

YOUTH GUIDANCE

GUIDING KIDS TO BRIGHT FUTURES

Coaching for Competencies

Getting better outcomes through Implementation Science

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Youth Guidance | OVERVIEW

Youth Guidance creates and implements school-based programs that enable children to overcome obstacles, focus on their education, and ultimately, to succeed in school and life.

CORE VALUES

We believe in the *potential* of all kids

Our approach is *holistic*

We meet kids *where they are*

Being our best is an *ongoing process*

Relationships *matter*



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WOW

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BAM

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BAM and WOW Circles

Learning and growth primarily takes place within the Circle:

- ▶ Safety and Trust
- ▶ Authenticity
- ▶ Positive Relationships
- ▶ Therapeutic Principles and Clinical Processing
- ▶ Dynamic activities and missions from the BAM and WOW curricula
- ▶ Social-Emotional Skill Development through the exploration of each program's core values



WOW | PROGRAM GOALS

- ❑ Increases psychological well-being
- ❑ Improves relationships and social communication
- ❑ Fosters school engagement
- ❑ Reduces aggressive behaviors

“I used to be very hot headed before I was in WOW. I always was a fighter but now I put myself first and learned how to walk away and be the bigger person.”

- WOW Participant, 2017

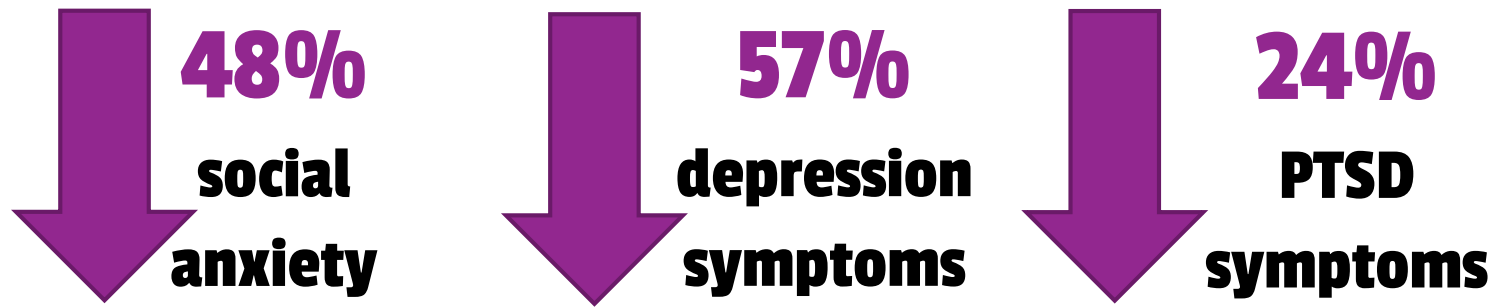


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WOW | RESEARCH

Our process evaluation with our academic research partner, **The Ann and Robert H. Lurie Children's Hospital**, was completed and the results were published in a peer-review journal in December 2018.



* Working On Womanhood (WOW): A participatory formative evaluation of a community-developed intervention

The first-ever randomized control trial (RCT) of WOW is currently underway with **The University of Chicago's Urban Labs**. The RCT will be completed this academic year and we anticipate results and findings in 2020. Preliminary year-one analysis of WOW finds that WOW is making a groundbreaking impact in the lives of girls and young women.

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BAM | PROGRAM GOALS



Increases psychological well-being



Improves relationships and social communication



Fosters school engagement



Reduces aggressive behaviors

BAM | Long Term Impacts

50%	less likely to be arrested for violent crime
19%	more likely to graduate from high school
\$30	up to \$30 in societal gains for every \$1 invested in BAM.



*Preventing Youth Violence | Chapin Hall at the University of Chicago Crime Lab | Research briefs included in folders

Scaling What Works

Meeting the Demand

BAM has grown from serving 2,200 students in 2015 over 7000 today. By 2020, BAM will reach 8,500 students.

