



Coaching Certification Training

Level I

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Table of Contents

About This Guide	4
Onboarding Activities	5
The City Blocks Team	6
Coaching Familiarity Survey	7
Non-Discrimination	8
Training Objectives	9
Module I - An Overview of City Blocks	10
City Blocks Project	11
City Blocks PPT	12
Module II	14
Notes	15
Bread	16
Module II Goals	17
Coaching	18
City Blocks Coaching	19
Types of Coaching	20
Preparing the Process	21
Assessing Coaching	22
Coaching Codes	23
Module III-Inquiry Processes	24
Types of Inquiry Processes	25
Practice Tips	29
Recall Road Strategy	30
Accountable Talk	32
IDEAS Strategy	33
Questionology	34
Module IV - Recording Data	35
RAAP Notes	36
SOAP Notes	37
ACTIVATE 1.0	38
Sample Coaching Tools	40
Demonstrating Accountability	41
Demonstrating Commitment	42
What We Know	43
Notes	44
Next Steps	45
Francis Assisi Quote	

City Blocks Coaching Guide

Tools for Success!

ABOUT THIS GUIDE

This Coaching Training Guide is designed specifically to assist in the coaching processes in the City Blocks Project. The City Blocks Project, at its core, is a structured framework to support and guide change in individuals and organizations. However, creating change is no easy feat because habits control 50-90% of the waking hours of most individuals. Therefore, convincing an individual to change requires a shift in how they typically go about their day and the things they do. Since changing mindsets is complicated, our goal in City Blocks is to create opportunities to listen to issues and guide change by providing tools that will benefit students or clients as they begin and manage change.

We want you to LOVE coaching and the tools you use, so this guide is part of our training series and a guide to familiarize you with some tools that will support success with students we serve. This guide provides an overview of essential documents and four modules to familiarize coaches with the City Blocks Project.

1. Section I -provides an overview of the City Blocks Project
2. Section II introduces you to different types of coaching and describes how coaching can help individuals begin and manage positive change
3. Section III provides some best practices and evidence-driven tools to guide success for students and clients.
4. Section IV identifies data collection processes and steps to submit data from sessions.
5. Section V is a vibrant collection of resources to use as wrap-around supports based on individual student needs.

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ONBOARDING ACTIVITIES

City Blocks Project is a proprietary product of Irby Wilkins Group, Inc. Therefore, each trainee or coach is asked to sign a disclosure statement.

Critical Documents

Purpose:

Review key project documents.

Activities:

1. Provide copies and collect disclosures or other documents requiring signatures.
2. Identify the City Blocks Leaders and Team Roles
3. Discuss the training guide and other training tools.
4. Complete the Coaching Familiarity Survey

Outcomes:

1. Answer questions regarding team roles
2. Sign and initiate licensing documents
3. Complete User-knowledge training activities
4. Plan for subsequent training for coaches

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The City Blocks Project Team

Dr. Rose Irby Wilkins – Project Founder and Principal Coach
Dr. Donald Jefferson - Senior Advisor
Dr. James Carter- Senior Advisor
Mr. Joseph Smith – Project Manager/Placement Coach
Mr. Greg Gray – Marketing Director
Raphael Hall – Clarity & Personal Development Coach
Ms. Camille Butler – Site-based Wellness Coach
Mr. Eric Hill - Virtual Wellness Coach

Our Team is growing ...

Coach JR - Virtual Wellness Coach

Mrs. Wanda Twitty - Virtual Wellness Coach



We are looking forward to adding your name!

***Network Consultants Marketplace, LLC**
(Partner and Distribution Company)

Dr. Paulette Hart- Partner
Ms. Joslyn Reddick- Partner
Dr. Rose Wilkins- Partner



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COACHING FAMILIARITY SURVEY

Name _____ Current Position _____

Session: Please check the appropriate session you are attending. Date _____

Initial User Knowledge Training _____ Coaches Training _____ Other _____

Complete the short poll below and rate your responses 1-5, with one lowest and five highest and return to the Lead Trainer.

1. Rate the degree to which you are familiar with any form of life coaching.

1 2 3 4 5

2. Rate the degree to which you have provided mentoring at school or other youth service organizations.

1 2 3 4 5

3. Rate the degree to which you currently use life coaching.

1 2 3 4 5

4. Rate the degree to which you believe coaching is necessary for youth at different levels.

1 2 3 4 5

5. One way you previously used coaching or counseling, if applicable.

6. What is one critical component to always include in coaching sessions?

7. What are three things you wish to learn for this session?

8. What is the difference between coaching and counseling?

NOTICE OF NON-DISCRIMINATION

Irby Wilkins Group and Network Consultants Marketplace are committed to the principle of equal opportunity employment. It is the company's policy to employ individuals based on their qualifications, experience, knowledge, and ability to perform essential functions of client engagements. Decisions regarding recruitment, selection, placement, and continued employment are based on job-related criteria without regard to the individual's race, color, religion, national origin, age, gender, sexual orientation, or disability. Irby Wilkins Group and Network Consultants Marketplace follow all applicable federal and state laws regarding employment.

