



COACHING AT SCHOOLS 26.7.2022

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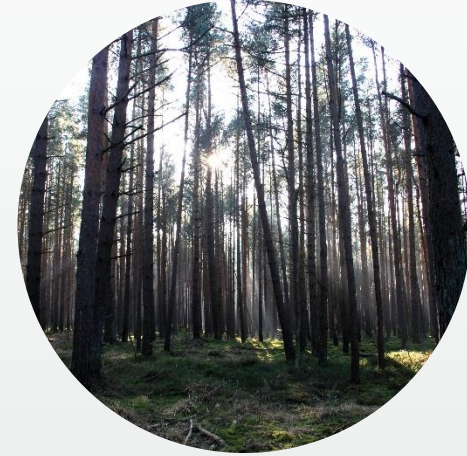
STRENGTHENING INTERACTION and supporting the student



**TOOLS AND
METHODS**



**CONSCIOUS PRESENCE
AND STRENGTHENING
OF SELF-KNOWLEDGE**



**INFORMATION AND FACTS
ABOUT BACKGROUND
INFLUENCES**

Marjo Lillman, Helsinki University
Hospital, Youth psychiatry

**+ Collegial support, time for joint planning and sufficient
resources**

What is the framework for coaching?



Self-Determination Theory

A theory of motivation, well-being and psychological basic needs. We all have these basic needs:

1. Autonomy

Need for being an active agent in one's own life and selfconstitute one's own goals, a feeling of overall psychological liberty and freedom of internal will. When a person is autonomously motivated, their performance, wellness, and engagement are at a higher level.

2. Competence

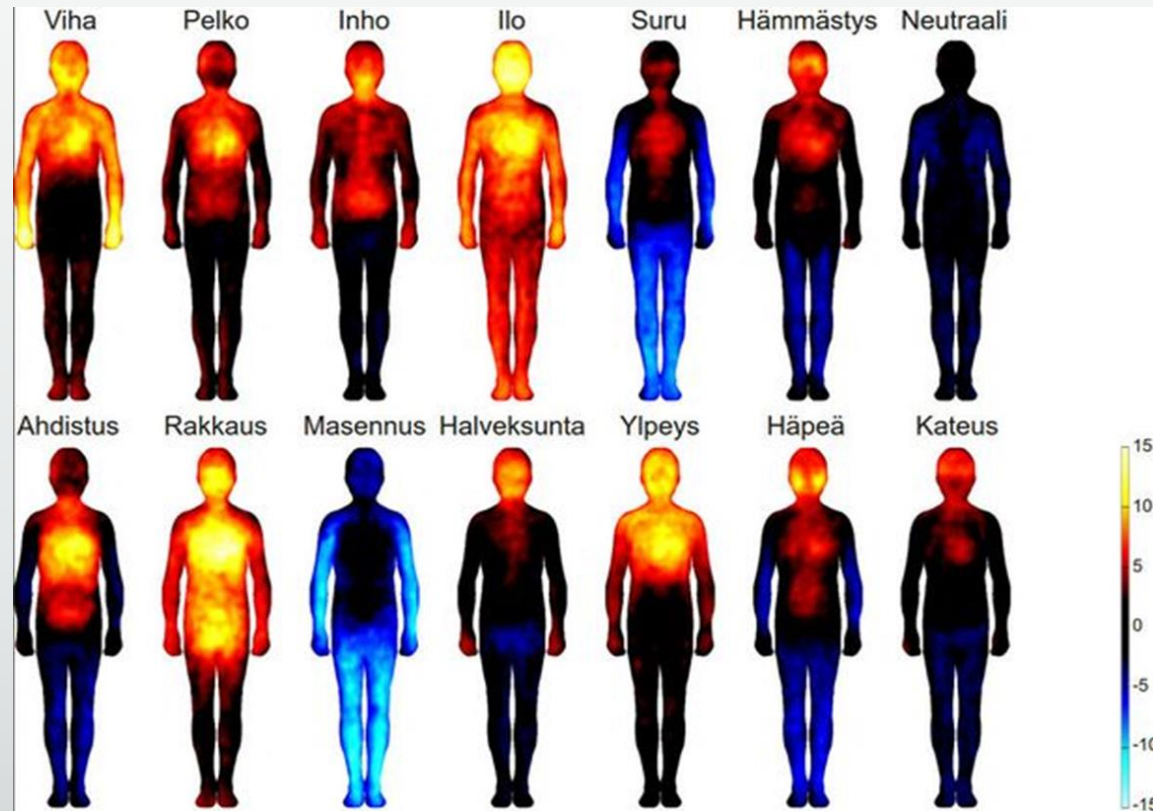
Need for achieving one's own goals by using skills, strengths and personal resources, accomplishments. Giving people positive feedback on a task increases their motivation. Positive feedback fulfills people's need for competence.

