

Follow-Up Notes from the Penair Parent Coaching Sessions

2009 - 2010

with

Alan Jones



In this booklet are notes from the following sessions:-

Educational Coaching - **Helping Your Child Learn**

Educational Coaching - **Listening Skills**

Educational Coaching - **Exploring Behaviours and 'Games People Play'**

Educational Coaching - **Emotional Intelligence**

Educational Coaching - **Behaviour and Anger Management**

Educational Coaching - **The Coaching Process**

The notes are intended as a guide to help you remember the content and some of the information shared in the workshop sessions.

Much of the material has been taken from my current Educational Coaching and Personal Coaching training and NLP Practitioner Training courses. As such please honour the copyright that exists on the material and do not edit, republish or share the material other than for your own personal reference and development.

If you are interested in professionally accredited training in NLP, Coaching (up to NVQ level 5) please do not hesitate to contact me.

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Helping Your Child Learn

Some Initial Thoughts

presented by

Dr Alan B Jones

member



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The Brain - Structure



- 2 Hemispheres
- 2-2.5% Body Weight
- Use 25% Bodies Energy
- Generates 10w electricity
- Bi-Lateral Symmetry

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KEY POINTS

- PHYSICAL
 - Food
 - Water

Lizard Brain

Physical Needs
- EMOTIONAL
 - Safety – Security
 - Purpose – What's I Need

Leopard Brain

Emotional Needs
- THINKING
 - Memories
 - Associations
 - Creativity

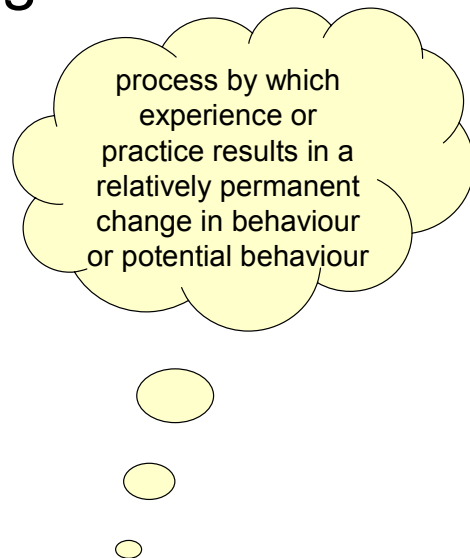
Learning Brain

Learning Tools

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Learning

- Making connections
- Linking Ideas
- Using Information
- Developing Skills



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Key Points

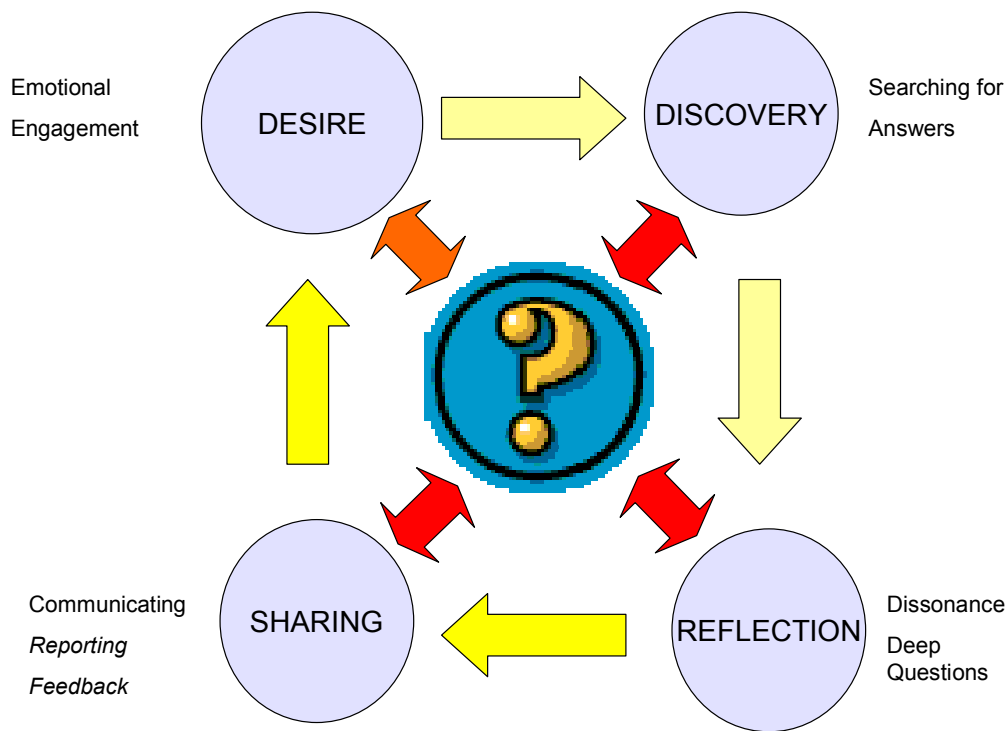
- Emotion drives attention
- Attention drives learning and memory
- Remember content that triggers emotion
- Learning is a “body-mind” activity

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A Route to Learning...

- DESIRE
- QUESTIONS
- DISCOVERY
- REFLECTION
- SHARING
- MORE QUESTIONS

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Learning Conversations

- HOW
- WHAT
- WHERE
- WHEN
- WHO
- (Why for justification)

COULD
MIGHT
POSSIBLY
IMAGINE
IF

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Learning Conversations

SHOW ME...

TELL ME.....

GIVE ME...

THINK ABOUT...

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FUN!

