



# IMPACT EVALUATION REPORT

**COACHING DIRECT  
ORGANISATION.LTD**

2016-2017

1	Introduction	2
2	Coaching Direct Organisation Program Overview	3
3	Purpose	5
4	Case Studies	6
5	Findings	26
6	Analysis	28
7	Conclusion	30
8	Future areas of work	34

# INTRODUCTION

**Coaching Direct Organisation** is a company that is limited by guarantee and was first incorporated in 2nd August 2016. Its business purpose is to provide Life coaching and Mentoring Services to both adults and children. From the age of 9 through to adult-hood.

Coaching Direct is run by two qualified and registered social workers whose experience extends to Child protection, Mental health, Youth offending, Residential, Homelessness, Drug and alcohol.

Coaching Direct offers a bespoke program for schools, Colleges and universities whom have children that demonstrate challenging behaviour and who do not engage. Coaching direct delivers a 10-week program which aims to:

- Identify with the child why they feel the way they do
- Listen to their story
- Explore strengths and areas of difficulties
- Identify their aspirations, dreams and desires
- Formulate a plan strategy to achieve their goals.
- Target setting
- Help them understand the value of learning
- Reduce dysfunctional/disruptive behaviour
- Help them understand the nature and value of relationships.
- Strategies for improving motivation.

**Coaching Direct** has enabled over **100** children to refocus and direct their energies in a more productive way, helping them work towards meeting their educational milestones. This report presents 10 anonymised case studies which demonstrates the impact of the 10-week programme.

# Overview of The Coaching Direct Program

## Self-Awareness, Realisation And Actualisation

Understanding individual responsibilities and the ability to process the realisation/actualisation and its pertinence in the young adult's world.

## Conflict And Behaviour Management

People can experience internal conflict due to perceived insurmountable difficulties. This permeates into every aspect of their lives that they struggle to manage. Coaching direct will assist young adults in their understanding and aim to empower constructive self-management.

## Perceptual Awareness To Achieve Self-Efficacy

We are all beholden to our perception that shapes the world we live in. Helping young people to understand the connectivity of Perceptual awareness help move towards Self efficacy (Albert Bandura social cognitive theory) which is the strength in one's belief driving the ability to complete tasks and achieve goals.

## Autonomic Behavioural And Cognitive Functioning

How we think affects our feelings and behaviour...change the thought and you change your world!

## Mindfulness

There are a number of definitions for mindfulness. Please note our description and examples to help you understand its nature.

First of all, mindfulness involves paying attention "on purpose". Mindfulness involves a conscious direction of our awareness. We sometimes talk about "mindfulness" and "awareness" as if they were interchangeable terms, but that's not a good habit to get into. A person maybe aware they are irritable, but that wouldn't mean that they were being mindful of their irritability. In order to be mindful, they have to be purposefully aware of themselves not just vaguely and habitually aware.

Mindfulness is an emotionally non-reactive state. We don't judge that this experience is good and that one is bad. Or if we do make those judgment's we simply notice them and let go of them. We don't get upset because we're experiencing something we don't want to be experiencing or because we're not experiencing what we would rather be experiencing. We simply accept whatever arises. We observe it mindfully. We notice it arising, passing through us, and ceasing to exist.

Whether it's a pleasant experience or a painful experience we treat it the same way.

**Cognitively, mindfulness** is aware that certain experiences are pleasant and some are unpleasant, but on an emotional level we simply don't react. We call this "equanimity" — stillness and balance of mind.

The simplest way to practice mindfulness is to sit in a straight- backed chair, close your eyes, and focus on the sensations that your breath makes as it flows into and out of your body. As your mind begins to chase after different thoughts, bring your awareness back to the sensations of the breath.

We at coaching Direct will teach you this essential tool for self-mastery to help young adult with the stress and pressure of everyday life whether at school college University working Mindfulness is a valuable and necessary skill to have to enhance all aspects of your life. The great thing is it's so easy to apply and you can practice it anywhere anytime.

### **Personal Resilience**

It is essential to build and maintain personal resilience to successfully preserve high performance and wellbeing. It's fundamental to understand what influences personal resilience and how to build it.

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*“Resilience is a precious quality that can be developed”*

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Children and young adults can develop this skill that will support them throughout their life. Coaching Direct will develop a resilience program that will ensure that young people are empowered to work towards reaching their true potential.

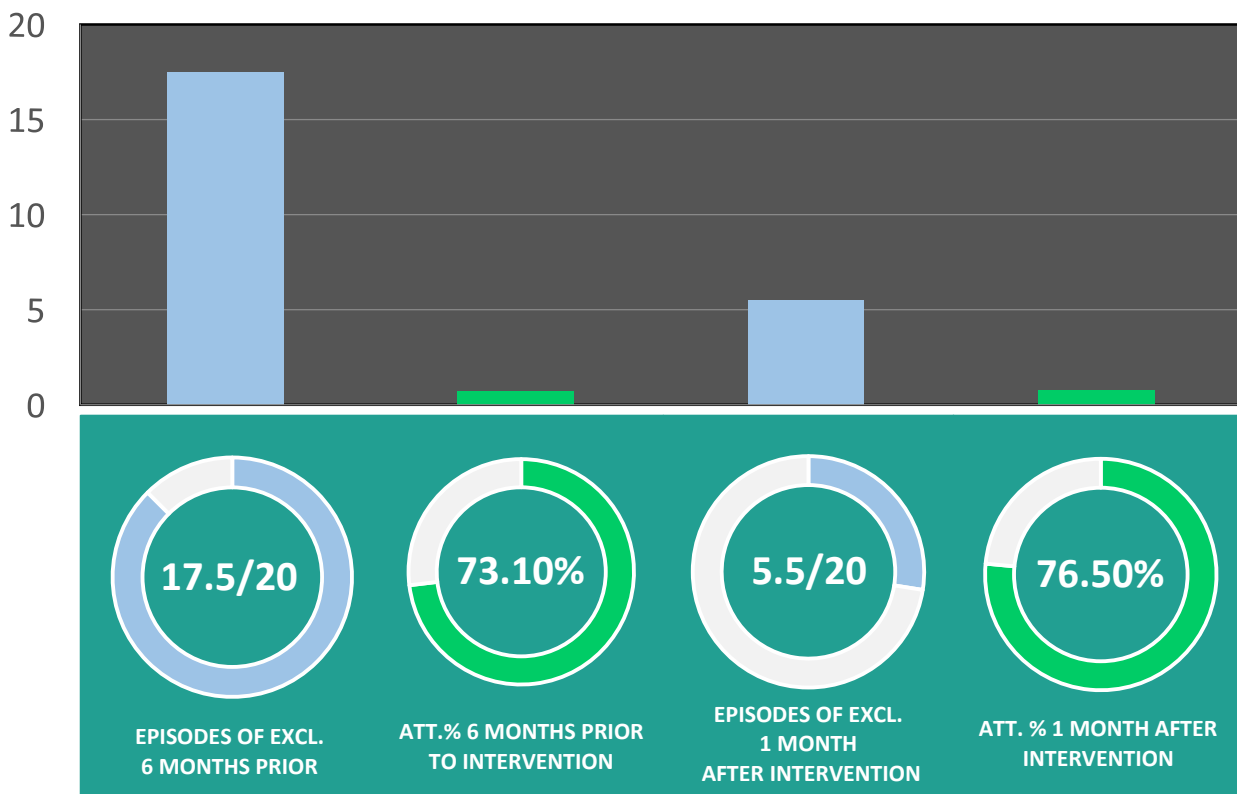
# Purpose

The purpose of this evaluation is to explore the impact and value Coaching Direct has had on these children and discover any lessons to be learnt as a result. This report includes summarised versions of original reports provided to the schools whom have contributed evidence used in this evaluation. However, we have not been able to quantify data from attitudes and cognitive functioning and Perceptual awareness. We are aware of the shortcoming of this report and it should be read with the understanding of its purpose stated above.

Coaching Directs aim is to inspire motivate and direct the young people it works with, to experience a more fulfilling life. As a result, this will impact their self-awareness and help bring to the surface what may seem to be hidden abilities. As a principle idea Coaching Direct seeks to challenge their Perceptual awareness and mode of daily functioning. Ultimately the aim should result in a change of behaviour modified thinking patterns and hoe they perceive others and themselves.



# CASE STUDY 1



**JM** is a 13yrs old male who exhibits challenging behaviour that manifests in to disruptive behaviour whist in the classroom. He is bullied regularly by other children and does not express his emotions in a constructive way. This has led to his attendance in school being significantly low. Coaching Direct sought to explore his understanding of this and to enable him to express and modify his view of school and attendance.

## Self-Awareness, Realisation and actualisation

J is self-aware and understood what he needed to improve upon but did not open up easily to communicate his inner feelings. J did not see any sanctions placed upon him as a deterrent from challenging behaviour but an inconvenience that was unfair. J explored what

he wanted to gain from his experience with school family and Coaching Direct.

## Conflict and behaviour management

Due to j's low self-esteem he experienced a significant amount of internal conflict due to his own chaotic lifestyle. He was able to change his behaviour with positive affirmations and exploration of his chaotic behaviour at school.

## Perceptual Awareness to achieve self-efficacy

J perception of himself bears some evidence of resilience as he was able to continue with the positive affirmations he had learnt to say. J was able to communicate that he felt other children liked him and that his family cared for him.

