

Goal Setting: Using Social and Emotional Coaching

Now that you have a time of day that you can practice your coaching, put the plan into motion. Set a goal for the number of students you will coach using the social skills and emotions you identified above.

Goal:

During , I will practice my social and emotional coaching with students.

Skills to Coach	Descriptive Commentary #1	Descriptive Commentary #2

Simple Data ^[1]

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Did I meet my goal?	Yes	No
If YES, what went well?	If NO, what were the challenges?	

How will I meet the goal next time?

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[1] Using Simple Data

During the time you have identified to practice your coaching skills, keep this form close to you (such as on a clipboard that you can readily access). Each time you practice coaching a social or emotional skill, write a tally in the simple data section. Then, at the end of that time period, determine if you met your goal.

If you met your goal

Give yourself some praise! Keep it up. Maybe even increase your goal to coaching more students or expanding which skills you coach the next day.

If you did not meet your goal

Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well.

Challenges	Tips from the Field
<p>“ It is hard to focus on describing the behaviors of multiple students in a group.</p>	<p>While peer coaching allows more students to benefit at one time, it can be overwhelming as a beginner. You can start by coaching on an individual basis to build up your repertoire of responses! Working individually will allow you to provide more attention to one student, which is particularly helpful if the student is in great need of skill development.</p>
<p>“ I am having a hard time coaching my older students.</p>	<p>Try incorporating social and emotional coaching into their academic work. For example, have students write short stories regarding a scenario where these skills would be relevant. Have them act out their stories in front of others. As they act out their stories, provide descriptive praise for their appropriate actions/responses.</p>
<p>“ I tell my students how to act with their peers, but they do not always listen to me.</p>	<p>Remember that is your job to "coach" students and model appropriate behaviors, not to force them to do what you want. Some students may not respond the way you intended to a suggestion, and that is OK. Once you refine your skills, you will gain a better sense of how to respond when this happens. For example, if acknowledging that a student is upset does not seem to help, you may decide to let the student have a moment to themselves. In this case, you could continue your coaching by explaining to their peers that that particular student needs a few minutes alone. Additionally, make sure you are praising students for their appropriate actions in social situations, as well.</p>