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TRAINING OBJECTIVES



Participants will:

- a. Gain awareness and user knowledge of the City Blocks Coaching Model, its purpose, processes, and measurable outcomes.
- b. Identify barriers to positive change
- c. Learn about inquiry and questioning strategies to gather information from clients.
- d. Learn key des-escalation strategies
- e. Identify and explain different types of coaching processes.
- f. Discover how a student wellness center can aid a positive school climate and support student social-emotional wellness.
- g. Learn resources and strategies to improve student learning and interactions between peers and adults.
- h. Understand how components of the City Blocks Project blend to create a positive shift in perceptions of school climate from the internal stakeholders.
- i. Enhance awareness of processes that highlight positive shifts in student behavior and school climate to external stakeholders and the community.

MODULE I

City Blocks Project Overview

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The City Blocks Project is...

- ❖ A Research-Driven Process to Activate and Facilitate change.
- ❖ Direct and Virtual Coaching Platforms
- ❖ A Pathway to Positive School Climate
- ❖ An Intervention for Students On RTI (Level 2 or 3)
- ❖ A Safe Option to Talk
- ❖ An Intervention for Alternative Education Programs
- ❖ De-escalation Processes
- ❖ Diversion Processes
- ❖ A Platform for Social-Emotional Wellness Support



Change You Can Feel!!

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Watch and Discuss City Blocks Introductory PPT

Video #1 or #2

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MODULE II

Key Elements of Coaching

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Bread

"A Few Powerful Ingredients"

Bread and water are considered "staples for life," which means that the two items can keep someone alive even if they ate nothing else. These two powerful items are common and usually easy to find, yet differ because water is a natural resource, but bread is a man-made substance that requires processes before it becomes available.

Bread is an individual food consisting of flour or meal that is moistened, kneaded into dough, and often fermented using yeast, which has been available since prehistoric times. It can be a source of complex carbohydrates and B vitamins (add whole wheat, and you increase its nutritional value). The word "bread" came from the idea of a synecdoche, which refers to anything of substance.

There are many types of bread, which come from mixing flour and water to form a dough. However, the dough requires a third powerful ingredient to create bread. **That powerful ingredient is active "yeast," which causes the bread to rise.** Without yeast, the dough will sit idly as a lump. As bread dough is mixed and kneaded, millions of air bubbles are trapped and dispersed throughout the dough.

Meanwhile, the dough's yeast metabolizes the flour's starches and sugars, turning them into alcohol and carbon dioxide gas. This gas inflates the network of air bubbles, causing the bread to rise. Bread rises because yeast eats sugar and burps carbon dioxide, which gets trapped by the bread's gluten. So, the more sugar the yeast eats, the more gas formed, and the higher the bread rise!

City Blocks coaching is a lot like yeast. Once coaching is added to an individual's life, it **activates in the gaps** between ideas and actions and then **ferments new thoughts**, helping the individual **RISE** to new heights.

Question for Discussion (s)

1. What is your "yeast"?
2. How can you use City Blocks coaching as "yeast" to activate new thoughts and change mindsets?

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GOAL(s):

- To identify the differences between coaching and therapy mentoring or counseling.
- To view coaching as an approach to assist individuals in the process of goal achievement and progress toward personal mastery.
- To identify specific types of coaching.
- To identify and discuss types of City Blocks Coaching
-

SKILL FOCUS and PROJECTED OUTCOMES:

*Module II will assist users in...

- Learning different types of coaching.
- Identify critical factors that influence daily interactions and life processes.
- Utilizing special strategies to enhance positive change.
- Discuss how coaching activities can support mental health and wellness.
- Discuss City Blocks Coaching processes.

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Coaching

"What you seek is seeking you"-Rumi

Coaching is a process to help individuals make progress in their lives to attain goals or aspirations. It is also referred to as **life coaching** or **success coaching**.

- Coaching is foundationally different from therapy or mentoring, and counseling. Coaching is not used to address a particular situation but to guide the development and achievement of short-term, long-term, or personal attributes.
- Therapy focuses on helping individuals identify how a particular life experience impacts their current status and interactions.
- The "coaching process" develops positive relationships and provides strategies for success. Coaching may address specific personal projects, business successes, general conditions, and transitions in an individual's life by examining what is going on to discover challenges and identifying a course of action.
- **Life coaching** is like **athletic coaching**.