- Learning is NOT always fun
- FUN (enjoyment) is the INITIAL HOOK
- CURIOSITY MOTIVATES LEARNING!
- C.C.E. SUPPORTS EXPLORATION

Confidence : Competence : Emotional Resilience
elsewhere defined as
SELF-ESTEEM

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INSET & CPD

Educational Coaching

Core Skills 3 : Listening – EQ -Behaviour

presented by

Dr Alan B Jones

member



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Understanding

- CLARIFICATION
 - Questions
 - Who, Where, When, How, What
- PARAPHRASING
 - You say that...
- SUMMARISING
 - Let me see if I understand

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Reflecting

- Offering thoughts, ideas, other models
 - **Have you thought about....?**
 - **What would happen if....?**
 - **What about....?**
 - **Can you think of ?**
 - **Someone**
 - **A specific time**
 - **A counter example**

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FEEDBACK

YOUR thoughts, observations, information..

- It seems to me...
- From what you've said...
- I have noticed

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Key Skills

- Building Rapport
 - Mirroring
 - Matching
 - Pacing
- Questioning
 - Checking for understanding/Clarification
 - Paraphrasing
 - Summarising
- Reflecting
 - What about...?
 - Have you thought of...?
- Giving Feedback
 - It seems to me...?
 - From what's been said...?

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Behaviour Management

presented by
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member



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Games People Play

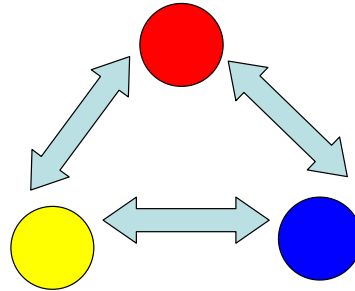
- **POWER**
 - STATUS
 - ROLE
- **NEED**
 - INSTRUCT
 - GUIDE
 - EXPLAIN
 - ENTERTAIN

ANY CONVERSATION BETWEEN 2 PEOPLE
IS REALLY A CONVERSATION BETWEEN 8
INDIVIDUALS

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Emotional Status

- PARENT
- CHILD
 - Adapted Child
 - Free Child



- ADULT

"TRANSACTIONAL ANALYSIS"

PARENT - authoritative, telling, commanding, demanding

ADULT - democratic, negotiating, sharing, equal

CHILD - self focus, getting own way

Adapted : Apparently Complying : **Free** : Not compliant

Satir Categories

PLACATOR

WORDS – agree "What ever you want is ok"

BODY – appeases

SELF-IMAGE – I'm not as important



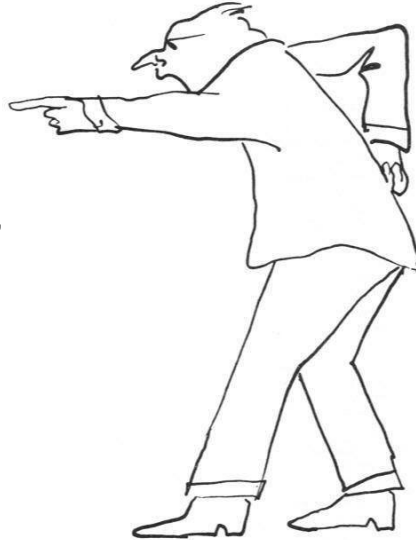
Satir Categories

BLAMER

WORDS – disagree “You never get it right!”

BODY – accuses

SELF-IMAGE – I’m the boss



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Satir Categories

COMPUTER

WORDS – ultra-reasonable “If one were to observe....”

BODY – computes

SELF-IMAGE – I’m need to be in control



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Satir Categories

DISTRACTOR

WORDS – irrelevant

BODY angular

SELF-IMAGE – Why am I here, am I relevant ?



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INTENTIONS

Every behaviour has a positive intent

NEED – what need does the behaviour fulfil ?

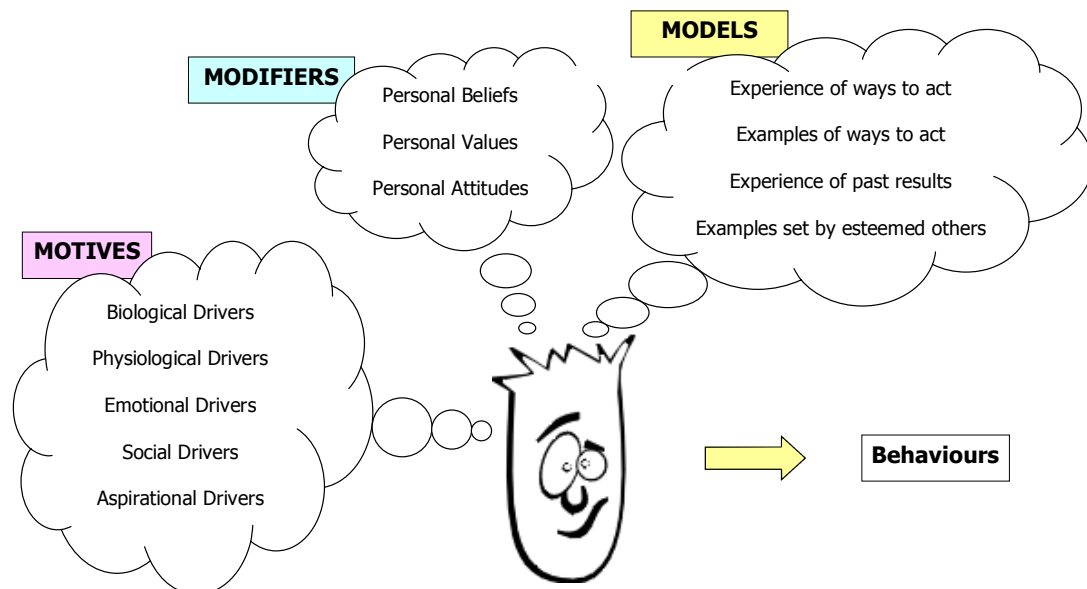
AVOIDANCE – what does the behaviour block ?

