

*WELCOME!*



# Virtual Coaching and Support for Adults and Youth

Kimberli Breen, MS, CAS, MA

# Thank You For Being Here

Please, say “Hi” in the Chat Box &

➔ Be Thoughtful

➔ Session is being recorded

➔ Be Kind

➔ Ask how others are doing

➔ Offer support

➔ Plan to connect with others

➔ Be Present

➔ Take notes, chat & engage

➔ Close unnecessary screens



# I'm Happy to Join You

**Virtual coach** for sustainable change: supporting school, district, county, regional and state teams

>20 years as a PBIS implementer & trainer

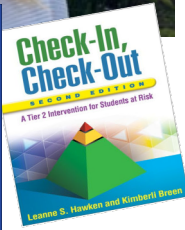
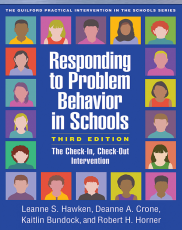
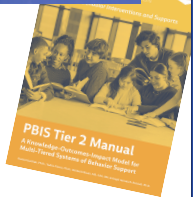
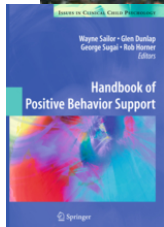
Home & Community PBS Network ([www.hcpbs.org](http://www.hcpbs.org)) & [www.ResilienceNowforParents.org](http://www.ResilienceNowforParents.org) contributor

Parent implementing PBS at home

**Published** on CICO, Tier 2, Function-based support (FBA/BIP), Tier 3, and Family Partnerships

Supported statewide MTSS/PBIS in HI, NY, IL & CA

Driven school reform as a School Counselor, School Psychologist and PBIS District Coach



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# I Wish You Well

- These times are hard
- We wish you peace
- Thank you for everything
- You are appreciated
- Please take care
- We're grateful you are here





# Grounding

- Please follow the **directions** to find your Mood Meter word (on the next slide)
- If you're comfortable, please share your **Mood Meter Word & Why** in the chat box

Thank you : )

# HOW ARE YOU FEELING?

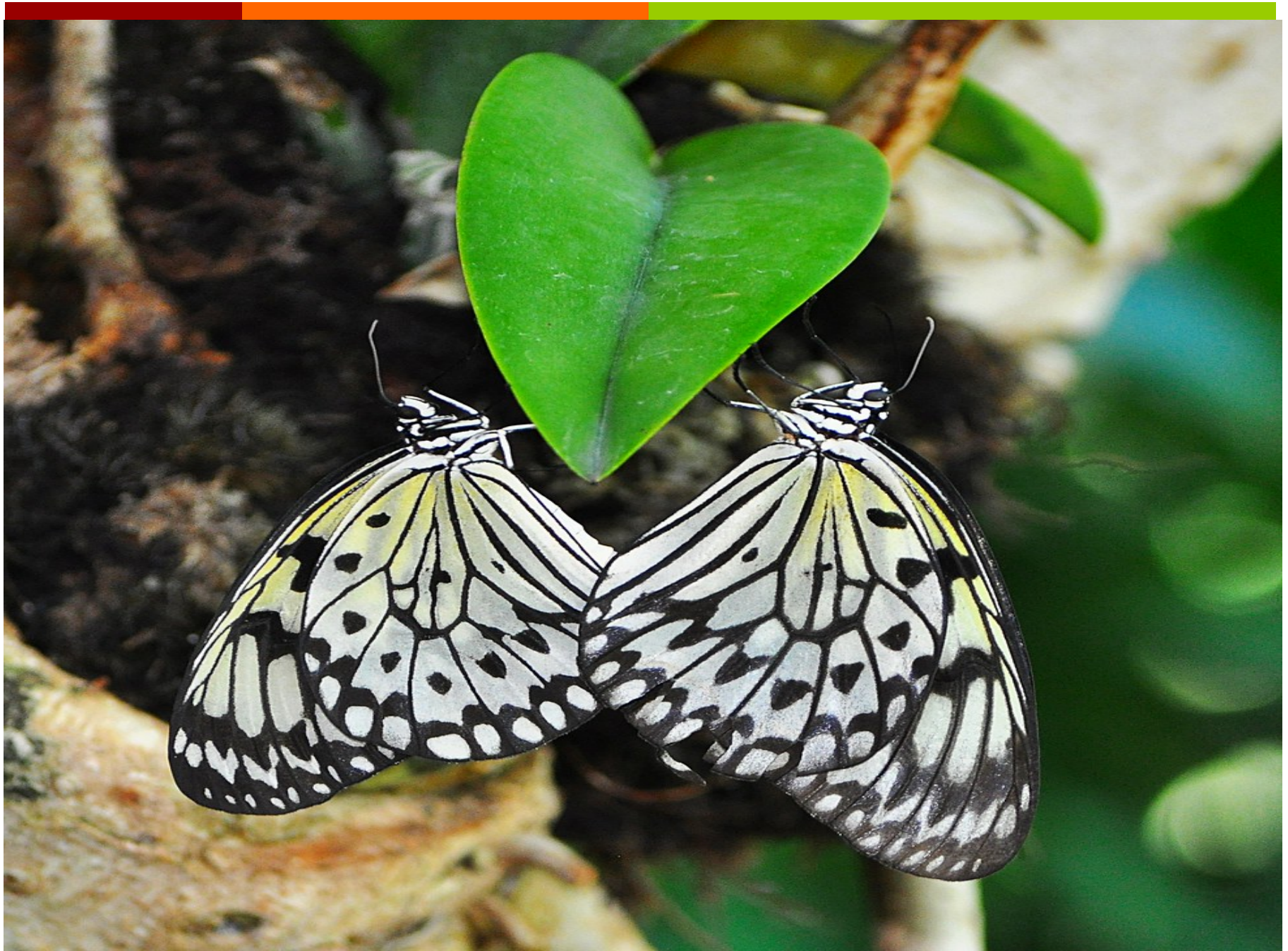
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ENERGY