Athletic Coaching

Discussing game processes and to achieve success.



Life Coaching

Discussing life processes and plans to achieve success.



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City Blocks Coaching Categories and Approaches



Categories:

Clarity Coaching- Guiding students as they identify specific needs, barriers to success, awareness of current functioning, or interest in coaching.

Personal Development Coaching – Involves helping people improve their lives by bringing about necessary changes and actively guiding a client on pathways toward change or achieving specific goals.

Transformational Coaching - Involves helping people improve their lives by bringing about necessary changes and "metamorphosis." Instead of assisting students in changing how they act, transformational coaching works on changing how they see themselves. It is a reflective way of coaching that explores a student's cognitive, emotional, sensory, and relational patterns to understand their perspective on the world better.



***The three categories utilize similar processes but do not necessarily operate linearly.**

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Four Types of Coaching

Coaches use various approaches based on the needs and circumstances of clients or coaches. However, City Blocks Wellness Coaches use four basic types.

1. **Situational Coaching-** Occurs on the spot when immediate intervention is required to resolve an issue or provide guidance.
2. **Intrinsic Coaching-** Basic coaching strategies are provided in scheduled sessions. The coach offers essential change strategies. Coaches use this approach for weekly check-in to review goals or personalized success trackers.
3. **Intensive Coaching –** Coaching is provided in scheduled sessions for an extended period. Typically used when students require interventions to address chronic inappropriate behaviors or during placement in alternative education settings. This approach includes restorative practices group sessions and an individual success plan
4. **Consultative Coaching -** A Personal Development Coach is on call and available to provide immediate support as needed during emergencies, grief, or other crisis-related incidents.

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Getting Ready for Coaching

Pre-season is the time to prepare players and teams for the upcoming season. During the pre-season, coaches:



- ❑ Identify prospective players
- ❑ Identify specific skills or potential players.
- ❑ Provide key information about procedures and expectations.
- ❑ Review individual and team stats
- ❑ Determine the starters
- ❑ Make assignments to defensive or offensive rosters
- ❑ Make cuts from the team rosters
- ❑ Introduce and outline game strategies.

A City Blocks Clarity or Personal Development Coach thinks like an athletic coach to assist players in recognizing their strengths and weaknesses and outlining a strategic plan to achieve goals. PD coaches...

- ❑ Identify personal stats and performance data
- ❑ Identify strengths and weaknesses
- ❑ Help students take responsibility for the current status
- ❑ Assist students in developing strategic goals
- ❑ Review coaching procedures and expectations
- ❑ Get a written commitment from students to follow through.
- ❑ Make a list of quick defensive or offensive support strategies.



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Assessing City Blocks Coaching

- The City Blocks Project typically operates in partnership with K-12 schools, which impacts accessibility to services.
- Students may access services voluntarily or through referrals from school leaders, teachers, or other staff.
- Referrals may derive from student conflicts or as an intervention for students demonstrating chronic inappropriate behaviors, RTI interventions for chronic truancy, court-mandated interventions or diversions, or other behaviors.
- Students may request to speak with a wellness coach at a campus-based Student Wellness Center or on demand through the City Blocks App.
- Students assigned to alternative education programs
- QR Codes are available to post on a school's website to allow access to coaching.
- Virtual coaching is available until 9:00 PM Monday- Friday and on weekends.
- The assigned coach receives an alert on their phone when help is requested in the app.

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City Blocks Coaching Codes (T-PAC Codes)

T-PAC = Time-Sensitive Personal Adjustment with Coach is requested.

- **T-PAC Coaching Codes** serve as communication tools between client/student and coach.
- Each City Blocks Coach has a reference number for clients or students in their assigned group or school. (i.e., 101, 102).
- Each school or participating program receives an Identifier Code (ex. JH- Johnson High School).
- Students must use the Identifier Code when requesting special sessions or situational coaching.
- Students may send the code or on-demand request through the City Blocks App.
- Students assigned to an individual or group session are pulled from classes by a City Blocks staff member or school staff.

**** Use the City Blocks app and avoid using personal cell phones for calls or texting when communicating with students.**

T-PAC Codes:

- **GA- General Alert**

Send a message in the City Blocks App to inform a coach when interested in scheduling a session or changing a scheduled session.

Coach Response – Respond to requests **in the City Blocks app**.

- **SA- Situation Alert**

An event has occurred that a student would like to discuss (i.e., school suspension, conflict with others) with the coach.

Coach Response: Respond and schedule a discussion as soon as possible.