ATTENTION – what does the behaviour bring me ?

REWARD – what reinforces the behaviour ?

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Motivation



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A.B.C.

- Antecedent (the trigger)
- Behaviour (action)
- Consequence (effect)

Rarely WHY?

WHAT?

WHEN?

WHO?

WHERE?

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An approach to talking about specific behaviours...

As questions about what happened BEFORE the behaviour occurred

Then as about the BEHAVIOUR itself

Finally as about the range of CONSEQUENCES resulting from that behaviour

As 'questioner' try to stay emotionally neutral and ask What, Where, Who, When and How questions.

Ask if the results of the behaviour achieved the desired result.

Ask if there were any points in then sequence of events where different choices could be made; what would they have been and what would have been different about the consequences of that choice. In other words are there BETTER or DIFFERENT behaviours that would have produced a more relevant and satisfying result?

REMEMBER the "WHY?" question calls for a justification of the behaviour and not necessarily and exploration of it.



Emotional Intelligence

Friendships

presented by
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member



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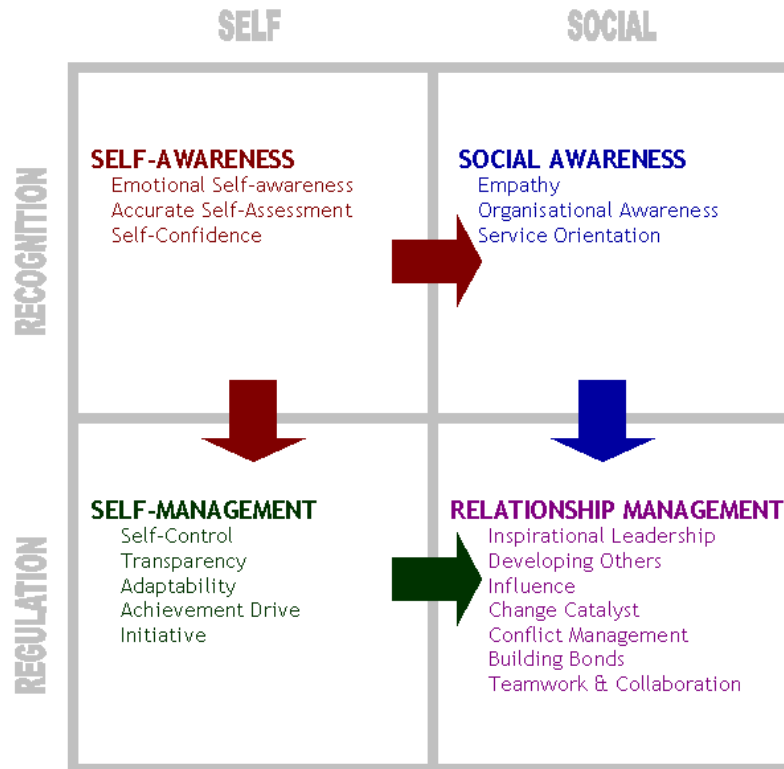
What is Emotional Intelligence?

A Way of Knowing

- How I am feeling
- How am I communicating my feelings
- Am I aware of the feelings of others
- Can I manage my behaviour

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Belinda Harris



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Barriers to dealing with feelings

- It is difficult to acknowledge our own feelings
- Thoughts and ideas are valued. Feelings and emotions are not!
- Thoughts and feelings are often confused
- Fear that others may become angry if I ask them about feelings
- Feelings are private and personal
- Fear of not coping – out of my depth
- Things might get out of control

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Emotional Literacy

- **S**haring
- **M**eta-Processing / Awareness
- **I**mpact
- **L**anguage
- **E**moting

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In many ways emotional intelligence (EQ) is about SMILE...

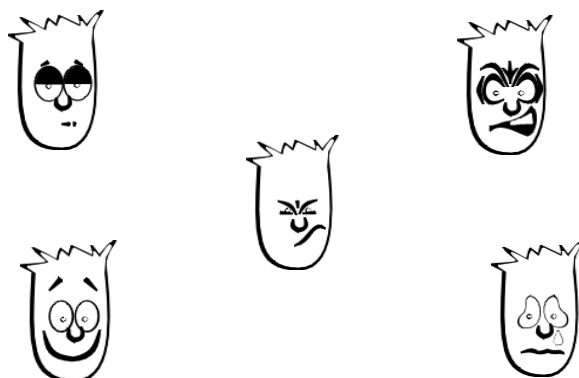
Sharing - being able to share feelings, thoughts and emotions