BAM launched in Boston Public Schools in 2017 and served 163 scholars in 4 Schools. This year it has tripled in size to serve 550 scholars across 10 schools

BAM has expanded to Seattle/King County, WA and Los Angeles, CA this school year.

WOW is undergoing a Randomized Control Trial to build its evidence base and inform its continued growth.

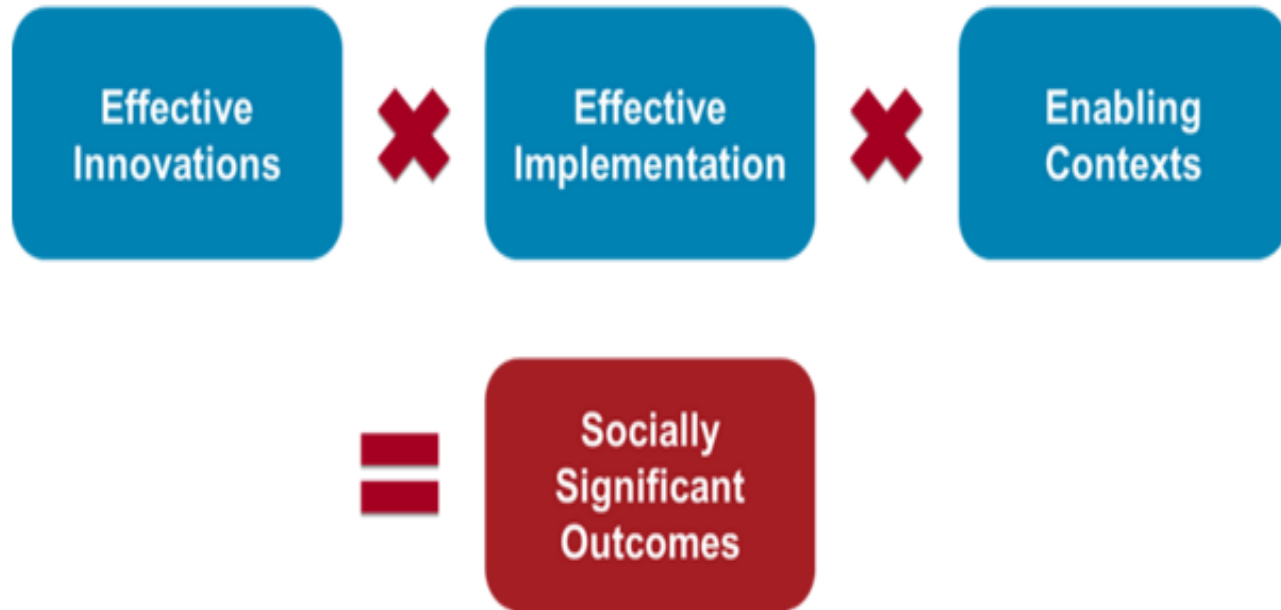
Youth Guidance seeks to partner with schools and cities for further expansion.