- **EA-Emergency Alert :**

Life-threatening event or dangerous situation. **USE ONLY IN CASE OF AN EMERGENCY !!!**

Coach Response: Call 911

****Sample text message in-app using T-PAC Code**

102 SA 2 = Message for Coach 102 (Situation alert for client #2)



MODULE III

City Blocks Inquiry Processes

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HUMBLE INQUIRY

"The gentle art of asking, not telling"- E Schein

Humble inquiry questions keep the problem-solving thinking with the problem owner, not the person asking the question.

Active but nonjudgmental listening legitimizes the student's potentially anxiety-provoking revelations. **The relationship between the student and coach should be a safe container in which it is possible to handle issues that may be too hot to handle under ordinary circumstances.**

Benefits of Humble Inquiry

- Great for relationship building
- Maximizes curiosity and interest in the other person and minimizes bias and preconceptions about the other person.
- Great way to access ignorance and ask for information in the least biased and threatening manner.
- It allows inquiry or questioning in a way that will best discover what is really on the other person's mind.
- Humble Inquiry does not influence the content of what the other person has to say or the form in which it is said.

PURE INQUIRY

Pure Inquiry starts with silence. The coach should convey a readiness to listen through body language and eye contact but doesn't need to say anything. The student may be prepared simply to start into their story. If silence does not elicit the story, the coach can choose any of the following prompts as may seem appropriate.

The student controls both the process and content of the conversation. The coach's role is to prompt the story and listen carefully and neutrally.

Probing Prompts...

- What is the situation?
- Can you tell me what is going on?
- What is happening?
- Describe the situation.
- Tell me more.
- Go on.
- Tell me what happened next.

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- How can I help?
- So (accompanied by an expectant look)
- What brings you here?
- Can you give me some examples of that?
- Can you give me some of the details of what occurred?
- When did this last happen?
- When did you last experience 'this problem'?
- What was going on when it started?
- Can you give some additional examples of when you experienced the problem?

Exploratory Diagnostic Inquiry

The coach begins to manage the process of how the content is analyzed and elaborated but does not insert content ideas, suggestions, advice, or options.

In this form of **inquiry**, the coach begins to influence the student's mental process by deliberately focusing on issues other than the ones the student chose to report in telling his story. Note that these questions do not influence the story's content but rather the focus of attention **within** the story. Three different versions of this redirection are available.

1. Exploring Emotional Responses: Feelings and Reactions

The purpose of exploring emotional responses is to focus the student on their feelings and reactions in response to the events that are being described.

- How did (do) you feel about that?
- Did (does) that arouse any reactions in you?
- What was (is) your emotional reaction to that?
- What was your reaction?
- How did others feel and react?

2. Exploring Reasons for Actions and Events (Hypotheses for Causes)

***The purpose of exploring for reasons for actions and events is to focus the student on her hypotheses about why things might have happened the way they did.**

- Why do you suppose that happened?
- Why did you (she, he, they) react that way? (after the client has revealed a reaction)
- Why did you (he, she, they) do that? (after the client has revealed some action)
- Why did you do that?
- Why do you think that happened?
- Why did the other do that?

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2. Exploring Actions Taken or Contemplated (Past, Present, and Future)

The purpose of exploring actions is to focus the student on what she or others in the story are **thinking or planning to do in the future**. If the client has already reported actions, the Coach can build on that, but often the "story" will not reveal past, present, or future actions either by the client or others in the story.

- What did you (he, she, they) do about that?
- What are you going to do next?
- What did she (he, they) do then?
- What did you do about that?
- What are you going to do?
- What did the other do?
- What will the other do?
- What options do you have?
- What should you do?

Benefits of Diagnostic Inquiry

- It helps to identify causes and motives
- Action Oriented – questions that focus others on what they did, are thinking about doing, or plan to do in the future. g. What have you tried so far? What are you going to do next?
- Systemic Questions – questions that build an understanding of the total solution. This form of questioning can be very powerful if you and the other have agreed to explore a situation in detail.

CONFRONTING INQUIRY

The coach shares their ideas and reactions about the process and content of the story. By sharing their ideas, the coach "forces" the student to think about the situation from a new perspective; hence these questions are, by definition, confronting

The essence of Confrontive Inquiry is that the coach inserts their ideas about the process or content of the story into the conversation. Instead of merely forcing the student to elaborate, the coach now makes suggestions or offers options that may not have occurred to the client.

- Did you confront him (her, them) about that?
- Could you do _____?
- Did it occur to you that you (he, she, they) did that because they were anxious? (in

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the situation where the client has not revealed any awareness of that emotional possibility)

I. Process Ideas (ideas on how things are said and done)

- Could you have done the following . . . ?
- Have you thought about doing . . . ?
- Why have you not done . . . ?
- Have you considered these other options? You could do

2. Content Ideas (ideas on what is said and done)

- Have you considered the possibility that you overreacted?
- Did that not make you feel angry (anxious, elated. etc.)?
- Maybe what was going on was really something different from what you thought. ...

