

Module B: the Engagement Process

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Topics Covered:

Review Module A:

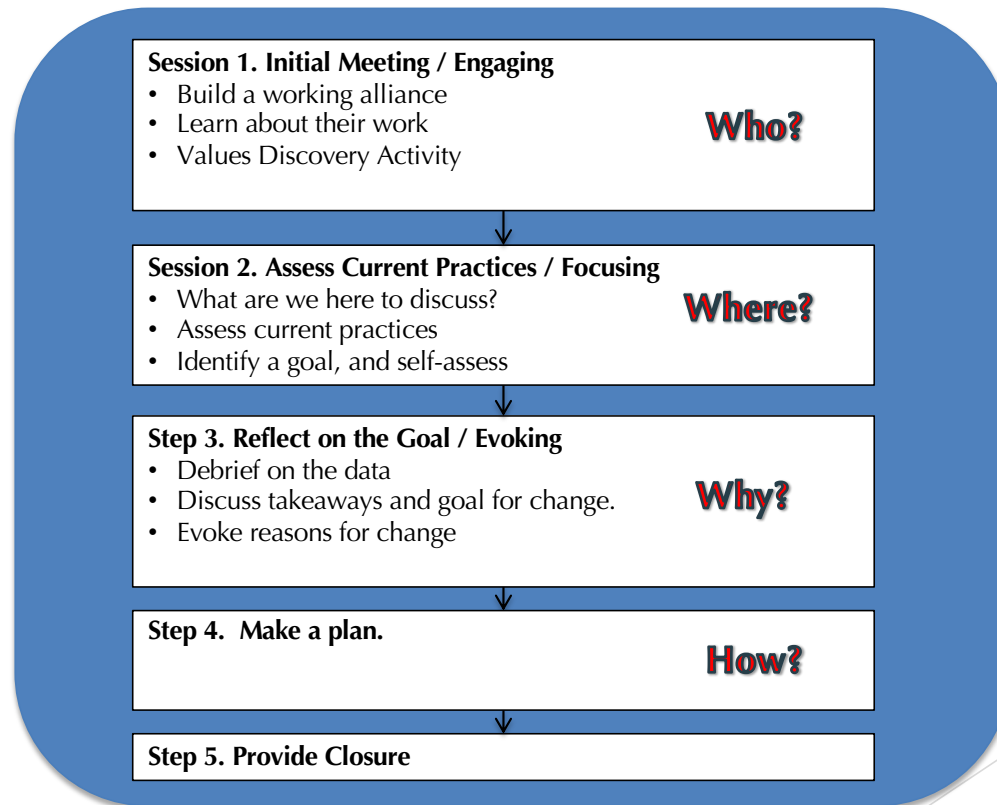
- MI Spirit, OARS, and Processes

Exploring Session 1 in the CBP – the Initial Meeting

- Teacher Interview
- Values Discovery
- Digging deeper with the OARS



Coaching model...



Practicing OARS throughout Session 1:

We'll learn each skill together and then practice them within the context of our Step 1, Initial Meeting.

- Teacher Interview
- Values Discovery
- Affirmations Exercise
- End of Module B: Summaries



Reflections:

We're using the Session 1 Interview to practice this OARS.

Giving information back, like a mirror.

- Statements which paraphrases what the other person has said
- Let's the other person know you are not only listening, but attempting to *understand*
- Inflection makes the difference
- No “stem words” (e.g., “So, what I hear you saying...”) needed

Levels of Reflection

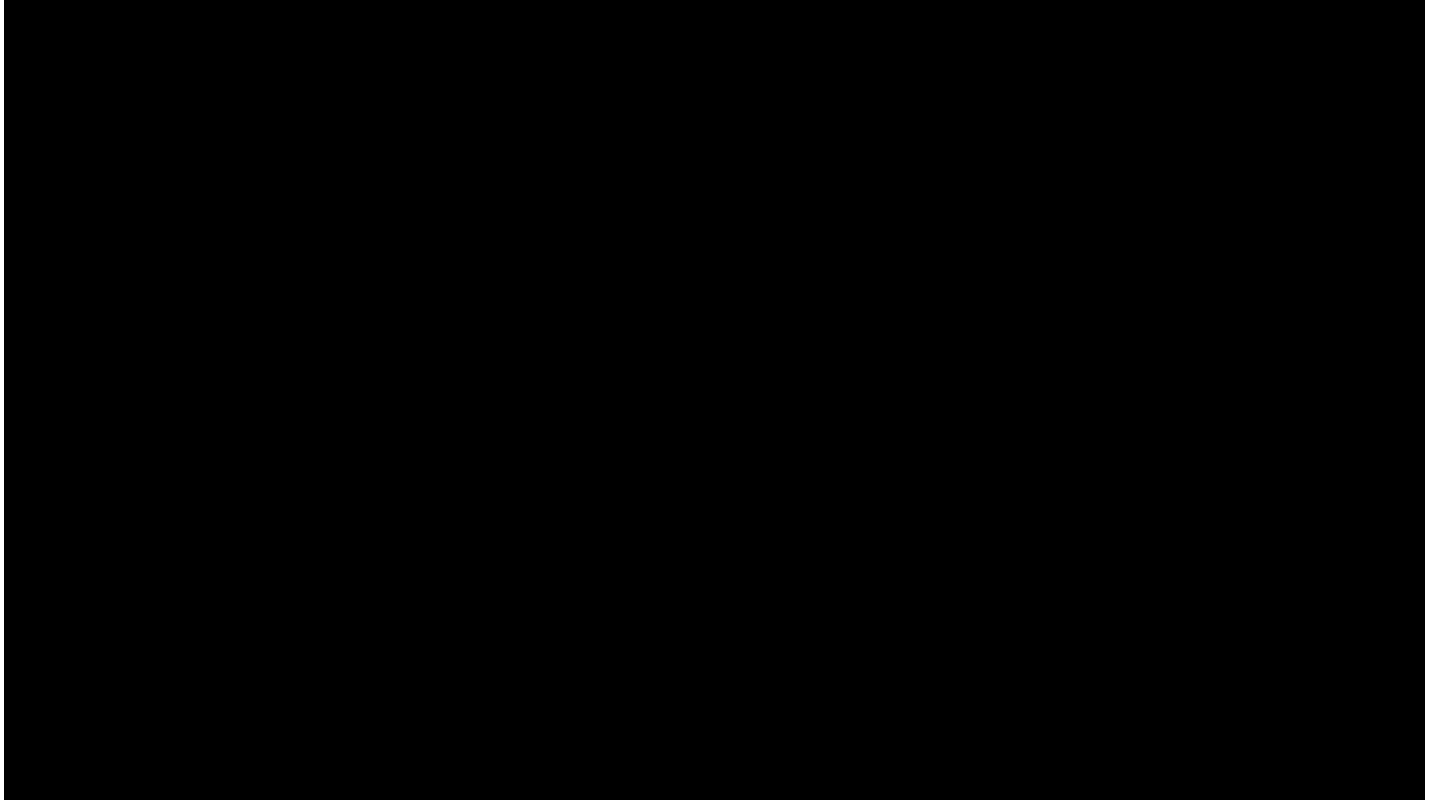
Simple Reflection (act as a mirror)

- Repetition
- Rephrase

Complex Reflection

- Expands the meaning
- Can be a paraphrase
- Continues the parent's line of thought
- Affective - Reflection of feeling





Practice 1:

Teacher: “I’ve loved kids my entire life so that’s a big part of it. But more significantly, I get excited when I introduce a student to something new, something that really gets them excited.”

Coach: *“You feel energized when you play a part in helping a child develop a love of learning.”*

Practice 2:

Teacher: “They learn so fast! And those moments are what help me stay motivated when things are tough in my class.”

Coach: *“When your students are difficult, you remind yourself why teaching is valuable to you.”*



Practice 3:

Teacher: “I’ve noticed when I get too hung up on behavioral issues it really impacts my motivation and effectiveness with the class.”

Coach: “I really admire your self-awareness to stay focused on why your job is so important. *What do you consider your strengths as a teacher?*”

Practice 4:

Teacher: “I know what I want to teach them, and I love the content that my grades focus on, but sometimes I just lose their attention.”

Coach: “You feel frustrated because the content is important to you, and you don’t always cover as much as you want to.”

Teacher Interview:

Take out your copy of the Session 1 **Interview Form**.

- The goal of the first session is for you to engage and begin to learn more about the person you're coaching.
- **Engagement:** we're working to build a strong alliance; our focus is broad and exploratory.
- Listen, ask questions, reflect!



Teacher Interview Pair Practice:

1. Split into pairs and take out your teacher ***Teacher Interview Form***.
2. Each of you take 3-5 minutes to practice using the form.
3. After you ask a question on the form, respond with a reflection.
4. Switch roles and repeat.





Values Discovery:

What's the purpose of the Values Discovery exercise?

- To identify the teacher's values and ideals, and potentially strengthen their commitment to these values
- To clarify your understanding while validating and affirming what the teacher shares with you.
- Use your client centered skills, OARS.
- The more we understand their values, the more effectively we can guide them through the process of assessing how well their current practices align with their beliefs and values.



Pair Practice – Values Card Sort:

Split into groups of two and take out your teacher **Values Discovery Cards**. Take a moment to look them over.

Assign a coach and teacher.

1. Take 2-3 minutes to practice using **open-ended question** to ask your partner about one or two values they identify as important in their work, now and in the future.
2. As you go, use **reflections to** clarify and validate until you have a good understanding of your partner's value and what it means to them.
3. Switch roles and repeat.

Affirmations



Affirmations

Offering emotional support or encouragement.

- Communicates acceptance or appreciation for one's behavior, beliefs, intentions, or values
- Build confidences
- Are more effective when:
 - Genuine
 - Specific
 - NOT evaluative



Affirmation Examples

- ▶ *You've put a lot of thought into what's best for you and your students.*
- ▶ *I must recognize your effort here – you're really moving forward with something you find very important!*
- ▶ *How about that! You've got a plan!*



Affirmations - Personal Reflection:

Let's take a moment to remember a genuine affirmation.

1. Think back to a time when you received a deeply meaningful affirmation or compliment from someone you trusted and respected.
2. Simply remember that time and the feelings you experienced.
3. What made that affirmation personally meaningful for you.



Identifying Affirmations:

It can be a challenge to identify the strengths of our most challenging teachers.

1. Take a moment to reflect on a few teachers that have been a challenge to work with. Can you identify strengths they bring to the table?
2. Now that we have a list of strengths, let's talk about why keeping their strengths in mind is valuable.





Summaries

Summaries

Collecting bits of change talk to offer back to the client for:

Small bouquets of change talk

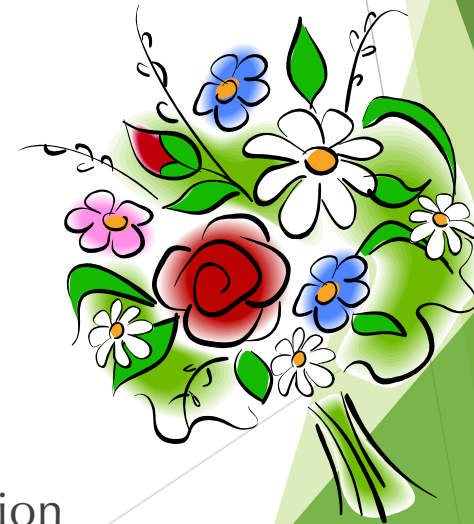
- Acts as an Affirmation
- Refocus a conversation towards change