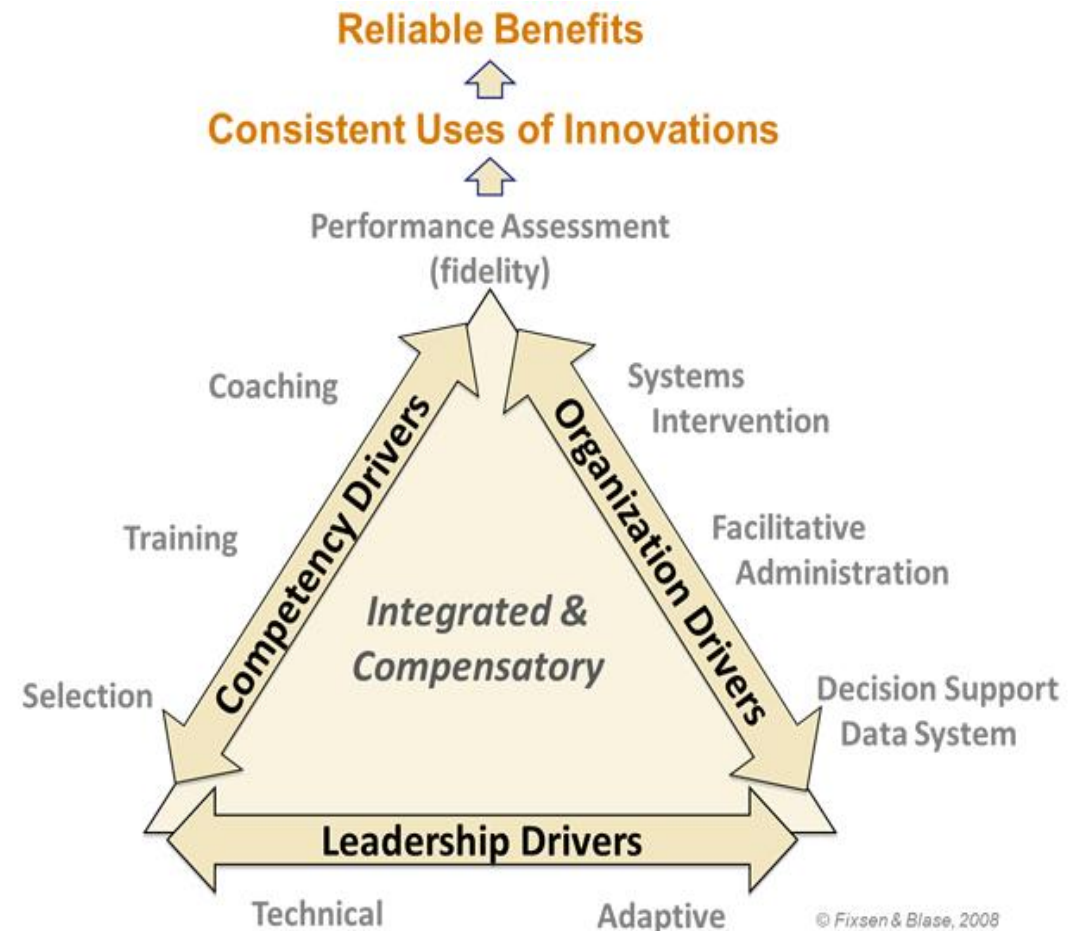
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NIRN Active Implementation Framework

Necessary Elements



Implementation Drivers



BAM and WOW Counselors



Bachelors and Masters Level Specialists

Clinical Background

“High Coolness Efficiency”

