

PMTO Coaching in Michigan

- ❑ Coaching is an important teaching tool in the training of PMTO therapist
- ❑ Coaching is also a tool to support competent adherence to PMTO for certified PMTO therapist

Different Kinds of coaching activities:

- ❑ **Feedback:** The coach is observing parts of a session and gives the therapist feedback on the observed skills. The feedback should be focused mainly on what the therapist is doing well and it will be good to have the FIMP categories in mind, when the behavior of the therapist is described. The coach does not need any questions from the therapist to do this. When the coach has done a description of what the therapist is doing well, the coach should give one suggestion for development. For instance doing more or less of one specific behavior, (taking less, ask more questions, do more role plays, do role plays if a different kind, pay more attention to the agenda, etc.). The coach could show the therapist what to do by role- play (being a model) the suggestion.
- ❑ **Problem Solving:** The therapist has questions based on their experiences in their therapeutic work with the family. The coach will lead a problem solving process based on the question of the therapist. Sometimes the question will have an easy answer, but more often problem solving together will be the best strategy. Different strategies might be tried out in role- plays. Often it is best to let the therapist play the parent. When strategy is developed, the therapist might want to try the role of the therapist to get to get the experience of how it is to do the intervention-and to train on some details or make adjustments.
- ❑ **Skill Training :** Based on observations of the behavior on the therapist in PMTO sessions, the coach could select some skills to train. Therapist will for instance often need to develop process skills like; giving support, confirmation and encouragement in an specific and consistent manner or more specific skills like supportive interruptions, normalizing problem behavior or making supportive, relevant self disclosure.

The task of the coach

- ❑ To contribute to the development of knowledge, understanding and skills relevant to competent adherence of PMTO.
- ❑ To contribute to the development of sensitivity and a personal feeling of security and creativity in the therapist
- ❑ To contribute to a learning environment supporting personal and professional development of the therapist. These include making a good working alliance with all the participants in the coaching group and with the group as one unit.

Coaching skills and strategies:

- ❑ **Structure:** Keep an agenda, balancing between the participants, leading without domination, appropriate time on different topics/parts/participant.
- ❑ **Empowerment:** Shine the light on what you/ the therapist wants to grow, focus on encouragement of development of skills and understanding. Normalizing problems. Support in difficult situations.
- ❑ **Dialog and Cooperation:** Every participant has their own personal contributions to the group. Let everyone be seen and listened to. Acknowledge their perspectives and competence and weave their story line into the PMTO story line and the story line of the group.
- ❑ **Positive Involvement:** Express warm feelings and humor. The coach shows interest and gives support. Have fun together. Make it easy to be “stupid”.
- ❑ **Evaluation:** Ask for feedback on your work as a coach and on the process of the group. Give the participants positive feedback on their contributions to the group. Listen to feedback and suggestions for better practice. If disruptive behavior patterns develop, seek support and coaching to change the pattern as soon as possible.

The reflective team approach to group coaching:

- ❑ The coach is the leader of the group.
- ❑ One therapist is the receiver of the coaching, the other participants are ”sitting behind an imaginary glass wall” where they can see and hear what is said on the other side of the wall. The participants receive instructions from the coach and they are only allow to talk with each other- not with the therapist receiving coaching and not with the coach. Group everyone in the room according to this image: The coach and the therapist together in front of the TV and the others a little bit apart in a half circle (what will help then to talk with each other.
- ❑ The coaching process starts with the coach asking the therapist about his or her goal for the coaching and what they want to show from their sessions, and why they have selected the parts they want to show.
- ❑ Before they watch the DVD from the therapist, the coach tells the participants “behind the wall” what to observe (for instance give them one FIMP category each

and ask them to write down their observations about what the therapist is doing well that belongs to the category.

- ❑ Watch the DVD.
- ❑ The coach asks the therapist about their own reactions to what they have observed and reflect on differences between their thoughts and feelings in the session and now.
- ❑ The coach asks the “reflective team” to talk with each other: tell about their observations and about their reflections. The coach needs to be specific about what they are going to talk about.
- ❑ The coach stops the team after a while and then starts a coaching dialog with the therapist. In this process the coach might stop for a while and invite the reflective team to contribute again. The therapist is invited to take what he wants from the contributions of the reflective team without any rationale or argumentation-and to leave out what he or she does not need.
- ❑ The coach should focus on the development of the therapist and support the therapist in his or her goal for coaching.