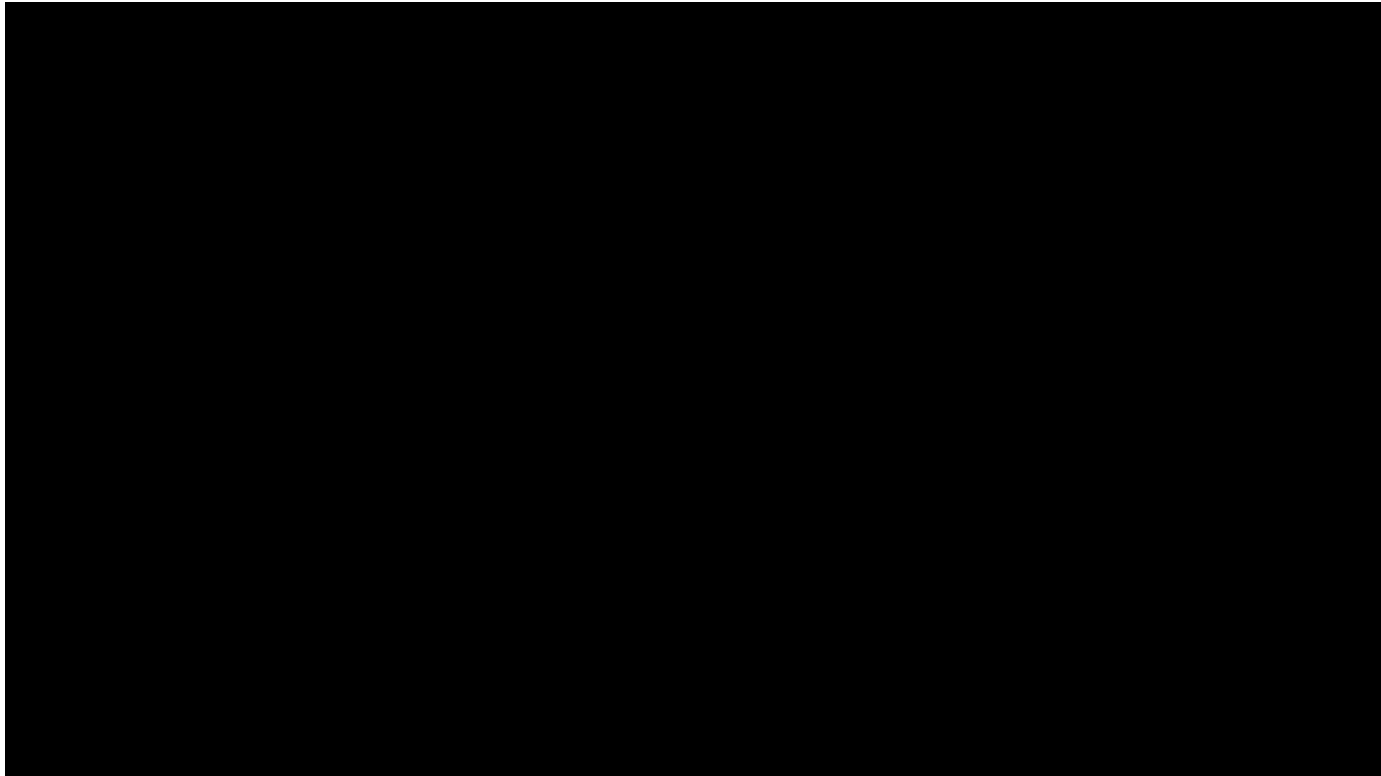
Larger bouquets

- To wrap up a conversation
- For transition to a different topic

Can end with a mobilizing question:

- What would be helpful for us to discuss next?
- What do you think you will do next the information we just went over?





Putting the pieces together.



Congratulations!

You've now practiced Step 1 of the Coach Best Practice procedures AND taken a much deeper dive into each of the OARS!

A few brief reminders:

- There are MI Primers in your binders to strengthen your skills
- MI is learned by doing so practice, practice, practice.
- MI is as much about what we DON'T do, as it is about what we DO. Glance through your MINA reminders too.



Looking ahead...

Next, we'll be exploring Steps 3 and 4 of the Coaching Best Practices procedures...

Module C: Focusing and Evoking

Module D: Planning

We'll end by taking some time to answer any questions you have and preparing you for next steps with your focus teacher.