3. Process is how the planning is done

- the series of steps, actions, changes, or functions bringing about change
- the sequence of operations performed in the development of a change

Benefits of Confrontational Inquiry

- The essence of confrontational Inquiry is that you now insert your own ideas but in the form of a question.
- Allows coaching strategies to emerge
- Great for recommending follow-up and support options

Process-Oriented Inquiry –

- The coach shifts the conversational focus onto the conversation itself.
- The focus is on the relationship and enables both parties to assess whether their relationship goals are being met.
- Used with humility this kind of Inquiry is probably also the most difficult to learn because our culture does not support it as normal conversation.
- It is most often the most powerful way to get out of awkward or difficult conversations because it allows both parties to reset, to restate what they are there for, what they want, and in their ways, re-calibrate their expectations.
Example: What is happening here? Have we gone too far?

*** Note: A developed relationship is required before using this process.

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Practice Tips

Ask, Listen, Focus

There are three basic techniques for practicing Humble Inquiry.

1. Ask Respectful Questions:

These allow open-ended answers rather than closed response questions (yes or no) or leading ones that basically ask if you agree with what the questioner knows or thinks.

2. Listen Attentively:

Don't just hear the sound of the speaker's voice and their words (while you are busy thinking your own thoughts in your head). Instead, listen to what the other person is really saying and pay attention to the message and its meaning.

3. Focus:

Concentrate on the person you are questioning, not the problem you are hearing about. That will allow you to attend to two beneficial pieces of information about what you are hearing –

It's the Person, Not the Problem

A couple of practical but seldom recognized principles to use when the goal is to help individuals develop their develop ability to improve effective problem-solving:

- First, to help someone else improve their problem-solving thinking, it is critical that you allow that person to think and not tell them what or how they should think.
- Second, the goal is to support someone else in their thinking processes (it's their work to do, not yours). Therefore, focus your Humble Inquiry questioning on the other person's thinking, not yours.

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A Research-Driven Coaching Practice

The Recall Road

The Recall Road – a simple process to assist individuals in retracing steps to find answers that led to the current situation. The method is highly effective with youth because of the tendency to discuss the issue at hand rather than how it came about.

Process:

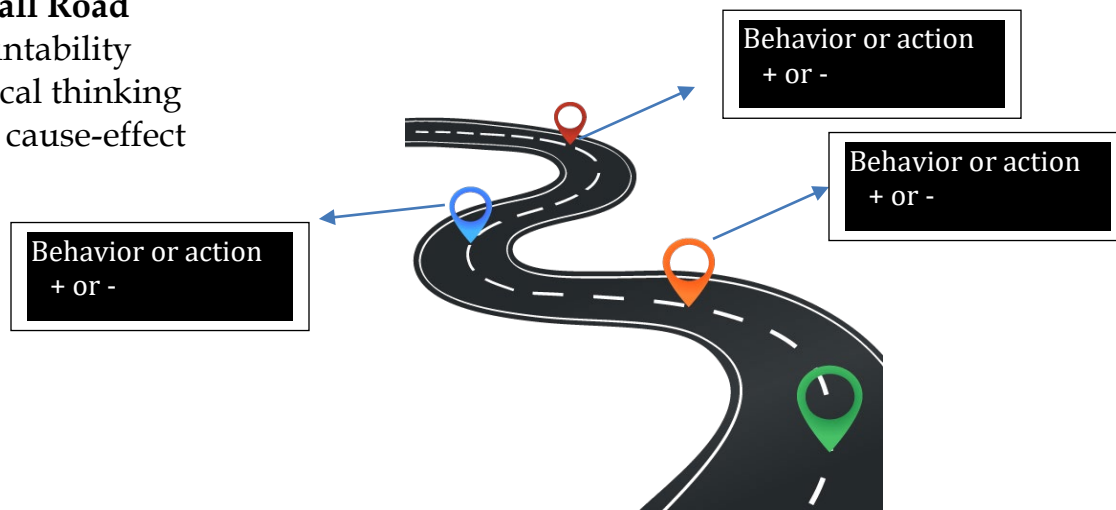
Use an image of a winding road with markers as a visual to guide thoughts about what happened to lead to the current situation. Starting at the current point and retrace events that possibly led to the current situation. At each marker, the individual must determine if his/her action was appropriate.