Cultural Competence

Full-Time Presence in Schools



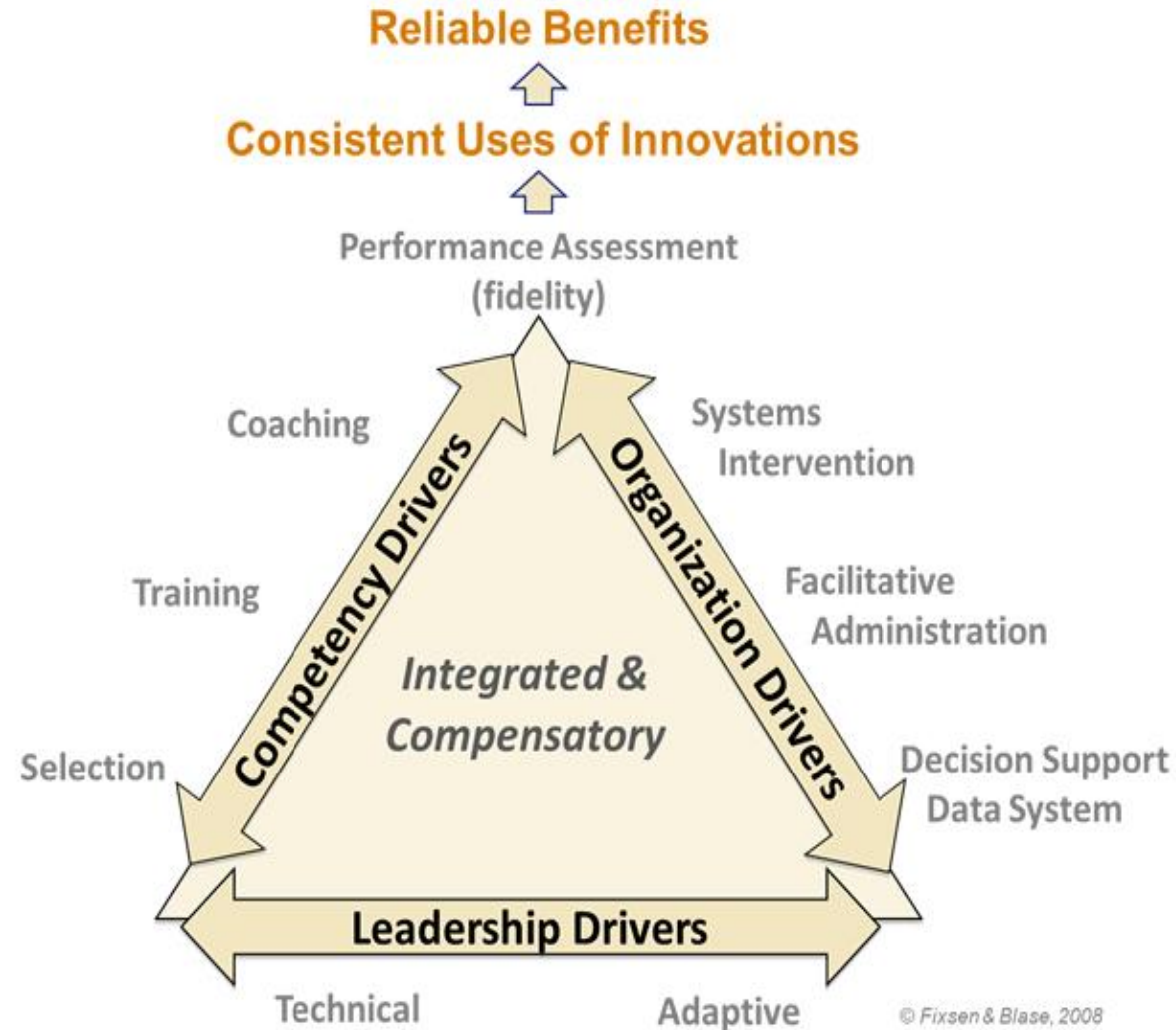
Value of Coaching Supports

	OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, Use New Skills in the Classroom		
Training Components	Knowledge	Skill Demonstration	Use in the Classroom
Theory & Discussion	10%	5%	0%
...+ Demonstrating in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in the Classroom	95%	95%	95%

Source: National Implementation Research Network

Coaching for Competencies

Competency Drivers: Coaching



What is a Competency?

A skill, capability or experience that enables people to improve their performance. By developing scaled definitions for competencies, employees understand how to grow and progress within an organization.

-Bridgespan Learning for Impact

Competencies are...

- **Knowledge**
Information developed or learned through experience, study or investigation
- **Skills**
The result of repeatedly applying knowledge or ability
- **Abilities**
An innate potential to perform mental and physical actions or tasks
- **Behaviors**
The observable reaction of an individual to a certain situation

-National Institutes of Health

Competency Exercise



Clinical Processing

Listening, assessing, observing, empathizing, paraphrasing, summarizing, clarifying, reflecting, reframing, probing, challenging, confronting, connecting

Gold Standard	Developmental	Unacceptable
<p>Listening Uses listening to convey interest, understanding, positive regard, and genuine caring for each student. Listens for and hears the meaning under the words. Listening is utilized to enhance relationships with students and build the foundation for deeper, more challenging work.</p>	<p>Listening Listens carefully to students, but does not consistently convey understanding. Counselor uses a limited set of processing skills to catalyze deeper understanding and reflection.</p>	<p>Listening Does not demonstrate effective listening skills. Primary mode is speaking at students.</p>