3. Relatedness

Need for having close, affectionate relationships with other people. Feeling connected with others.

Richard Ryan ja Edward Deci 1985

- With coaching methods it's possible to manifest these basic needs and help people to strengthen their potential by using their drives and emotions as a fuel



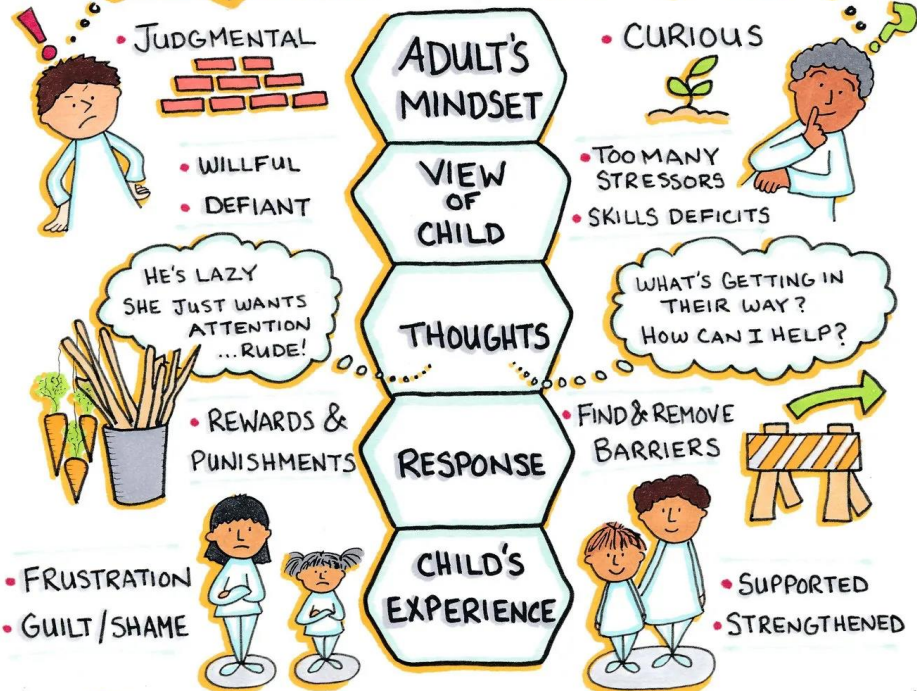
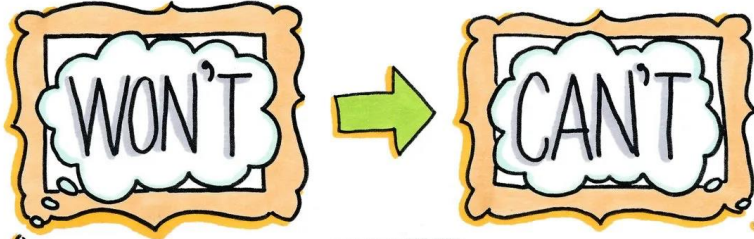
Lauri Nummenmaa

What is behind the problematic behaviour?



REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"
~ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62