Meta-Processing - simply put being aware of your own emotional state

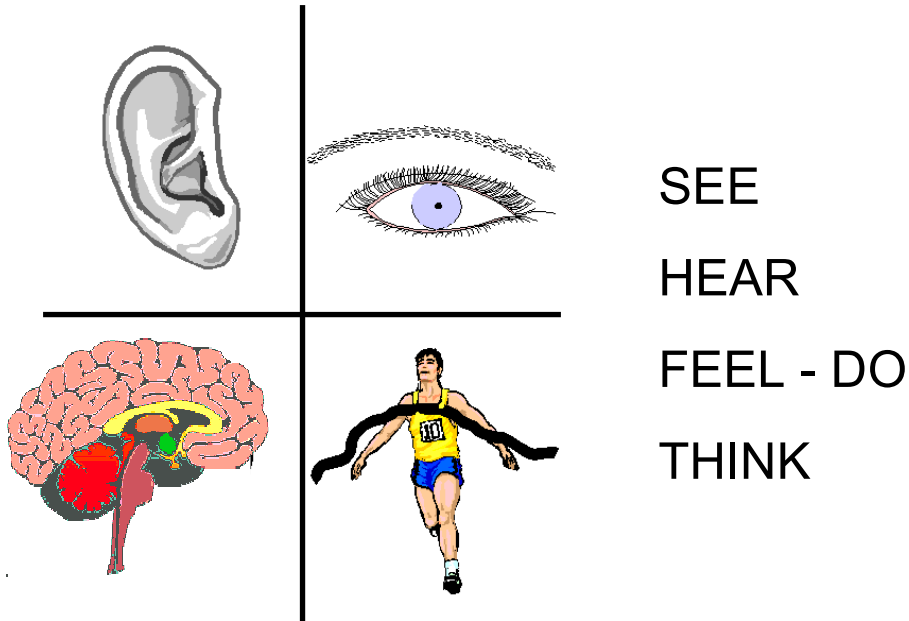
Impact - being aware of the impact emotions have on the behaviours of self and others

Language - being able to talk about feelings and emotions, having the vocabulary

Emoting - being able to show and own one's own emotions AND recognising that in others



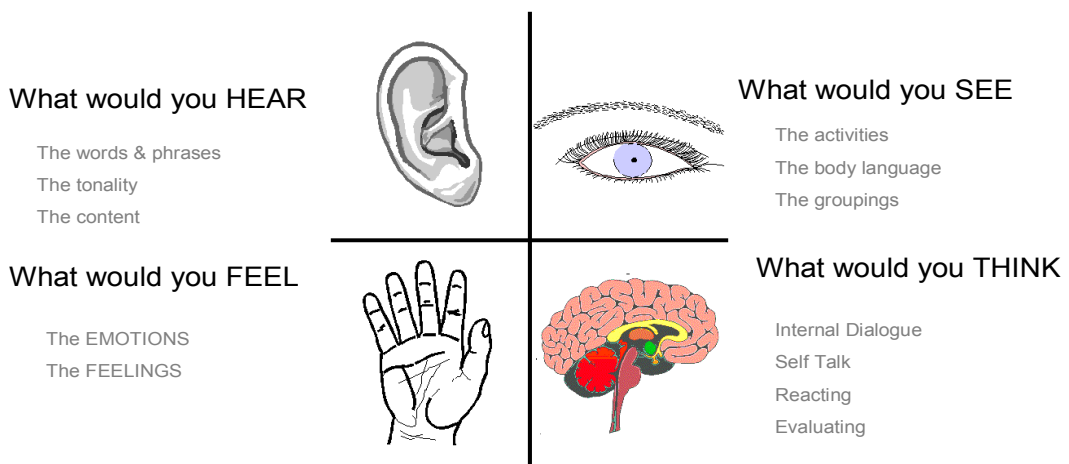
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The SHFT Framework is a way of guiding people through an exploration of their emotions and behaviours. For any behaviour or emotional state the following questions can be asked...

.....



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Behaviour Management

EMOTIONS : ANGER MANAGEMENT

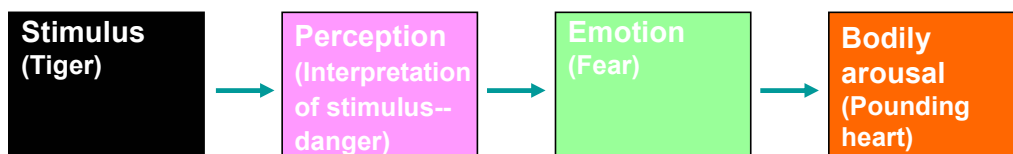
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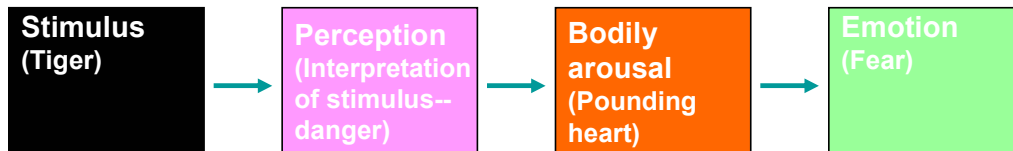
Theories of Emotion



Common sense might suggest that the perception of a stimulus elicits emotion which then causes bodily arousal

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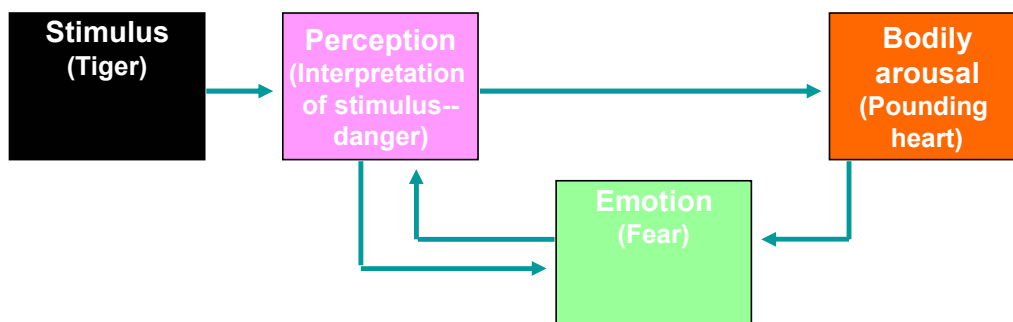
James's Peripheral Feedback Theory



perception of a stimulus causes bodily arousal which leads to emotion

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Schachter's Cognition-Plus-Feedback Theory