Youth Engagement

A sentiment young people feel towards a particular person, activity, place, or outcome. Involving young people in the creation of their own destinies. Facilitating meaningful participation of youth with passion and opportunities for youth to take responsibility and leadership while working in partnership with caring adults who value, respect, and share power with them. (Pittman)

Gold Standard	Developmental	Unacceptable
<p>Counselor is prepared for group with multiple strategies to engage the group.</p>	<p>Counselor is prepared for group with a plan for implementation of the session but not on how to maintain engagement.</p>	<p>Not prepared for group with a plan to keep the girls engaged in the session.</p>
<p>The counselor utilizes varying levels of energy with each session. Counselor uses different voice tone to convey different messages in group.</p>	<p>The counselor is able to maintain high or low energy but doesn't vary it based on the group needs or the session.</p>	<p>There is pattern of low energy within group. Counselor does not change tone throughout multiple sessions.</p>
<p>The counselor makes sure to keep the environment safe for appropriate sharing. The counselor makes assumptions that are clinically appropriate that allows the counselor to challenge unhelpful thoughts. The counselor also provides appropriate boundaries within the context of the group.</p>	<p>The counselor creates an environment that inconsistently invites sharing but is unable to maintain it when things are taken off track and uses a punitive stance to bring it back on track.</p>	<p>The counselor creates a punitive environment or has inappropriate boundaries in group.</p>

Providing Conceptual Feedback

What is Conceptual Feedback?

It's giving feedback that is based on a concept that is important to the function of a program that uses multiple data points to illustrate how the concept is going



Source: National Implementation Research Network

Components of Conceptual Feedback

Concept Label	Descriptive and Consistent
Definition	Describes in more detail what is meant by the concept label.
Rationale	Why is this important, what's the function (e.g. outcomes, values, results, empowerment)
Illustrations	Specific examples to illustrate the concept from the counselor's work (from observing in the classroom, in the schools, team meetings, trainings, data and assessment reports, comments and ratings from school staff and administration, community partners, agency, etc)
Valence	Can be Strength-based or Improvement Oriented or both
Directive or Reflective	Can be either or both

Source: National Implementation Research Network

Example

I was really impressed (**VALENCE**) in how you were able work systemically within the school(**CONCEPT LABEL**) by changing your methods from putting them in teacher's mailbox to meeting with teachers face to face (**ILLUSTRATION**). You were able to not only meet new staff but also start building relationships at the school (**DEFINITION**). When I came in, the AP complimented you on your professionalism (**ILLUSTRATION**). Your impressive systemic work (**CONCEPT LABEL**) allows you to best support your students and successfully advocate for them when called upon (**RATIONALE**).

What are your thoughts about your experience with the RFAs?
(**REFLECTIVE**) What are your next steps now that the RFAs are complete?
(**DIRECTIVE**)

