

# Universal Enhancement in Place/Just in Time Training: The Four Coaching Strategies

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**T**his is the fourth article in the four-part series from *Universal Enhancement: Approaches to On-Site Training*, Scheduled for publication by High Tide Press in 2002.

As noted in the previous Links article *Having a Presence*, Support Providers have a right and deserve quality In Place/Just in Time Training (IP/JIT). It is the observation of this author that Support Providers denied the essential experience of IP-JIT Training express less job satisfaction than Support Providers receiving ongoing IP/JIT Training. Support Providers who receive ongoing IP-JIT Training required to successfully meet the obligations of their job are more likely to feel empowered and valued. IP/JIT Coaching cements relationships between management and staff. It is not uncommon to hear Support Providers express not only job discontentment but also fear, when they lack the skills to meet performance requirements. Isn't it tragic when a Support Provider is heard to express the fear that:

- They will be injured by an individual's aggression
- They will unknowingly violate an individual's rights
- They will not complete documentation per regulation
- They will not be able to respond to an emergency situation
- They will not have the support of their colleagues

It is imperative that supervisors, clinicians and managers *have a presence* and provide Support Providers with the IP/JIT Training they require.

## IP-JIT Coaching Strategies

• *Modeling, Prompting, Supporting and Celebrating* (reinforcing) that a Coach provides facilitates multiple opportunities to improve the working relationship with subordinates. The use of these four coaching strategies by the IP-JIT Training Coach helps the Support Provider become more competent as well as communicates, "I care about you". We are all attracted to people who are willing to take their time and make the effort to improve our capabilities. Gaining competence and a sense of ease in applying the coaching strategies can take years of experience and practice. It is evident that continued dedication on behalf of the IP-JIT Training Coach in utilizing the coaching strategies will lead to a proportional gain in Support Provider competence. In the Coaching experience the IP/JIT Training Coach must be prepared to be vulnerable. That is the Coach is not expected to know the best answer, approach or strategy. Exemplary Coaches say, "I don't know or I am not sure let's find out together". Or more impressive yet, the cutting edge Coach says "show me how you would do it". When supervisors/clinicians approach coaching with this type of attitude it lessens the Coach's anxiety regarding their need to be all and know all. IP/JIT Coaches who approach the coaching activity with this mind set create a climate where the Support Provider is more

likely to see the supervisor/clinician as an ally/teacher. A Coach who has a physical presence will improve the quality of work life for the Support Provider as well as the quality of life for the support recipient.

## Model

Support providers learn best when provided with hands on demonstration and immediate feedback—*Model*. The old adage—"show me and I will learn" rings true. The nuances and subtleties of the essential interaction skills desired in the Support Provider are most effectively imparted when the Support Provider is able to observe others demonstrate the preferred behavior. We have known for many years that teaching people with intellectual disabilities bed making in an Activities of Daily Living classroom or teaching pedestrian street signs in the dining room was never a very effective approach to instruction. The same holds true for learning by all individuals. Learning is facilitated when it is delivered in the environment where the skills are to be exercised. Thus, a Coach's *Modeling* for a Support Provider on how to best assist an individual in transferring from bed to wheelchair or the use of graduated guidance in dressing, is best taught when *Modeled* by the IP/JIT Coach at the place and at the time the activity is normally conducted.

## Prompt

Asking the Support Provider "What other approaches could you have used with Bob that might also be effective" serves as a good example of *Prompt*. The Post It Note as reminder, a glance in the direction of a Support Recipient who is engaged in stereotypical behavior both may serve as effective coaching *Prompts* for a Support Provider. The receptivity, experience and sensitivity of the Support Provider determine in great measure, the types of *Prompts* that are most effective.

## Support

An important strategy of the IP/JIT Training Model is the role of the Coach in providing *Support* to the Support Provider. *Support* is provided when the Support Provider has available the materials, supplies, equipment and environmental modifications that are needed to meet the expectations of their job. In those instances in which the Training Coach is the immediate supervisor of the Support Provider he/she holds the additional responsibility of obtaining or assuring the obtainment of the items required to meet the support needs of the Support Recipient. It is from the Coach's observations that he/she is able to assess what *Supports* are required. *Support* may result from observations at breakfast when the need for a Support Recipient to have available a footstool is identified, because their short stature prevents them from placing their feet on the floor. Or, another observation may result in

identifying the need to lower the closet bar of a Support Recipient who uses a wheelchair. *Support* may also include removing administrative barriers and obstacles that thwart the ability of the Support Provider to fulfill their job expectations. *Support* is provided when the scheduling of Support Providers is "flexed" to facilitate attendance at functions, which are conducted during "change of shift". In providing *Support* the Coach should assess the environment for items, protocols and systems that:

1. Denote individualization in bedrooms: photos of family and friends, religious artifacts, personal collections.
2. Maximize accessibility: lowered closet bars, single sheet toilet paper dispensers, touch lamps, lowered light switches.
3. Promote self-determination: cookie jar, alarm clock, and immediate access to spending money.
4. Denote empathy and sensitivity: toothpicks, reading materials in bathroom, perpetual calendar, light dimmer switches in bedroom, sunglasses.
5. Enhance sense of self: jewelry, perfume, glamour shots, purses, and wallets.
6. Enhance the flavor and quality of meals: salt, pepper, mustard, sugar, catsup and relish.
7. Are age-appropriate, available during leisure time: jigsaw puzzles, Rubric Cube, dominoes, sketch pad.

Finally, *Support* encompasses training and education of the Support Provider. Giving the Support Provider the skills and competencies that they need in delivering *Support* is the quintessential component of providing *Support*.

### Celebrate (Reinforce)

Additionally, those skills gain permanency when reinforcement and acknowledgement is received, celebrating that the Support Provider is performing appropriately. Support Providers are not mind readers; they need others to acknowledge their efforts and accomplishments. When the IP/JIT Coach celebrates the efforts and/or attainments made by the Support Provider-in place/just in time—several important outcomes are realized. As noted above, it is an effective way of increasing the probability that the Support Provider will continue to demonstrate those behaviors that are celebrated. Secondly, it helps create and nurture a climate that makes the Support Provider more open for constructive comments. Third, it builds a foundation for bonding between the Coach and the Support Provider. Finally, it creates a culture or climate that is likely to be passed on to the support recipient by the Support Provider. This is the way all of us wish to be treated! ■

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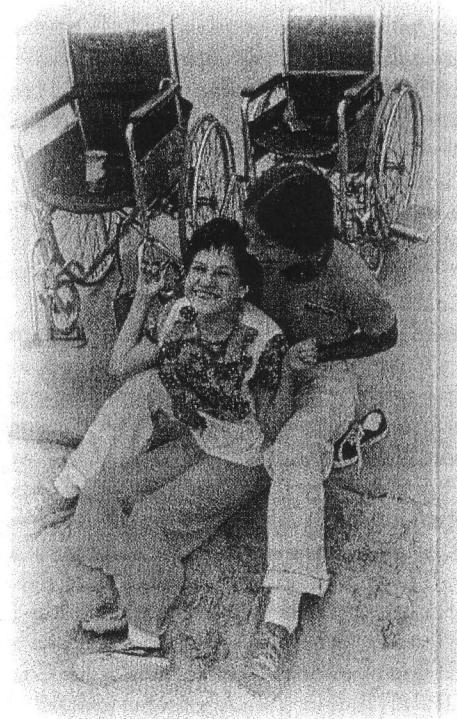
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