

Positive Approach to Care Certified Coach

Becoming a PAC Coach – Day of Skill Building Brief Agenda

Today is all about you becoming a Coach using Teepa's content in the strongest way we know – the PAC way. You will put all of your background knowledge and skills to use today as you learn to get others to understand more about brain change and a little about what to do differently.

Here are some of the skills we will cover today, the others are thrown in for free!😊

Materials and Support Review

PAC Certified Community

Dementia Awareness, Knowledge, and Skill Check

Personality Traits and Coach Styles

Understanding the Coach Cycle

Planned Huddles

Coach in the Moment

Training Practice Sessions with Feedback

Because our focus for the day is on building your Coach skills, we may defer some questions to follow-up webinars or down time discussions. During this time, get to know yourself and the others in your class. It is a chance to play with one another, break the ice, see each other in action and experience how to help learners:

- Laugh at themselves and have fun: Uh-Oh! → Ah-Ha!
- Take what they think they know and see if it translates into ability... or not
- Practice what they have tried by themselves, alone, or in one place and do it in front of others
- Work with each other on knowledge and skills – peer partnered work
- Experience feedback as a positive, friendly, familiar, and functional tool

Positive Approach to Coach:

What today will do for you!

“If you want to lead others, you have to first lead yourself.”

Review the following:

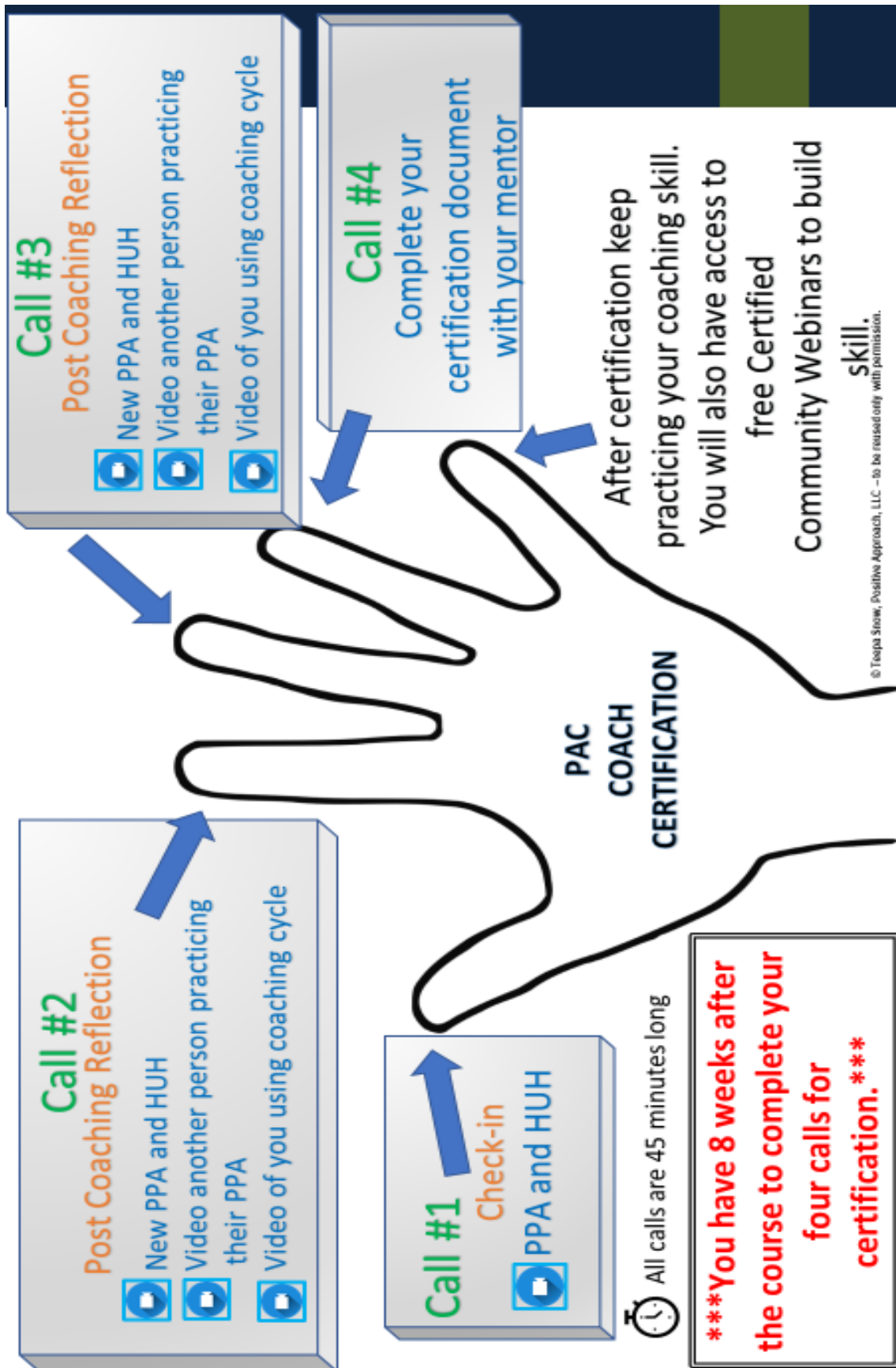
1. Personality Assessment
 - a. Personality Trait cards
2. Learning Style Inventory
 - a. Multiple Intelligences cards
3. Adult Experiential Learning Cycle cards
 - a. Reflect on the Care Skills Day for use of the AELC and its effect
4. GEMS® cards
 - a. Look closely at Sapphires versus Diamonds
5. Six Pieces of the Puzzle
 - a. Especially when dealing with challenging situations