Goals:

Identify cause and effect actions that led to a situation.
Determine appropriate actions to establish accountability

Benefits of The Recall Road

- Teaches accountability
- Enhances critical thinking
- Demonstrates cause-effect



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The Recall Road Process

*Use a (printed or screen) display of a roadway with markers and follow prompts below to guide thoughts and responses at markers. Have the student rate responses as an appropriate + or - inappropriate action. Follow the process until the client has reached the current situation. The goal is to demonstrate **cause** and effect.

Coach	Client	Rating
What's going on with you and _____?	Response	
Was this the first time you had an issue with _____?		
What did he/she do?		
What was your reaction?		
What happened next?		
What was your reaction?		
What are you planning now or planning to do next?		

1. Use a visual aid (printed or screen) showing a roadway with markers.
2. Ask the question: What is going on between you and _____?
3. Wait for a response.
4. Question #2 – Did you have any issues before?
5. Continue probing
6. Have the student mark + or – at each marker or response identifying if the behavior or action was a positive or negative factor in achieving a resolution.
7. Once the student arrives at the current status, show the total positive or negative behaviors. Then, discuss other options that could have taken place.

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Accountable Talk

An **open-ended conversation** where participants listen, add to each other's comments, and use clarifying questions to ensure they understand what others are saying.

****When students participate in accountable talk, they can have richer and deeper conversations that go beyond surface-level thinking.**

***Descriptive Feeling Words**

disappointed
sad
angry
embarrassed
afraid
happy
uncertain
unfamiliar
perplexing
annoying

****These terms are to be used during sessions as students describe feelings in the current situation**



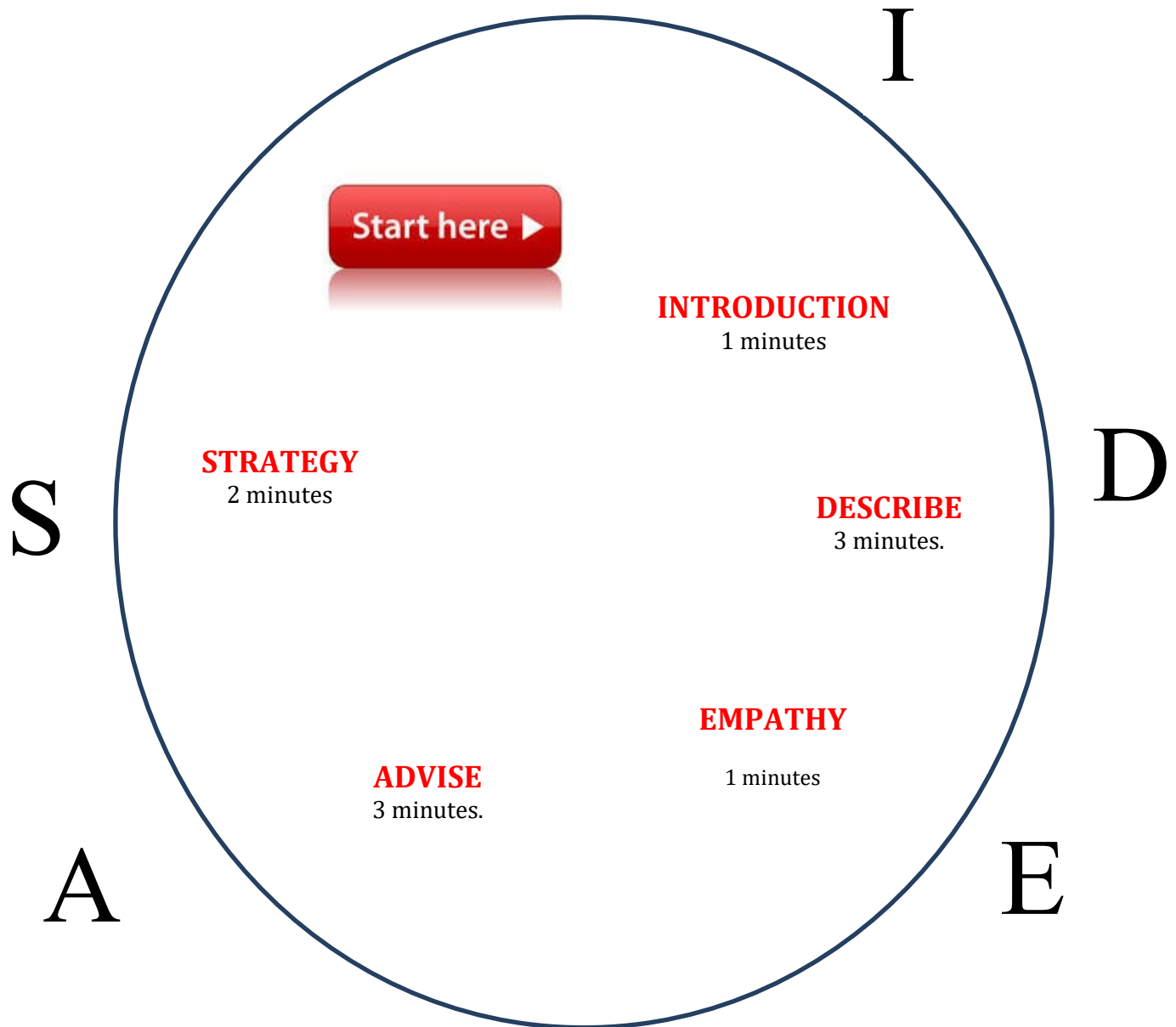
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An Effective City Blocks Coaching Process