Perception and thought about a stimulus influence the type of emotion felt

Degree of bodily arousal influences the intensity of emotion felt

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Ekman's Facial Feedback Theory

Each basic emotion is associated with a unique facial expression

Sensory feedback from the expression contributes to the emotional feeling

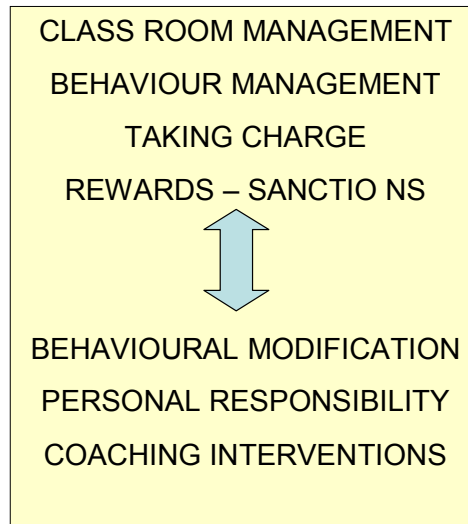
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Behaviour Management

- REACTIVE
 - Protection
 - Harm Limitation
 - In the moment
- PROACTIVE
 - Behaviour Change
 - Remedial
 - Reflective



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ANGER MANAGEMENT

Anger management does not involve getting rid of all anger, but using anger to enhance your life.

We can look at the purposes of anger in both a positive and negative light.

http://www.angermanagement.net/question_show.cfm?selected=85

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ANGER MANAGEMENT

Skills needed in dealing with **your** anger:

1. Identify a range of feelings including anger
2. Identify aggressive acts by self and others
3. Identify the potential consequences to self and others from these aggressive acts
4. Identify self-destructive behavior
5. Identify thoughts prior to aggressive acts
6. Identify internal cues to feelings of anger
7. Develop coping mechanisms for dealing with anger
8. Express anger without loss of control

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ANGER MANAGEMENT

I am in charge of my own feelings:

- ♦ I own my feelings.
- ♦ It is okay to feel angry.
- ♦ Anger is part of being human.
- ♦ Learn how to express my anger in helpful ways.



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ANGER MANAGEMENT

- Know the difference between **ANGER** and **AGGRESSION**.
- **Anger** is an emotion. It is ok to be angry.
- **Aggression** is acting out inappropriately and is not ok. Learn to check your aggression and express your anger appropriately.

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ANGER MANAGEMENT

Ways to Keep Cool:

1. Get exercise every day.
2. Eat right.
3. Get enough sleep.
4. Learn to relax.
5. Know your feelings.
6. Write about those feelings.

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ANGER MANAGEMENT

Ways to Keep Cool:

7. Find a quiet place.
8. Take a time out.
9. Find fun distractions.
10. Make good decisions about what you see and hear.
11. Choose friends who make you feel good.
12. Learn to forgive and forget.

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ANGER MANAGEMENT

Identify potential consequences of your anger to others and yourself what can that mean for you? 

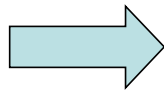
- Physical harm to someone or self
- Destruction of property
- Loss of family/friends
- Loss of job
- Loss of social privileges
- Going to jail
- Getting a bad reputation

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ANGER MANAGEMENT

Identify self destructive behavior

How does that help or hurt you?



- Negative self-talk
- Blaming everyone else
- Taking everything personally
- Assuming
- Overeating, drinking
- Driving recklessly
- Taking drugs
- Looking for fights
- Feeling outraged

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ANGER MANAGEMENT

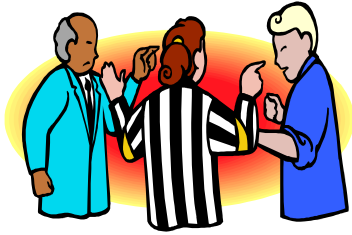
Identify internal cues to feelings of anger:



- Stomach gets tight/upset
- Heart is beating faster
- Clenching fists
- Feel myself getting flushed
- Pressure on my temples
- Sweaty palms
- Clenched jaw

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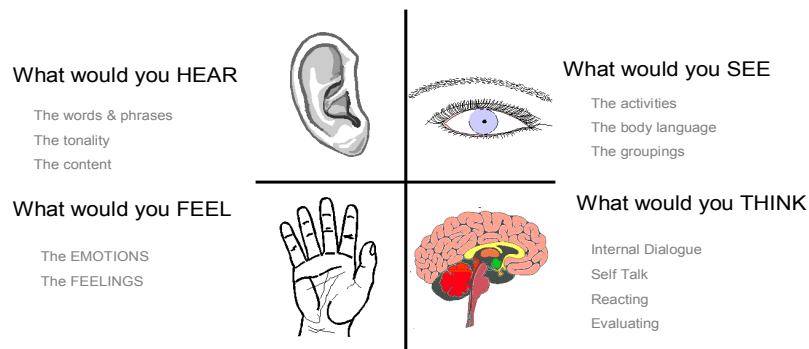
ANGER MANAGEMENT



1. Calm down
2. Name the problem
3. Find solutions
4. Pick the best solution
5. Congratulate yourself
6. Evaluate the solution
7. Make changes if necessary

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.....



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Use the SHFT Framework to discuss ANGER in relation to a 10 pointy scale.

At ANGER LEVEL 1 what would I SEE you doing; HEAR you saying; WHAT would you be FEELING and WHERE in your body and WHAT would you be saying to yourself?

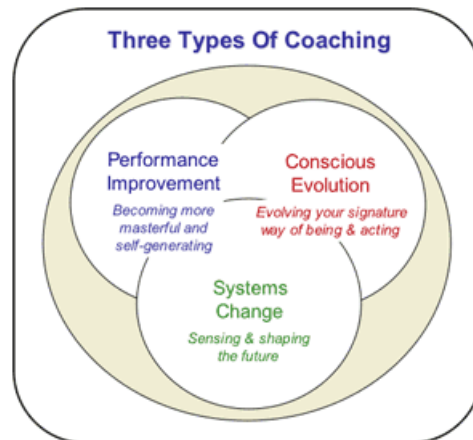
Then go to anger level 5, 6, 7, 8, 9 10 ...

This helps the individual understand HOW they get angry

Coaching : Domains

Possible Coaching Domains

- **Performance Improvement** - *advancing from one level of mastery to the next.* This type of coaching supports development in areas where improvements can be guided by best practices, and measured by established standards. The improvement can be as simple as learning one new communication skill, or complex, such as changing existing behaviours



- **Conscious Evolution** - *redefining and evolving your approach to life, leadership, relationships, responses to stress.* This coaching illuminates strengths inherent in a way of being in the world, and provides practices to deepen or alter your approaches to work, change or relationships. Learning how to recognize key cues in the self - the connections between body, mind and emotions - and quickly shift internal state and response. Improving the ability to remain "on task" when the going gets rough. This capacity for sensing what's needed and voluntarily evolving self will enable adaptive and flexible approaches to life's challenges

Systems Change - *appreciating what is underneath seeming chaos, noticing and coming to terms with what is ending, and growing emergent opportunities.* This capacity for system-wide transformation is crucial for personal relationships, business and communities. Coaching with this focus is about sensing and influencing the evolving interplay of identity, purpose and structure for any living system. Learning how to anticipate the ripple effects of change. This approach conserves and focuses effort because it's based on working with what's already in progress.

"A process that enables learning and development to occur and thus performance to improve. To be a successful a Coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place"

Coaching : Process

"Simply put, coaching is a conversation or series of conversations one person has with another"

Starr : The Coaching Manual

"A coach is a magician of change who takes the cards you have and helps you to play your hand better, or sometimes to change the rules of the game, or find a better game"

O'Connor & Lages : Coaching with NLP

"Coaching involves a relationship between you and your coach that's tailored to your needs and aims"

McDermott & Jago : The NLP Coach

A COACH facilitates:

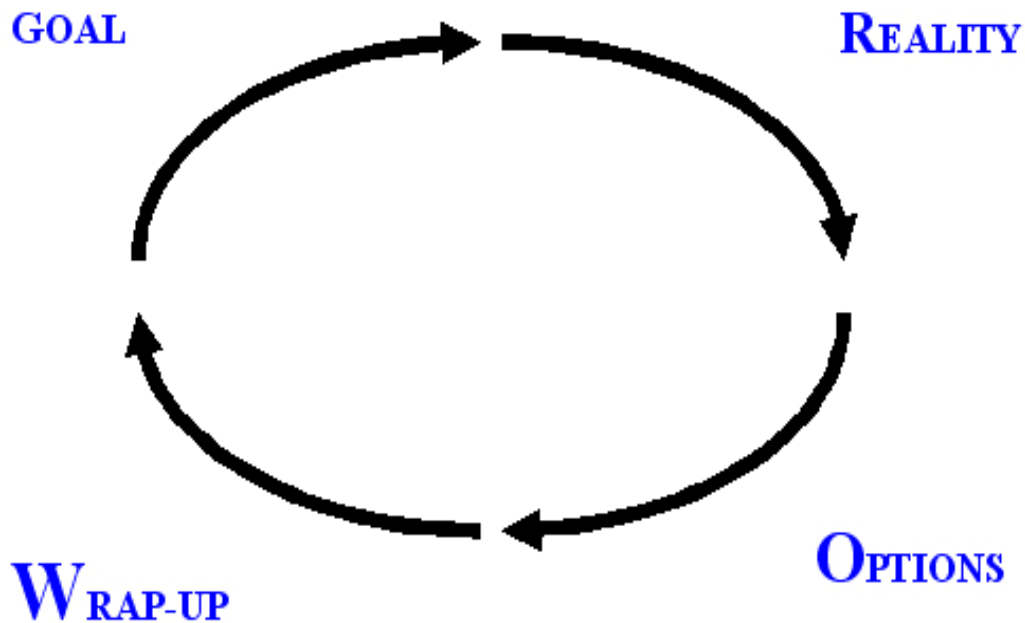
- reflection upon personal qualities and achievements,
- definition of personal aims, goals, ambitions
- structuring, planning and identifying needs
- feedback and reflection on change
- redefinition of personal aims, goals and ambitions

Research has shown that in coaching relationships it is often the coach who learns the most!

COACHING is a process, from an NLP point of view, the coach will facilitate the definition of well-formed outcomes; the alignment of personal values and beliefs to those defined goals; the identification of required skills and competences; and the modelling of successful states, behaviours and approaches.