Classroom Training:

Our Classroom Day is about Becoming a PAC Coach. We will review work you did in the online training and the Care Skills Day training to help you move from where you are to a Successful Coach role – helping others gain and use skills that make a difference!

What you practice during classroom training will be yours to share with others as you gain skill and become an effective and supportive Coach.

The first person you will work to improve is **who?** Yeah – You!



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PAC Certified Independent Coach Video clips:

Knowledge clips:

- Disc 1 - Chapter 1: Time stamp 20:54- 25:24 - Frontal lobe changes
- Disc 1 - Chapter 2: Entire clip is 4 minutes - Visual changes (binocular - social - task vision)
- Disc 1 - Chapter 3: Entire clip is 4 minutes - Visual changes (object confusion - monocular)

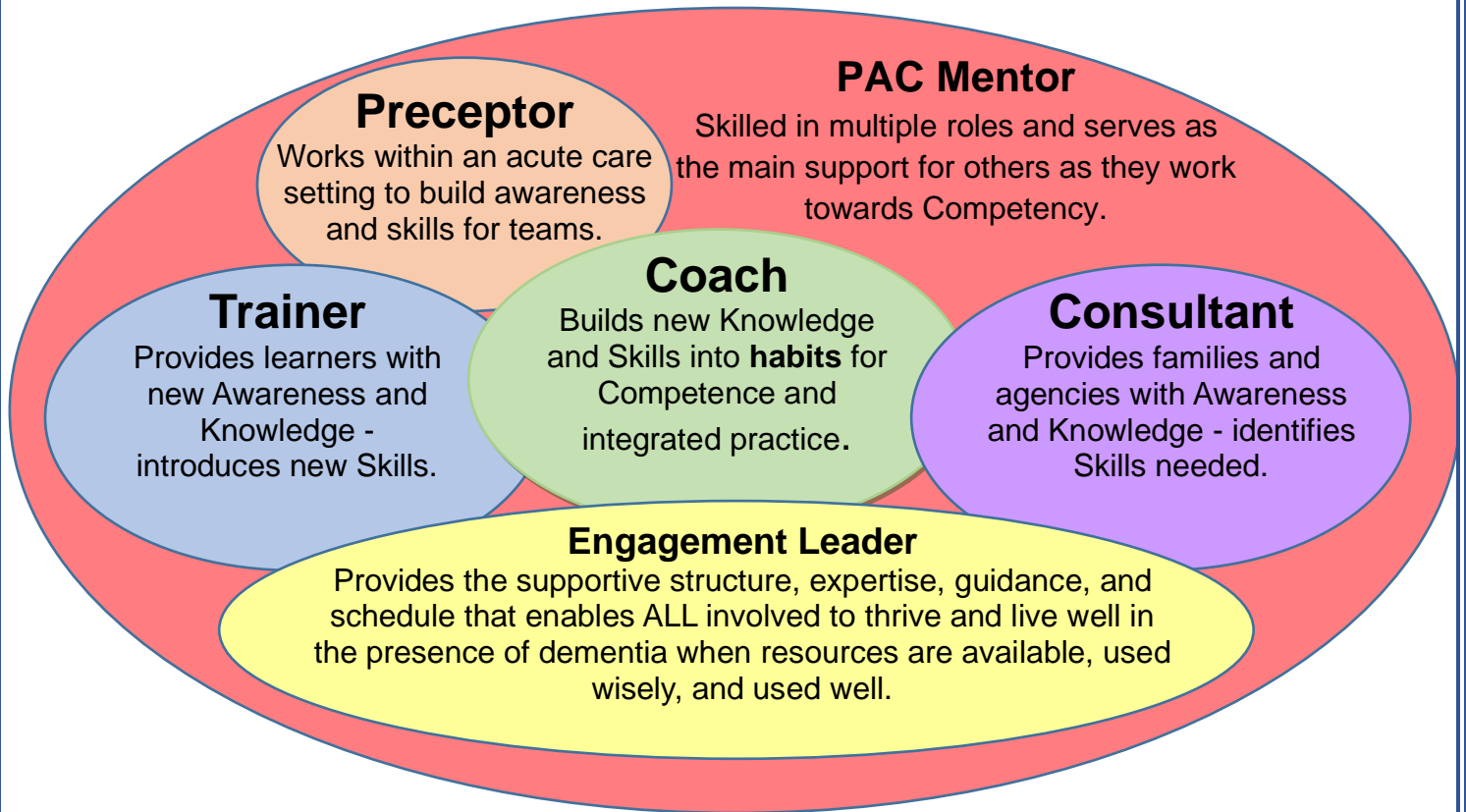
Skill clips:

- Disc 2 - Chapter 1: Time stamp 6:45- 10:00 - Getting connected using words (PPCs)
- Disc 2 - Chapter 2: Time stamp 1:07-2:20 - Getting connected with PPA™ using few words
- Disc 2 - Chapter 2: Time stamp 2:50-3:57 - PPA™ when you have a hard time getting back up
- Disc 2 - Chapter 2: Time stamp 5:50-7:36 - PPA™ when somebody is sleeping in a chair

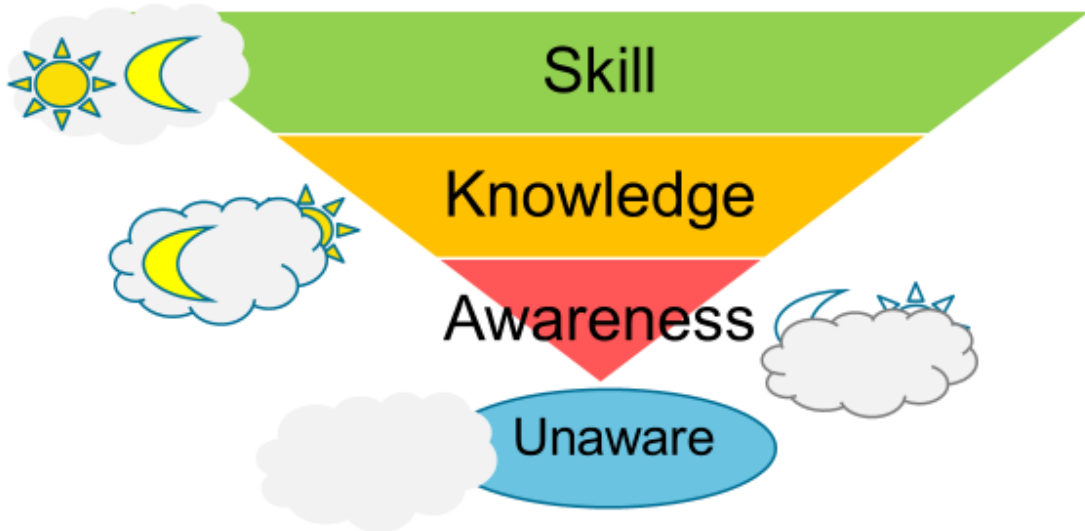
Key Learning for the Day:

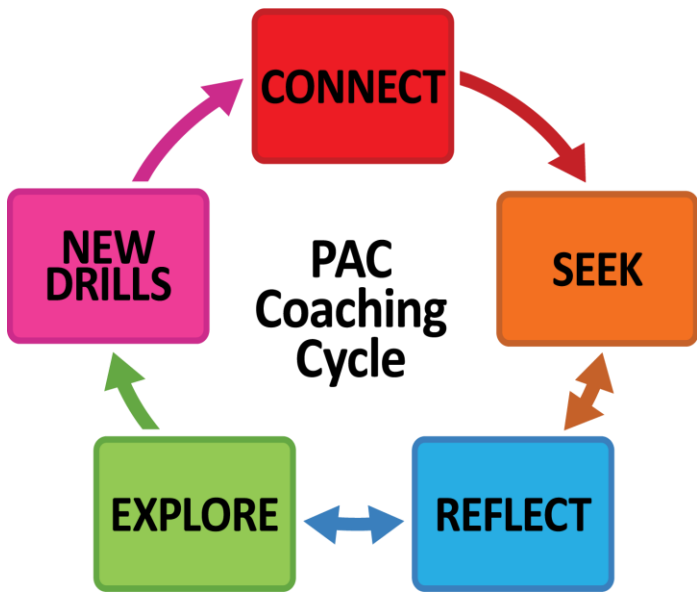
- 1. You'll learn the difference between traditional supervising and Coaching, and how to improve outcomes when trying to change others' behaviors towards people living with dementia.**
- 2. You'll learn to use video content and planned Coaching sessions with PPA™ strategies and scripts to guide yourself and help your team members gain new skills to use in planned interactions.**
- 3. You'll learn to 'Coach in the Moment,' celebrating spontaneous use of skills, as well as coping with challenging situations.**
- 4. You'll learn how to conduct quick 'Huddle-Ups' and create a game plan that works with your situation.**
- 5. You will learn how to continue to build your awareness, knowledge, and skills while becoming a more active and integrated part of the PAC Team.**
- 6. You will begin to more accurately use PAC Language and Skills when completing your own work and when working as a Coach with others. Initial skills include: PPA™, HuH®, Visual-Verbal-Touch cues, basic GEMS® identification and Active Listening.**

