

MODULE 4: COACHING

Tailoring Instruction

LEARNING GOALS AND OBJECTIVES OF THE ACTIVITY

Objective n° 2

BUILD RAPPORT AND ENSURE TRUST THROUGH PERSONALIZATION

Based on this principle, adult educators make it a point to treat each client based on their background and preferences. This builds trust and a much closer relationship between the client and counselor that can be fostered, helping the client in opening up to them freely about his or her concerns in the journey of recovery.

Objective n° 1

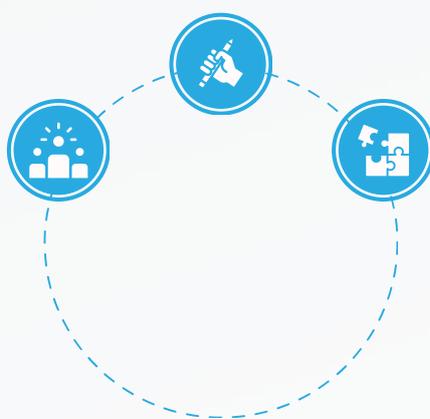
IDENTIFY CLIENT'S NEEDS AND LEARNING STYLE

This method is intended to help adult educator in determining/understanding the specific needs, learning style, and support requirement which is particular to the client that will help him formulate an individualised plan.

Objective n° 3

APPLY CHANGED SUPPOER STRATEGIES BASED ON FEEDBACK

Coaching strategies should be refined continuously through feedback that one must take from the clients. This helps adult educator in immediately adjusting to keep the coaching relevant and timely.



MODULE 1: BEHAVIOUR AND LEARNING



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ACTIVITY DESCRIPTION AND MATERIALS

Activity description

1. Target group – adult educators, mentors of change
2. Time – 1 hour per activity.

1. Paper, markers, and sticky notes
2. Handouts of sample client profiles and scenarios
3. Whiteboard for group discussions
4. Comfortable private space for focused interactions

Materials

METHODOLOGY USED FOR THIS ACTIVITY



CONSTRUCTIVIST LEARNING

Participants will take part in structured exercises to improve their skills in identifying and accommodating the unique needs of different clients. Such training is particularly crucial to the recovery mentor who often works with individuals who may be at different stages in their level of self-awareness and motivation to change.



PROBLEM-BASED LEARNING

These are life-like scenarios that challenge the recovery mentor to develop personalized approaches to reinforce critical thinking and decision-making skills.



LEARNING FROM PEERS

Each session invites participants into sharing experiences and learning from others about their feelings pertaining to personalized coaching so that there is mutual understanding and empathy.



EXPERIENTIAL LEARNING

Through group role-playing and simulated coaching sessions, participants will learn how to tailor their approaches, observe the different outcomes that may arise, and make positive adjustments.



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ACTIVITY 1 - ROLE-PLAY DESCRIPTION OF TAILORED COMMUNICATION

Participants engage in tailored communication through role-playing with varied profiles of clients. Scenarios include clients from different cultural backgrounds, cognitive abilities, and motivational levels. After each role-play, participants are to reflect on how their approach impacted the client's engagement and receptivity.

Key Points

- Encourage the use of open-ended questions and active listening to understand clients' perspectives fully.
- The importance of flexibility should be stressed: adjusting language, tone, and body language to match each client's comfort level and communication style.
- Allow open discussion of challenges with tailoring support in real-life situations and encourage sharing of practical solutions.

ACTIVITY 2 - ADAPTING SUPPORT TO LEARNING STYLES

This activity is aimed at understanding and identifying the learning style of clients, either visual, auditory, or kinesthetic, and adapting coaching techniques to each style. Participants will partner in small pairs to work on a series of scenarios that elicit them to adjust their coaching to the preferred learning style indicated by one partner.

Key Points

- Guide participants to observe and question the client in order to help identify which learning style the client prefers.
- Highlight, in various ways, the use of visual aids, verbal explanations, or hands-on exercises to support different learning preferences.
- Encourage reflection on how accommodation to a client's learning style can promote better understanding, retention, and trust.

FOLLOW-UP NOTES

After each session, hold a wrap-up discussion for participants to share their insights regarding how tailoring instruction affected the success of the interaction. Therefore, use this activity and underline the importance of adaptability in the way that a personalized approach squarely reinforces good client relationships, enabling a more effective recovery process.

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CLIENT PROFILES AND SCENARIOS FOR PERSONALIZED COACHING HANDOUTS

1. Michael – The Visual Learner

Michael is a 28-year-old male in early recovery from alcohol addiction. He is a recent attendee at support sessions and expresses motivation toward changing his life for the better. However, he has a history of not being able to follow verbal instructions and a shortened attention span.