↓

Panicked	Stressed	Tense	Stunned	M O O D	Surprised	Upbeat	Motivated	Ecstatic
Furious	Frustrated	Nervous	Restless		Hyper	Cheerful	Enthusiastic	Inspired
Apprehensive	Angry	Irritated	Annoyed		Energized	Lively	Focused	Excited
Troubled	Worried	Uneasy	Peeved		Pleasant	Joyful	Hopeful	Blissful
M	O	O	D	M	E	T	E	R
Pessimistic	Concerned	Down	Apathetic	E T E R	Easygoing	Chill	Content	Fulfilled
Glum	Lonely	Sad	Bored		Secure	Thoughtful	Satisfied	Grateful
Miserable	Sullen	Exhausted	Tired		Calm	Complacent	Restful	Balanced
Hopeless	Desolate	Spent	Drained		Sleepy	Relaxed	Tranquil	Serene

← PLEASANTNESS →



# The RULER Method

The knowledge, attitude, and skills associated with:

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively



# Time to Process & Chat

Are you in a  
“good” mood for  
a 90-minute on-  
line training?



What could you do **right now** to maintain a ‘good’  
mood or get into a ‘better’ mood for on-line  
learning?





# Mood Regulator



# HOW ARE YOU FEELING?

↑

ENERGY

↓

Panicked	Stressed	Tense	Stunned	M O O D	Surprised	Upbeat	Motivated	Ecstatic
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← PLEASANTNESS →





# Poll 1

- Did your mood change from the first time we used the Mood Meter?
- If yes, was it in a positive direction?
- If yes, do you think you consciously helped to change your mood?





# About This Session

- Many of the practices used to support others in-person, work **just as well virtually**; some work even **better**.
- Adults and youth benefit from brief, high-frequency **positive contact**.
- This session will address using **Virtual Coaching** to get the best out of **adults**, and **Virtual Check-In, Check-Out**, to give our best to **youth at-risk**.

# About Check-In, Check-Out

- Check-In, Check-Out (CICO) is one of the most widely known Tier 2 evidence-based interventions.
- However, this simple but effective intervention is often **underutilized**, being **narrowly** applied for a **sub-set** of students needing additional support.
- This session will focus on the **latest** CICO literature and research, including how to support **many more students**.
- What you learn can be applied in **virtual, hybrid and in-person** learning environments.

# Poll 2

- Do you provide coaching to adults in some capacity in your current position?
- Do you provide virtual coaching to adults?
- Have you ever implemented Check-In, Check-Out?
- Are you currently implementing Check-In, Check-Out virtually?





# 3 Signature SEL Practices for Adults

## Creating the Conditions for Adult Learning

### ➤ Welcoming Inclusion Activities

#### ➤ Setting the Tone

### ➤ Engaging Strategies

#### ➤ Sense Making, Transitions, Brain Breaks

### ➤ Optimistic Closure

#### ➤ Reflections and Looking Forward



# Time to Process & Chat

What  
strategies  
have been  
modeled  
so far?



Which ones might **you use** in the future?



# Please reflect:

➤ What do you find **ENGAGING**?

➤ Characteristics of people/events, actions, words, approaches, activities, settings, sites, sounds?

Please share in the chat

# Please reflect:

➤ What makes you feel **DISENGAGED**?