What Do PAC Certified Independent Coaches Do?

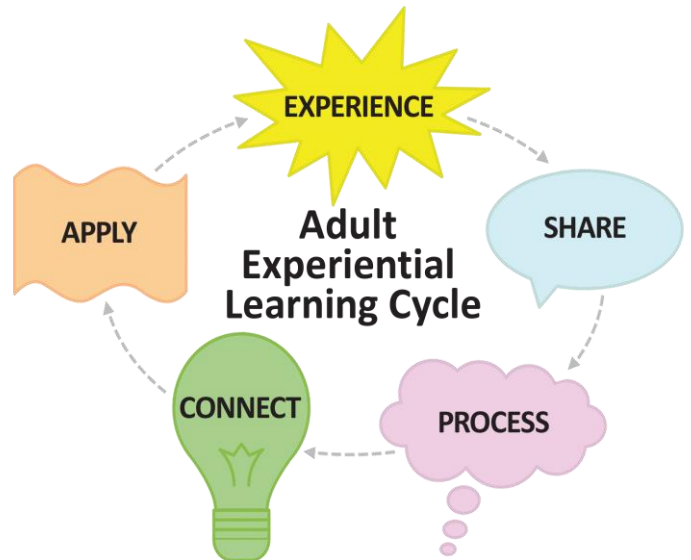


 **Becoming Competent** 





PAC Engagement Leader Building Blocks



PAC Certified Coach: What Does It Mean? What Does It Take?



PAC Coaches Help Others:

- **Use new awareness and knowledge to build new behavioral patterns and practices that use the skills**
- **Integrate new, valued practices into daily routines and existing patterns of interactions, care, expectations, and behavior**
- **Follow through on a plan by using drills until new abilities become established skills**
- **Self-monitor and self-correct with support and positive, effective multi-modal feedback and frequent rehearsal**

PAC Coaching Competencies:

- **Able to accurately and effectively demonstrate PAC interaction skills with trainees through the use of self, video, and real-life opportunities**
- **Able to provide accurate and effective support and feedback that helps trainees develop and use new skills**
- **Able to ‘Coach in the Moment’ – celebrating use of skills and providing constructive feedback for a variety of trainees using the PAC Coaching model**
- **Able to modify approach, coaching strategies, and session structure to support different trainees**
- **Able to seek out and use peer Coach, lead Coach, and head Coach support and feedback in both personal and trainee skill development and use**
- **Able to run ‘Huddle-Ups’ with team members who are learning and using PAC skills on a daily, weekly, or monthly basis to gain, sustain, and reinforce skills and goals – helps create and monitor the game plan with specific assignments and reporting**

PAC Coaches Use:

Scoring: <i>*strength</i> Δ <i>change</i>	Coach Skills:	Thoughts or Goals:
	Positive Physical Approach™ in ALL interactions	
	Core principles of the Coach Cycle in every session	
	Understanding of Multiple Intelligences with multi-modal (VVT) cues for taking in and sharing information	
	Understanding of Personality Traits when interacting with trainees	
	Environmental management to foster positive Coach sessions	
	Structured and objective measures in guiding and Coach trainees	
	Permission prior to offering feedback and Coach	
	Knowledge of PAC dementia knowledge and tools for sessions	
	What is possible, after recognizing what is not, with trainees and PLwD – GEMS® states	

Characteristics of a PAC Coach:

Scoring: * <i>strength</i> Δ <i>change</i>	Coach Skills:	Thoughts or Goals:
	Invested in helping others become more skillful and competent	
	Self-aware and self-controlled with the ability to modulate energy, interaction style, and training cues based on trainee needs and preferences	
	Able to help trainees and others see situations from multiple points of view to alter perceptions, beliefs, and behaviors	
	Curious about others and willing to help build new awareness, knowledge, and skill over time	
	Balanced in ability to encourage and support while holding the trainee accountable for practicing and achieving PAC Skills	

Certification Criteria Scale:

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.