Learning Style: Visual learner; prefers charts, diagrams, and written information.

Personality Characteristics: Introverted, cautious, and slightly skeptical about the rehabilitation process.

Challenge: Michael struggles to recall oral instructions and easily becomes overwhelmed if he is exposed to too much information in one session.

Scenario: Michael becomes frustrated in a session in which he says he "can't keep up" with what all the recovery strategies being thrown out. He advises that he seems to do better seeing things right in front of him.

Suggested Strategy: Supplement explanations by using visual aids such as mind maps, charts, or any other simple diagram. Give a written summary of key points after each session. Encourage Michael to take notes or even sketch out ideas if it will help him to remember.

2. Sarah – The Auditory Learner

Sarah is a 32-year-old female who has been plagued with substance abuse for over ten years. She is working hard on her recovery process and speaks to working out challenges.

Learning Style: Auditory learner; learns best when listening and talking.

Personality Characteristics: Outgoing, talkative, likes to participate in a group process.

Problem: Sarah closes down in a group if individual writing assignments are required and is far more productive and attentive when able to process information verbally.

Case Scenario: Sarah dominates a group discussion, leading others and offering her opinion and suggestions. On the other hand, she visibly demonstrates her discomfort and is very reluctant to embark on written reflection exercises.

Suggested Approach: Let there be more verbal exercises, such as discussions with partners or sharing sessions; let her talk her thoughts out. Complement the written/visual recovery toolkit by using auditory resources, such as podcasts and audio recordings. Reinforce learning by getting her to summarize orally and paraphrase key points.

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3. James – the Kinesthetic Learner

James is a 24-year-old male who has been in recovery for two years. He does not sit still and would be easily distracted during sessions in traditional settings. Learning Style: He is a kinesthetic learner, best learning hands-on through activity and motion.

Personality: Energetic, restless, and responsive to physical activity.

Challenge: James is not very attentive during the traditional talk therapies and is more apt to be responsive when he has his interaction with him through interactive and practical exercises.

Scenario: James tends to fidget during sessions, and you notice that he's much more engaged when he's allowed to move around or use his hands in some way. He often zones out during the lectures but perks up when asked to participate in activities.

Recommended Approach: Utilize active exercises that allow James to move around, such as role-playing or group activities with various props. Encourage James's involvement in recovery-focused physical activity, such as mindfulness exercises with movement. Apply grounding techniques, including stress balls or doodling, to maintain focus during the less active parts of the session.

4. Elena

Elena is a recovering 45-year female who has abused prescription medication. She is a deep thinker about her experiences and can be internally processing what she hears before speaking.

Learning Style: Reflective learner; uses time to think and process.

Personality Characteristics: Thoughtful, introspective; may need some time when speaking.

Difficulty: Elena is uneasy when speaking in group settings, and it takes some time to think about her thoughts before she can speak. Unless she has a prepared statement, she does not usually have much to say.

Scenario: Elena does not contribute much to spontaneous discussions during group sessions. She has said a number of times that she is "still thinking about it." She also has mentioned at times that she could not follow the pace of the group discussion.

Suggested Approach: Allow Elena time to reflect and write down her thoughts before expecting her to share. Offer "homework" or journaling prompts she can complete outside of class that give her some time to prepare for a discussion. Ask Elena if she would be willing to share her reflections in small, less intimidating groups, or with one partner.

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5. Tom – The Practical Problem Solver

Tom, 38 years of age, has been consumed by substance abuse for more than 15 years. He is a logical, goal-directed individual who often approaches problems from a solution-focused perspective.

Learning Style: Logical; structured approaches and practical solutions are preferred.

Personality: Pragmatic, analytical, possibly overly critical.

Challenge: Tom gets frustrated with open-ended discussions that do not lead to a bottom line or a plan of action. He is at times requesting "practical steps" as part of his recovery process.

Situation: Tom interrupts single or group conversations requesting concrete, direct advice on how to handle a situation that is challenging him. He tunes out during activities that are too abstractly intellectual or in-depthly introspective.

Suggested Approach: Offer concrete, results-oriented activities. Break down abstract recovery concepts into concrete, actionable next steps. Utilize goal-setting exercises in which the client maps concrete, measurable next steps in the process of recovery.

INSTRUCTIONS

Profile Selection: Choose a profile that you feel best represents one of your current clients or one that you may have in the future.

Role-play with a partner: Practice adapting your coaching tools according to the profile of the client you have chosen.

Debriefing: following the role-play, discuss what worked, what didn't work, and how you might make a tweak to an adaptation of your approach in service of better serving the client's needs.

Reflect: Consider how you might incorporate what you discover through these adapted approaches into your daily practice as a method for creating more personalized and successful support.