COACHING: AN EVIDENCE BASED PRACTICE

Also called: motivational interviewing, guided discovery, CO-OP

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Coaching comes under many names:

Primary coaching Instructional Coaching Executive coaching
Motivational Interviewing Guided Discovery

EFFECTIVENESS EVIDENCE

In a meta analysis of Motivational Interviewing:
  – signif effect on psychological (75%) and physiological (72%) conditions
  • MI outperformed traditional advice giving 75% of time
  • Best outcomes are the result of:
    – Live encounters
    – More than 5 encounters
      • 40% effective with one encounter
      • 87% effective with more than 5 encounters
    – Encounters of 60 minutes
      • 60 minutes 81%
      • Less than 20 minutes 64%
    – Longer follow up periods
      • 3 months 36%
      • 12 + months 81%

Effectiveness of Guided Discovery

• Positive effects of meta-cognitive or problem solving training
• Verbal self-instruction is effective
• Contextualized therapy is effective
• Effective when goals are individualized and meaningful

Dawson et al., (2009)

Effectiveness of CO-OP in adult rehabilitation

• Guided patients with executive dysfunction to explore ways to meet their chosen goals
  – Metacognitive problem solving
• Met most of goals [and made significant changes] they set and over half of goals that were not trained as well
  – 20 sessions 1/hr
• Maintained performance in 3 month follow up

Effectiveness of Coaching families

Children met participation goals
Parents had reduced stress
Parents had improved sense of efficacy

Also effective using Telehealth methods

COMMON STRATEGIES

• **Client gets to pick the goals** bc this make the work meaningful and creates motivation
• The focus is on **identifying solutions** using problem solving
• We employ **guided discovery/ reflective questions** to support the client to ID solution
• Communicative relationship is **collaborative**
• **Readiness to change** occurs as the client gains insights

Additional Components:

• We situation solutions in **authentic contexts** to foster use and generalization [COOP/ coaching]
• We employ **cognitive and cognitive behavioral strategies** to see gaps between actions and goals [COOP/ MI]
• Significant others are involved [COOP/ coaching]

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**COACHING: reflective questioning**

<table>
<thead>
<tr>
<th>AWARENESS</th>
<th>ANALYSIS</th>
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<tbody>
<tr>
<td>What do you know about…..?</td>
<td>How does that compare to what you did before?</td>
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<tr>
<td>What have you tried?</td>
<td>What do you think will happen if you….?</td>
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<tr>
<td>What happened when you….?</td>
<td>How is that consistent with your goals?</td>
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<tr>
<td>What supports were most helpful?</td>
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<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>ACTION</th>
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<tr>
<td>What else could you have done?</td>
<td>What do you plan to do?</td>
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<tr>
<td>What would it take for you to be able to…..?</td>
<td>What supports do you need to take that step?</td>
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<td>What might make it work better next time?</td>
<td>Where will you get the resources you need?</td>
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*(Rush & Shelden, 2005a & b)*
Impact of a Coaching Intervention on children and parents: an example

Effectiveness of an Integrated Intervention on children’s participation & parental competence

Effectiveness of an Integrated Intervention on children’s participation & parental competence