KEY <b>JM</b>	STAGE 1	START OF ASSESSMENT	1	NO
	STAGE 2	MID ASSESSMENT	2	NOT SURE
	STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
			4	AGREE
			5	STRONGLY AGREE
			0	NO QUESTION/ANSWER

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	JM	13	MALE	NOT SURE	PARTIALLY AGREE	AGREE	NO
STAGE 2	JM	13	MALE	NO	AGREE	PARTIALLY AGREE	NOT SURE
STAGE 3	JM	13	MALE	NOT SURE	NOT SURE	PARTIALLY AGREE	NOT SURE
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	PARTIALLY AGREE	NO	NOT SURE	AGREE	NOT SURE	NO	NO
STAGE 2	STRONGLY AGREE	PARTIALLY AGREE	NOT SURE	PARTIALLY AGREE	NOT SURE	NO	NOT SURE
STAGE 3	PARTIALLY AGREE	NOT SURE	AGREE	PARTIALLY AGREE	NOT SURE	NO	NO
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	PARTIALLY AGREE	NOT SURE	PARTIALLY AGREE	AGREE	PARTIALLY AGREE	STRONGLY AGREE	NOT SURE
STAGE 2	PARTIALLY AGREE	AGREE	NO	PARTIALLY AGREE	STRONGLY AGREE	STRONGLY AGREE	NO
STAGE 3	PARTIALLY AGREE	NOT SURE	NOT SURE	AGREE	PARTIALLY AGREE	AGREE	NO
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easely Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	PARTIALLY AGREE	NOT SURE	STRONGLY AGREE	PARTIALLY AGREE	NO	NO	NOT SURE
STAGE 2	PARTIALLY AGREE	AGREE	STRONGLY AGREE	STRONGLY AGREE	NOT SURE	NO	NO
STAGE 3	AGREE	NOT SURE	STRONGLY AGREE	PARTIALLY AGREE	NO	PARTIALLY AGREE	PARTIALLY AGREE

## Autonomic Behavioural and Cognitive functioning

J's thinking did initially present as chaotic but settled once he felt more confident talking about his thoughts and feelings. He was able to identify how his thoughts feeling and actions helped shape his perceptions and other people's perception of him. Looking at the ABC's helped him to focus on the outcomes of each incident and their similarities.

## Personal resilience

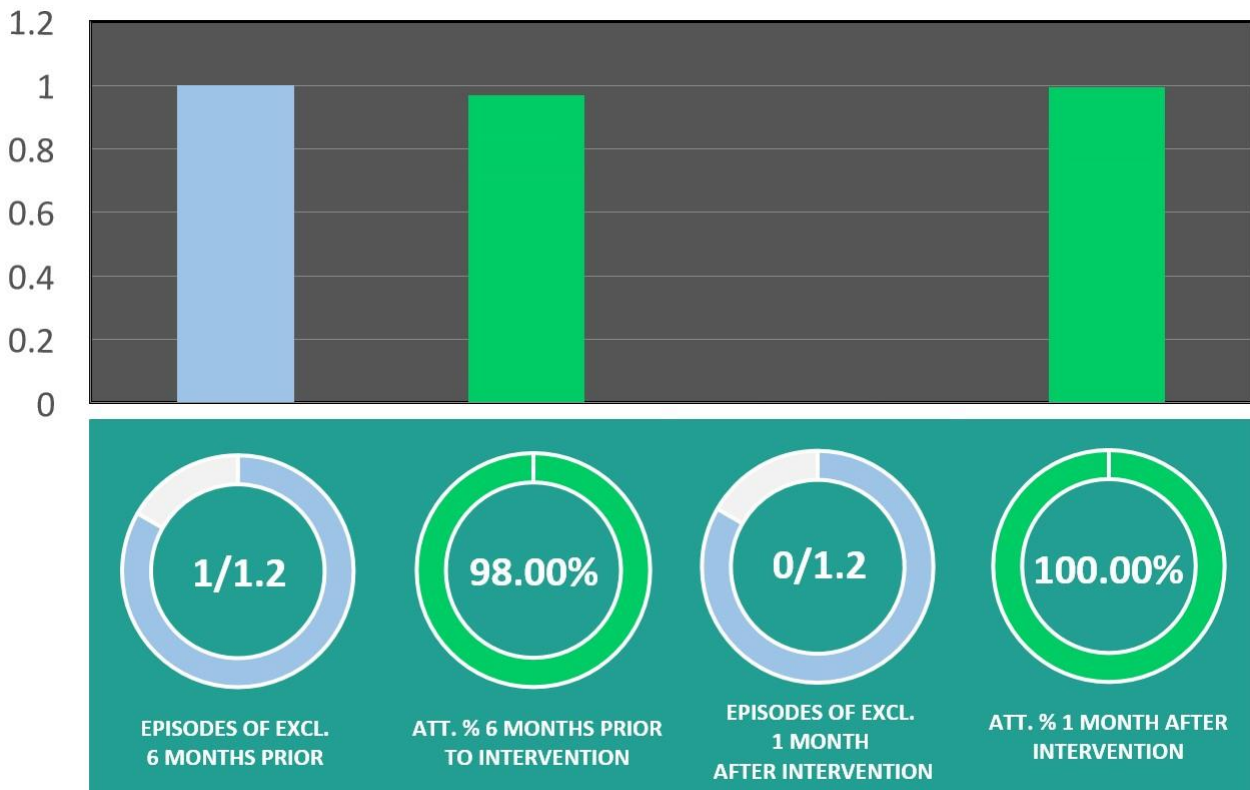
J developed the resilience to move forward in school but needed considerable support to maintain this. J needed significant work to continue to improve his self-esteem so that he can measure the value of investing his time and effort into completing tasks that will ultimately ensure a more positive future.

## Findings and Analysis

Coaching Direct had a direct impact on JM attendance attitude and behaviour. This is demonstrated in the above table where it indicates his exclusion rate at 17 incidents in a 6 months period prior to Coaching Direct involvement. After the 10wk programme the rate of exclusion drops to 5 incidents. 1 month after COACHING direct involvement his attendance shows a very slight improvement from 73.10 % to 76.50%. During the assessment stages JM shows an improvement in his emotional and confidence mind state. Looking at Coaching Direct Assessment stage table. JM was subject to bullying and would often get into physical fights with other children. This has reduced and is indicated in his self-assessment. He has demonstrated that he sometimes thinks about the consequences of his actions before acting. Overall JM has benefited from the Coaching Direct Programme.



## CASE STUDY 2



**NA** is a black British male aged 14 in foster care and looked after by the local authority. He was referred to Coaching Direct Organisation due to concerns about his disruptive behaviour within school and his difficulties socialising with peers. There were also issues to him being bullied and being easily influence by peers. NA was at risk of permanent exclusion. Coaching directs brief was to enable N to manage and modify his behaviour, which would reduce the risk of permanent exclusion.

### Self-Awareness, Realisation and actualisation

NA has limited self -awareness. He often finds himself difficult situations with peers and teachers. He lacks the ability to process the causative reason for his behaviour. As a result he is unable to effectively realise and actualise his actions in the context of his immediate environment. Time has been spent building his awareness through reflection and deconstructive story telling.

### Conflict and behaviour management

NA has experienced previous temporary exclusions as a result of aggressive behaviour's and conflict with other peers. He has expressed difficulties in managing his behaviours. Due to NA interests in boxing he was able to associate the discipline used in the sports as a core tool to achieve his aims with success. It was agreed that he needed to adopt a similar modem

and show the same level of commitment and discipline to his school as he does to his boxing to achieve the same level of success he desires.

### Perceptual Awareness to achieve self-efficacy

His perception metaphorically can be described as a glass half full which impacts on his ability to achieve self -efficacy. He perceived that the incidences at school were often the result of teachers intervening unfairly, in opposition to him. Time was spent getting NA to look at the bigger picture focusing on his goals and what behaviours thoughts and actions are needed.

KEY  <b>NA</b>	STAGE 1	START OF ASSESSMENT	1	NO
	STAGE 2	MID ASSESSMENT	2	NOT SURE
	STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
			4	AGREE
			5	STRONGLY AGREE
			0	NO QUESTION/ANSWER

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	NA	16	MALE	NO	NO	STRONGLY AGREE	NO
STAGE 2	NA	16	MALE	NO	NO	STRONGLY AGREE	NO
STAGE 3	NA	16	MALE	NOT SURE	NOT SURE	PARTIALLY AGREE	NO
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	PARTIALLY AGREE	NO	STRONGLY AGREE	PARTIALLY AGREE	NO	NO	NOT SURE
STAGE 2	PARTIALLY AGREE	NO	STRONGLY AGREE	PARTIALLY AGREE	NOT SURE	NO	NO
STAGE 3	PARTIALLY AGREE	NO	PARTIALLY AGREE	AGREE	PARTIALLY AGREE	NOT SURE	NOT SURE
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	NO	PARTIALLY AGREE	NOT SURE	NO	STRONGLY AGREE	NO	STRONGLY AGREE
STAGE 2	NOT SURE	NO	NO	PARTIALLY AGREE	NOT SURE	NOT SURE	NO
STAGE 3	STRONGLY AGREE	NO	AGREE	PARTIALLY AGREE	NO	PARTIALLY AGREE	NOT SURE
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easely Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	NO	AGREE	NO	PARTIALLY AGREE	STRONGLY AGREE	NO	PARTIALLY AGREE
STAGE 2	STRONGLY AGREE	NO	STRONGLY AGREE	NO	PARTIALLY AGREE	NO	AGREE
STAGE 3	PARTIALLY AGREE	NO	STRONGLY AGREE	NO	NOT SURE	NO	STRONGLY AGREE

## Autonomic Behavioural and Cognitive functioning

In the initial sessions NA demonstrated that he had the ability to be self-aware. It was clear that his thoughts feelings and actions were often hijacked and intercepted by his emotions. Often his emotional responses reflected his difficulty to understand and articulate his thoughts and feelings. He expressed that at times he felt frustrated and needed time to gather his thoughts and feelings, otherwise he became annoyed.

NA has a passion for boxing. We used Metaphors and symbolism relating to this to help him understand his behavioural actions and cognitive expression

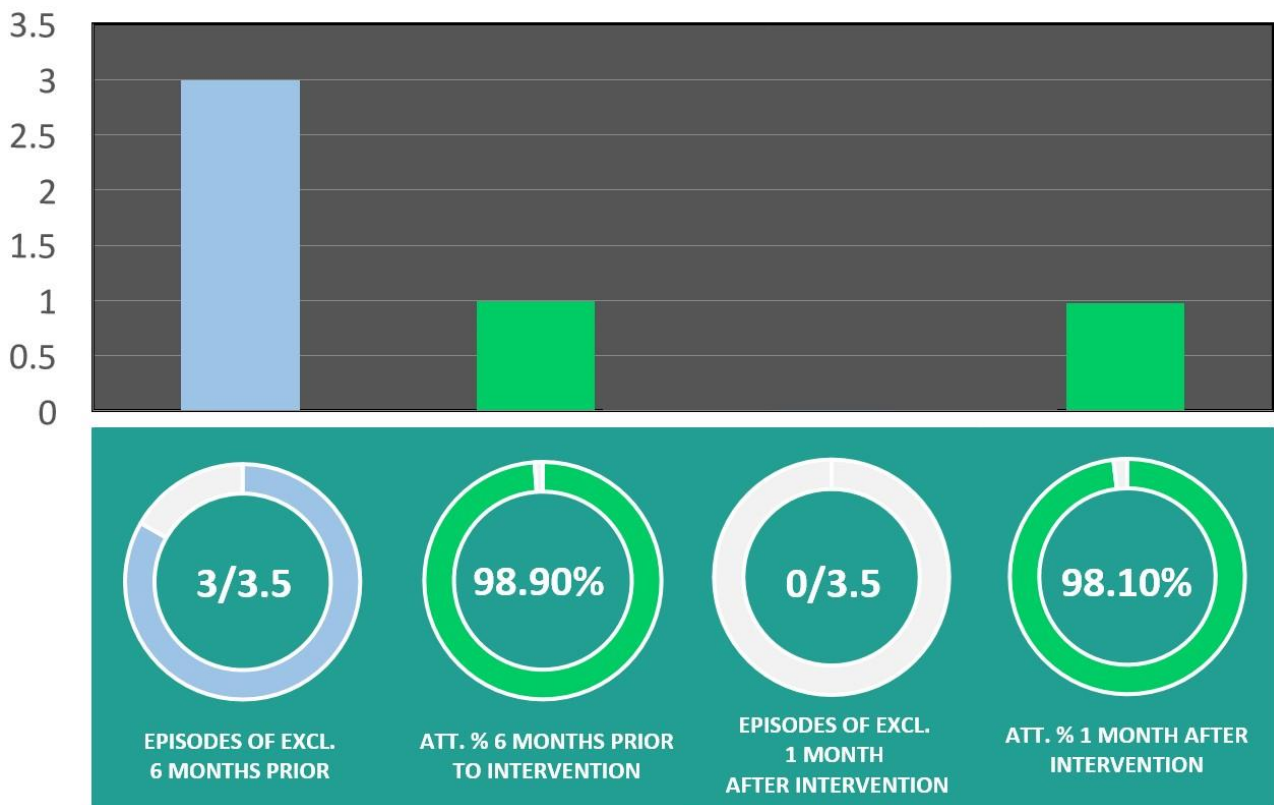
## Personal resilience

NA has decided to distance himself from those peers because of the negative impact they have on him.

## Findings and Analysis

NA was excluded once in 6 months with an array of disruptive incidences prior to Coaching Direct intervention. At this time his attendance was recorded at 98 percent. Following NA's engagement with Coaching Direct there were no reported incidents of disruptive behaviour. The graph indicates that 1 month after the intervention there have been no reported incidences with NA and his attendance has improved to 100 percent. Coaching Direct worked with NA over a period of 10 weeks. NA self-assessment he indicates an increase in self-awareness which resulted in a reduction of disruptive behaviours. His focus has improved as a consequence of the intervention enabling him concentrate his efforts in all he desires to do.

## CASE STUDY 3



**LBR** was referred to Coaching Direct due to his defiant and disruptive behaviour in the class room there was also some sexualised behaviour that need to be addressed.

### Self-Awareness, Realisation and actualisation

L had developed immensely in this area since our last series of sessions some six months ago. He remains a young person who is able to articulate his feeling clearly. He is very self-aware, but is guarded on what he actually says. L is emotionally intelligent significantly more so than his peers. The realisation of this leads to conflict for him which in turn creates an over dependency on his friends and a need to 'please'. His ability to actualise this, presents as a more complex problem as L prefers to 'bury his head in the sand'.

### Conflict and behaviour management

L has utilised the skills he has been taught in the sessions previously. This has helped him deal with challenging situations. L is learning not to seek company with those children that used to bully him. L still tolerates some issues at school but has the mechanisms in place to reinforce his resilience. When asked whether he has experienced any suicidal ideation he said he has not.

### Perceptual Awareness to achieve self-efficacy

L perception is that he has to fit into his environment but this has its problems as sometimes he can become frustrated at his peers who do not understand how he feels. He is generally aware of how

KEY	LBR	STAGE 1	START OF ASSESSMENT	1	NO
		STAGE 2	MID ASSESSMENT	2	NOT SURE
		STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
				4	AGREE
			5	STRONGLY AGREE	
			0	NO QUESTION/ANSWER	

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	LBR	12	MALE	NOT SURE	AGREE	PARTIALLY AGREE	0
STAGE 2	LBR	13	MALE	NOT SURE	NOT SURE	AGREE	NOT SURE
STAGE 3	LBR	13	MALE	NO	NO	AGREE	NO
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	NO	NO	AGREE	PARTIALLY AGREE	AGREE	STRONGLY AGREE	AGREE
STAGE 2	NOT SURE	NOT SURE	AGREE	PARTIALLY AGREE	NOT SURE	NO	NO
STAGE 3	NO	NO	STRONGLY AGREE	AGREE	PARTIALLY AGREE	STRONGLY AGREE	NO
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	PARTIALLY AGREE	AGREE	NOT SURE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	NO
STAGE 2	PARTIALLY AGREE	NOT SURE	AGREE	AGREE	PARTIALLY AGREE	AGREE	NO
STAGE 3	PARTIALLY AGREE	NO	PARTIALLY AGREE	STRONGLY AGREE	AGREE	STRONGLY AGREE	NO
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easily Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	NOT SURE	AGREE	STRONGLY AGREE	PARTIALLY AGREE	STRONGLY AGREE	STRONGLY AGREE	NO
STAGE 2	PARTIALLY AGREE	PARTIALLY AGREE	AGREE	NOT SURE	NOT SURE	AGREE	PARTIALLY AGREE
STAGE 3	PARTIALLY AGREE	AGREE	AGREE	PARTIALLY AGREE	STRONGLY AGREE	AGREE	NOT SURE

other people might react if he does something they do not like. He is resilient but needs to feel that he is liked. If he feels that he is not liked then this can lead to him taking risk in his actions and statement to seek approval. This is his method of resilience.

### Autonomic Behavioural and Cognitive functioning

L is very much aware of his actions thoughts and feelings, which we have spent some time working on. We continued to use creative visualisation techniques coupled with positive affirmations to help him feel better and to bolster a more positive outlook.

### Findings and Analysis

L was excluded 3 times within a 6-month period prior to Coaching Directs Involvement.

His attendance was at 98%. A month after our involvement there were no incidents of exclusions reported.

L is emotionally intelligent for his age demonstrating a reasonable understanding of himself and others. His main problem now is wanting to please those that he is friends with. There is a need to be accepted at almost whatever cost to himself. L continues to state that Positive affirmation and creative visualisation has been very helpful for him. L need to feel wanted leaving him in an emotionally vulnerable position. L feels that he had gained, as much he needs from the sessions with him. There was room for improvement on his part but LBR did not want to talk about his home environment.

## CASE STUDY 4



**RP** is a dual heritage male aged 9 at home with his mother and sister. He has no contact with his father. RP was referred to Coaching Direct due to difficulties associated to managing his anger and aggression whilst at the school. He has been the subject of 2 fixed exclusions at two different schools because of the difficulties related to his behaviour. Coaching Direct's brief was to get RP reduce episodes of anger and aggression within the classroom and provide strategies for him to manage his anger in more appropriate ways.

### Self-Awareness, Realisation and actualisation

Due to limited self-awareness he needed to think through the consequences, his actions were detrimental to his aims. Due to a volatile internal world RP's behaviour was symptomatic of this. The coaching sessions have allowed RP the space to explore his thoughts and feelings linking this to his behaviour. We have used football as a model where we have drawn upon RP's personal experience of his leadership skills whilst on the pitch so RP is able to, not only understand the concepts, but transfer and actualise them within his life.

### Conflict and behaviour management

RP was excluded as result of violent and aggressive behavior. RP's experiences anger management issues. This was dealt with through reflective analysis and creative visualization. Although RP liked the feeling of being powerful it was often a result of feeling vulnerable and not so powerful inside. Coaching sessions looked at how RP could channel his frustrations of anger in a more productive manner to achieve the recognition from staff he desired.

### Perceptual Awareness to achieve self-efficacy

RP has looked at his perceptions and how this often fuels his feelings thoughts and actions. RP is a 'perfectionist' so tends to hold both himself and others accountable of those high standards. We have looked at RP managing his expectations of himself and that of others. We have incorporated focusing on the positives he has experienced. RP has been encouraged to use this within all areas of his life to bring about more positive thoughts, feelings, behaviour.



KEY	STAGE 1	START OF ASSESSMENT	1	NO
	STAGE 2	MID ASSESSMENT	2	NOT SURE
	STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
			4	AGREE
5	STRONGLY AGREE			
0	NO QUESTION/ANSWER			

RP

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	RP	9	MALE	NO	NO	AGREE	NO
STAGE 2	RP	10	MALE	NO	NO	AGREE	NO
STAGE 3	RP	10	MALE	NO	PARTIALLY AGREE	AGREE	NO
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	PARTIALLY AGREE	NO	STRONGLY AGREE	PARTIALLY AGREE	NO	NO	NOT SURE
STAGE 2	PARTIALLY AGREE	NO	PARTIALLY AGREE	PARTIALLY AGREE	NOT SURE	NO	PARTIALLY AGREE
STAGE 3	PARTIALLY AGREE	NOT SURE	PARTIALLY AGREE	PARTIALLY AGREE	NOT SURE	NOT SURE	NO
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	AGREE	AGREE	NOT SURE	PARTIALLY AGREE	NOT SURE	STRONGLY AGREE	NOT SURE
STAGE 2	STRONGLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	NO	STRONGLY AGREE	NOT SURE
STAGE 3	NO	NOT SURE	AGREE	PARTIALLY AGREE	PARTIALLY AGREE	AGREE	AGREE
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easily Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	PARTIALLY AGREE	NOT SURE	AGREE	AGREE	NOT SURE	PARTIALLY AGREE	PARTIALLY AGREE
STAGE 2	STRONGLY AGREE	NOT SURE	PARTIALLY AGREE	PARTIALLY AGREE	NO	PARTIALLY AGREE	PARTIALLY AGREE
STAGE 3	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	NO	NOT SURE
Stage	I Can Be Spiteful To Others	I Get On Better With Adults Than With Other Children	I Like To Complete Tasks Through To The End And Have A Good Attention Span	I Take Things That Are Not Mine From Home, School Or Elsewhere	I Smoke A Lot	I Drink A Lot	I Take Drugs A Lot
STAGE 1	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE	NO	NO	NO	NO
STAGE 2	NOT SURE	PARTIALLY AGREE	PARTIALLY AGREE	NO	NO	NO	NO
STAGE 3	STRONGLY AGREE	NOT SURE	STRONGLY AGREE	NOT SURE	NO	NO	NO
Stage	I Know That My Family Cares About Me	There Are Lots Of Problems And Arguments At Home	I Like School	I Have Lost Someone Special In My Life	I Often Complain Of Headaches, Stomach-Aches Or Sickness	I Sleep Well	Thanks For Sharing! This Will Help Us Help You Better
STAGE 1	AGREE	AGREE	AGREE	AGREE	NO	AGREE	0
STAGE 2	STRONGLY AGREE	NOT SURE	AGREE	AGREE	NO	NOT SURE	0
STAGE 3	AGREE	PARTIALLY AGREE	PARTIALLY AGREE	STRONGLY AGREE	NO	AGREE	0
Stage	Using The Creative Visualisation Has Helped Me	Using Positive Affirmation Has Helped Me	I Like The Way Coaching Direct Explains Things To Me	I Feel Able To Talk Freely With Coaching Direct	I Am Learning More About Myself	I Feel Better About Myself	I Will Continue To Use The Skills I Have Learnt From Coaching Direct
STAGE 1	0	0	0	0	0	0	0
STAGE 2	AGREE	AGREE	STRONGLY AGREE	STRONGLY AGREE	PARTIALLY AGREE	AGREE	0
STAGE 3	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	AGREE	AGREE	AGREE
Stage	THANKS FOR SHARING! WE'RE COME TO THE END OF OUR SESSION AND WE WOULD LIKE TO SAY A BIG THANK YOU. DON'T FORGET TO CONTINUE TO USE YOUR NEW SKILLS TO HELP YOU ALONG						
STAGE 1	0						
STAGE 2	0						
STAGE 3	0						

## Autonomic Behavioral and Cognitive functioning

RP thinks he has to be perfect and as result feels frustrated which would result in angry outburst if his efforts did not meet his expectations. This behavior often occurred (when the nature of competition was about) whilst he was undertaking tests and activities in the classroom and playground. Work was done to explore his thoughts and feelings to support those new constructs in his current thinking practices. This has assisted him in the recognition and maintenance of those behaviors.

## Personal resilience

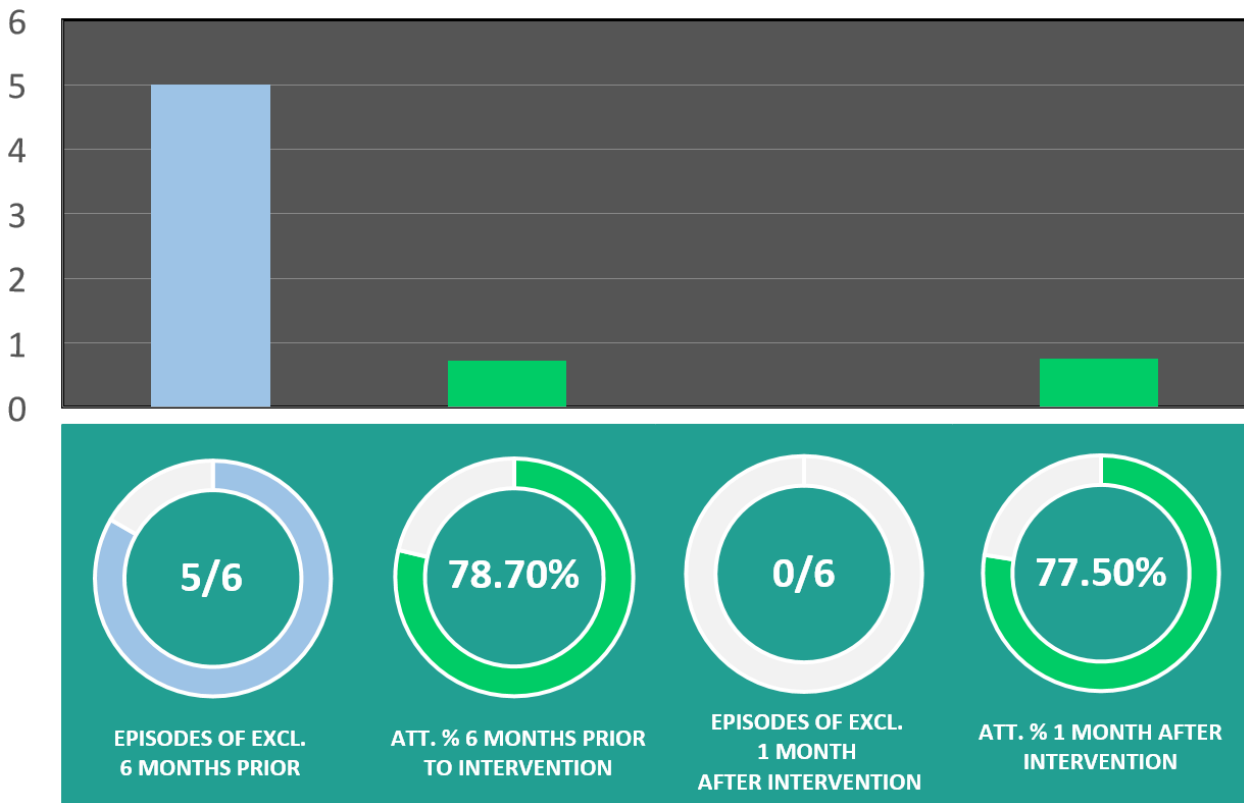
RP demonstrated his resilience by his ability to address some of his behaviors. This reflected that

he can adapt and modify his behaviour to achieve his goals.

## Findings and Analysis

RP was excluded once in 6 months with recorded incidences prior to Coaching Direct intervention. At this time his attendance was recorded at 100 percent. Following RP's engagement with Coaching Direct there was no reported incidents of disruptive behavior. The graph indicates this was problematic for him prior to Coaching Direct involvement. There has been a noticeable difference in relation to this area. Coaching Direct worked with RP over a 10-week period. RP self-assessment indicates an increase in self- awareness which has resulted in him being more compliant with adults. He has been able to improve his focus by using the techniques of visualisation and affirmation

# CASE STUDY 5



**JD** is a 13-year-old White British male who was referred to Coaching Direct due to his challenging behaviour and constant exclusions from school. He experienced family difficulties and has seen Domestic violence.

### Self-Awareness, Realisation and actualisation

JD is not particularly self-aware. During the sessions he had learnt how to recognise how he thinks of himself and how he sees the world. His external view of the world is very much black and white. He sees his behaviour a reaction to a sense of victimization. He had wanted to change this experience but struggled to separate his emotions from the reality of his experiences. Early on in the sessions we engaged in creative visualisation which had helped him in the process of actualisation.

### Conflict and behaviour management

JD continually found himself in situations of conflict this was due to him seeing himself as a

victim of circumstance. His family circumstances were complex and had seen DV on a number of occasions. JD did not want to talk about this but was concerned about his behaviour in school and recognised that if he did not find a way to modify his behaviour he would be permanently excluded. This was a good starting point to make positive change. He is an avid football player and wanted to pursue a career in football. He was offered a place in a premier team academy but turned it down. He felt sad about his decision but recognised that he was not in the right place to continue. However, we used this experienced to help modify his behaviour in the class room by Utilising symbolism to identify his strengths.

### Perceptual Awareness to achieve self-efficacy

JD's perceptual awareness initially was that his 'glass' was definitely 'half empty' and that very little can and will change. Over time this changed to become more expansive based on his experiences in the

KEY  <b>JD</b>	STAGE 1	START OF ASSESSMENT	1	NO
	STAGE 2	MID ASSESSMENT	2	NOT SURE
	STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
			4	AGREE
			5	STRONGLY AGREE
			0	NO QUESTION/ANSWER

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	JD	13	MALE	NO	NOT SURE	AGREE	NOT SURE
STAGE 2	JD	13	MALE	PARTIALLY AGREE	NOT SURE	PARTIALLY AGREE	NOT SURE
STAGE 3	JD	13	MALE	NOT SURE	NO	AGREE	NO
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	AGREE	NOT SURE	PARTIALLY AGREE	NOT SURE	NO	NO	NO
STAGE 2	PARTIALLY AGREE	NOT SURE	AGREE	PARTIALLY AGREE	NOT SURE	NO	NO
STAGE 3	NOT SURE	NO	AGREE	PARTIALLY AGREE	NO	NO	NO
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	AGREE	NO	PARTIALLY AGREE	AGREE	STRONGLY AGREE	STRONGLY AGREE	NO
STAGE 2	PARTIALLY AGREE	NO	PARTIALLY AGREE	AGREE	NOT SURE	AGREE	NO
STAGE 3	PARTIALLY AGREE	NO	AGREE	AGREE	NOT SURE	AGREE	NO
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easily Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	AGREE	NOT SURE	STRONGLY AGREE	PARTIALLY AGREE	NO	NO	NOT SURE
STAGE 2	AGREE	NOT SURE	STRONGLY AGREE	PARTIALLY AGREE	NO	PARTIALLY AGREE	PARTIALLY AGREE
STAGE 3	AGREE	NOT SURE	STRONGLY AGREE	PARTIALLY AGREE	NO	AGREE	AGREE

classroom where incidents of him being sent out was significantly reduced. This occurred by challenging his view of his actions and the consequences. JD needed to understand that he was not a victim of circumstance but he has control to change the outcome of any perceived challenges. Symbolism was used extensively to convey this idea.

### Autonomic Behavioral and Cognitive functioning

JD behaviour was almost certainly a demonstration of how he thought and felt about himself. Once we were able to change His thought processes his behaviour and feelings were modified as a result. Creative visualisation was used here to help bring this about.

### Personal resilience

As time went on JD's resilience became stronger as he felt more confident. We explored the

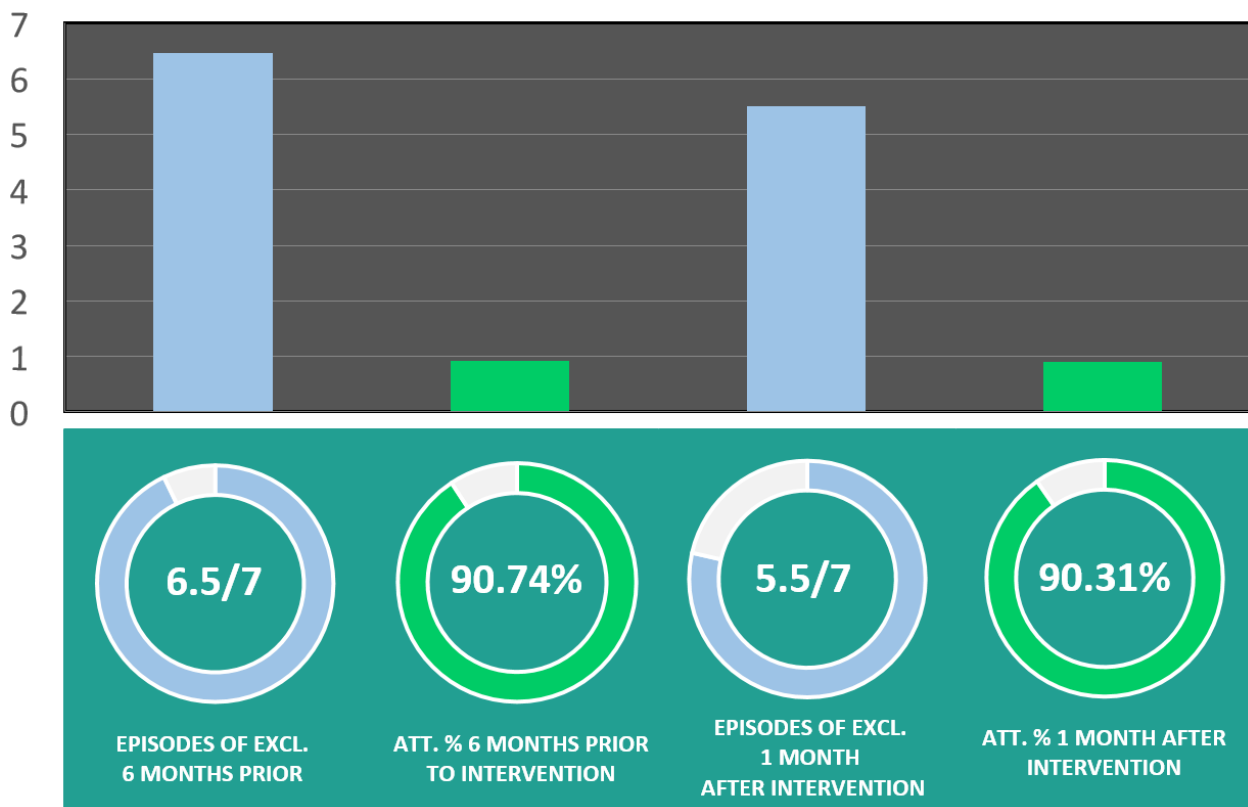
strengths he has in football which he really enjoys and wants to be a professional football player. We used the mental mechanics involved in playing football to understand a strategy for dealing with classroom and playground issues. This worked really well for JD and has helped to develop further his resilience.

### Findings and Analysis

JD was excluded on 5 occasions within a 6-month period prior to Coaching Directs Involvement. His attendance rate was at 78.70%. 1 month after our involvement there were no reported exclusions. His attendance however remained almost the same. The Coaching Sessions had played an integral part in helping to modify his behaviour and improving his strategies for dealing with difficult and challenging events. Positive affirmations and creative visualisation helped JD cope with this.



## CASE STUDY 6



**DN** is a 15-year-old male who was referred to Coaching Direct due to his low motivation and lack of interest in school.

### Self-Awareness, Realisation and actualisation

DN was not particularly self-aware and not able to articulate his position on life in any detail. He had a very limited view on what he wants to achieve in life as he stated that he will work with his father in the building trade and assumed he had a position lined up for him. He did not want to think of any alternative or event that may affect that possibility. We spent considerable time exploring this and the benefit of having a contingency plan which would involve putting some effort into school work.

### Conflict and behaviour management

The breakup of his parents had a significant effect on how DN saw the world and how he dealt with his inner conflict. He was very secretive and did not disclose easily. He did not see the importance of school as a result did not see the need to be there or to manage his behaviour in the classroom. We discussed what the world of work would expect of

him and what he thought customers would expect from him as a trades person delivering a service.

### Perceptual Awareness to achieve self-efficacy

DN found it hard to trust anyone. His view of life and what it has to offer was rather simplistic. He did not value school and felt that it was a waste of time. Most of the time he saw his glass 'half empty'. We spent quite some time trying to change his perception of school and its long-term value to him. There was some marginal success in this area. His perception of the world is one where he felt safe cocooned in his world only allowing those whom he trusts in. He lacked self-confidence although this was making some improvement.

### Autonomic Behavioral and Cognitive functioning

DN is locked into a sequence that focuses on his cognitive functioning as he thinks negatively about what he can achieve and the world around him. His descent in his class room behaviour is mainly due to how he feels about himself and the world around him. He is looking forward to leaving school and sees this as the solution to his problem.

KEY	STAGE 1	START OF ASSESSMENT	1	NO
	STAGE 2	MID ASSESSMENT	2	NOT SURE
	STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
			4	AGREE
DN			5	STRONGLY AGREE
			0	NO QUESTION/ANSWER

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	DN	15	MALE	NO	NO	PARTIALLY AGREE	NO
STAGE 2	DN	15	MALE	PARTIALLY AGREE	PARTIALLY AGREE	NOT SURE	NOT SURE
STAGE 3	DN	15	MALE	NOT SURE	PARTIALLY AGREE	PARTIALLY AGREE	NOT SURE
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	STRONGLY AGREE	NO	PARTIALLY AGREE	NOT SURE	NO	NO	NO
STAGE 2	PARTIALLY AGREE	NOT SURE	AGREE	NOT SURE	PARTIALLY AGREE	NO	NO
STAGE 3	NOT SURE	NO	AGREE	PARTIALLY AGREE	NOT SURE	NO	NO
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	PARTIALLY AGREE	PARTIALLY AGREE	NOT SURE	AGREE	STRONGLY AGREE	STRONGLY AGREE	NO
STAGE 2	AGREE	AGREE	NOT SURE	AGREE	NOT SURE	AGREE	NO
STAGE 3	NO	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE	NOT SURE	AGREE	NO
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easily Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	AGREE	NOT SURE	STRONGLY AGREE	PARTIALLY AGREE	NO	NOT SURE	NO
STAGE 2	AGREE	NOT SURE	STRONGLY AGREE	AGREE	NO	AGREE	NOT SURE
STAGE 3	AGREE	NOT SURE	STRONGLY AGREE	PARTIALLY AGREE	NO	AGREE	PARTIALLY AGREE
Stage	I Can Be Spiteful To Others	I Get On Better With Adults Than With Other Children	I Like To Complete Tasks Through To The End And Have A Good Attention Span	I Take Things That Are Not Mine From Home, School Or Elsewhere	I Smoke A Lot	I Drink A Lot	I Take Drugs A Lot
STAGE 1	PARTIALLY AGREE	PARTIALLY AGREE	NOT SURE	NO	NO	NO	NO
STAGE 2	NO	PARTIALLY AGREE	NOT SURE	NO	NO	NO	NO
STAGE 3	NO	PARTIALLY AGREE	PARTIALLY AGREE	NO	NO	NO	NO
Stage	I Know That My Family Cares About Me	There Are Lots Of Problems And Arguments At Home	I Like School	I Have Lost Someone Special In My Life	I Often Complain Of Headaches, Stomach-Aches Or Sickness	I Sleep Well	Thanks For Sharing! This Will Help Us Help You Better
STAGE 1	STRONGLY AGREE	NO	NO	NO	NO	PARTIALLY AGREE	0
STAGE 2	STRONGLY AGREE	NO	PARTIALLY AGREE	NO	NO	PARTIALLY AGREE	0
STAGE 3	STRONGLY AGREE	NOT SURE	PARTIALLY AGREE	NO	NO	AGREE	0
Stage	Using The Creative Visualisation Has Helped Me	Using Positive Affirmation Has Helped Me	I Like The Way Coaching Direct Explains Things To Me	I Feel Able To Talk Freely With Coaching Direct	I Am Learning More About Myself	I Feel Better About Myself	I Will Continue To Use The Skills I Have Learnt From Coaching Direct
STAGE 1	0	0	0	0	0	0	0
STAGE 2	AGREE	AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	0
STAGE 3	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE
Stage	Thanks For Sharing! We're come to the end of our session and we would like to say a big thank you. Don't forget to continue to use your new skills to help you along						
STAGE 1	0						
STAGE 2	0						
STAGE 3	0						

He does however understand that achieving better grades for his GCSE will help him in his life but is unable to act on this due to his emotional needs.

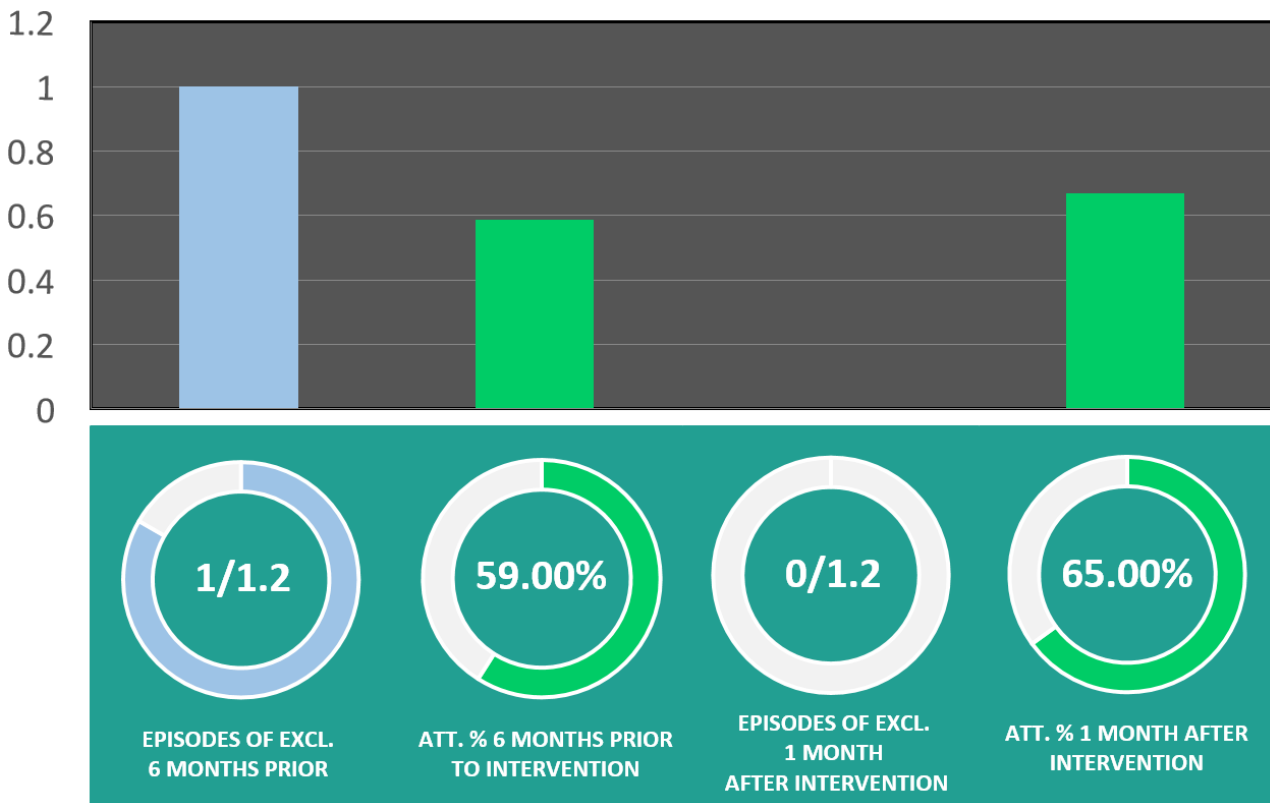
### Personal resilience

He has reasonable resilience which needs to be developed. He manages his life as mentioned earlier by cocooning himself in his world. This area of his life needs to be further developed. We spent time using positive affirmations which he felt did have some effect. I reinforced the actions he had taken to improve his behaviour was good and would help his overall view of the world more positively.

### Findings and Analysis

6 months prior to Coaching Directs involvement DN was excluded 6.5 times. His attendance was at 90%. 1 month after our involvement his exclusion dropped to 5.5 times and attendance remaining the same. However, it was reported that there was significant improvement in the classroom with less disruptive behaviour. DN was taking some of what was said on board but not enough to make the changes needed to reduce his exclusion rate. This was due to his view on school and not seeing any importance of GCSE's

# CASE STUDY 7



**PH** is a white male aged 13 years living with his mother. PH’s father has died which has been difficult for him. PH had been excluded from his previous school. This was related to his behaviour, engagement and attendance. PH also had difficulties at home. He was referred to Coaching Direct Organisation whilst in transition to his new placement. Coaching Directs brief was to work with PH and assist him to enable him to regulate and manage his thoughts feelings, and emotions to productive aims, which would impact on his engagement whilst within the school.

### Self-Awareness, Realisation and actualisation

PH has limited self- awareness and struggles to understand and articulate his emotions, which impact on his awareness of how he feels. This impacts on him and makes it difficult for him to actualise a reality of what he would like to achieve. Part of the coaching sessions looked at ways to enable PH to understand and manage his emotions when he faces difficulties.

### Conflict and behaviour management

PH has experienced previous exclusion due to aggressive disruptive behaviour. Although since his arrival there has not been any overt physical

aggressive behaviour. Any exhibits of conflict and behavioral management issues have come about when he has ‘shut down’ and refused to engage in school activities. PH tends to orchestrate his violent and aggressive behavior towards his mother. The sessions were set up to allow PH to regulate and express himself by more appropriate methods. The strategy was also affirmed and reinforced through using various sports drills. PH and his mother reported a decline in violent and aggressive incidents in the home.

### Perceptual Awareness to achieve self-efficacy

PH loss of his father has shaped his experiences and perceptions. PH struggles to understand and make sense of how these experiences impact on his life. This often leads to a surge of unexpressed emotion in his life. As PH enjoyed sports we used this as an example for him to understand the power of perceptions and how they can fuel his responses.

### Autonomic Behavioral and Cognitive functioning

PH struggles to express his thoughts and feelings often resorting to him suppressing his emotions. This would lead to an outburst of aggression often in the home. PH is frustrated with his inability to

KEY	STAGE 1	START OF ASSESSMENT	1	NO
	STAGE 2	MID ASSESSMENT	2	NOT SURE
	STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
			4	AGREE
PH			5	STRONGLY AGREE
			0	NO QUESTION/ANSWER

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	PH	13	MALE	NO	NOT SURE	STRONGLY AGREE	NO
STAGE 2	PH	13	MALE	PARTIALLY AGREE	PARTIALLY AGREE	NOT SURE	NOT SURE
STAGE 3	PH	13	MALE	AGREE	PARTIALLY AGREE	NOT SURE	NOT SURE
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	PARTIALLY AGREE	NO	NOT SURE	NOT SURE	NO	NO	NO
STAGE 2	PARTIALLY AGREE	NO	NOT SURE	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	NOT SURE
STAGE 3	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	NOT SURE	NOT SURE	AGREE	NOT SURE
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	NOT SURE	STRONGLY AGREE	NOT SURE	PARTIALLY AGREE	AGREE	STRONGLY AGREE	NO
STAGE 2	NO	NOT SURE	NO	STRONGLY AGREE	NOT SURE	AGREE	AGREE
STAGE 3	AGREE	PARTIALLY AGREE	STRONGLY AGREE	PARTIALLY AGREE	AGREE	AGREE	NOT SURE
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easily Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	AGREE	NO	PARTIALLY AGREE	AGREE	NO	NOT SURE	NOT SURE
STAGE 2	AGREE	AGREE	STRONGLY AGREE	PARTIALLY AGREE E	PARTIALLY AGREE	PARTIALLY AGREE	AGREE
STAGE 3	STRONGLY AGREE	NOT SURE	PARTIALLY AGREE	NOT SURE	NO	NO	NOT SURE
Stage	I Can Be Spiteful To Others	I Get On Better With Adults Than With Other Children	I Like To Complete Tasks Through To The End And Have A Good Attention Span	I Take Things That Are Not Mine From Home, School Or Elsewhere	I Smoke A Lot	I Drink A Lot	I Take Drugs A Lot
STAGE 1	PARTIALLY AGREE	NO	PARTIALLY AGREE	NOT SURE	NO	NO	NO
STAGE 2	PARTIALLY AGREE	NO	NOT SURE	STRONGLY AGREE	NO	NO	PARTIALLY AGREE
STAGE 3	NOT SURE	NOT SURE	NOT SURE	NOT SURE	PARTIALLY AGREE	PARTIALLY AGREE	AGREE
Stage	I Know That My Family Cares About Me	There Are Lots Of Problems And Arguments At Home	I Like School	I Have Lost Someone Special In My Life	I Often Complain Of Headaches, Stomach-Aches Or Sickness	I Sleep Well	Thanks For Sharing! This Will Help Us Help You Better
STAGE 1	STRONGLY AGREE	NOT SURE	AGREE	STRONGLY AGREE	PARTIALLY AGREE	AGREE	0
STAGE 2	NOT SURE	NOT SURE	NOT SURE	STRONGLY AGREE	PARTIALLY AGREE	NO	0
STAGE 3	AGREE	PARTIALLY AGREE	PARTIALLY AGREE	STRONGLY AGREE	AGREE	AGREE	0
Stage	Using The Creative Visualisation Has Helped Me	Using Positive Affirmation Has Helped Me	I Like The Way Coaching Direct Explains Things To Me	I Feel Able To Talk Freely With Coaching Direct	I Am Learning More About Myself	I Feel Better About Myself	I Will Continue To Use The Skills I Have Learnt From Coaching Direct
STAGE 1	0	0	0	0	0	0	0
STAGE 2	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	0
STAGE 3	AGREE	AGREE	AGREE	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE	PARTIALLY AGREE
Stage	Thanks For Sharing! We're come to the end of our session and we would like to say a big thank you. Don't forget to continue to use your new skills to help you along						
STAGE 1	0						
STAGE 2	0						
STAGE 3	0						

express himself. We have used his passion for sport as a vehicle of expression to assist him to regulate his emotional responses and make sense of how he feels.

### Personal resilience

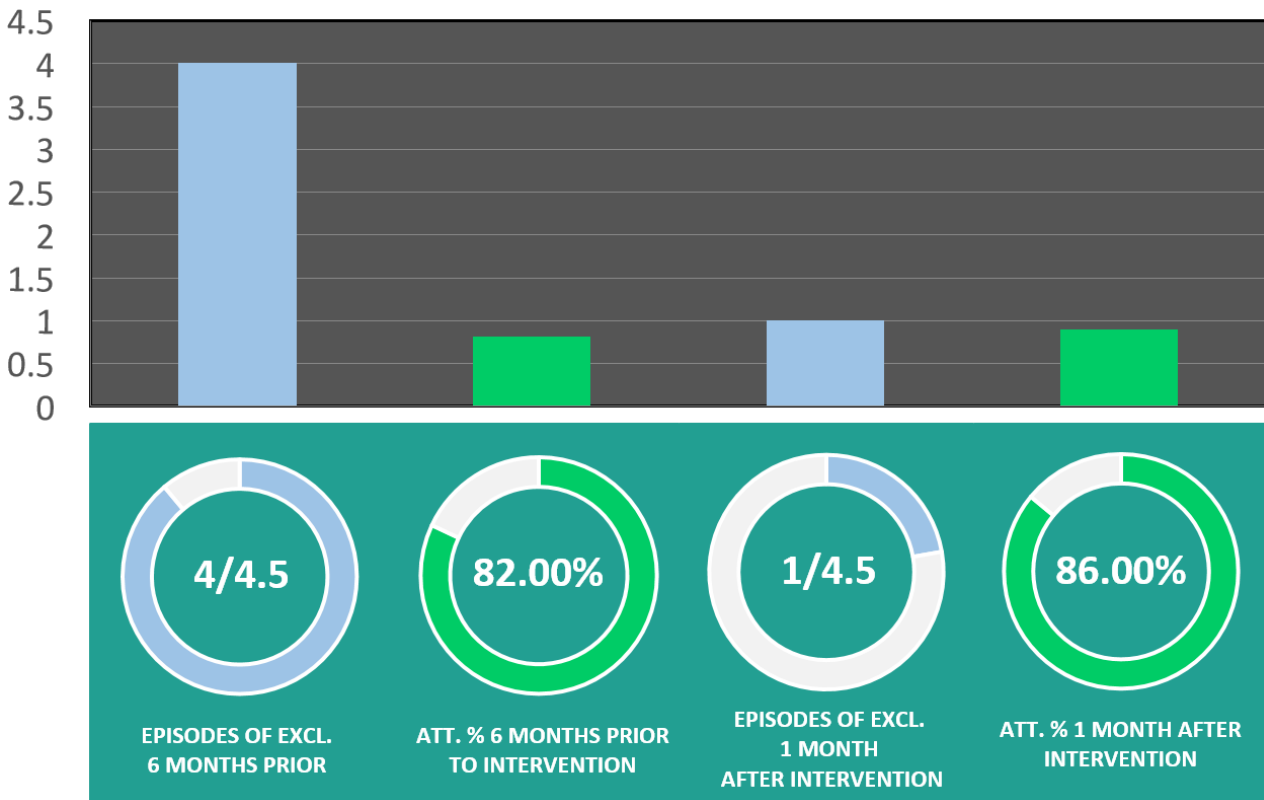
PH has experienced a great deal in his life and this alone provides indication of his resilience.

### Finding and Analysis

PH was excluded 1 in a 6 months period. Following Coaching Direct Organisation involvement there was no further incidents of exclusions. PH attendance was recorded at 59 percent, this was marginally improved at 65 percent after coaching

direct's involvement. PH reported on his self-assessment of some improvement in his awareness. The incorporation of physical activities has enabled PH that to regulate his emotions whilst reinforcing a cognitive approach. The dual sessions enabled PH to channel his emotions whilst embedding affirmation and visualisation techniques to manage his behaviour. Self-praise was also used to reinforce successes and his behaviour. His mother also stated that there had been an improvement in his attitude and a reduction of violent aggressive incidents in the home.

# CASE STUDY 8



### Self-Awareness, Realisation and actualisation

AD has limited self- awareness of himself and his environment. He is an intelligent young man who is vocal and likes to express himself, especially when he feels he has been mistreated. AD struggles to think things through. We have focused in the coaching sessions on him raising his inner and outer awareness and incorporating this into his environment.

### Conflict and behaviour management

AD has experienced a lot of challenges with particular teachers. As result he has experienced a numerous of exclusions. AD is open and honest at times but struggles to filter his thoughts appropriately. AD is a fond lover of boxing. We have used his acquired skillset in boxing to manage his attitude and behaviour within the classroom. This relates to discipline, form and observation. AD has reported some success in this domain.

### Perceptual Awareness to achieve self-efficacy

AD perceives his inner world as generally positive. He does however hold some beliefs that conflict with this in relation to his view of male teachers, as he sees them as the ‘enemy’. As a result he finds it difficult to develop relationships with male teachers. We have challenged this perception and that this is not a fact, only a belief about his experience. AD understands that he gives his experience power by his perceptions and actions.

### Autonomic Behavioral and Cognitive functioning

AD likes to express himself and often as a result feels frustrated by being challenged by teachers. Often his expectation fuels his responses. The work was done to explore his thoughts and feelings and his responses to bring about new thinking practices. This has included affirmation and visualisation exercises. AD has reported that he feels more confident in his responses as a result of the coaching sessions.