"IDEAS MATTER"

10-15 minutes process - (Questionology)



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****QUESTIONOLOGY is KEY**

Use one of the Humble Inquiry techniques to guide the coaching session.
Use the IDEAS technique for individual or group sessions.

Goal: Address student needs in 10-15 minutes

Process #1 - IDEAS

- Introduction- Begin with observable compliments
- Describe - Clarify the issue, concerns, thoughts
- Empathize - Show concern
- Advise - Give students an immediate solution
- Strategy -Give students a take-away strategy

Process #2

IDEAS Follow Up

- **Identify** - the old issue or new issue
- **Decision** -what decisions were made to address the issue
- **Emphasize**- presented strategy in 1st contact
- **Activate** - activate a process to check the student's use of strategy
- **Strategy** - reinforce the strategy as a solution

****Identify a process to follow up**

- Referral (school level)
- Schedule a follow-up session on the app.
- Check in before the end of the school day.

MODULE IV

Recording and Reporting Data

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Recording and Report Data Collection

City Blocks RAAP Note

Complete one copy for each session with a student/client. In addition, RAAP Notes are due each Friday for the week of coaching services. Complete and submit notes separately for each student/client or visit to the Wellness Center.

Coach

Site

Date

Time

R – Reason for visit or contact (administrator referral AR, on-demand, (OD) Scheduled(S), Other (please specify)

A -Attitude/ Affect -(Briefly describe the student's (outward expression, mood, or attitude) upon arrival to the session.)

A - Action(s) - Briefly describe the actions taken or summary of the coaching session.

P - Plan (what next steps or actionable tasks did the coach provide?)

Comments:

Submit

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S O A P Notes

(S) Subjective -

Statement about relevant client behavior or status during the session.

(O) Objective

Observable, quantifiable, and measurable data.

(A) Assessment-

Assimilate S. and O. section.

(P) Planning

Plans for Client/Student after the session or going forth.

Comments

Submit

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Level I - ACTIVATE



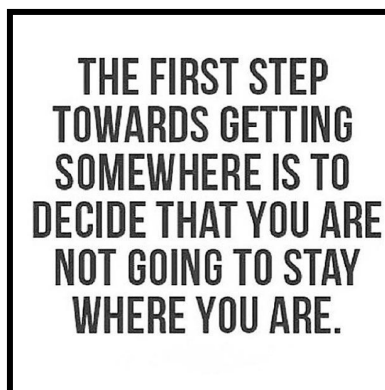
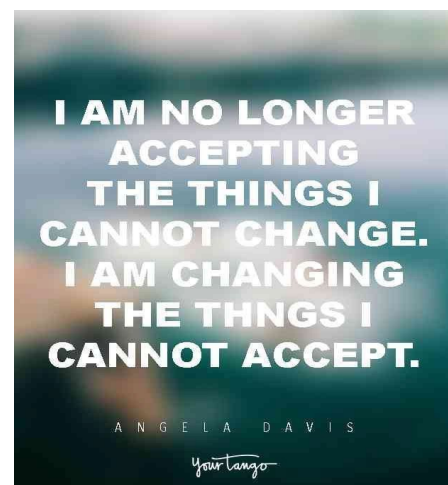
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PHASE I - ACTIVATE 1.0

"Approaching Change"

"Change begins when you decide that things will not remain as they are."



Ask the student to select one of the quotes and explain how the quote applies to her life.

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SAMPLE COACHING TOOLS

Tool #1- Taking Responsibility

The first step in creating self-improvement is to identify your status. Let's begin this process by stating why life coaching is an interest or recommendation for you. Next, complete the **Statement of Acknowledgement** by providing an honest opinion about your current behavior or attitude.

STATEMENT OF ACKNOWLEDGEMENT

I am currently assigned or volunteering to receive coaching support because...

My Coach is : _____

Scoring for The Statement of Acknowledgement

- 0 - The participant did not attempt to write a statement
- 1 - The participant wrote a comment that places blame on others
- 2 - The participant took partial responsibility for their level of behavior, but the information requires revisions
- 3 - The participant writes a clear statement that demonstrates accepting responsibility for their behavior or performance.