THE GROW MODEL

- Agree topic for discussion
- Agree specific objective of session
- Set long-term aim if appropriate
- Invite self-assessment
- Offer specific examples of feedback
- Avoid or check assumptions
- Discard irrelevant history



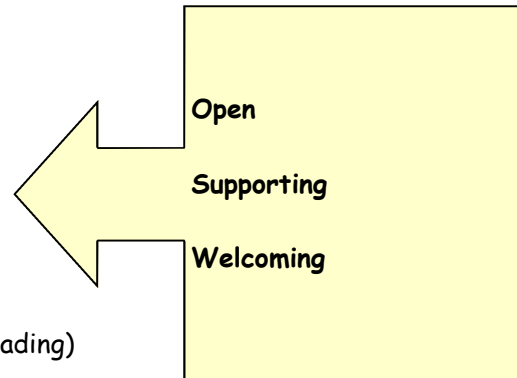
- Commit to action
- Identify possible obstacles
- Make steps specific and define training
- Agree support
- Cover the full range of options
- Invite suggestions from coachee
- Offer suggestions carefully
- Ensure choices are made

Coaching : The Coach's Skill Base

BUILDING A RELATIONSHIP

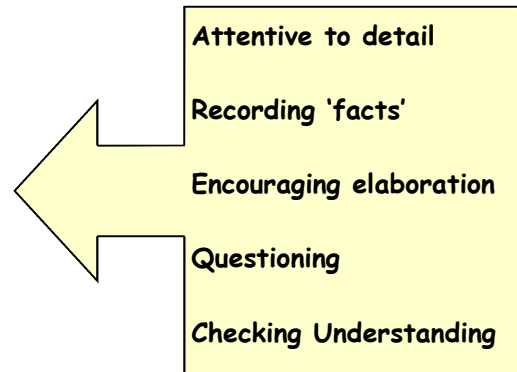
Establishing Rapport
Body Language
Gestures
Language
Use of voice - tonality

(nb: NLP: Matching, Mirroring, Pacing and Leading)



LEVELS OF LISTENING

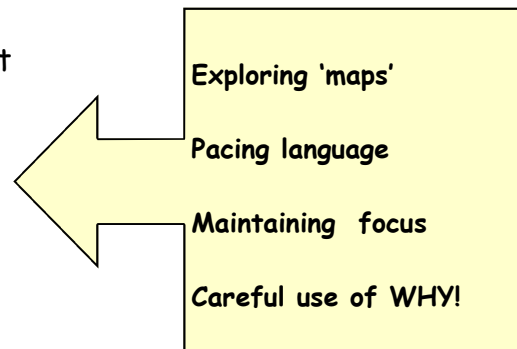
Hearing - Passive Listening
Conversational Listening
Active Listening
Deep Listening
The role of intuition



QUESTIONING SKILLS

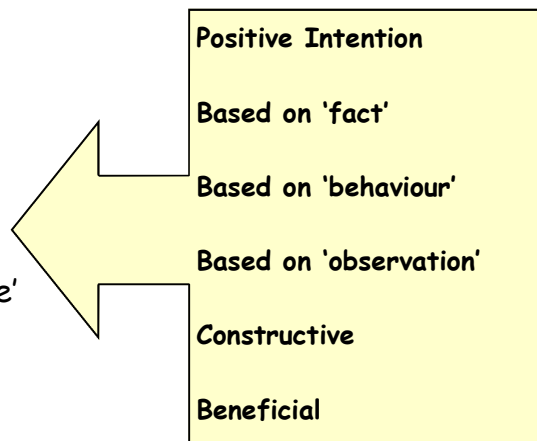
CLARIFICATION
who, where, when, how, what
PARAPHRASING
You say that...
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Let me see if I understand