AWARE COACH:

An Aware Coach can: identify, label, list, define, describe and recognize the criteria for Coaching Certification. An Aware Coach will utilize their PAC materials, video recording systems, coaching strategies, and supportive language to help Learners identify, drill, and develop new skills.

An Aware 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
 - Explore results of drills with Mentor Coach
 - Help the Learner identify new drills to practice skills
 - Support accountability by setting up specific plan/follow-up and opportunities for new skills
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 Traits 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 the need for a personal 'pause and time-out' during Coaching session
12. Identify and attempt to seek out a peer, lead, or head Coach support and feedback

Where Are You?

Unaware

Aware

Proficient

Accomplished

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 Learners and in their Coaching calls. They can 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 Learners explain, drill and develop new skills.

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

1. Use video recording device without prompts or cues to collect, share, and use information to help trainees identify opportunities to build 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
 - Explore results of drills with Mentor Coach
 - Help the Learner identify new drills to practice skills
 - Support accountability by setting up specific plan/follow-up and opportunities for new skills
5. Explain 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 Traits 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 a peer, lead, or head Coach for 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 Learners in order to help build new skills. They can demonstrate in their Coaching sessions that they consistently use PAC skills and tools throughout their work with learners. 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 resources. The Accomplished Coach will identify different personality traits and learning 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 Learners 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
 - Explore results of drills with Mentor Coach
 - Help the Learner identify new drills to practice skills
 - Support accountability by setting up specific plan/follow-up and opportunities for new skills
5. Prioritize and modify 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 Traits and Learning Styles
 - Environment
6. Facilitate 'Huddle-Ups' with team members for 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 a personal and Learner 'pause and time-out' during Coaching sessions to achieve desired outcomes
12. Obtain and offer peer, lead, or head Coach support and feedback

MASTER COACH: COMPETENT

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 Coach Certification. They can demonstrate in their Coaching sessions that they consistently use PAC skills and tools throughout their work with Learners. They recognize and demonstrate that their Learners 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 positive and productive interactions. Master Coaches use opportunities to effectively adapt to learning styles, 'coachable moments,' and empower Learners to make effective changes.

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

1. Modify tools to support optimal learning, explore and create new opportunities for learning using recording device, support Learners in using video recording system to collect, share and use information to help learners build and develop their skills
2. Self-evaluate appropriate use of steps for effective Coaching
3. Develop and create opportunities to help other Coaches and their Learners 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
 - Explore results of drills with Mentor Coach
 - Help the Learner identify new drills to practice skills
 - Support accountability by setting up specific plan/follow-up and opportunities for new skills
5. Help other Coaches plan and modify their approach, coaching strategies, and sessions structure to support different Learners:
 - Time: session length, frequency, 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 'Coaching 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 offer peer, lead, or head Coach support and feedback

Our Goal for your Amygdalae Today: Not Red!
Scale of Emotional States:
Distress Amygdala

Irritated Bothered	Angry Frustrated	Furious Enraged
Dissatisfied Blue	Sad Unhappy	Devastated Hopeless
Missing “It” Not Getting “It” Missing Freedom/Control	Lonely Disconnected Confined/Restricted	Abandoned Isolated Imprisoned
Nervous Anxious	Scared Worried	Terrified Panicked
Disengaged Antsy	Bored Roaming	Useless Purposeless Frantic

Scale of Amygdala States:
Pleasure Amygdala

Low- Amygdala Active Liking It	Medium – Amygdala Stressed, At Risk	High – Amygdala in Control, Endangered
Excited	Hyped Up	Hysterical
Happy	Boisterous	Slap-Happy or Delirious
Connected or In Control	Can’t Seem to Get “It”	Controlling or Clingy
Energized	Revved	Racing Around
Full of Purpose	Committed	Demanding Others Get Purpose

Personal Preferences Matter

Learning Styles
Brain Dominance
Environmental features
Circadian rhythms
Spontaneous Reactions to Surprises
and Threats

Signals for Going Diamond

- From all we have done so far, how can you recognize when you are **going diamond?**
 - Changing from a Sapphire to a Diamond
 - Needing to pause and step back
 - Recognize you need help

How do you go between Sapphire and Diamond?



Your triggers for GOING DIAMOND...



Your strategies for REGAINING SAPPHIRE...