Coaching Toolkit

USER GUIDE: How & When To Use Tools!

Tool # 2 - Demonstrating Accountability

A
c
t
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t
y
2
:

Statement of Commitment

I understand that coaching sessions are designed to help guide me on a pathway toward personal growth and success!

_____ I plan to attend sessions as scheduled

_____ I plan to keep an open mind and demonstrate respect toward others

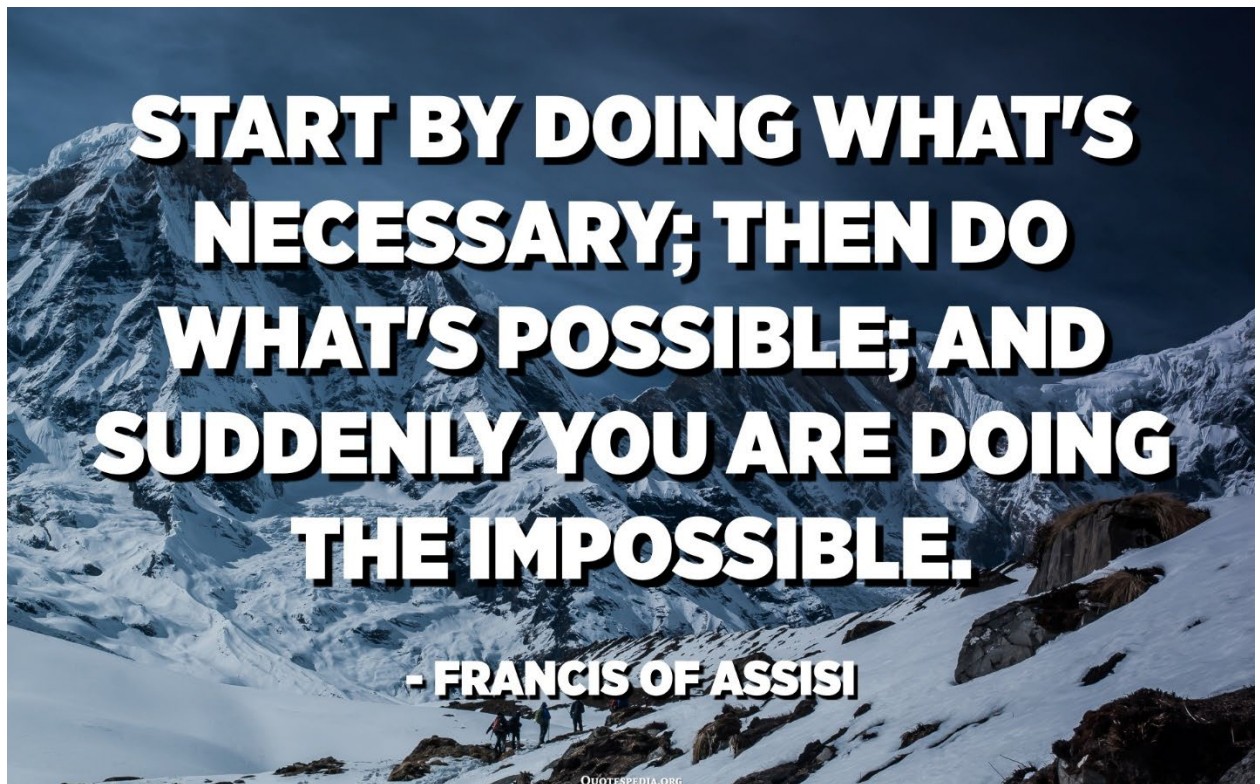
_____ I plan to engage in discussions or activities with the coach and peers.

_____ I plan to complete my assigned self-work.

Student Signature _____ Date _____

Coaching Toolkit

USER GUIDE: How & When To Use Tools!



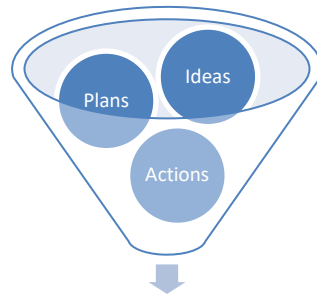
Coaching Toolkit

USER GUIDE: How & When To Use Tools!

Coaching Toolkit

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What we now know and need to do.



Key Take Aways

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Coaching Toolkit

USER GUIDE: How & When To Use Tools!



Thank you for participating in **Level A** of The City Blocks Coaching Training. Additional training sessions are provided for Coaches at participating schools. We look forward to continuing the exchange of ideas and making a difference

Rose Irby Wilkins, Ph.D.