

PAC Coaches help build skill in care partners, or other team members, who are providing direct care or support to individuals living with dementia. The goal of a PAC Coach is to help people change their behavior towards individuals with dementia. PAC Coaches are always building... **Awareness – Knowledge – Skill – Competence**

Where are you?

Unaware
Novice
Proficient
Accomplished
Master

UNAWARE COACH

An Unaware Coach may be: *a strong Coach who is unaware of the PAC specific methods and tools. Even with completion of your certification, some areas of this criteria may be marked as unaware, meaning that you haven't seen a use for the material or have not tried it out at all yet.*

NOVICE COACH AWARE

A Novice Coach can: *identify, label, list, define, describe and recognize the criteria for coaching certification. A Novice coach will utilize their PAC materials, video recording systems, coaching strategies, and supportive language to help trainees identify, drill, and develop new skills.*

A Novice Coach will be able to meet the following criteria:

1. Use video recording device with prompts or cues to collect, share and use information to help trainees identify opportunities to build skills.
2. Identify the 5 steps of effective coaching.
3. Recognize tools needed to help trainees recognize skills.
 - Coaching Cheat sheet
 - PPA™ and HuH® steps
 - Personality traits and MI preferences
 - AELC
 - Recording device
 - Environmental supports
 - Drills to develop and support skills
 - Daily practice routine
4. Recognize effective support and feedback that helps develop and drill new skills.
 - Observe learner
 - Reflect the learner's observations
 - Seek: Have learner identify positive aspects and opportunity for new skills.
 - Explore results of drills with Mentor Coach
 - Help the learner identify new drills to practice skills
 - Support accountability by setting up specific plan or follow-up
5. Recognize modifications of approach, coaching strategies and session structure to support different trainees.
 - Time: session length, frequency, time of day
 - Support specific role of learner
 - With prompts from Mentor coach can identify emotional state of learner
 - Personality and learning styles
 - Environment
6. Recognize the need for 'huddle-ups' with those being coached.
7. Recognize objective language and supportive evidence to describe challenging situations in coaching.
8. Recognize "coaching in the moment" as a possible process to acknowledge positive skill use as well as lack of skill demonstration.
9. Identify the steps of the AELC.
10. Describe need for and strategy for accountability.
11. Recognize a need for a personal "pause and time-out" during coaching sessions.
12. Identify and attempt to seek out a peer, lead or head coach support and feedback.

PROFICIENT COACH **KNOWLEDGEABLE**

A Proficient Coach can: *Explain, illustrate and use examples* of their knowledge, abilities and attitude of PAC coaching during the sessions with their trainees and in their coaching calls. **Demonstrate in their coaching sessions that they are practicing PAC Coach Skills and can explain opportunities for growth.** Proficient PAC Coaches will integrate PAC materials, video recording systems, coaching strategies and supportive language to help trainees explain, drill and develop new skills.

A Proficient Coach will be able to meet the following criteria:

1. Use video recording system without prompts or cues to collect, share and use information to help trainees build their skills.
2. Use steps of effective coaching.
3. Use tools needed to help trainees recognize skills.
 - Coaching Cheat sheet
 - PPA™ and HuH® steps
 - Personality traits and MI preferences
 - AELC
 - Recording device
 - Environmental supports
 - Drills to develop and support skills
 - Daily practice routine
4. Explain effective support and feedback that helps develop and drill new skills.
 - Observe learner
 - Reflect the learner's observations
 - Seek: Have learner identify positive aspects and opportunity for new skills.
 - Explore results of drills with Mentor Coach
 - Help the learner identify new drills to practice skills
 - Support accountability by setting up specific plan or follow-up
5. Explain modifications of approach, coaching strategies and session structure to support different trainees.
 - Time: Length of time needed, frequency of sessions, time of day
 - Support specific role of learner
 - With prompts from Mentor coach can identify emotional state of learner
 - Personality and learning styles
 - Environment
6. Use 'huddle-ups' with those being coached.
7. Explain objective language and supportive evidence to describe and respond to challenging situations in coaching.
8. Recognize "coaching in the moment" opportunities for positive skill use as well as lack of skill demonstration.
9. Explain the steps of the AELC.
10. Use effective strategies for accountability and recognize the possible need for reasonable flexibility.
11. Use a personal "pause and time-out" during coaching sessions and identify need for learner "pauses and time-outs".
12. Explain the need for and seek out peer, lead or head coach support and feedback.

ACCOMPLISHED COACH SKILLED

An Accomplished Coach can: *Compare, analyze, distinguish, prioritize and differentiate* multiple intelligences, personality traits and AELC as they pertain to their trainees in order to help build new skills. *Demonstrate in their coaching sessions that they are consistent with PAC coach objectives and can clearly analyze the work with their trainees by adapting to opportunities to utilize their PAC Skills. They are consistently using their PAC Skills throughout their work. An Accomplished Coach will demonstrate that they can and do facilitate learning new skills through supportive language, AELC, huddle ups and drills. Accomplished Coaches use PAC materials as tools and supporting material. The Accomplished Coach will identify different personality traits and leaning styles of their participants and make adjustments during the sessions.*

An Accomplished Coach will be able to meet the following criteria:

1. Adjust video recording system for optimal use to collect, share and use information to help trainees build their skills. Guide trainees to use and begin to identify opportunities to use this tool.
2. Consistently use and analyze steps of effective coaching.
3. Use and analyze tools needed to help trainees recognize skills.
 - Coaching Cheat sheet
 - PPA™ and HuH® steps
 - Personality traits and MI preferences
 - AELC
 - Recording device
 - Environmental supports
 - Drills to develop and support skills
 - Daily practice routine
4. Adapt effective support and feedback that helps develop and drill new skills.
 - Observe learner
 - Reflect the learner's observations
 - Seek: Have learner identify positive aspects and opportunity for new skills.
 - Explore results of drills with Mentor Coach
 - Help the learner identify new drills to practice skills
 - Support accountability by setting up specific plan or follow-up
5. Prioritize and modify approach, coaching strategies and session structure to support different trainees.
 - Time: Length of time needed, frequency of sessions, time of day
 - Support specific role of learner
 - Identify emotional state of learner
 - Personality and learning styles
 - Environment
6. Facilitate 'huddle-ups' with team members for a specifically identified purposes.
7. Use objective language and supportive evidence to describe and respond to challenging situations in coaching.
8. Actively "coach in the moment" for positive skill use as well as lack of skill demonstration.
9. Use the steps of the AELC during coaching sessions and facilitating learning.
10. Use effective strategies for accountability. (Time management, flexibility, learner limitation(s) and level of stress, feasibility.)
11. Use personal and learner "pauses and time-outs" during coaching sessions to achieve desired outcomes.
12. Obtain and offer peer, lead, or head coach support and feedback.

MASTER COACH

M = Master

(Competent)

Apply

A Master Coach can: *Plan, create, organize, develop, evaluate, support, strategize and recommend* information and skill to meet the needs of individuals living with dementia and their care partners using the criteria for PAC consultant certification. **Demonstrate in their coaching sessions that they consistently use PAC skills and tools throughout their work with trainees. They recognize and demonstrate that their trainees benefit by being empowered to make effective changes and developing new skills. Master Coaches use supportive language, plan and facilitate huddle ups, coach in the moment and use the AELC in supportive interactions. Master Coaches use opportunities to affectively adapt to learning styles, “coachable moments”, and empower trainees to make effective changes.**

A Master Coach will be able to meet the following criteria:

1. Modify tools to support optimal learning and explores and creates new opportunities for learning using recording device. Support trainees in using video recording system to collect, share and use information to help trainees build their skills.
2. Self- evaluate appropriate use of steps for effective coaching.
3. Develop and create opportunities to help other coaches and their trainees to use skills utilizing PAC coaching tools.
 - Coaching Cheat sheet
 - PPA™ and HuH® steps
 - Personality traits and MI preferences
 - AELC
 - Recording device
 - Environmental supports
 - Drills to develop and support skills
 - Daily practice routine
4. Plan effective support and feedback that helps other coaches develop and drill new skills.
 - Observe learner
 - Reflect the learner’s observations
 - Seek: Have learner identify positive aspects and opportunity for new skills.
 - Explore results of drills with Mentor Coach
 - Help the learner identify new drills to practice skills
 - Support accountability by setting up specific plan or follow-up
5. Help other coaches plan and modify their approach, coaching strategies, and session structure to support different trainees.
 - Time: Length of time needed, frequency of sessions, time of day
 - Support specific role of learner
 - Identify emotional state of learner
 - Personality and learning styles
 - Environment
6. Plan, facilitate and evaluate ‘huddle-ups’ with team members for specifically identified purposes.
7. Use objective language and supportive evidence to be proactive regarding possible challenging situations in coaching.
8. Guide other coaches in the use of “coach in the moment” for positive skill use as well as lack of skill demonstration.
9. Aid other coaches in creating opportunities for use of AELC during coaching sessions.
10. Develop personal strategies and assist the team in developing effective strategies for accountability.
11. Evaluate the use of personal as well as coach and learner “pauses and time-outs” during coaching sessions to achieve desired outcomes.
12. Obtain and offers peer, lead, or head coach support and feedback.