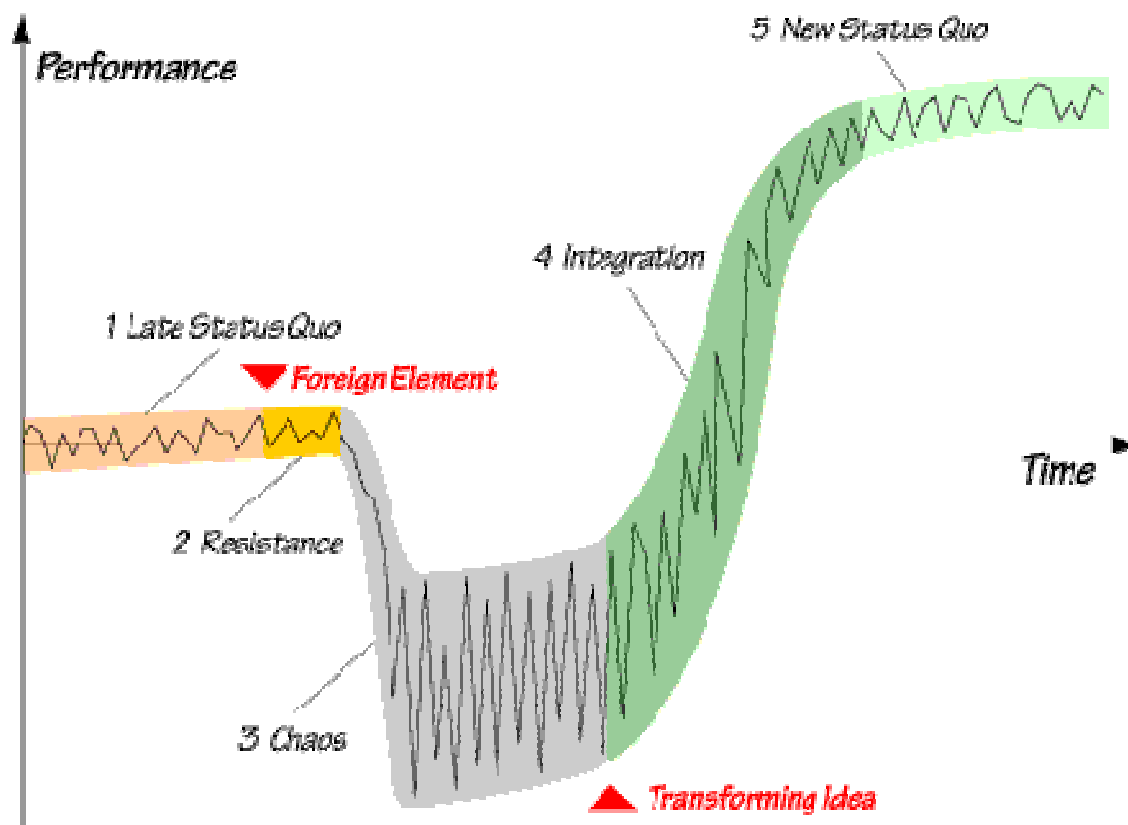
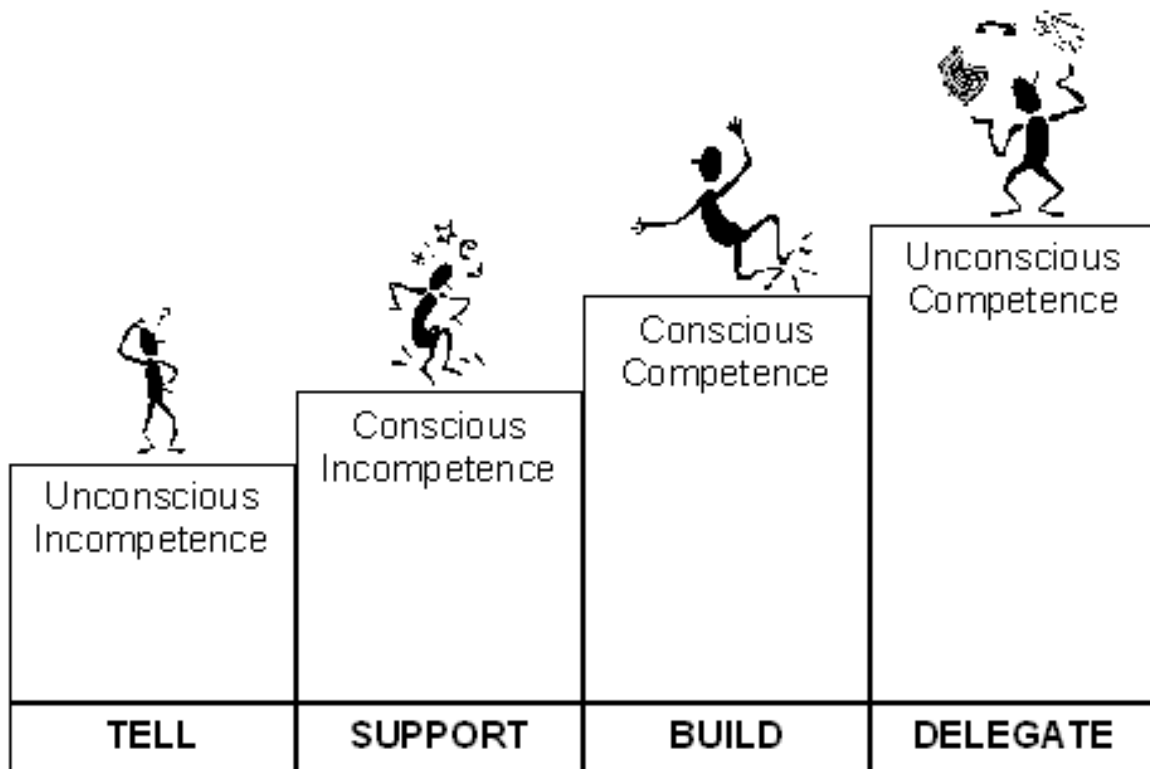
(nb: NLP: The Meta-Model)



GIVING FEEDBACK

Feedback drives Awareness
Issues: Power/Politics
Agenda
Awareness of 'Coach'
Awareness of 'Mentee'





Coaching : PMI

A tool to focus thinking on specifics of a situation; idea or plan.
Excellent evaluation tool.

One of Edward de Bono's CoRT 1 Thinking Tools

P	M	I

PLUS : MINUS : INTERESTING

Complete columns **IN SEQUENCE**
Avoid jumping from one to the other



Simple statements of desired outcome



Knowing WHEN you've got there - **Measureable**



Being clear about HOW to get there - **Achievable**



Rewarding – having some meaningful value or reason to achieve it



Knowing WHEN you want to get there – **Time(bound)**



Knowing WHAT EFFECT it will have when you've achieved it



Knowing WHEN and HOW you will **Review** your progress

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Coaching : S.H.F.T.

Creating "Future Histories"

Success... described in sensory based language

		Describe...	Imagine...	Experience...
S	SEE			
H	HEAR	WHAT ...	Can You IMAGINE.....	See yourself achieving....
F	FEEL	HOW ...	Have you FELT....	See
T	THINK	IF...		Hear
				Feel
				Think

FUTURE SENSE...

When you HAVE ACHIEVED this what will you SEE, HEAR, FEEL, THINK...

Look back from the future to the present – advise yourself...

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The SHFT® process allows goals/outcomes to be described in sensory based language and so elicit the sense of 'future history' so aptly described by Mohammed Ali.

The SHFT® approach to recording and defining imagined experience and future success is not only valuable for articulating outcomes, but can be used to explore behaviours, developing 'models' and motivate change.

The SHFT® approach has been used widely in anger management work in a number of education authorities.

One exciting use in encouraging teams to unpick nominalisations and so develop a 'clean', mutually shared understanding of important ideas and concepts. (cf; NLP practitioner manual : Emotional Intelligence)