ALSUP
Assesment of
Lagging Skills and
Unsolved Problems

Ross W. Green
Picture: Corey Tamblyn

Solution-focused approach

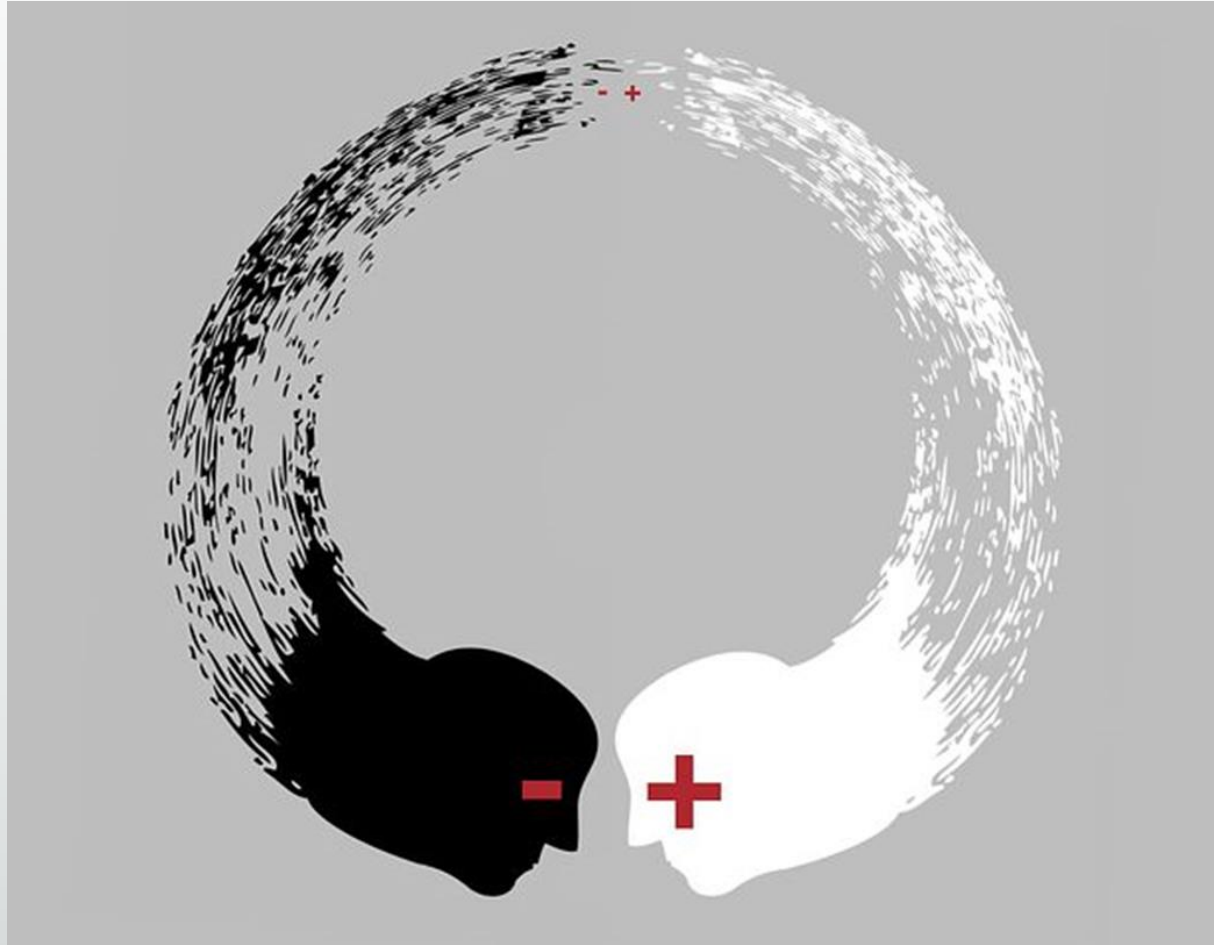
- A practice-based strategy giving tools to conflict situations and to goal-oriented working
- It's not giving your own solutions to another person, but searching within his own resources, goals and perspectives
- Every human being is the specialist in his own life, answers are within him. Sometimes we all just need support and faith from other people
- In life we can't solve everything, there some are facts that you just simply have to live with. BUT there are always some ways to help the situation, find small goals and strengths that help to move on

Solution-focused methods in a nutshell

1. Future-oriented working with goals
2. Strengths and hope are in focus
3. The power of small steps
4. Equality and co-operation
5. Respect
6. Positivity, creativity, playfulness and humour in communication
7. Finding many different paths to deal with problems, broaden the perspective

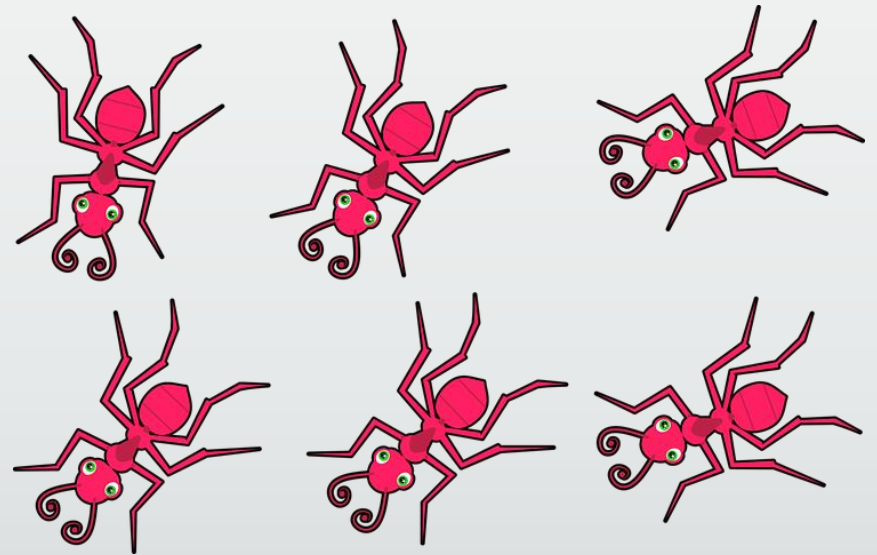


How do we define each other



- **Here we have different kinds of definitions about humans. Pick five definitions that describe the way you are.**
- **Now you get a slightly different kinds of definitions. Search the same definitions in this new paper. Which definition is true?**
- **Now try to think of someone else with these definitions. Have you defined somebody negatively? Is there a chance to see him or her in a different perspective?**
- **What is the birth place of these interpretations? How does it affect our interaction and communication?**

We do our best in life.
The best that is possible in that given moment with
one's own skills.