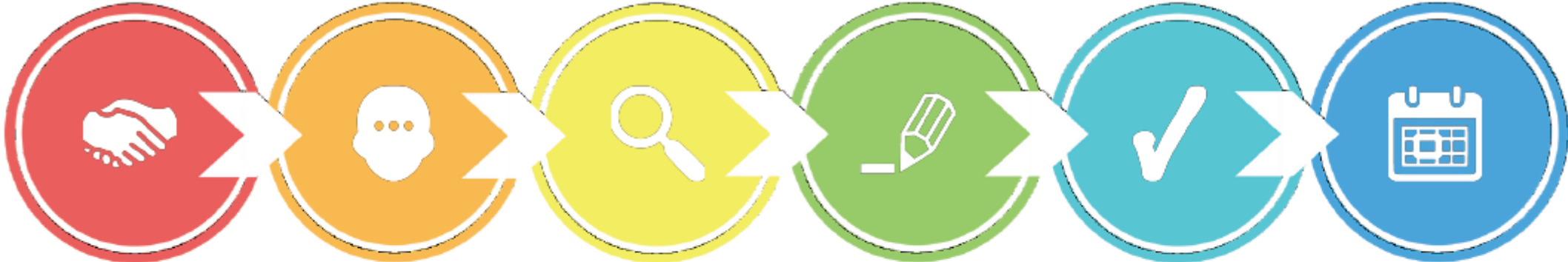
WOW Values Session

The Coaching Service Delivery Model

WOW Six-Step Coaching Delivery Model



BAM Six-Step Coaching Service Delivery Model



Step One

Systemic
Relationship
Building

Step Two

BAM
Counselor
Self-
Assessment

Step Three

Curriculum
Specialist
Observations
and
Assessment

Step Four

Development
of the
Coaching
Service Plan

Step Five

Ongoing
Coaching and
Feedback
based on
Coaching
Service Plan

Step Six

End-of-Year
Review and
Summer
Institute
Training Plan

Role of the Coach

Coach Job Description
Qualifications
Training
Supervision

Evaluation
Ratio
Other duties...



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Coaching for Quality Improvement

Fidelity Monitoring Scale

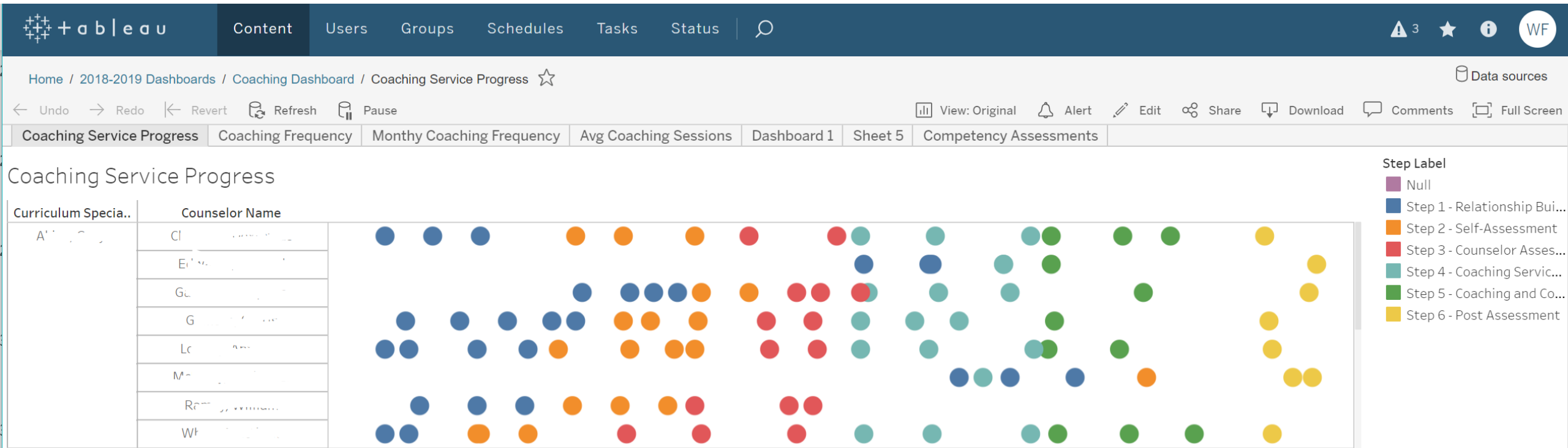
Rating
Exceeds Expectations
Meets Expectations
Needs Improvement
Not Present

Fidelity Monitoring Questions

Session 11 Questions:

1. How well did you provide psychoeducation on values and values-based living?
2. How well did you provide opportunities for the girls to practice exploring their values?
3. How well did you provide opportunities for the girls to practice assertive communication?

Coaching Data for Quality Improvement



Considerations

Organizational Structure for
Coaching
Coaching vs Supervision
Resources
Integrations with other PD
Performance Reviews
Relationship to HR



Question + Answer



Contact Information

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