Practice Tools for PAC Coaches:

Coach Skill Check-Off



Name of PAC Coach: _____ Name of PAC Mentor: _____

Skill	1 st try	2 nd try	3 rd try	Comments
Approach using PPA™ with Learner				
Connect with a friendly personal greeting				
Set up practice session				
Video PPA™ use				
Review video on own				
Review video with Learner				
Ask Learner to give feedback on self				
Share back what Learner observed, support as needed				
Offer specific positive comments on skills used				
Identify one skill area for improvement				
Practice the use of the skill with the Learner				
Reinforce value and use of the skill as follow-up				
Coach reinforces the effort and progress, if seen, and sets up next practice				
Coach reports back to local head Coach or PAC Mentor				
Lead Coach gives the Learner Coach feedback				

___ Coach skills are developing

- ___ Improvement noted in this area: _____
- ___ Continued work to practice in this area: _____

___ No Change in Coach Skills are noted

- ___ Pass to another Lead
- ___ Address concern with the person and get feedback
- ___ Ask your PAC Mentor for help with next steps

Practice Tools for PAC Coaches:



Extended Coach Skill Check-Off

Skill	1 st try	2 nd try	3 rd try	Comments
Approach the Learner in a positive and friendly manner				
Share with the person – time to work on PPA™ Skills				
Ask if they will work with you or set up a time to do so during the day				
Set up the environment for the drill – practice of the approach				
Video the approach so that the person being Coached is visible and can be heard (the resident being approached also needs to be seen for distance and hand placement issues)*** (if the person is nervous about being videoed, volunteer to let them video you first and give you feedback first – then do them)				
Thank the Learner for doing the video				
If you have 5 minutes, go ahead and review the video then with the Learner, if not, then the Coach independently reviews the video for PPA accuracy and skill use and sets up time for review within a day				
Coach and Learner watch video together				
Coach asks Learner to look at the PPA Skill Checklist and report how they feel they did on the skills – may need to re-watch to see specifics				
Coach then reflects back to the person what they heard and where there are matches – if too hard on self, use positives, if too general, work for specifics, if too positive, look for something to try differently				
Coach then gives specific positive feedback on the approach skills				
Coach then identifies (Learner-chosen) one thing to focus on and work on in the next practice session				
Coach sets up next session, right away if possible, to reinforce and rehearse the skill with the New Drill change for a few tries				
Coach reinforces the effort, if seen, and the progress, if seen, and sets up next practice				
Coach reports back to head Coach using agreed upon method regarding PPA skill development and Coach skill development for themselves				

___ Coach skills are developing

- ___ Improvement noted in this area: _____
- ___ Continued work to practice in this area: _____

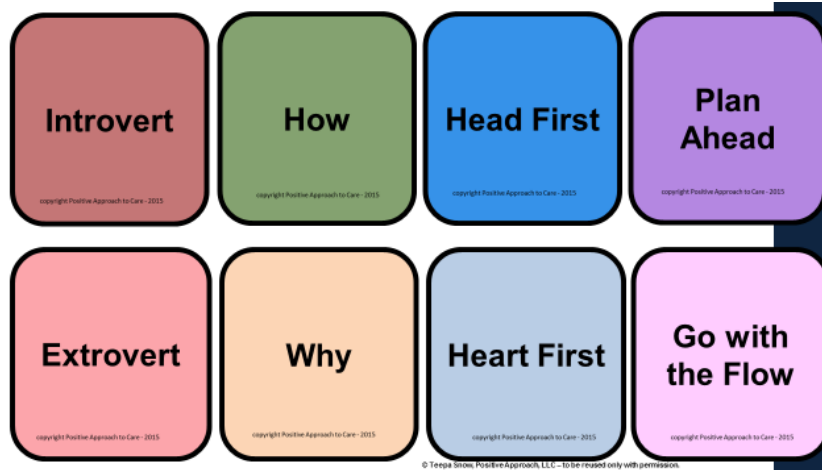
___ No Change in Coach skills are noted

- ___ Pass to another Lead
- ___ Address concern with the person – get feedback
- ___ Ask your PAC Mentor for help with next steps

As a Coach:

Understand Who You Are, What you Like and Don't Like

Personality Traits
Learning Styles: Multiple Intelligences
Personal Preferences



**With Personality Traits, some stuff we think/feel people do on purpose,
is really just who they are!**

Who are you?

Who is the person you are helping?

Personal Preferences Matter:

Learning Styles

Brain Dominance

Environmental Features

Circadian Rhythms

Spontaneous Reactions to Surprises and Threats

Brain Dominance:

- **We all have a preferred:**
Hand, eye, ear, chewing surface, foot
- **Side of skill, comfort, and automatic action**
- **Can be a strong influencer of behavior**
- **People tend to prefer others on their dominant side for conversation and demonstration**
- **People will prefer those they are least familiar with on their dominant side and those they trust and feel comfortable with are okay to be on their non-dominant side (slightly to their front, like a shield)**
- **People in distress will typically need you on their dominant side**

Environmental Preferences:

Four F's For You: What features of an environment provide you a sense of:

Friendliness: I am liked here, I am wanted here

Familiarity: I am comfortable and at ease in this place

Functionality: I know what I am to do here

Forgiveness: I can make mistakes and errors and it will all be okay

Four S's For You: What features matter for you, likes and dislikes:

Spaces: intimate, personal, public

Sensations: sights, sounds, feels, smells, tastes

Surfaces: sit, stand, work on, rest on, walk on

Social: groups, activities, roles, expectations

How do these pieces affect the time, place, and state-of-mind in which you will Coach others?