➤ Characteristics of people/events, actions, words, approaches, activities, settings, sites, sounds?

Please share in the chat





SWEET  
LOVE

ME &  
YOU

TEXT  
ME

PUPPY  
LOVE

SOUL  
MATE

LOVE  
ME

TWEET  
ME

LOVE  
BUG

YOU  
ROCK

SWEET  
PEA

# Virtual Engagement Strategies

- **Smile**; look, sound and (preferably) be happy, excited, interested : )
- Use people's **names**
- Use **music**: before, during, at end of sessions; Take requests
- Incorporate stretches and/or **mindful movements**
- Make sessions as **interactive and fun**/enjoyable as possible
- Use large, **colorful images**; moving images; surprising images
- Coach/model/prompt participants to: greet each other, ask each other questions, respond to chat, **help/support each other**

# Virtual Coaching Logistics, Consider:

- Mix of synchronous and asynchronous sessions
  - Example of brief recorded message that can be emailed:
  - [https://us02web.zoom.us/rec/share/wO9HI7rN7G5LGqfk9GDeR\\_9iGZvkaaa8gSIL\\_aZZxUd8AK7Ls89CCfVWtdPMdITc](https://us02web.zoom.us/rec/share/wO9HI7rN7G5LGqfk9GDeR_9iGZvkaaa8gSIL_aZZxUd8AK7Ls89CCfVWtdPMdITc)
- More **frequent**, shorter sessions (**30 minutes** can be great)
- Consider yourself more of a **Learning Facilitator** than presenter/consultant
- Establish **shared/open space** (i.e. google folder) and encourage all to add/edit anytime
  - Share PPTs/materials etc. here
  - Create **agenda process** and encourage all to add/edit anytime
    - Keep a **Standing Agenda** format (quick/easy to refresh)
      - Example: TIPS (Team Initiative Problem-Solving)

# TIPS Evaluation of Meeting

(Mark your ratings with an “X”)

If some of our ratings are “So-So” or “No,” what can we do to improve things?

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the desired effects on student behavior?

Our Rating		
Yes	So-So	No

# “Three decades of research clearly shows

...the **advantages** of taking a **strength-based** approach for youth & adults:

- Greater levels of **happiness & engagement** at school
- Smoother **transitions** from kindergarten to elementary school & from elementary to middle school
- Higher levels of **academic achievement** (as found in high school & college students)
- Greater levels of happiness at work
- Greater likelihood of **staying at work**
- Better work **performance**
- Greater likelihood of staying **married** & being happy in your marriage
- Higher levels of physical fitness & of engaging in **healthy behaviors**
- Better **recovery** after illness
- Increased levels of life satisfaction & **self-esteem**
- **Reduced risk** of depression
- Enhanced ability to **cope** with stress & adversity”

(p. 9, Lea Waters, 2017)

# Consider: Positive (Adult) Development

“... to achieve the vision of healthy, productive and **engaged** (adults), programs, practices and policies must work with (adults) to improve their:

**Assets:** necessary **resources, skills and competencies** to achieve desired outcomes

**Agency:** perception and ability to **employ assets** and aspirations to make or influence **their own decisions**

**Contribution:** source of change for their own and **for their communities'** positive development

**Enabling environment:** **develops and supports** their assets, agency, access to services, and opportunities, and **strengthens** their ability to avoid (unhealth) risks, stay safe, secure, be protected, live **without fear of violence or retribution**; encourages and recognizes (adults), while promoting their **social and emotional competence** to thrive.”

Adapted from: <https://www.youthpower.org/positive-youth-development-pyd-framework>



# Time to Process & Chat

Which tips do you feel most **comfortable** to start using?  
Which do you **already** use?



Which tips do you have **questions** or **concerns** about that you'd like to share?



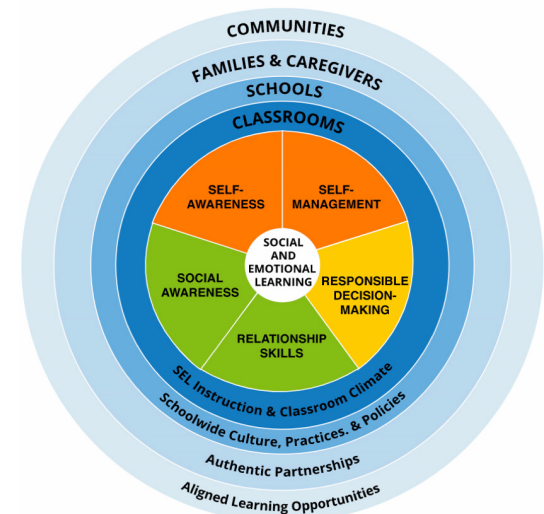
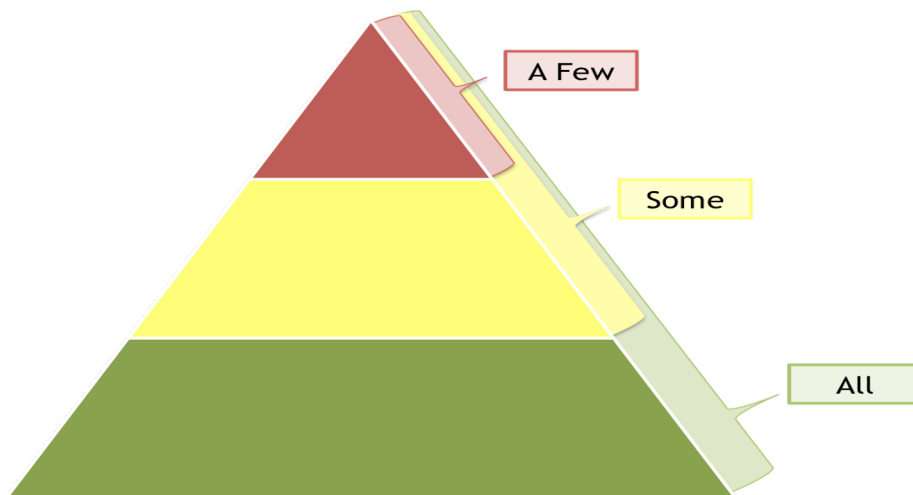


# What is Coaching?

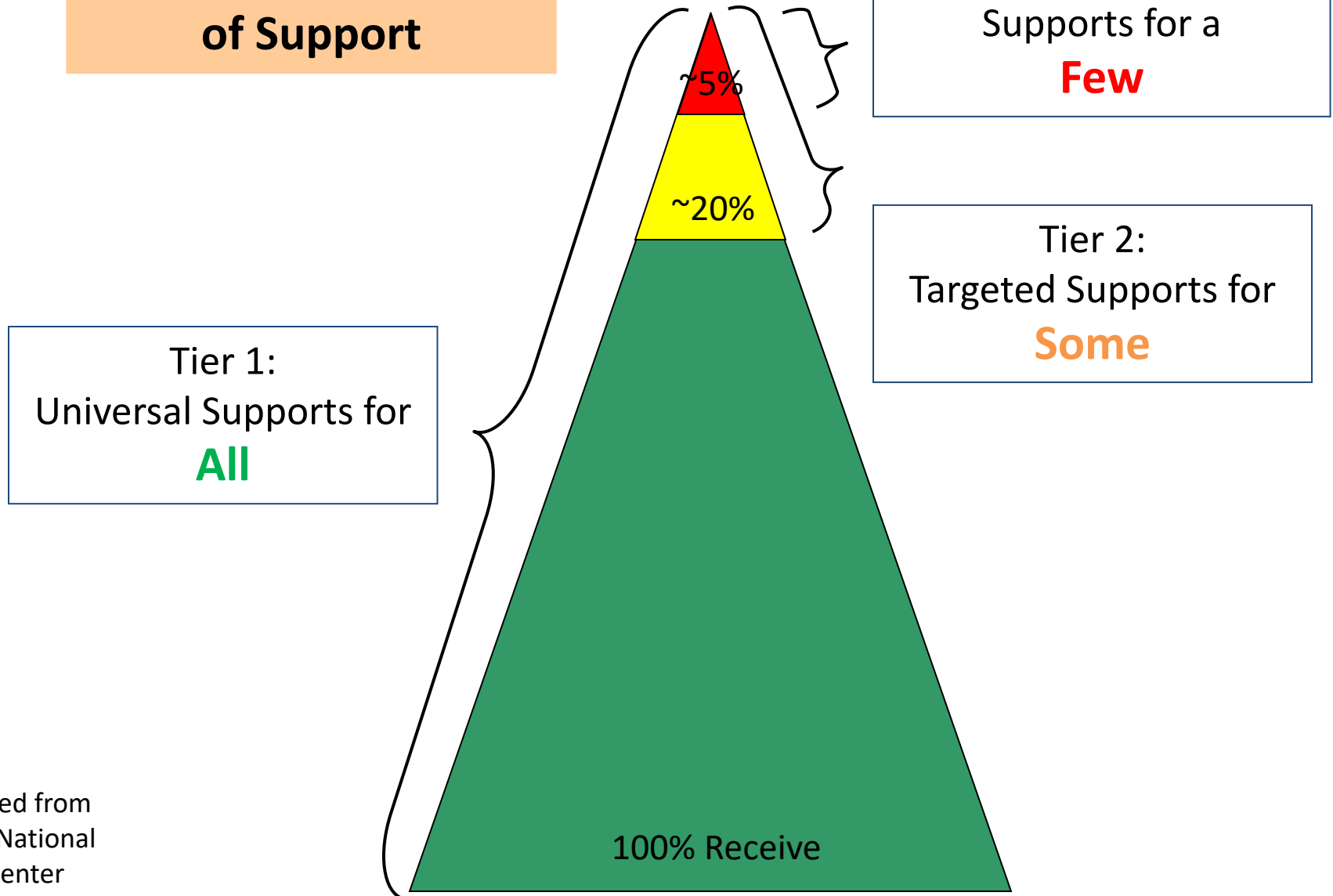
- “Coaching is a form of **development** in which an experienced person, called a coach, supports a learner or client in achieving a specific personal or professional goal by **providing training and guidance.**” (Wikipedia)
- “To give (someone) **extra** or private teaching.”
  - Example: “He was coached to speak more slowly and curb his hand gestures.” (Dictionary.com)
- “To train intensively (as by instruction and **demonstration**).” (Merriam-Webster)

# Multi-Tiered System of Support

A layered framework of delivery that increases the duration, intensity and/or frequency of instruction and support based on stakeholder response, strengths and needs.



# Multi-Tiered System of Support



Adapted from  
OSEP National  
PBIS Center



# Tier 1 Supports for Adults

- 3-5 Setting-wide **Expectations**
- Expectations Matrix (for Virtual or In-person)
- **Lesson Plans** for each setting/routine
- Lesson Plan videos
- **Acknowledgement** System
- Schedule for 'roll-out' to adults
- Plan for **on-going** training & **coaching**
- System for **progress-monitoring**

# Meeting Expectations

## Settings

<b>EXPECTATIONS</b>						
1.						
2.						
3.						
4.						

# (Adult) Behavioral Lesson Plan Template

- Explain Expectations & Why need
  - Check for understanding/buy-in
- Specify the details & Model examples
  - Check for understanding/buy-in
- Model non-examples
  - Check for understanding
- Model examples again
  - Check for understanding
- Learners practice
  - Give and get feedback

# Staff Acknowledgment Matrix

Type	What	When	Where	Who
<b>High Frequency</b> In the moment, predictable (ex. Gotchas, Points, Positive Notes, etc.)				
<i>Redemption of high frequency            (ex. store, drawings, preference menu)</i>				
<b>Unpredictable/Intermittent</b> (ex. surprise/random gotchas, class covered, unplanned opportunity)				
<b>Long-term Setting-wide Celebrations</b> Improved climate/connections, setting-wide target met (ex. staff luncheon, dress-down day, coffee cart)				

# Poll 3

- Are these strategies familiar to you?
- Have you used them with youth?
- Is it a new idea to you to use these strategies with adults?
- Are you already using these strategies with adults?
- If so, is it making a positive difference?

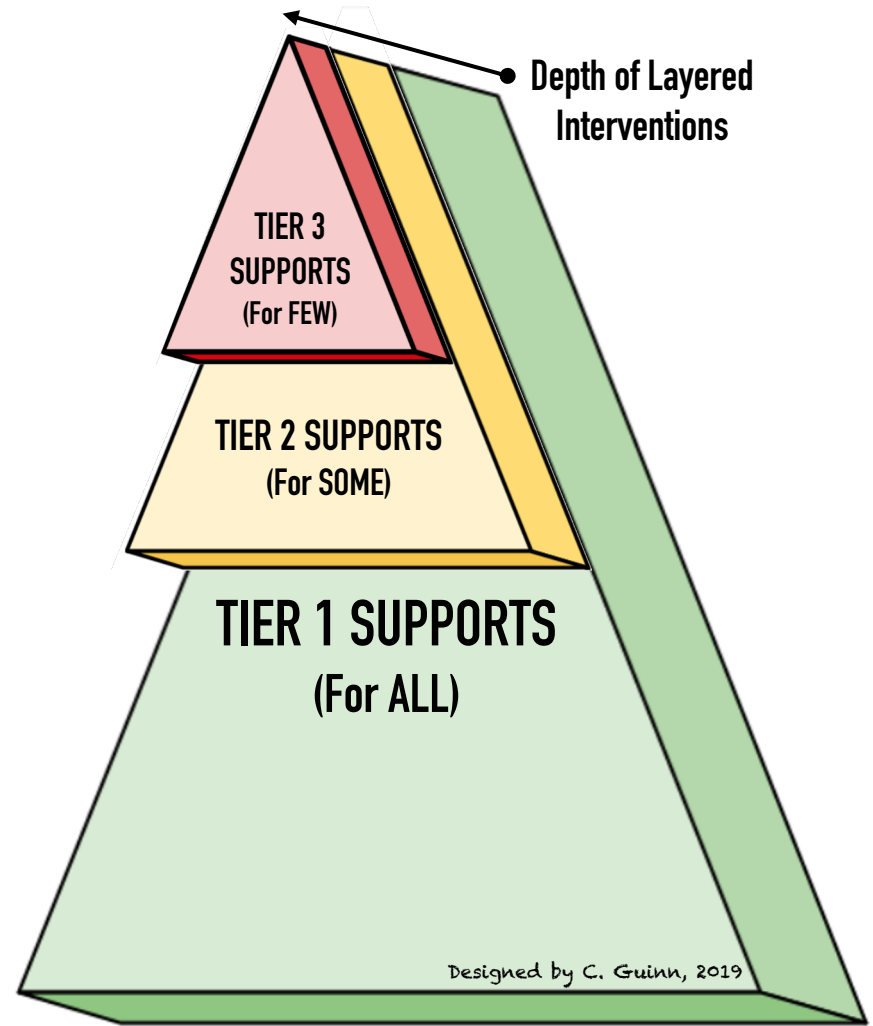
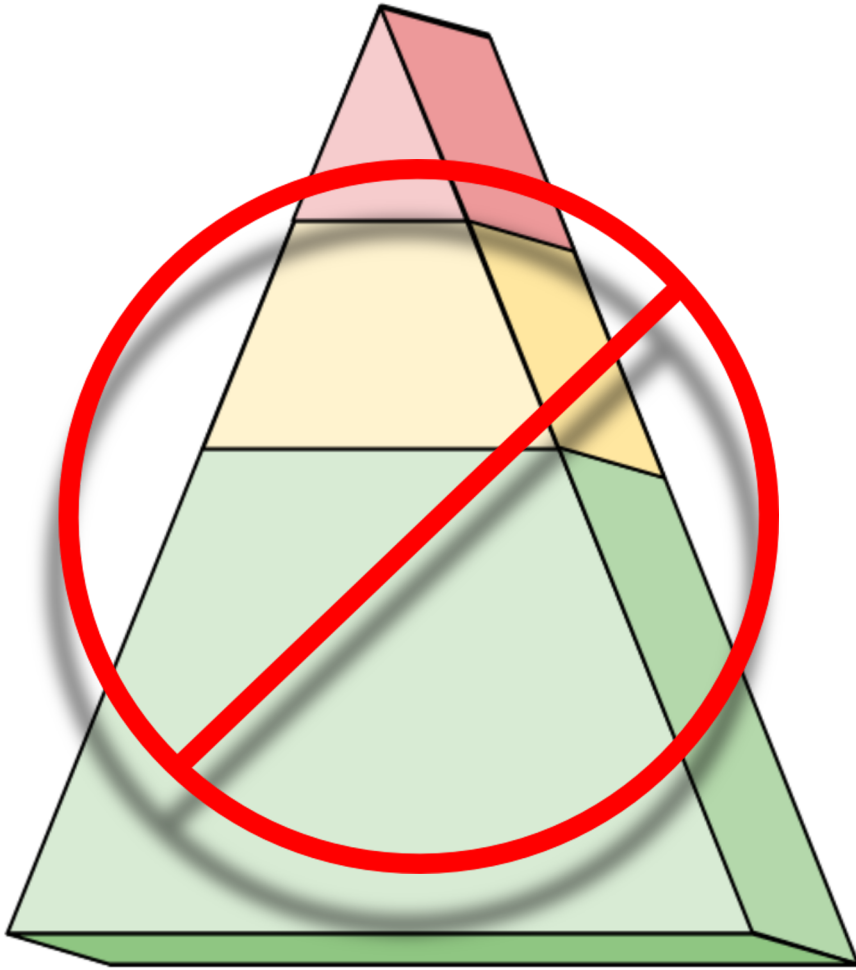




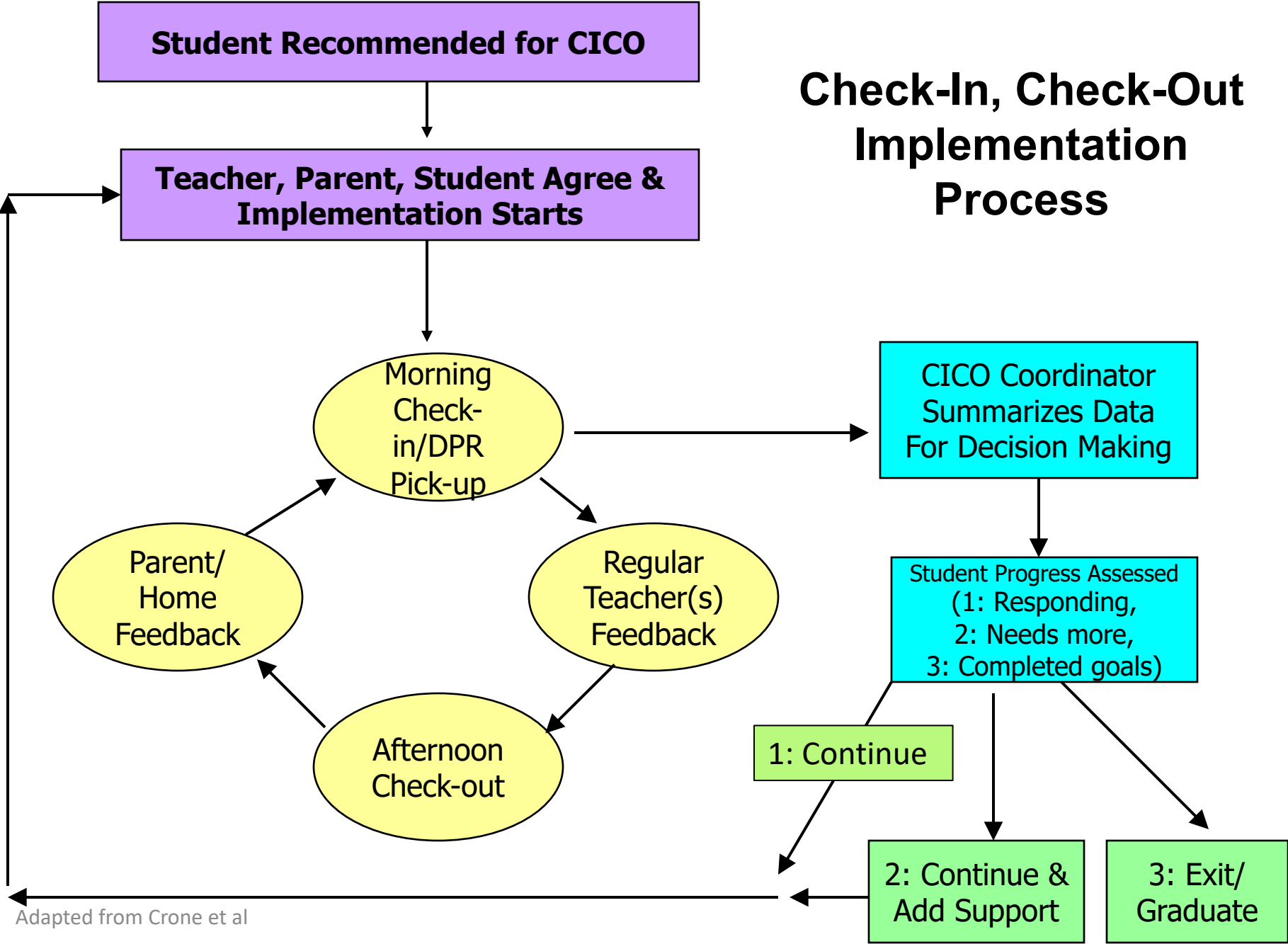
# Supporting Students At-Risk

Interventions designed for students at-risk should include:

- clear **expectations**
- direct **instruction** (or **demonstration**)
- pro-social **skills**
- **high frequency** progress-monitoring
- **daily** specific feedback to students and
- a **home-school connection** (Crone, Hawken, & Horner, 2010; Hawken, Adolphson, MacLeod, & Schumann, 2009; Reinke, Stormont, Clare, Latimore, & Herman, 2013)