Working from problems to goals

- **What do we want to get**
 - **What is the direction we want to walk**
 - **What begins**
 - **What comes to replace the problem**
- Realistic goals and small steps!

Positive psychology and pedagogy

- *Positive psychology* focuses on individuals, groups and organizations' strengths, well-being and factors that enable people to thrive (Boniwell & Ryan, 2012)
- *Positive education* broadens this field by focusing on issues dealing with involvement, strengths and positive emotions (Seligman & Csikszentmihalyi, 2000)
- Positive education also emphasizes the meaning of social relationships and communities in learning (van Huizen, van Oers & Wubbels 2005)
- Positive education aims to develop the skills of well-being, flourishing, and optimal functioning in children, teenagers, and students, as well as parents and educational institutions (Boniwell, 2013)

5x5

- Tell a small and significant occasion or encounter when you have succeeded somehow and it left you a good memory or feeling
- A tells to B who just listens and supports with positive facial expressions and body language
- While B listens, one writes down a list of all the skills and strengths that one can hear in this story. B reads the list when ready. Switch roles

Maarit Tiililä



Roles in communication



YOU AS AN EXPERT



BOTH COMMUNICATORS
AS EXPERTS, EQUALITY



GIVING ALL THE SPACE TO
ONE'S OPINIONS, IDEAS,
FEELINGS

THIS OPEN SPACE IS THE
COACHING SPACE

Open questions

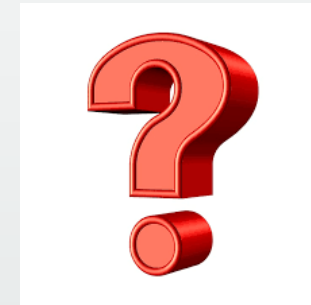
- What?
- When?
- Which?
- Where?
- How?
- Who?



Specified, clarifying questions to get more information about the situation

After the open questions, it's important to get more info to avoid misunderstandings and wrong interpretations

- Could you tell more about..?
- Could you define?
- What else..?
- What exactly did you mean by...?
- Could you clarify..?
- Am I right if I summarise what you just said...?



Questions that are focusing on goals and for a better future

- How do you hope the situation would change?
- What things would be different in a good, functioning situation?
- What is the situation like when it works well?
- What helps you get into that situation?
- How would you know things were working better?
- What do you think is a good enough situation?
- What would be the first small step you should take?

Let's practise!

- Choose one topic, which can be a problematic situation in your work/life or just something that needs clarification.
- The coach asks open and clarifying questions. The coach tries to get a different perspective by focusing on goals and a better future.
- The coach does not comment, does not interpret, does not advise or give solutions, but is in the "open space" position
- There is 15 minutes time

Positive exceptions

- When has there been no problem?
- When was the last time things went well?
- How did you manage to do that?
- What kind of activity helped then?



Questions about survival

- How have you coped with similarly difficult situations until now?
- How did you act then?
- What has helped you?
- Has someone helped you?
- How did you get on then?

Who can you use coaching methods with?

With children, young people or adults who need

- strengthening of resources
- clarification of goals
- strengthening of positive self-confidence
- raising optimism
- broadening perspectives
- strengthening one's self-knowledge

Examples of coaching goals

- Strengthening impulse control
- Practising social interaction
- Practising operational management skills
- Psychoeducation; understanding the problems caused by attention deficit disorder or other specific neuropsychiatric difficulties
- Finding success
- Strengthening self-image; finding and strengthening strengths
- Finding a positive life path (also from the past)
- A single challenging situation; how to act in a future situation
- Finding and practising everyday methods that work

Everything affects everything, even a small change affects the whole



We are each others' environment

Denice Quinlan



- *Ryan, R. M.; Deci, E. L. (2000). "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being".*
- Lauri Nummenmaa: <https://doi.org/10.1073/pnas.1321664111>
- Ross W. Green <https://drrossgreene.com/>
- Boniwell & Ryan 2012 <https://doi.org/10.1080/07294360.2017.1345604>
- Seligman & Csikszentmihalyi, 2000

<https://liminalolutions.com/wp-content/uploads/2021/06/Positive-Psychology-An-Introduction-by-Martin-Seligman-and-Mihaly-Csikzentmihalyi.pdf>

van Huizen, van Oers & Wubbels 2005

- <https://doi.org/10.1080/0022027042000328468>

- Boniwell, 2013

<https://link.springer.com/book/10.1007/978-94-017-9667-5?noAccess=true>

Anne-Mari Kuusimäki link to thesis:

The views of Finnish parents and teachers on digital communication in the home-school partnership

<https://helda.helsinki.fi/handle/10138/337995>