How might you become aware of these pieces for other people?

Understanding Brain Changes

The Progression of Dementia:



When the unexpected happens or there is an unmet need:

Learning to respond and not to react

What do you know about the GEMS® and Dementia?

How can you use your knowledge of responding to different GEMS® states as a Coach?

When might you use this knowledge for Coaching purposes?

With an In-Control, Non-Stressed, Mature Brain:

I am responsive, not reactive

I figure it out

I use effective coping strategies

I manage my stressors

I balance my needs with the needs of others

I balance my life and time

I am engaged, curious, and find joy in what I do and where I am

Amygdalae:

The Amygdalae signal threats and can shut off the language center, the executive control center, and can cause tunnel vision. What if unmet likes, wants, or needs remain unmet?

When I'm hurting, I need relief...

The amygdala turns on and...

I need it now!

When we don't have the help we need, we tend to:

- **Miss early signals**
- **Ignore it or put up with it**
- **See if it gets worse**
- **Worry**
- **React or over-react instead of responding**

Mature, Stressed Brain With Amygdalae On:

Frontal - Prefrontal Out:

- I need it now!
- I cannot tolerate delays
- I grab what I need!
- I use whatever is needed to get immediate relief
- Self-absorbed

Core Engine is running too hot or in trouble:

- BP, RR, HR fast
- BS dropping, seeks to rev it back up quickly
- Feels pain, needs it to stop
- Needs immediate relief from distress, takes action to get relief, may hide it from others

Language skill area active to get what is needed:

- Uses words and silence to get the need met
- Uses incoming information in order to get the need met
- Uses tone, volume, rhythm to get the need met

Senses on high alert to get needs met:

- Discriminatory and protective senses working to meet need

Movement and actions focused on getting need met:

- Very intense motor memories
- Repeats negative coping patterns, gets stuck

Personality traits direct patterns to achieve needs:

- Focused on getting needs met now!

Feedback: Supervisory Tendencies:

- **Absentee Landlord:** Says it's important to get the skills and use them, but too busy to engage with the learner to practice. May set up the session, then not follow through. Words do not match behaviors. "You need to, but I am too busy to..."
- **Negative Nagger:** Focused on the skill, not the person. Sees the mistakes and the holes, points out mistakes, tells you what you're doing wrong and that it needs to be fixed. Says what not to do, but now how to do better.
- **Cheery Cheerleader:** Gives lots of smiles and pats on the back without giving anything specific or guiding in skill development. Gives praise without meaning. Personally nice without skill accountability.
- **Competent Coach:** With a head Coach, provides reflective support with concrete, shared goals that are achievable, measurable, observable, and time-sensitively spaced out to build learner's self-monitoring, skill development, and self-assessment abilities in performance. Skill changer!

**Communicate as a PAC Coach:
Moving from where we are,
to where we want to be!
Taking traditional coaching to true Coaching!**

What does a traditional Coach look like?

What are traditional outcomes for Coaches?

How is this different?

Coaching is Different:

- Helping the person to see themselves and the situation differently**
- Helping the person learn and use new skills**
- Helping the person drill on the skills, until they become new habits or ways of doing things**
- Helping the person use the skills regularly without distress**
- Giving positive, consistent feedback and support**
- Helping the person to change their habits, so that the situation changes!**

Natural Coaching Opportunities: “In the Moment” Coaching:

- Use ‘time-out signal’ as a visual cue
- Get permission to Coach and give feedback
- Make an “I noticed...” statement
- Get curious, ask “Tell me about that...”
- Seek more info, “Who? What? Where? When? How?”
- Practice to try out the new skill, give feedback
- Reinforce what to do and say, not the ‘don’ts’

Running a Team: ‘Huddle-Ups’:

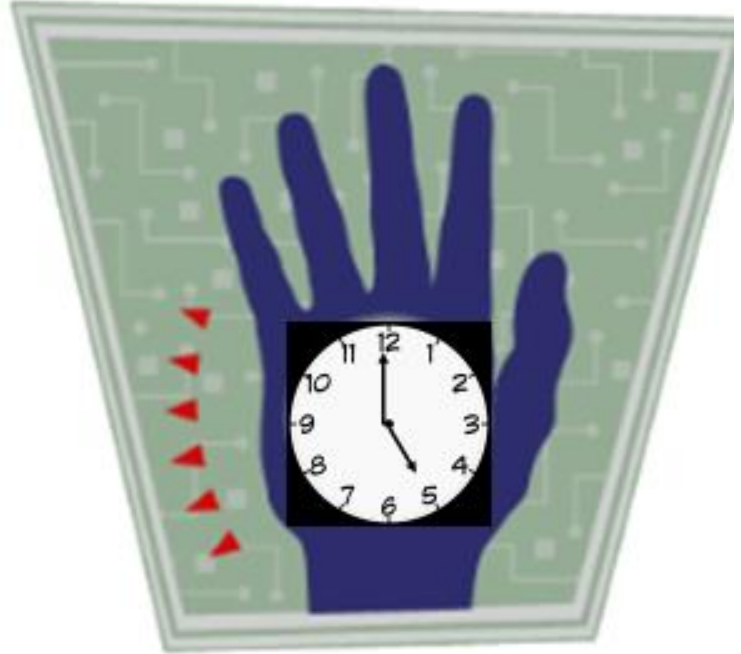
- Pre-game ‘Huddle-Ups’
- ‘Time-outs’ to revise game plan for the game
- Re-group at half-time
- Check on changes: are things working better?
- More ‘time-outs’ as needed
- Final minutes
- Post-game wrap-up
- Set up drill for next game

Final Step for All Coaching:

- Check in, get feedback on positives and negatives of the Coaching session
- What will the next session involve?
- When will the next session happen?
- Who will do what between now and then?
- Thanks for working with me and drilling!

Give Me Five!

- **Commit to five minutes each day, keep it focused and short, it's a drill!**
- **Commit to practice for four to six weeks solid**
- **Commit to working with your Coach**
- **Use the Coach's input and review to build to skill**
- **Use the skill from the drill!**



Get Specific:

Who will you practice with? _____

What will you do? _____

When will you do it? _____

How will it look? _____

Why is this important to you? _____

Word Choice and Communication:

Non-Verbal Communication:

Show each other '**Open and Friendly**' versus 'Closed and Cold':

- Eyes
- Face
- Head
- Arms
- Legs
- Body

Verbal Communication:

Show each other what you say:

- Words used
- Length of sentences
- Jargon

Show each other how you say it:

- Tone of voice
- Volume
- Speed

Getting Input or Specifics from a Learner:

- 1. Offer choices of acceptable options**
- 2. Ask specific questions:**
 - Who?**
 - What?**
 - Where?**
 - How many?**
 - Which?**

Opening a Conversation with a Learner:

- 1. Ask open-ended questions**
 - “Tell me about...”**
 - “Why...?”**
 - “Could you give me some...?”**
- 2. Be nonjudgmental**
- 3. Look interested**
- 4. Be curious**

Dealing with a Possibly Challenging Situation:

- 1. Pick your place and time**
- 2. Start with an open-ended question or make an “I noticed...” statement**
- 3. What for an encourage a response or reaction**

Oops...

So, you are trying out this new language, but it isn't working...what might be going on?

“I noticed...” Statements:

- Avoid “I noticed...” statements that are corrective or judgmental:

“I noticed you decided not to bother using PPA with Mr. Jenkins.”

“I noticed you skipped giving Mrs. Jones her bath today.”

- Try to keep your emotions under control
- Take a deep breath, if needed
- Watch your volume, tone, body language
- Talk about observable behaviors, not personality:

“I noticed that when you approached Mr. Jenkins he was seated and you stayed standing...”

“I noticed that Mrs. Jenkins didn't bathe today...”

Group Exercise



Change these to “I noticed...” statements:

You forgot to get Mr. Hanes’ shoes!

You should never yell at a resident!

You are taking too long to help Mrs. Smith to the toilet!

Don’t you remember, I told you James is a diabetic? What were you thinking giving him ice cream?

Everyone can see your purple underwear through those pants.

Change these to open-ended questions: “Tell me about...”

You forgot to get Mr. Hanes’ shoes!

You should never yell at a resident!

You are taking too long to help Mrs. Smith to the toilet!

Don’t you remember, I told you James is a diabetic? What were you thinking giving him ice cream?

Everyone can see your purple underwear through those pants.

Reflect on your Coach day:

What are your cues as a Coach that show you are in your amygdalae?

How do you get your amygdalae needs met?

How do you calm your amygdalae mid-session?

What are your two strengths as a PAC Certified Independent Coach?

What is your first focus as a PAC Certified Independent Coach?

What is your big goal as a PAC Certified Independent Coach?

Reflect on your Coach day:
