

**COACHING: A CO-ACTIVE MODEL**  
 WORKING WITH OUR STUDENTS TO HELP THEM ACHIEVE THEIR GOALS  
 CRYSTAL COOKE M.A. (CCDI 2009)

---

---

---

---

---

---

---

---

CO-ACTIVE COACHING DEFINED:

- o A unique collaborative relationship designed to help a person take action to have the life he or she wants and to learn more about him/herself in the process. (Whitworth et al)

---

---

---

---

---

---

---

---

TAKE A MOMENT TO THINK ABOUT YOUR JOB TITLE...

- o Advisor
- o Counsellor
- o Specialist
- o Manager



Do you think these role titles communicate to the student that we will "solve" their problems?

---

---

---

---

---

---

---

---

COACH: WHAT DOES THIS TITLE COMMUNICATE?

- The student is responsible to bring some of the information and tools.
- They are responsible to do the work.
- Co-active!



---

---

---

---

---

---

---

---

COACHING AS A PART OF THE SERVICE MODEL

- Coaching can be an additional strategy for you to utilize when working with students.
- Coaching can be another role in a student service department that backs up the disability advisors and learning strategists.
- Coaching can be a service available to all students. Assisting the student in framing and attaining their own goal paths.



---

---

---

---

---

---

---

---

4 CORNERSTONES OF CO-ACTIVE COACHING

- The client is naturally creative, resourceful and whole.
- The agenda comes from the client.
- The coach “dances in the moment”.
- Co-active coaching addresses pieces of the client’s whole life.



---

---

---

---

---

---

---

---

COACHES PROVIDE:

A framework for students to align their actions to their goals in a conscious manner.

- External Structure
- Accountability
- Feedback
- Resource Knowledge




---

---

---

---

---

---

---

---

FIRST STEP IN THE COACHING MODEL

- Establish the procedures for the coaching relationship.
- This is done by questioning the student on how they wish the process to move forward.
- Remember the student is creative, resourceful and whole and the agenda is driven by the student.
- If you are controlling the meeting you are not coaching ☹.




---

---

---

---

---

---

---

---



- What would you like to cover today?
- Is there anything else that you want to ensure gets done in our meeting today?
- How would you like to divide our 50 minute session?
- What do you want me to know before we start?
- What will it take to make this happen?
- What is your next step?
- Do we need to meet again?
- Was this helpful?
- What would you like me to do differently?




---

---

---

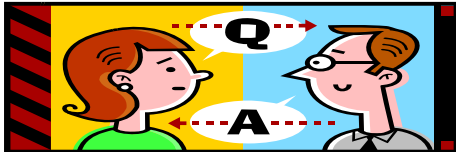
---

---

---

---

---



○ Questions are the primary mode of communication in the coaching model.

- ➔ Coach guides
- ➔ Student explores situations via questions
- ➔ Engage student in their own problem solving



---

---

---

---

---

---

---

---

### QUESTION CATEGORIES



- Short term planning
- Prioritizing
- Facilitation and follow through on short term plans
- Promote self-observation and learning



---

---

---

---

---

---

---

---

### WHO WOULD THIS MODEL BE AFFECTIVE FOR?

- Students moving through complicated transitions
- Students with executive functioning limitations
- Students with AD/HD
- Students with LD
- Students working on their ability to self advocate
- Students learning to implement new learning strategies



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---