

An Executive Skills- based Approach to Coaching Program Participants

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Welcome / Introductions

- * What do you already know about the Lifelong Learning Initiative, coaching, and executive skills?
- * What do you hope to get out of this training?

Learning Objectives

- * Begin implementing the full enhanced coaching flow (including the recommended resources, supports, and tools) with their clients.
- * Identify the underlying principles and philosophy of enhanced executive skills-based coaching and apply those principles to participant interactions.
- * Understand what is expected of them as part of the LLI rapid cycle learning process.

Agenda Day One

- 9:00 Welcome and introductions
- 9:15 Identifying your executive skills strengths and weaknesses
- 9:25 Coaching in an executive skills-based model
- 9:45 Coaching flow and the general process
- 9:55 Getting to know the participant
- 10:05 What are executive skills?
- 10:20 The science underpinning executive skills
(SHORT BREAK AS NEEDED)
- 10:35 The reasoning behind an executive skills assessment
- 10:50 Assessing executive skills
- 11:40 Goal setting
- 12:15 What you need to know before setting a goal
- 12:45 Final thoughts and questions for the day
- 1:00 Closing

Identifying your Executive Skills Strengths and Weaknesses

- * Each person complete your own ES questionnaire
- * Discuss with your neighbor how your strengths and weaknesses manifest on your life
- * Debrief

Coaching in an Executive Skills Informed Model (Dawson & Guare)

What is executive skills-based coaching?

An intervention strategy in which a coach works with a person to set goals (long-term, short-term, or daily) designed to enhance executive skill behaviors, lead to improved self-regulation and result in goal attainment.

Characteristics of Effective Coaches

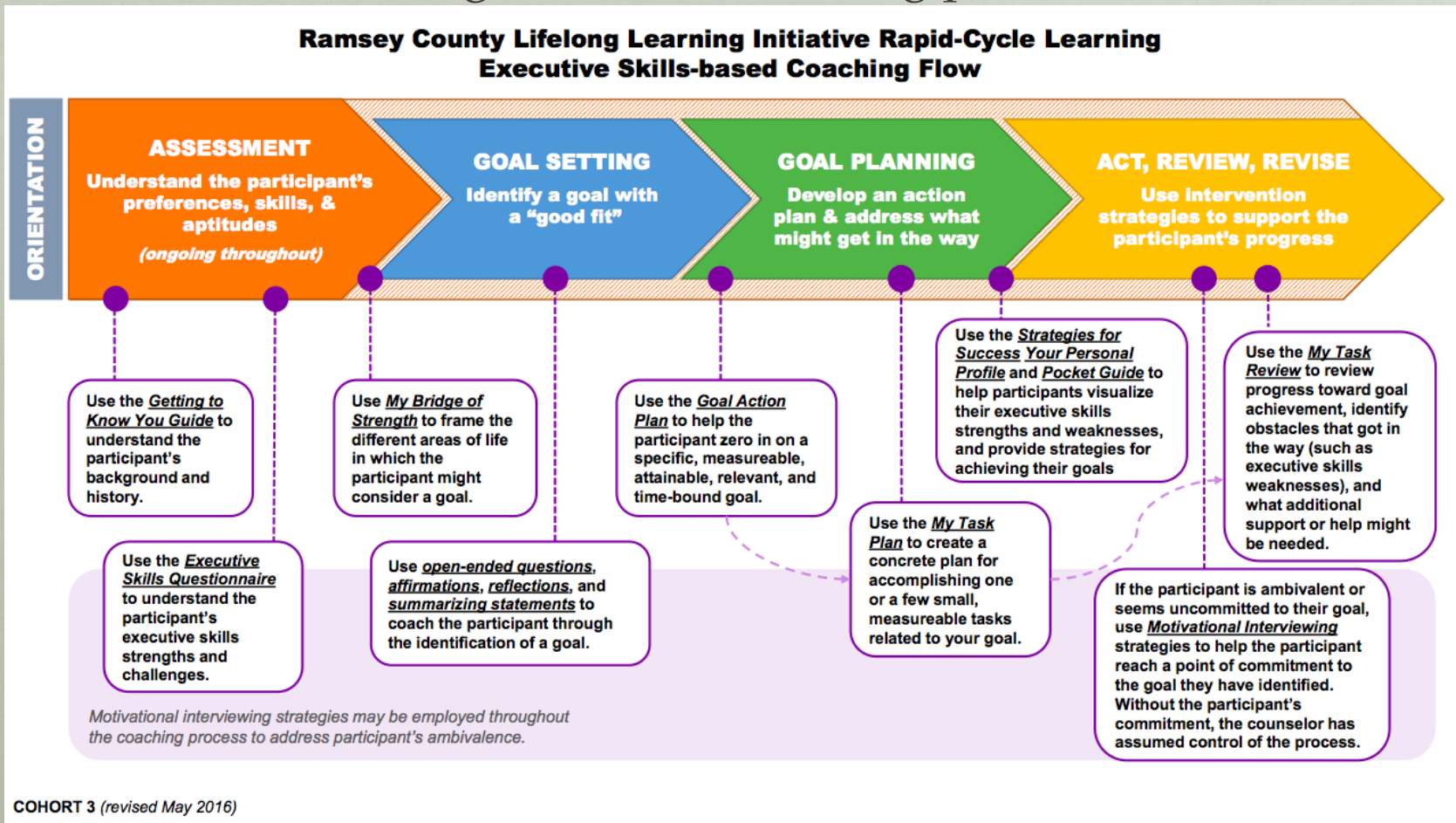
- * They enjoy working with participants and relate to them in a natural way
- * They are empathic and good listeners
- * They're reliable, organized, and have good planning skills
- * They are comfortable with the participant taking the lead in the goal-setting process.
- * They view their role as one of collaboration and rely more on questions than directions and teaching.
- * They have training in coaching

The Coach's Approach in the Client's Goal-Setting

- * Working with clients in a way that is *collaborative* rather than prescriptive, honors the person's autonomy and self-direction, and is more about evoking than installing. This involves at least a willingness to suspend an authoritarian role, and to explore client capacity rather than incapacity, with a genuine interest in the client's experience and perspective. (Stephen Andrew re: MI, 2015)

Coaching Flow and Process

A frame for thinking about the coaching process:



ASSESSMENT

Getting to Know the Participant

Getting to Know You Questionnaire

- * Review GTKY and it's prospective use within a coaching interaction

What are Executive Skills/Functions?

Those self-directed actions needed to choose goals and create, enact and sustain actions toward those goals - more simply, self-regulation to achieve goals. Executive Functions/Skills: (Barkley, 2012)

Two Dimensions of Executive Skills: Thinking & Doing

EXECUTIVE SKILLS INVOLVING THINKING (COGNITION)

- * Working Memory
- * Planning/Prioritization
- * Organization
- * Time Management
- * Metacognition
- * Stress tolerance

EXECUTIVE SKILLS INVOLVING DOING (BEHAVIOR)

- * Response Inhibition
- * Emotional Control
- * Sustained Attention
- * Task Initiation
- * Goal Directed Persistence
- * Flexibility

Executive Skills: Definitions

- ★ **Response Inhibition:** The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it. (wait, stop)
- ★ **Working Memory:** The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future. (store and recall past experience for use in future, remember what you need to do)
- ★ **Emotional Control:** The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior. (alter antecedent, desensitize to stimulus)

Executive Skills: Definitions

- ★ **Flexibility:** The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions. (agenda and tolerance for change)
- ★ **Sustained Attention:** The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom. (span and goodness of fit)
- ★ **Task Initiation:** The ability to begin projects without undue procrastination, in an efficient or timely fashion. (reduce perceived effort)
- ★ **Planning/Prioritization:** The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what's important to focus on and what's not important. (envision the route)

Executive Skills: Definitions

- ★ **Stress Tolerance:** The ability to thrive in stressful situations and to cope with uncertainty, change and performance demands.
- ★ **Organization:** The ability to create and maintain systems to keep track of information or materials. (efficiency)
- ★ **Time Management:** The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important. (estimation by event or of task completion)
- ★ **Goal-directed persistence:** The capacity to have a goal, follow through to the completion of the goal and not be put off or distracted by competing interests. (keep it in mind, relate present to future)
- ★ **Metacognition:** The ability to stand back and take a birds-eye view of oneself in a situation. It is an ability to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, “How am I doing? or How did I do?”). (self evaluation, specificity of behavior being evaluated)

Goal Attainment

(Requires Delayed Gratification)

Requires the individual to

- ★ Generate and hold a mental representation of the goal in mind (*working memory*).
- ★ Formulate a plan and set of rules to follow Inhibit and regulate negative affect (i.e., disappointment and frustration) associated with self-deprivation.
- ★ Kindle self-motivated or positive drive states in support of the plan.
- ★ Experiment with multiple novel approaches toward goal achievement before selecting one to perform or as an alternative if one doesn't work.

Goal Attainment

Disrupted by Contingency-Shaped, Context-Dependent Behavior (Immediate Gratification)

A person's sustained response depends on:

- * Novelty
- * Intrinsic Reinforcement (Interest) Value
- * Extrinsically Provided Consequences

Therefore, if the task or situation is more:

- * Fun or Interesting or Immediately rewarding,

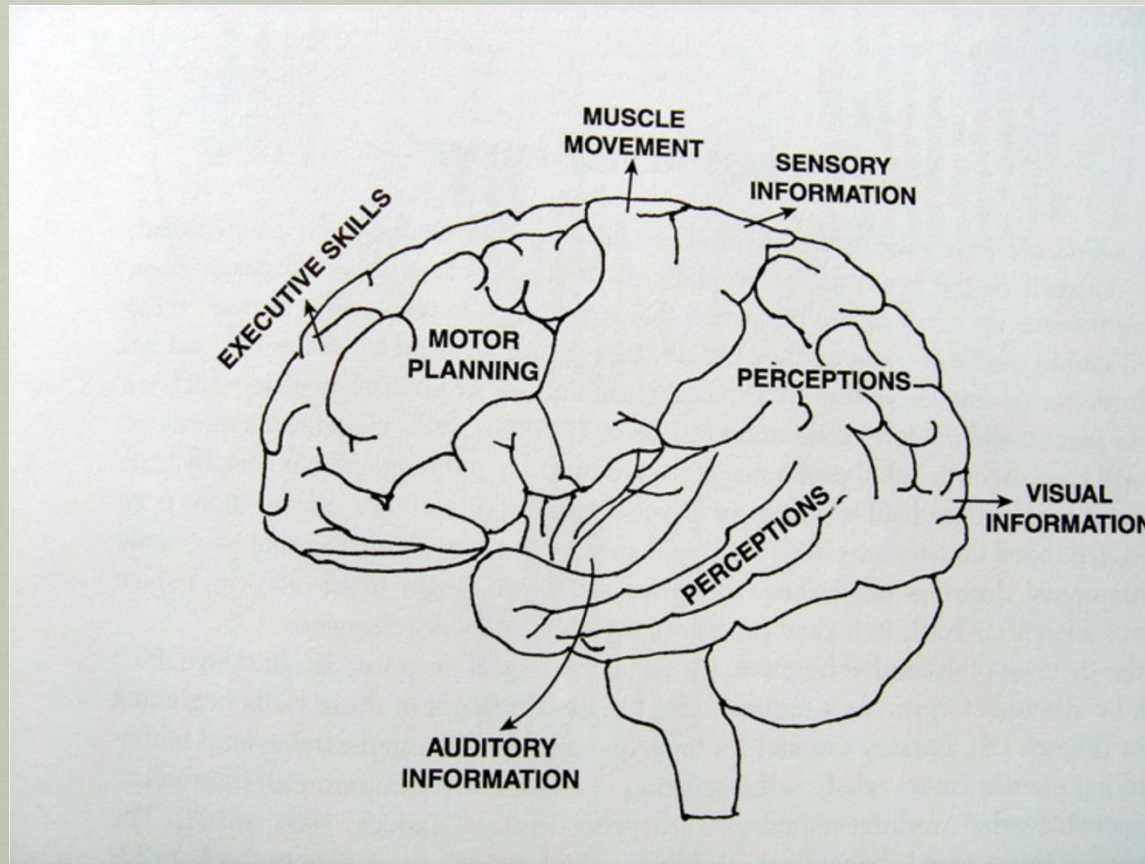
She/he will choose that task over the more effortful one that only provides a delayed reward or payoff.

(Marshmallow task)

What does the person find tempting in the situation?

The Science Underpinning Executive Skills

What areas in the brain play a key role in executive skills?



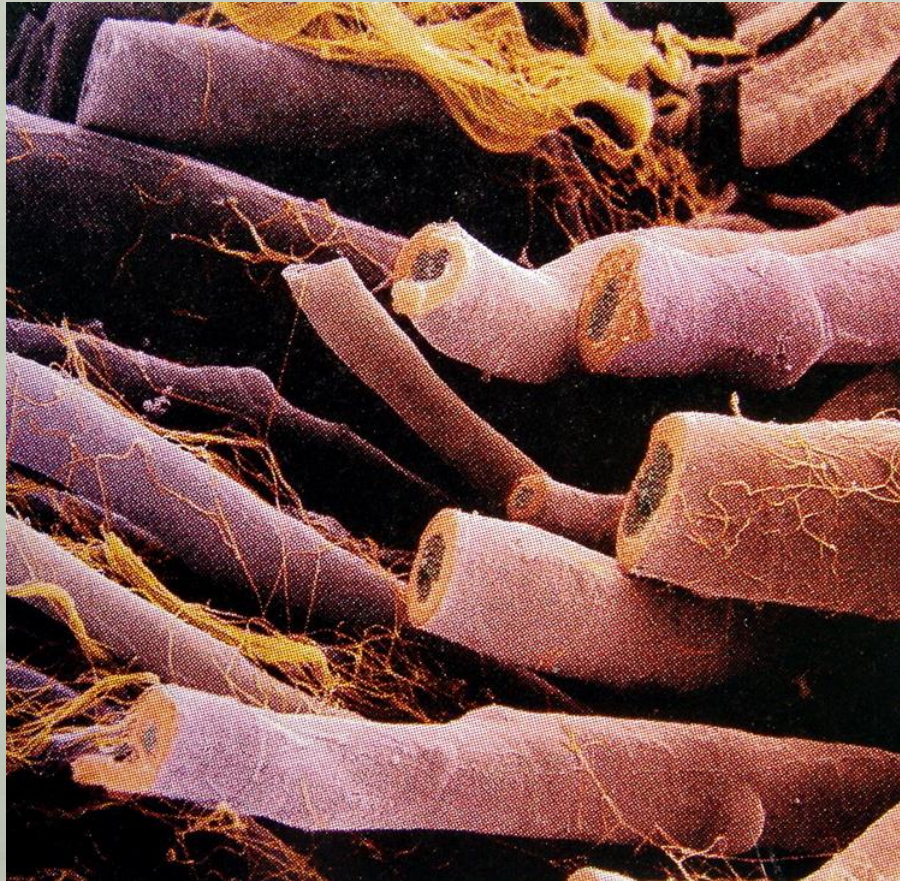
Primarily (but not exclusively!) the frontal brain systems
(just behind the forehead)

How do Executive Skills Develop?



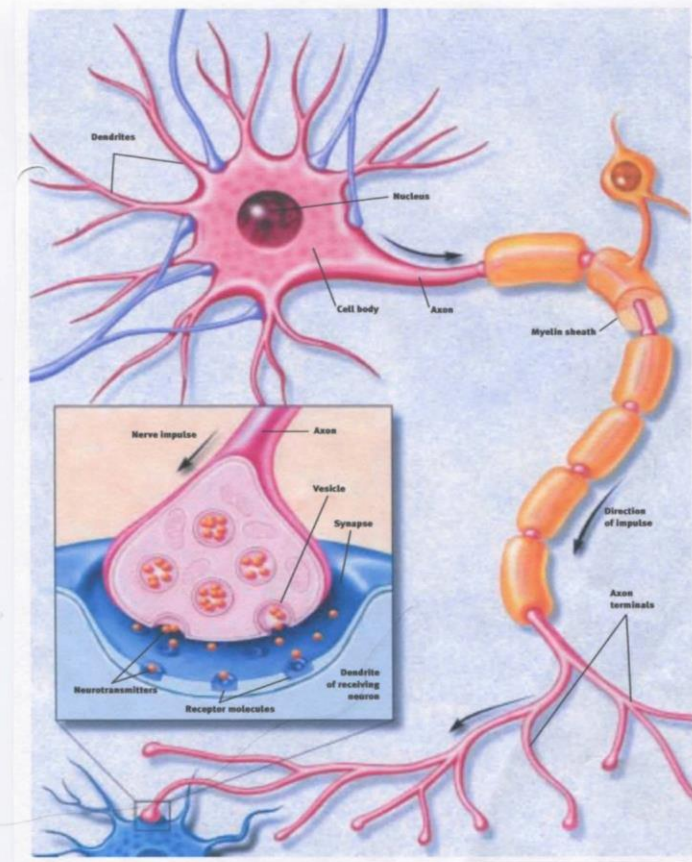
Through a process called *myelination*. Myelin acts as insulation, increasing the speed with which nerve impulses are transmitted. The faster the impulse, the better the skill.

Myelin Perform Two Functions

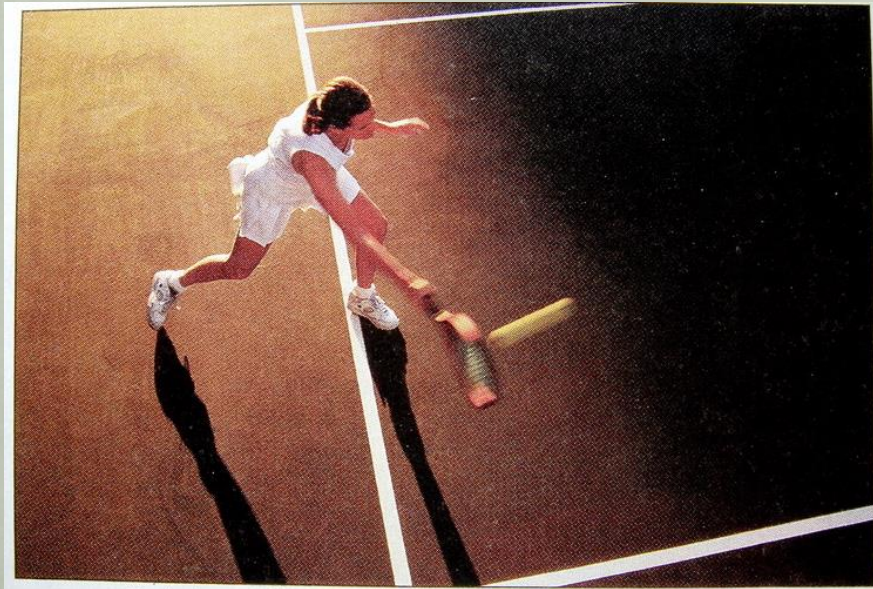


- * Increases the speed with which nerve cells fire.
- * Decreases the recovery time, enabling the nerve cell to fire again quickly.
- * The result: a 3,000 fold increase in the amount of information transmitted per second.

Neurons



All skills, including executive skills, improve with practice...



Technique rules: Repetition builds better brain circuitry.

The more you practice, the better the skill. Practice also makes the task less effortful.

Two Other Brain Changes that Improve the Brain's Ability to Handle Complexity

- * Pruning – a sloughing off of unused nerve cells and synapses that allows the remaining cells to work more efficiently.
- * Increased connectivity between different brain regions, allowing the brain to handle more complexity – i.e., the higher order thinking skills required for metacognition.

Core Concepts in the Science of Early Childhood Development

Experience Shapes Brain Architecture by Over-Production of Connections Followed by Pruning



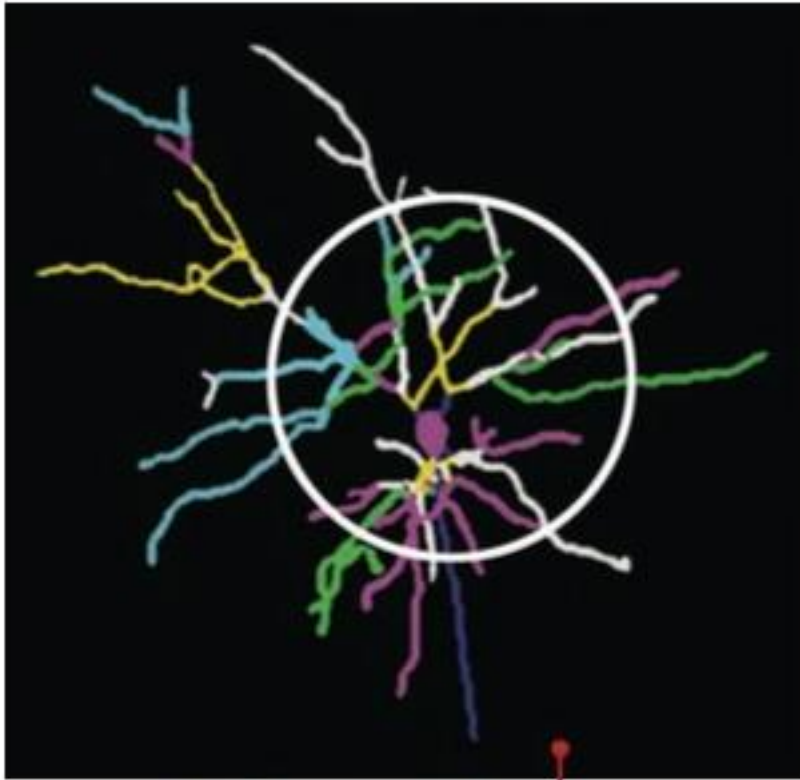
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Neural proliferation and pruning is a normal, healthy part of brain development: connections that are not used are pruned away.

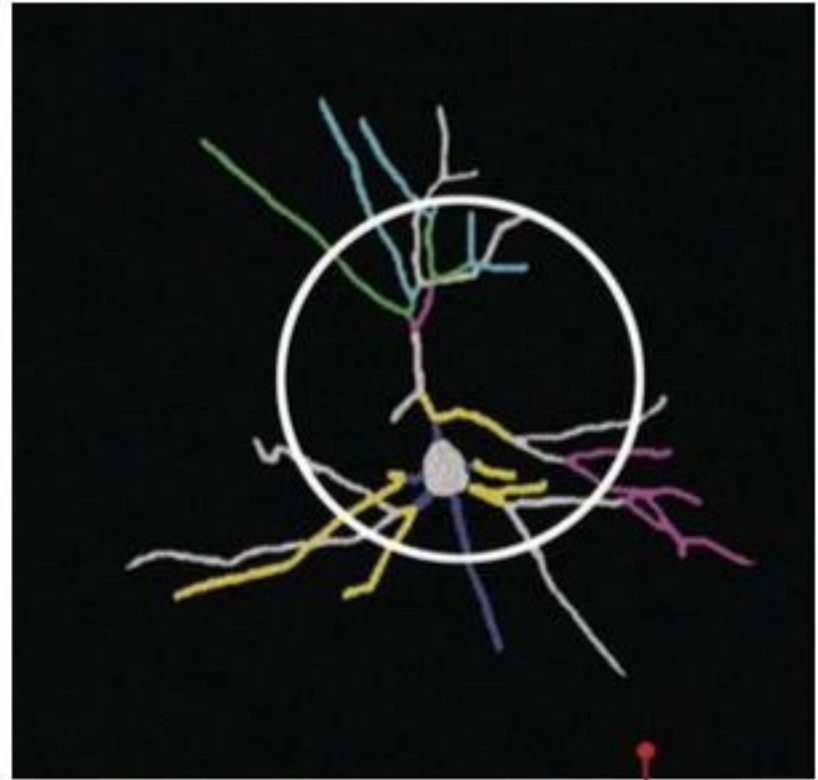
The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. During the first few years of life, 700 new synapses (neural connections) are formed every second. After a period of rapid proliferation, connections are reduced through a process called pruning, so that brain circuits can become more efficient. Early experiences affect the nature and quality of the brain's developing architecture by determining which circuits are reinforced and which are pruned through lack of use. Some people refer to this as "use it or lose it." *Graphic Source: Chugani, H. T. Synaptic Density. [Drawing]. In R. Shore, Rethinking the Brain: New Insights into Early Development (p. 20). New York: Families and Work Institute, 1997.*

Core Concepts in the Science of Early Childhood Development

Toxic Stress Damages Developing Brain Architecture



Typical neuron: many connections

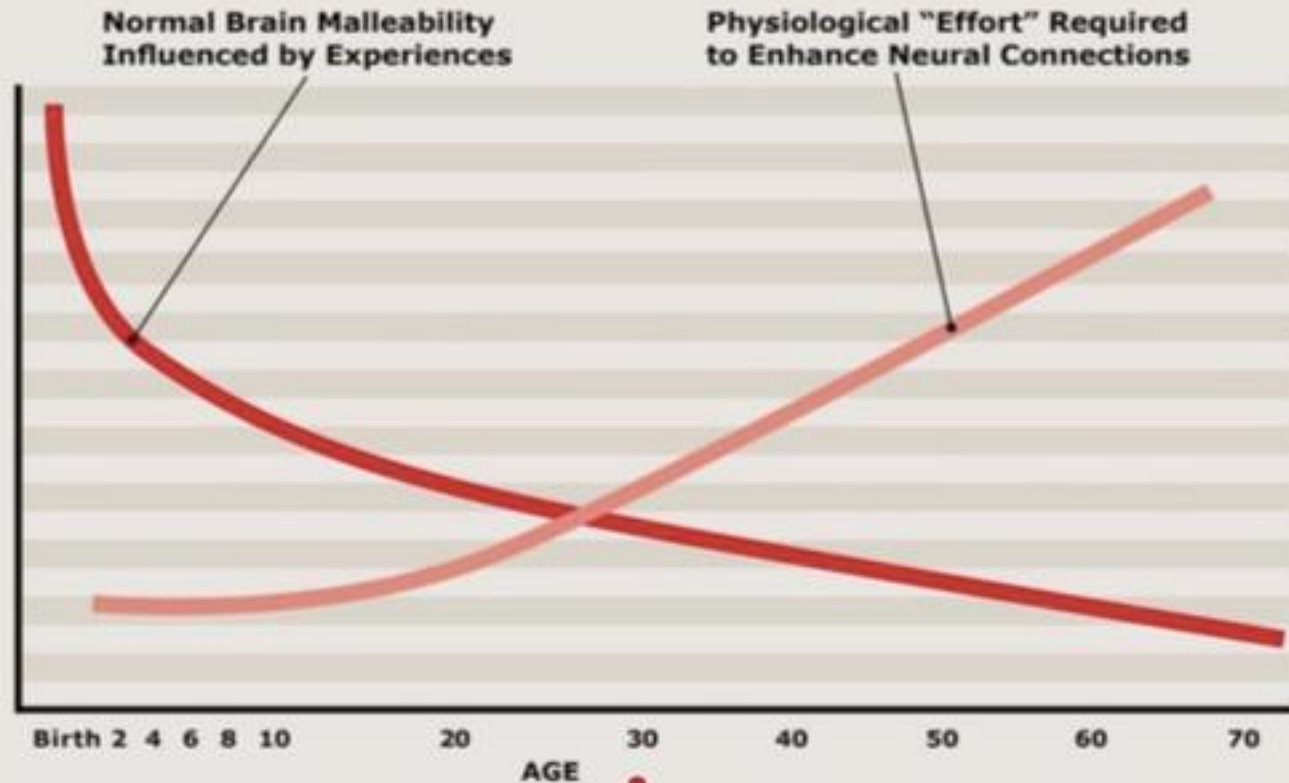


Neuron damaged by toxic stress: fewer connections

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Scientists now know that chronic, unrelenting stress in early childhood, perhaps caused by extreme poverty, neglect, repeated abuse, or severe maternal depression, for example, can be toxic to the developing brain. While positive stress (moderate, short-lived physiological responses to uncomfortable experiences) is an important and necessary aspect of healthy development, toxic stress is the strong, unrelieved activation of the body's stress management system in the absence of the buffering protection of adult support. This image depicts the structure of neurons in the areas of the brain that are most important for successful learning and behavior in school and the workplace—the hippocampus and prefrontal cortex. The neuron on the right, which has been subjected to toxic stress, clearly displays underdeveloped neural connections, or weaker brain architecture.

The Ability to Change Brains and Behavior Decreases Over Time



7

As the maturing brain becomes more specialized to assume more complex functions, it is less capable of reorganizing and adapting. For example, by the first year, the parts of the brain that differentiate vocal sounds are becoming specialized to the language the baby has been exposed to and are already starting to lose the ability to recognize important sound distinctions found in other languages. As the brain prunes away the circuits that are not used, those that are used become stronger and increasingly difficult to alter over time. Declining plasticity means it's easier and more effective to influence a baby's developing brain architecture than it is to rewire parts of its circuitry in the adult years. In other words, we can "pay now" by ensuring positive conditions for healthy development, or "pay more later" in the form of costly remediation, health care, mental health services, and increased rates of incarceration. *Graph Source: P. Levitt (2009)*

ES – Factors Impacting Development & Current Status

- * Typical pattern of strengths and weaknesses for all of us (some skills are more critical than others)
- * Stress/Fatigue
- * Poverty/Scarcity (Mullainathan & Shafir)
- * Trauma – Physical/Psychological
- * ADHD & other psychological disorders
- * Acquired Brain Injuries

BREAK TIME

The Reasoning Behind An Executive Skills Assessment

The Rationale for ES Assessment

Enhance goal attainment:

- ★ Goals serve the role of motivating an individual to action, so long as the individual values the goal and the probability of success is high.

Enhance program outcome:

- ★ The desired outcome is that participants set and attain goals that will increase their self-sufficiency.

The Relationship of ES to Goals: Goodness-of-fit

- * The executive skills required to attain particular goals depend on the goals that the person has chosen and the environment where those skills will be employed.
- * If a person has strengths in the executive skills most required to meet the goal in the target environment, there is a “good fit” with the goal.
- * On the other hand, if the person has weaknesses in the executive skills required to attain the goal, there is a mismatch, and the weak executive skills may be an obstacle to goal attainment.

The Relationship of ES to Goals: Goodness-of-fit

- ★ For example, if my employment goal is a job that involves scheduling and keeping track of materials, then time management and organization are key. However, if the job environment is stressful due to high production demands, and I have a weakness in stress tolerance, then stress can lead to a breakdown in ES strengths.
- ★ In a different context, a job that involves high demands from customers requires response inhibition and emotional control and perhaps stress tolerance.

Impact of Significant Executive Skill Weaknesses (Regardless of Source) on Goal Achievement

- * Reduced capacity for self-regulation of behavior
- * Behavior is more determined by immediate environment and its demands – that is, behavior becomes “context dependent”
- * Result is being “locked in the present” with reduced capacity for future, goal-oriented behavior and increased susceptibility to gratification of immediate needs and wants

Assessing Executive Skills

How Do We Assess Executive Skills?

- * By having the client self-administer the ESQ, or by working with the client to complete the (ESQ).
- * By discussing the results with the client to determine how these executive skills manifest themselves in the day-to-day behaviors they engage in.
- * By reviewing the client's history and observing the client's behaviors in the context of the program and comparing these with the client's ESQ profile.

How Do We Assess Preferences, Skills & Aptitudes?

- * By reviewing the client's background and history.
- * By interviewing the client about these areas.
- * By using a questionnaire (GTKY) that specifically asks about these areas.
- * By using vocational/aptitude assessment.

Relationship of Preferences, Skills & Aptitudes to Goodness of Fit

- * Regardless of whether some accomplishment is a “good” goal or would be “good for me” in someone else’s opinion, if I’m not interested, it is unlikely I’ll reach it.
- * A large discrepancy between my current skills and those needed for the goal is a potential significant obstacle.
- * My aptitude has to be in the ball park of the aptitude needed for the goal.

Expert Modeling: ES Results Discussion

- * Facilitator – demonstrates conversation of completing the questionnaire, talking about results and how they manifest in client's life as well as the use of open-ended questions to identify the individual's goal

Interactive Practice

- * Grouped into dyads plus one peer coach/observer, each person will introduce and administer the executive skills (ES) questionnaire to a peer and will practice discussing executive skills strengths and weaknesses with the other

GOAL SETTING

Why Goal-Setting?

Extensive empirical research has documented the value of goal setting in promoting high levels of performance – in both adults and children.

Goals Serves Four Primary Purposes

- * They *direct behavior* (toward task-relevant and away from task-irrelevant, immediate gratification behavior)
- * They *energize*
- * They encourage *persistence*
- * They *motivate* people to discover and use task-relevant knowledge and skills

Goal Setting and Motivation: Assumptions of Our Model

- * People set goals because they want to change and improve their lives.
- * They accept that the goal will require effort because they don't think the goal is going to be achieved by accident or an unexpected stroke of luck.
- * Motivation is essential for behavior change and maintenance of effort to occur.
- * Goals are a source of motivation *if* they are chosen by the person and *if* the person believes that the goal is really achievable.

Goal Achievement and Goodness-of-Fit

A goal is achievable to the degree that it is a “good fit” for the person. What determines fit? Three major factors:

1. The person’s preferences, the skills she or he has or is capable of getting through education, training or experience, and her or his aptitude.
2. The person’s executive skills.
3. The availability of support.

The Coach's Communication Style in the Goal-Setting Process

- * Open-ended questions: The kind of questions that open the door to more words from the client than from you, as opposed to yes-no questions used to collect information or data
- * Affirmation: Affirmations comment favorably on a specific positive trait, attribute, or strength of the person that endures over time
- * Reflection: Accurate empathic reflections involve listening not only to what the person *says*, but also for what the person *means*.
- * Summarizing: A special form of empathic reflection where you collect statements from a part of or the whole of the conversation. (Stephen Andrew re: MI, 2015)

Key Components of Coaching for Executive Skills & Behavior Change

- * Goal-setting and goodness-of-fit.
- * Regular coaching sessions to make short-term, specific plans to achieve goals.
- * Helping people develop and practice self assessment and management strategies to compensate for or enhance weaknesses associated with executive skill behaviors.
- * Correspondence training.
- * Implementation intentions, mental contrasting, mental simulations to enhance self-management and overcome obstacles.

What You Need to Know Before Setting a Goal

Goal-Setting Phase: Coach's Role with Participant

- * If available, review participant history, background information and ESQ results prior to meeting client.
- * If this is a first meeting, greet her by name, introduce yourself and how she can address you (first name if you're comfortable with that) and ask her how she would prefer to be addressed. (If you've been working with the person, you'll have established this).
- * Let her know that you will describe what your meetings will be like and how long you will meet. But before that, ask her to tell you about her situation.

Goal-Setting Phase: Coach's Role with Participant

- * The objective of this conversation is rapport building and not data gathering so adopt a motivational interviewing approach.
- * After this brief conversation, ask of the person what she/he would like to accomplish if they know and if she/he has any questions.
- * Describe your role as supporting the direction or goal she/he wants to move toward.
- * Let her/him know that in the time remaining today, you'll discuss any program expectations briefly and then you'd like to hear about her/his interests and goals.
- * At the conclusion of the meeting, describe the structure of future meetings.

Goal-Setting Phase: Coach's Role with Participant

- * This session begins with asking person about her/his feelings/thoughts about last meeting, a brief review of person's current situation, review of the the previous session and whether the person has any questions.
- * The next step is goal identification or clarification including any potential obstacles, supports needed, goodness-of-fit and next steps.
- * If this step is complete, review discussion and any between session plans, any interim contacts and the steps/structure for next session.

Goal Setting and Implementation: Prerequisite Considerations

- * Some participants may have had limited if any past experience setting goals in a context that had the resources and supports necessary for success. As a result, they may be both anxious and initially skeptical or doubtful.
- * Past experience with failure in achieving a dream or goal can engender thoughts of failure, potential disappointment and feelings of anxiety with new goal setting opportunities.

Goal Setting and Implementation: Solutions to These Prerequisite Considerations

- ★ Establish rapport and a foundation of trust (See “coach’s approach” above). This happens through openness to and uncritical acceptance of the participant’s experience and perspective.
- ★ Offer your role as a source of support and resources as the participant chooses and pursues her/his goals.
- ★ Minimize the focus on the long-term goal, especially in the early phases of the process. Short time horizons and small steps that require only limited time and effort are critical.
- ★ Try to insure the person has the skill set to attain the initial goals. (We’ll give more detail below).

Goal Setting and Implementation: Solutions to These Prerequisite Considerations

- ★ Try to insure that there are supports in place or available (e.g., transportation, child care, etc.) and that you or identified people are readily available to provide emotional and material support.
- ★ For the best chance of success, she needs to succeed in the early stages. Success builds behavioral momentum and confidence, establishes realistic expectations, and builds a working memory of successful problem solving for future reference. (We'll say more below).

Day One Conclusion

- * How was today?
- * On notecard answer:
 1. What is something you learned today or is clear to you.
 2. What is still confusing or unclear for you?
- * Questions??

Welcome!

Day Two

Welcome

- * Review Notecards
- * Reflections from previous day's training, additional questions/concerns

Agenda Day 2

8:30 Welcome

8:40 Goal planning: Developing “SMART” goals

9:45 Act, review, and revise: Strategies for addressing executive skills weaknesses and enhancing goal achievement

(SHORT BREAK AS NEEDED)

10:45 Reviewing and following up with goals

11:45 Enhancing skills

12:00 Next steps: Rapid-cycle learning feedback

12:30 Closing

GOAL PLANNING

Developing SMART Goals

SMART Goals Review

- * What are “SMART” goals and how to write them
- * How to move from open-ended questions to identifying long-term goals that meet the “SMART” criteria.
- * Beginning to plan a related “SMART” short-term goal

Interactive Practice

- * Grouped into dyads plus one peer coach/observer, each person will practice coaching the other in writing SMART goals

Expert Modeling

- * Dr. Guare demonstrates how to move from a SMART short-term goal to identifying the action steps to accomplish the goal (using the GAP or My Task Plan)

Interactive Practice

- * Grouped into dyads plus one peer coach/observer, each person will practice coaching the other in identifying action steps toward a goal (building on the SMART goal previously identified)

ACT, REVIEW, REVISE

Strategies for Addressing Executive Skills Weaknesses and
Enhancing Goal Achievement

Implementation Obstacles to Progress

- * The preceding implementation interventions are based on the assumption that the person has successfully negotiated goal setting and initial implementation.
- * Suppose they haven't? What are the potential obstacles and what strategies are available to the coach to support the person in moving past these?

Implementation Obstacles to Progress

Example 1. The person is unable to identify a goal.

- ★ It may be the case that the person has had limited experience or opportunities to choose her or his own goals but nonetheless seems motivated to try. The starting point is a coach-facilitated discussion with the person about preferences, academic/job skills, past experiences and executive skills. The coach can provide information about a range of different options that the person might consider based on this information and ask the person to order these options by preference. It is key that the coach avoid favoring or discouraging one option or another based on the coach's opinion of what is best.

Implementation Obstacles to Progress

- * The person is experiencing current, significant stress and can't see beyond the present to any future goal. In this case, the goal is stress relief. **There are two options:**
- * If the person's history suggests chronic stress, review the ESQ for weaknesses in Stress Tolerance, Flexibility and/or Emotional Control. If that is the case, the person will need help with strategies for stress management and problem solving (see skill interventions).
- * If the stress is not chronic but due to current circumstances, the coach can explore the person's knowledge of resources and explore possible solutions. If possible, an MI approach is preferred. If person is clearly stuck, the coach can present multiple choice options, again with care to facilitate the person's decision making.

Goal Setting and Implementation Obstacles

Example 2. The person speaks about a goal but expresses ongoing doubts about whether she/he has the ability or desire to pursue it.

- ★ Motivational Interviewing is the intervention of choice here. Work on Goal Setting and Implementation is contingent on resolution of the person's ambivalence and their tentative commitment to a plan.

Goal Setting and Implementation Obstacles

Example 3. The person has tentatively committed to a longer-term goal, appears motivated and the goal meets goodness-of-fit criteria. The person has backward planned the steps to be met, established and initiated the behavior to her first SMART goal. At her next session, she indicates that she did not complete the three tasks that she chose and committed to at the previous session.

Goal Setting and Implementation Obstacles

- * This is not an uncommon occurrence. We all sometimes miss deadlines or need more time to carry out plans we've committed to. On the other hand, when executive skill issues are involved, it is best to address obstacles as soon as they occur. Before the coach can decide what, if anything, might need to be addressed, finding out what exactly happened is key. Ask the client to describe what specifically she had planned to do and what got in the way.
- * On the one hand, life, as they say, life happens. If the situation described by the person seems like a one-time, significant, couldn't-be-ignored event, then you could treat it as a one-off and the same plan stays in place.
- * On the other hand, if the person says that she didn't have time or forgot, that may signal an ongoing issue.
- * Goal-directed persistence involves new effort and any number of regular as well as unexpected life events may get in the way of the goal.

Goal Setting and Implementation Obstacles

- * Once a person has established a goal that fits, appears motivated and has started on the SMART goals path, any stumble or stall deserves attention.
- * Assuming that effort and executive skills play a role, we have identified three types of interventions that will enhance goodness-of-fit between the current executive skills and effort that the person brings to the table and the action plan or SMART goals they initiated but stalled on.

Proposed Within Session 1 Agenda

- * Check-in
- * Agenda for this session
- * Completion/review of GTKY questionnaire
- * Completion/review of ESQ
- * Summary and Feedback
- * Action plan until next session
- * Any Supports needed and between-session check-ins

Expert Modeling

- * Dr. Guare models an abbreviated version of the meeting outlined in the two previous slides.
- * Following this, counselors have time to practice this approach with their small-group colleagues using role playing.

Proposed Within Session 2 Agenda

- * Check-in
- * Agenda for this session
- * Review of SMART goal action plan since last session
- * Troubleshooting any obstacles
- * Summary and Feedback
- * Action plan until next session
- * Any Supports needed and between-session check-ins

Goal Setting and Implementation Obstacles (within session)

- * Off topic conversations
- * Relevant but lengthy situation review
- * Current crisis
- * The solution to off topic conversations and lengthy situation descriptions is gentle redirection to the session structure and outcome. A current crisis requires empathy and a collaborative decision about in-session problem solving, postponement of the session for the participant to manage the crisis and/or outside or emergency referral.

BREAK TIME

Intervention Strategies to Enhance Goodness-of-Fit Between Executive Skills, Effort and Goal Attainment

Some tasks are more effortful than others – **Modify task demands to match the person's capacity for effortful work**

Strategies for Success

Handouts

- * Your personal profile – used in coaching session
- * A pocket guide – take home strategies

How Executive Skill Weaknesses Affect Goal-Directed Actions

(Barkley, 2012)

- * Using executive functions, especially those that are weak, requires significant effort.
- * This results in rapid energy depletion and susceptibility to context-dependent behavior.
- * Fatigue and stress weaken EF.

...Solutions?

3 Key Strategies to Compensate for Weaknesses in Executive Skill Behaviors, or to Enhance Skills to Enable Goal Achievement

1. **Environmental Modifications**
2. **Short-Term Incentives to Enhance Effort**
3. **Skill Enhancement**

Intervention Strategies

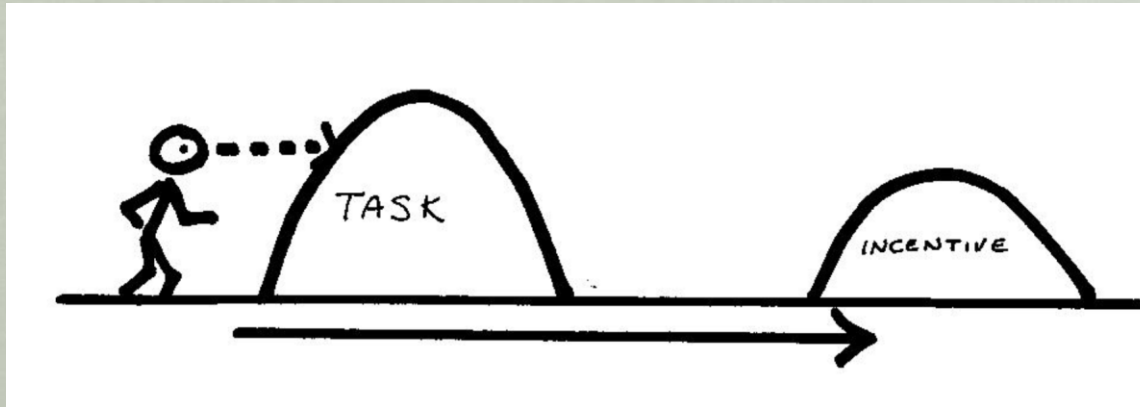
to Enhance Goodness-of-Fit Between Executive Skills, Effort
and Goal Attainment

1. **Environmental Modifications:** Principle - Modify the environment so that it supports a weak executive skill behavior or does not demand executive skill behaviors that are already weak by:

- * Looking for ways to modify the physical or social environment.
- * Looking for ways to modify the task.
- * Looking for ways to get others (or technology) to help.

Intervention Strategies

to Enhance Goodness-of-Fit Between Executive Skills, Effort
and Goal Attainment



Modify the relationship between the task
and the incentive

Intervention Strategies

to Enhance Goodness-of-Fit Between Executive Skills, Effort
and Goal Attainment

Modify the relationship between the task and the incentive
- Decrease task demands



Intervention Strategies

to Enhance Goodness-of-Fit Between Executive Skills, Effort and Goal Attainment

2. Short-Term Incentive to Increase Motivation and Effort:

Principle - Having something to look forward to at the end of an effortful task helps to maintain energy for effort during the task as long as the task is not too long.

- * “First-then” incentives are readily available and easiest to personalize.
- * Longer-term incentives can be part of a token system.

Intervention Strategies

to Enhance Goodness-of-Fit Between Executive Skills, Effort and Goal Attainment

3. Skill Enhancement: Principle - Identify specific skill weaknesses, associated behaviors and when/where they occur. Once known, develop an alternative behavior and practice this with coach through:

- * Correspondence Training
- * Implementation intentions with mental contrasting
- * Mental Simulation

Correspondence Training

- * Correspondence training is based on the notion (well-documented in research) that when individuals make a verbal commitment to engage in a behavior at some later point, this increases the likelihood that they will actually carry out the behavior.

Implementation Intentions

While conceptually related to correspondence training these techniques add a high degree of behavioral specificity and cognitive-behavioral rehearsal. Like correspondence training, their effectiveness is well-supported by research.

- * **Implementation Intentions** (Gollwitzer, 1999) are plans, in very clearly defined terms, for what the person intends to accomplish. They are framed in an if-then format. (“If I haven’t finished my task by 7 pm tonight, then I’ll turn off the TV until I’ve finished it”).

Mental Contrasting

- * **Mental Contrasting** (Oettingen, 2000) is designed to increase the effect of implementation intentions. The person is asked to imagine, in vivid detail, the best outcome if they follow their intention. They are then asked to imagine, again in detail, the key obstacles that get in the way of accomplishing the intention. (“I’ll feel really good about the job application being done but my favorite TV show is on at 7.”).

Mental Simulation

- * **Mental Simulation** (Taylor et. al. 1998) is a detailed cognitive rehearsal of the actions that person will take in the problem situation to successfully use the implementation intentions. The objective is for the person to envision themselves traveling a mental path between where she/he are now with self-control and her/his desired future outcome.

Expert Modeling

- * Dr. Guare demonstrates how to weave these strategies into a client interaction, discussing the implementation of goals and potential obstacles that may arise

Interactive Practice

- * Grouped into dyads plus one peer coach/observer, each person will practice the use of at least one strategy to address an executive skills weakness or obstacle

Enhancing Skills

Reviewing and Following Up With Goals

Expert Modeling

- * Dr. Guare demonstrates how to start a follow-up conversation with a client (using the My Task Review) **and give particular attention to reviewing and revising in scenarios where a goal was not attained (look at goodness-of-fit and strategies)**
- * Important: frequent and regular check-ins between a coach and a participant

Interactive Practice

- * Grouped into dyads plus one peer coach/observer, each person will practice initiating a follow-up conversation using My Task Review, **and give particular attention to reviewing and revising in scenarios where a goal was not attained**

Skill Enhancement: Ten Steps to Success

Step 1. Write down the one ES task that you're going to start with.

Step 2. Identify a specific activity or situation that is most likely to get in the way of you achieving your goal.

Step 3. Set your goal. What do you want to accomplish?

Step 4. Set a deadline, the specific time or day you'll start.

Step 5. Make a plan. Include:

- * What activity specifically you are going to practice.
- * When during the day you are going to practice, which means, if possible, designating a specific time of day.
- * How you'll get past the obstacle.
- * How long you'll do the activity (Keep it short!).

Skill Enhancement: Ten Steps to Success (2)

Step 6. Externalize the information, that is, make it visual and/or auditory in a way that you will see it/hear it daily.

Step 7. Stick to some part of your plan.

Step 8. Be positive and confident.

Step 9. Find a motivator.

Step 10. Practice the plan in your head (watch yourself doing it the way you planned).

When Coaching is Not Enough

- * Using outside resources and referrals.

Next Steps

Overview of RCL

Why are we doing this?

- ★ To collect feedback from you, your participants, and your colleagues about using executive skills-based coaching
- ★ To understand how we can improve the resources and tools available to you in order to be more effective at executive skills-based coaching
- ★ To learn!

What's expected of me?

- ★ Use the techniques and strategies you learned in the executive skills-based coaching training to serve your participants
- ★ For up to 5 participants, complete a feedback form about your interaction with the participant
- ★ Participate in two interviews to reflect on how executive skills-based coaching is working for you
- ★ Allow your supervisor to observe you twice in meetings with participants to see how executive skills-based coaching is working
- ★ Provide honest, constructive reflections throughout this process so that we can improve together

Schedule



Rapid-cycle learning activity	5/30 – 6/3	6/6 – 6/10	6/13 – 6/17	6/20 – 6/24	6/27 – 7/1	7/4 – 7/8
Participant meeting questionnaire	Ongoing through all six weeks					
Observation of counselor by direct supervisor		1 st observation			2 nd observation	
Individual counselor interview		1 st interview			2 nd interview	
Group supervisor interview			1 st interview			2 nd interview
Check-in teleconference with Dr. Guare		1 st check-in		2 nd check-in		
Participant focus group						Focus group

My Task Plan

My Task Plan

How do I use this tool? Use this worksheet to plan the specific tasks you're going to work on after this meeting to reach your goals. You can choose one, two, or three tasks.

Name: _____

Start Date: _____ End Date: _____

My Goal:

What task I'm working on:

Why am I doing it?

What do I need?

How long will it take?

When will I do it?

What might get in the way?
In me? Around me?

Who can help me?

My Goal:

What task I'm working on:

Why am I doing it?

What do I need?

How long will it take?

When will I do it?

What might get in the way?
In me? Around me?

Who can help me?

My Goal:

What task I'm working on:

Why am I doing it?

What do I need?

How long will it take?

When will I do it?

What might get in the way?
In me? Around me?

Who can help me?

My Task Review

My Task Review

Name: _____

Start Date: _____ End Date: _____

How do I use this tool? Use this worksheet to review the progress you made on your task(s) from the previous meeting. Your counselor can help you think through what worked well, what went wrong, and what other help might be needed.

My Goal:

What task I worked on:

Did I complete it? Yes No

If NO...

What got in the way?

What did you do instead?

What could you do differently this week?

What help do you need to complete the task this week?

Who can you ask for help?

If YES...

What do you want to work on next?

My Goal:

What task I worked on:

Did I complete it? Yes No

If NO...

What got in the way?

What did you do instead?

What could you do differently this week?

What help do you need to complete the task this week?

Who can you ask for help?

If YES...

What do you want to work on next?

My Goal:

What task I worked on:

Did I complete it? Yes No

If NO...

What got in the way?

What did you do instead?

What could you do differently this week?

What help do you need to complete the task this week?

Who can you ask for help?

If YES...

What do you want to work on next?

Choosing Participants

Provide feedback about 3 to 5 participants:

★ Mix of new and existing participants who *should be* regularly coming in

HOW?

1. Look at your calendar of meetings this week
2. Pick 3 to 5 of them (and consider newly assigned participants)
3. Assign each a number (1 – 5) and track that person throughout the six weeks using the same number

Requesting Consent

- *During your next meeting with the 5 participants you've chosen, be sure to read the consent section and ask the participant whether or not s/he agrees
- *If s/he does NOT agree, continue working with the participant as you normally would, simply don't provide feedback about them

Feedback on Participant Meetings

NOV 1 02UP 1 1811DC1 H#B#C#P M# R# M# 18M#P #A#F#B#C #A#B#C#A

RECORD OF COUNSELOR - PARTICIPANT MEETING

Instructions:
During your first meeting with the participant, read the "Information and Consent" section below **before** beginning your meeting and indicate whether the participant explicitly agrees to participate in the rapid-cycle learning process. Complete the remainder of this document after your meeting and email it to Annalise Jackson within a few business days. For the participants with which you will be "road testing," assign each a simple number (1, 2, 3, 4, or 5) that you will use consistently throughout the six weeks and record that number in field 2.

INFORMATION AND CONSENT **YES** **NO** **NA** **REFUSE TO PARTICIPATE**

(Read aloud to participant)
Ramsey County Employment Services is testing a new way of serving our participants. We're calling it the Lifelong Learning Initiative. It involves some coaching strategies for me to help you more effectively set, plan, and achieve your own goals. As part of this process, my supervisor and a consultant would like to sit in and observe me during our meetings together over the next six weeks. At the end of these six weeks, we would like to ask you for your feedback on this new approach. I'd also like to record some basic background information about you during this meeting. Above all, we want to make sure that you are comfortable and at ease. Your participation in this feedback process is completely voluntary. With that said, do you agree to participate in the feedback process I have just described?

INDICATE CONSENT → YES NO

A. Missing information **Complete this section every time.**

1	Counselor name	
2	Participant identification number	
3	Date of meeting	
4	How long did the meeting take? (minutes)	

B. Participant characteristics **Complete this section ONLY for the first meeting.**

5	How long has the participant worked with this counselor (years or months)	
6	What is the participant currently in a school status?	
7	Which factor best describes the participant's level of participation? (check box)	<input type="checkbox"/> (1) Fully participating in their work activities <input type="checkbox"/> (2) Partially participating in their work activities <input type="checkbox"/> (3) Not engaged
8	How would you describe your race/ethnicity?	
9	What race best describes the participant's gender?	
10	How old is the participant?	
11	How many times has the participant received MFP/Cash assistance?	

COHORT 3 1

NOV 1 02UP 1 1811DC1 H#B#C#P M# R# M# 18M#P #A#F#B#C #A#B#C#A

12	How many times has the participant applied for and received MFP/Cash assistance within the last three years?	
13	How many counselors did the participant and are on the MFP/Cash assistance case?	
14	When was the participant's most recent job end? (month and year)	
15	When is the longest period of time that the participant has worked? (number of months or years)	
16	What are some of the participant's strengths?	
17	What is the participant's primary personal or family challenge?	

C. Assessment & goal setting/learning **Complete this section every time.**

18	Has the participant completed the Executive Skills Questionnaire?	<input type="checkbox"/> (1) Yes, s/he completed it during this meeting. <input type="checkbox"/> (2) Yes, s/he completed it previously. <input type="checkbox"/> (3) No
19	Has the participant completed the Executive Skills Questionnaire during this meeting, how long did it take?	
20	What are the participant's top 3 executive skill strengths?	1. _____ 2. _____ 3. _____
21	What are the participant's top 3 executive skill challenges?	1. _____ 2. _____ 3. _____
22	Which obstacle best describes the goal-setting process during this meeting. How did you overcome this obstacle?	
23	How did you work with the participant to identify and set a goal?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No
24	What was the participant's goal and the action steps identified to accomplish it?	
25	Did you use the tool Action Map, My Task Review, both, or neither during this process?	<input type="checkbox"/> (1) Goal Action Plan <input type="checkbox"/> (2) My Task Plan <input type="checkbox"/> (3) Both <input type="checkbox"/> (4) Neither
26	How much time do you spend with the participant identifying a goal? (minutes)	
27	Did you use My Strides or Strides with the participant during this meeting?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No
28	If yes, how do you use My Strides or Strides?	
29	What would you have done differently with the participant, if anything?	

D. Goal action, reviewing & revising **Complete this section every time, unless this is your first meeting.**

30	Did the participant achieve the goal identified during the previous meeting?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (3) N/A -- no goal was previously identified
31	If the participant did NOT achieve their goal, why do you think that was the case? What, specifically, may have gotten in the way?	
32	If the participant did NOT achieve their goal, what steps did you take to review and revise the goal?	
33	Did you use the strategies for success "Your Personal Profile" and/or "Pocket Guide" with the participant?	<input type="checkbox"/> (1) We used both in the Personal Profile and the Pocket Guide <input type="checkbox"/> (2) We used the Personal Profile only. <input type="checkbox"/> (3) We used the Pocket Guide only. <input type="checkbox"/> (4) We did not use this tool.
34	If you did use the strategies for success "Your Personal Profile" and/or "Pocket Guide," how did it help the participant, if at all?	
35	If you did not use the strategies for success tool at all, why not?	
36	Please provide any additional thoughts or reflections you have on the use of executive skills-based coaching strategies and the tools you are working with.	

How long did it take you to complete the feedback form?
_____ minutes

Please email this form to Annalise Jackson as soon as possible.

Thank you!

COHORT 3 2

NOV 1 02UP 1 1811DC1 H#B#C#P M# R# M# 18M#P #A#F#B#C #A#B#C#A

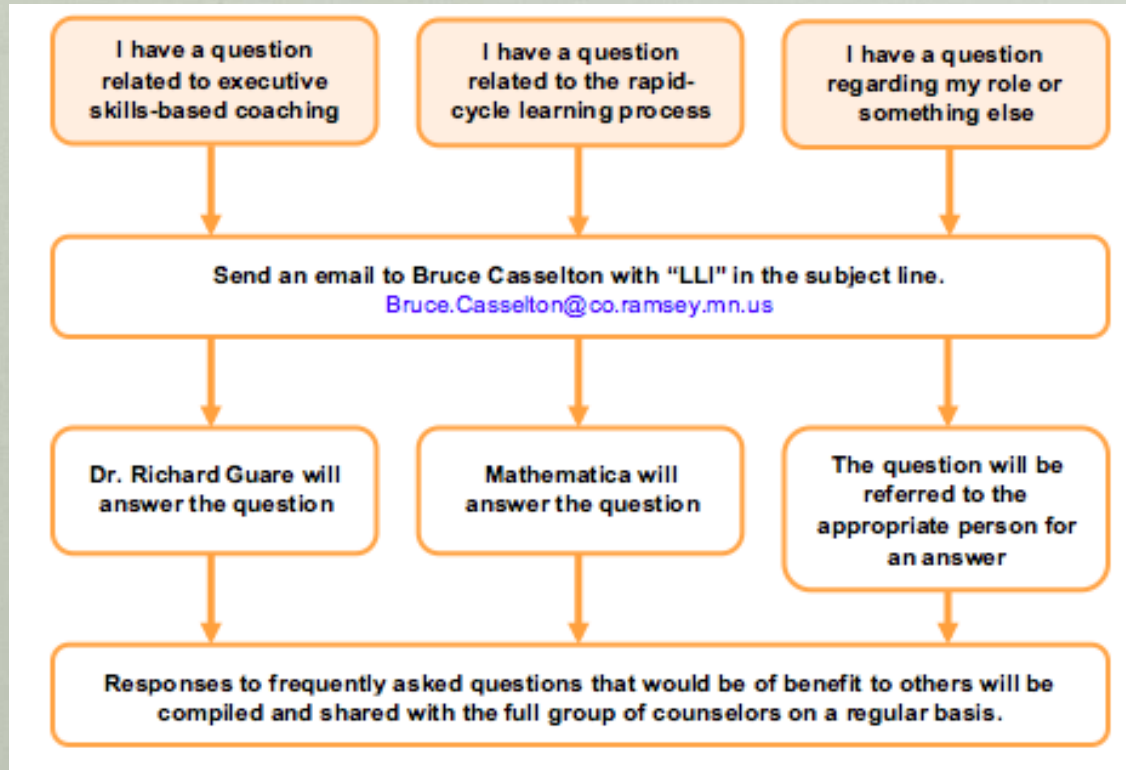
37	How long did it take you to complete the feedback form?	
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COHORT 3 3

Send your completed form to Annalise Jackson after each meeting at: Annalise.K.Jackson@gmail.com

Attach MBS, GAP, ESQ, My Task Plan/Review, or other documents as needed.

What if I have a question?



Why this way? To coordinate responses and ensure that all questions are answered by the right person as quickly as possible.

Sign-up for Two Interview Sessions

*Please sign up for two times before you leave to meet with Annalise and have a conversation about how coaching is going for you!

What Questions Do
You Have?

