take movement breaks, hydrate.
- Double check on friends.

Engaged
- Use the chat box to express your needs and questions.
- If you begin to experience a delay or "lag," please turn off your video.

Respectful
- Mute yourself when not speaking.
- Participate in break out rooms and invite others to participate.
- Be patient with technological challenges.

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Utilize Teaching Matrices to Normalize...

- Wellness practices
- Social Emotional Skills (empathy, healthy discourse)
- Flexibility & Compassion
Our dailies

- Daily Book-ends: Time at the beginning & ending of the day to intentionally create a culture of belonging & connection (staff huddles with music, laughter, celebration, deep belly breaths, collective intention for the day)
- Take a Pause (Pause, Dim the lights, Play music, Deep belly breaths)
- Use music as the universal connector
- Use humor in a supportive way (Make me laugh post (rules around what is submitted), could be student generated)

Wellness Wednesdays

- Batch cooking virtual parties (Deliciously Ella, Forks over Knives)
- Yoga (Chair Yoga, virtual yoga, in-person yoga)
- Community Partner Education and Demonstration Pop-ups (Nourishment, Nature Tours, Virtual Travel Trips, Book Clubs, Sit-in Movie Viewing)
- Meditation Practice (https://www.edutopia.org/stw-student-stress-meditation-resources-downloads)

Self-Selected Team Wellness Clubs
What will I do to support a culture of wellness?

A process to build fluency with content and processes to support our coaching for change practice

Allow time to build Trust, Buy-in, Partnership, & Collaboration... Relationships

(Johnson, Pas, & Bratthauer, 2016; March, Castillo, Betsche, & Kendall & Smart, 2016)
Self-care/Wellness as the Foundation for the Coaching Process


Assess self: Wellness commitments? Content knowledge? Process possibilities?

Plan with Intentionality for wellness (self & others), content, & process

Assess the Current Reality

Listening Interview/Tour (listen to understand):

- What am I curious about learning & knowing?
- What context am I coaching within?
- What is the mindset & readiness of the organization to build capacity for implementation over time?
- As a result of our time together, what 3 outcomes do they hope to achieve?
- What would it look like if we had reached the intended outcomes?

What do I need to do to prepare (Wellness, Content, Process)?

Interpersonal Communication Skills

- Listening actively & attentively
- Summarizing
- Questioning
- Paraphrasing
- Delivering
- Integrating
- Empathizing (Perspective Taking, Staying out of Judgment, Recognize emotions, communication) (March & Gaunt, 2013)
Assess the Current Reality

Define the context
- What data points are defining the need?
- How do the data define the current reality?
- What are the stories behind the data?
- What additional data may be helpful to define the current reality more clearly?

What do I need to do to prepare?

Resources

Naturally Occurring Data Sources
Initiative Mapping
https://nirn.fpg.unc.edu/resources/initiative-inventory
Data Audits
Classroom Behavior Systems
https://nepbis.org/classrooms-data-tools-resources/

Assess the Current Reality

What content knowledge do I need?
- Deep understanding of the Initiative/effort being supported (e.g., MTSS, Systems Change)
- Information to make and/or facilitate connections (e.g., Restorative Practices, Bully Prevention, SEL, Trauma informed)

What do I need to do to prepare (e.g., research, invite coaching partner, connect with others in the organization)?
How Might We Consider Content Within a Coaching System?

- **Assess the Current Reality**
  - Unpack current reality (desired outcomes and vision shared)
  - Identify agenda items in the form of questions
  - Identify structures/protocols that facilitate accomplishing the intended outcome attached to each agenda item (as necessary)

- **Prepare with Intentionality**
  - Identify process/structure/protocol necessary to reach desired outcomes and vision

- **Structured Team Meeting and Problem Solving/Solution Development (Team Initiated Problem Solving: TIPS)**
  - State, District, School levels
  - Tiers 1, 2, 3 in schools

- **Structures to Engage Teams with Data-Informed Conversations/Action Planning**
  - Here’s What, So What, Now What
Sample Structures

Data Overview

VTSS Coaching Plan (adapted from NRNN)

Sample Planning Tool

Plan for Monitoring Adherence to Coaching Service Delivery Plan (note, issue, frequency, and schedule)

Implementation Team: ____________________________  Lead Person: ____________________________
Evidence-based Program: ____________________________  Date initiated: ____________

Example/Issues for Self-Monitoring:

Coaching Phases  Frequency  Problem Identification  Peer/Supervisor Support  Feedback & Documentation

Evaluation of Phase 1:  Feedback & Documentation

Evaluation of Phase 2:  Feedback & Documentation

Evaluation of Phase 3:  Feedback & Documentation

Evaluation of Phase 4:  Feedback & Documentation

Evaluation of Phase 5:  Feedback & Documentation

Sample Planning Tool

https://nirn.fpg.unc.edu/resources/coaching-service-delivery-plan-template#:~:text=The%20Coaching%20Service%20Delivery%20Plan,basis%20for%20further%20professional%20development
Which of these 4 considerations for assessing the current reality are reflected in your current process/practice?

Which of these processes/practices are formal or informal? for yourself? for your organization?
Intentionality as the driver to move from coaching as a noun to coaching as a verb, building a culture of coaching (scaling our efforts)

Capacity Building: Our anchors and stories (State, District, School)

- ✔ Fluency Building (Shadowing, Observation, Data-informed, Culture of on-going learning, Wellness)
- ✔ Reflection Protocol (Self, Dyads, Triads, Professional Learning Community, Fishbowls, Wellness)
- ✔ Capacity Building (Inter-rater reliability protocol, TOT as a component—not the component, performance feedback, wellness)
- ✔ Start small with knowledge development efforts/sites (wellness)

(Hershfeldt, Pel, Benford, Pas, & Brodeur, 2013; March & Gaunt, 2013)

Moving from coaching as a noun to coaching as a noun (culture of coaching)

- ✔ Formalize what we do
- ✔ Tools & structures as we go to scale to ensure fidelity (to avoid wavering too much as we move through generations from self to others)
- ✔ Shape behaviors, consistency, check for ourselves
- ✔ Facilitated/Reflective Coaching Structure
Resources

- Systems Coaching: A Model for Capacity Building
  https://floridart.usf.edu/resources/format/pdf/
  SystemsCoaching.pdf
- Systems Coaching Innovation Configuration (IC) Map
  https://floridart.usf.edu/resources/format/pdf/Systems
  %20Coaching%20IC%201.2015.pdf

Reflect on how your system is currently organized to scale coaching efforts

What elements are currently supported through a formal structure and what elements need to be formalized?

What connections are you making to your work & to your heart (what gives you energy)?
“Whether you and I and a few others will renew the world some day remains to be seen. But within ourselves, we must renew it each day.”

-Hermann Hesse, poet, novelist, painter, explorer of authenticity, self-knowledge, & spirituality, recipient of Nobel Prize in Literature.

What questions can we explore together?

Final thoughts…
Please Complete the Session Evaluation to Tell Us What You Thought of This Session B3

Three Ways to Complete:

1) **Pathable/Mobile App:**
   a. Find the Evaluation Link in the “Files” Tab, or
   b. Click on “Evaluations” in the navigation menu

2) **Online:** click on the link in the Pathable “Chat”

3) **QR Code**