# Check-In, Check-Out Implementation Process



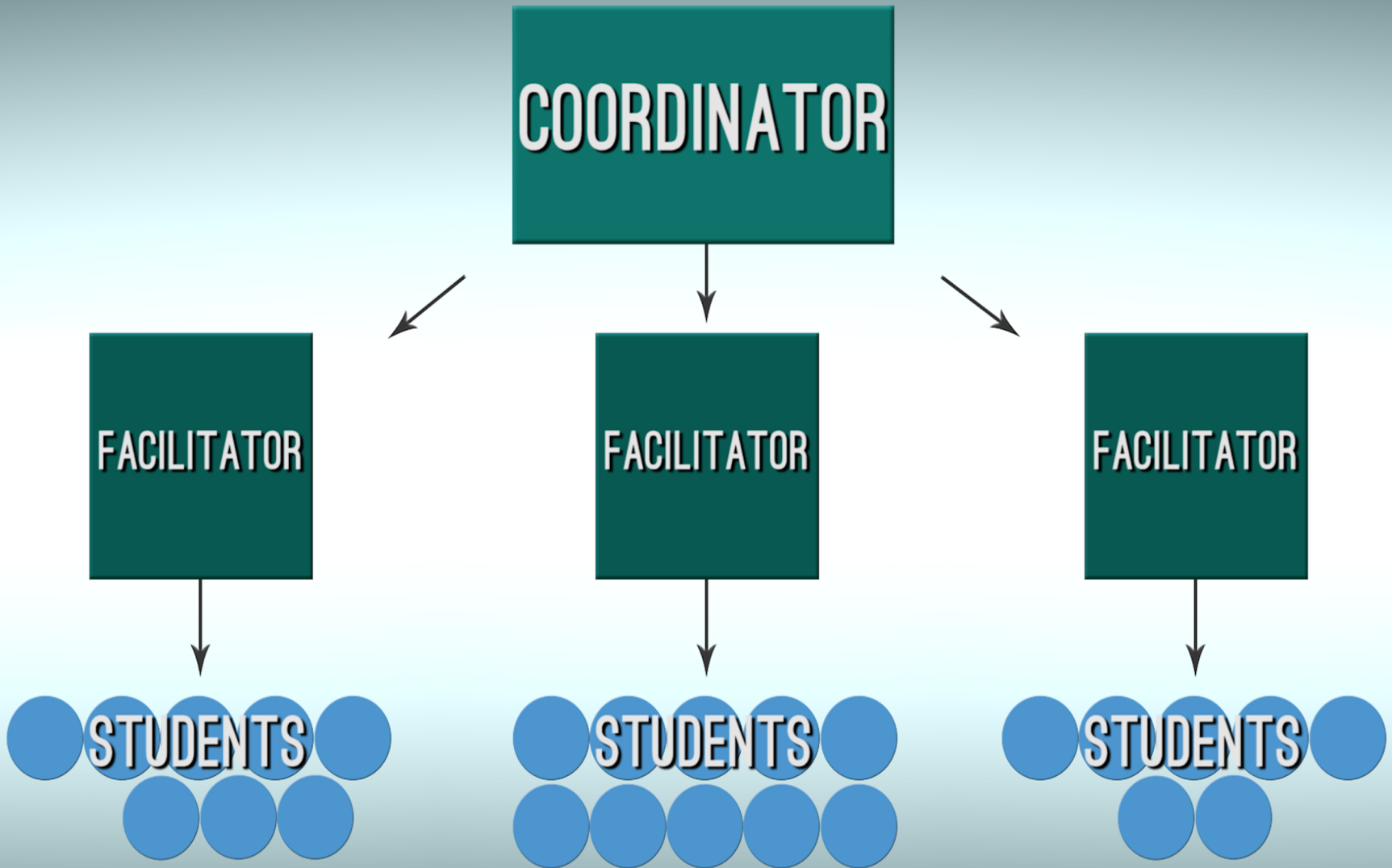
Adapted from Crone et al

# CICO Roles

- Families with youth on CICO
  - Review data, **reinforce and encourage** youth
- Teachers/staff with students on CICO
  - Provide brief (**30 seconds**) positive feedback & score per period
- CICO Coordinator
  - **1 person** per school; oversees intervention
    - Orients students, trains/supports staff, summarizes data to share, uses data to determine student response & next steps
- CICO Facilitators
  - Provide **~1 minute** positive greeting in A.M. & P.M., remind of expectations, review data card, check on any additional needs
  - Each should support **3-10 youth**; **~20% of school population** may need



# Creating Capacity



# Check-in/Check-out Logistics

## ➤ Who

- CICO Facilitators
  - Sample Check-in with Middle School Student
  - School staff (e.g., librarian, bus drivers, cafeteria workers)

## ➤ Frequency Options

- Daily
- 2-3 times per week
- Monday check-in, Friday check-out

## ➤ Time(s) of Day Can Vary

## ➤ Method

- Phone call/text/voice recordings
- Zoom
- Google Meets



# Virtual Middle School Student Check-In

MiMITSS



**“Social & Academic  
Instructional  
Groups”**

**Daily Progress Report (DPR) Sample**

**“Individualized  
Student Card  
After FBA/BIP”**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student’s achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
<b>Be Safe</b> Ask for help Report problems Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Respectful</b> Keep your distance Use appropriate words when upset	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Responsible</b> Ask for breaks Self-Monitor with DPR	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

# Time to Process & Chat