KEY	STAGE 1	START OF ASSESSMENT	1	NO
	STAGE 2	MID ASSESSMENT	2	NOT SURE
	STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
			4	AGREE
AD			5	STRONGLY AGREE
			0	NO QUESTION/ANSWER

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	AD	14	MALE	NOT SURE	AGREE	AGREE	NO
STAGE 2	AD	14	MALE	NO	PARTIALLY AGREE	STRONGLY AGREE	NO
STAGE 3	AD	14	MALE	AGREE	NO	PARTIALLY AGREE	PARTIALLY AGREE
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	PARTIALLY AGREE	NO	NOT SURE	NOT SURE	PARTIALLY AGREE	NO	NOT SURE
STAGE 2	AGREE	NO	NOT SURE	NOT SURE	NO	NO	NO
STAGE 3	NOT SURE	NOT SURE	AGREE	NO	NO	NO	NO
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	PARTIALLY AGREE	PARTIALLY AGREE	NO	NOT SURE	AGREE	AGREE	NO
STAGE 2	NOT SURE	NOT SURE	AGREE	NOT SURE	STRONGLY AGREE	STRONGLY AGREE	NO
STAGE 3	NOT SURE	NO	AGREE	NOT SURE	NO	PARTIALLY AGREE	NOT SURE
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easily Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	AGREE	NO	STRONGLY AGREE	AGREE	NO	NO	NO
STAGE 2	AGREE	NO	AGREE	STRONGLY AGREE	NO	PARTIALLY AGREE	AGREE
STAGE 3	PARTIALLY AGREE	NO	PARTIALLY AGREE	AGREE	NO	AGREE	PARTIALLY AGREE
Stage	I Can Be Spiteful To Others	I Get On Better With Adults Than With Other Children	I Like To Complete Tasks Through To The End And Have A Good Attention Span	I Take Things That Are Not Mine From Home, School Or Elsewhere	I Smoke A Lot	I Drink A Lot	I Take Drugs A Lot
STAGE 1	NO	PARTIALLY AGREE	NO	NO	NO	NOT SURE	0
STAGE 2	NOT SURE	PARTIALLY AGREE	NO	NO	NO	NOT SURE	NO
STAGE 3	NOT SURE	NOT SURE	NOT SURE	NO	NO	NO	NO
Stage	I Know That My Family Cares About Me	There Are Lots Of Problems And Arguments At Home	I Like School	I Have Lost Someone Special In My Life	I Often Complain Of Headaches, Stomach-Aches Or Sickness	I Sleep Well	Thanks For Sharing! This Will Help Us Help You Better
STAGE 1	STRONGLY AGREE	PARTIALLY AGREE	NO	NOT SURE	PARTIALLY AGREE	NO	0
STAGE 2	STRONGLY AGREE	NO	NO	NOT SURE	NOT SURE	NOT SURE	0
STAGE 3	AGREE	NOT SURE	AGREE	NO	PARTIALLY AGREE	PARTIALLY AGREE	0
Stage	Using The Creative Visualisation Has Helped Me	Using Positive Affirmation Has Helped Me	I Like The Way Coaching Direct Explains Things To Me	I Feel Able To Talk Freely With Coaching Direct	I Am Learning More About Myself	I Feel Better About Myself	I Will Continue To Use The Skills I Have Learnt From Choaching Direct
STAGE 1	0	0	0	0	0	0	0
STAGE 2	PARTIALLY AGREE	NOT SURE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	0
STAGE 3	AGREE	AGREE	AGREE	AGREE	AGREE	AGREE	AGREE
Stage	Thanks For Sharing! We're come to the end of our session and we would like to say a big thank you. Don't forget to continue to use your new skills to help you along						
STAGE 1	0						
STAGE 2	0						
STAGE 3	0						

## Personal resilience

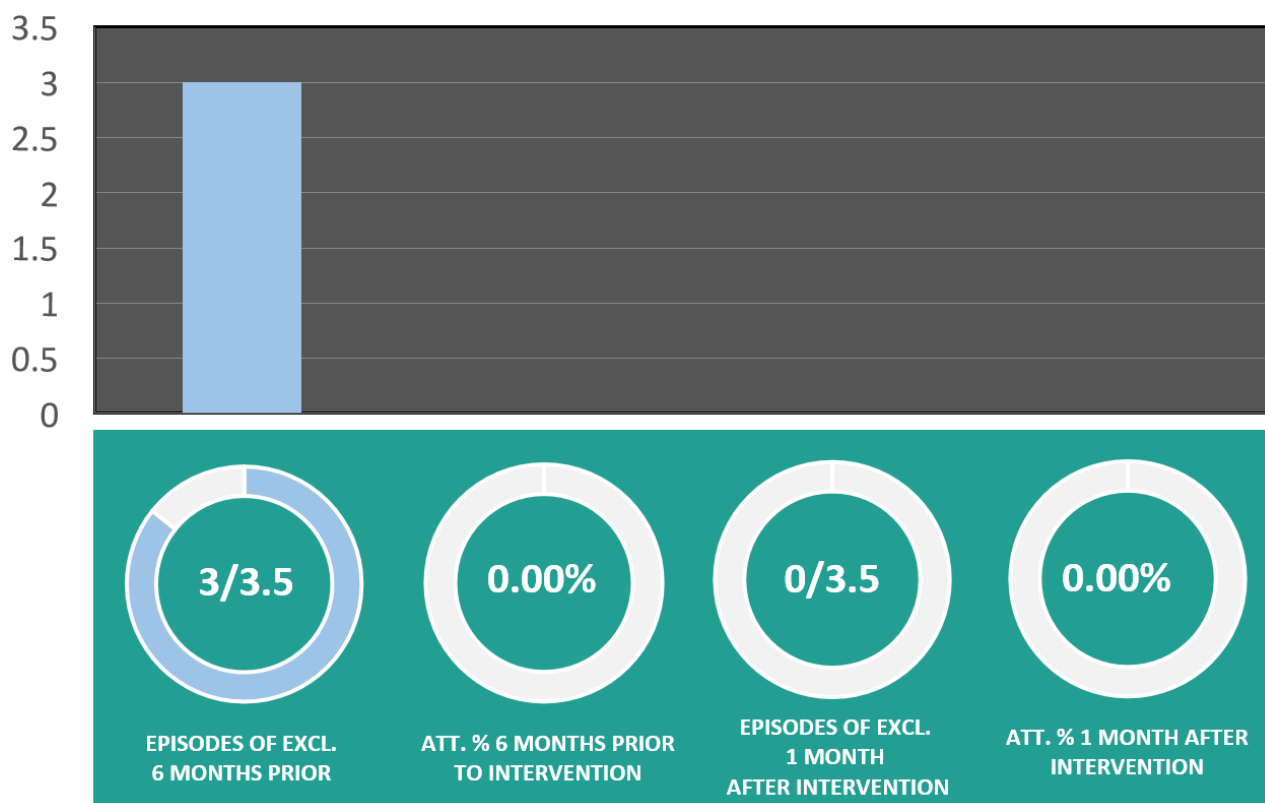
AD's has made use of the coaching sessions to assist him in making better choices. His reflection of the circumstances he experiences allows him to form an analysis and take on board the lesson learnt despite the adverse consequences.

## Findings and Analysis

AD has been excluded 4 times in 6 months due to disruptive behaviour. This has been improved to one recorded incident. His attendance has been recorded at 82 percent

with a marginal increase of 86 percent after Coaching Direct involvement. Following Coaching Direct Organisations involvement AD engagement and exclusion rate has decreased with AD reporting some progress with him taking greater control of his behavior. Although AD has shown an ability to grasp the concepts and use them to reduce his outbursts. AD's self actualisation and self realisation needs to be developed further as this is impacting on his ability to sustain and embed the techniques learnt from the coaching sessions.

## CASE STUDY 9



**JH** is a white British male at home with his mother and father and two brothers. JH was referred to Coaching Direct with regards to peer pressure and current disengagement in education. JH was also caught in possession of a bladed item. The brief was to improve his understanding of his actions, whilst improving his self-esteem and confidence.

### Self-Awareness, Realisation and Actualisation

JH had limited self-awareness and struggled to think things through. The coaching sessions has enabled JH to develop his awareness by reflecting on the circumstances he finds himself in. It has also enabled JH to make better decisions aligned with what he wants to achieve in his life.

### Conflict and behaviour management

JH has stated that he does not pose a behavioural problem at school or at home. Although he does concede that his behavior can be construed as problematic in the classroom. JH has acknowledged that he is easily led by his peers and that this can affect his behavior. JH was able to understand his current behaviour would leave him without qualifications and options after leaving school. We explored JH current passion and success in go

karting and what impact he would achieve using the same model applying the same effort in his education. We also explore JH's feelings associated to making the bladed item. We ascertained that having the blade represents a symbol of power for him. JH has been able to understand this and take greater control and power over his life and how he feels about himself.

### Perceptual Awareness to achieve self-efficacy

JH was not able to reflect on his experiences and responses to life events. We explored his perceptions and how this fuelled his responses changing this area enabled him to gain greater control in his life. We worked on his ability to understand the consequences and take instruction from teachers. In addition to this it has made him more empathic to others.

### Autonomic Behavioral and Cognitive functioning

JH has made good progress in this area. The use of metaphors and mindfulness within the sessions did enable JH to feel more confident in areas previously unrecognised. JH has reported that he is



KEY	STAGE 1	START OF ASSESSMENT	1	NO
	STAGE 2	MID ASSESSMENT	2	NOT SURE
	STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
			4	AGREE
JH			5	STRONGLY AGREE
			0	NO QUESTION/ANSWER

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	JH	14	MALE	NOT SURE	NO	AGREE	NO
STAGE 2	JH	14	MALE	NO	NO	AGREE	NO
STAGE 3	JH	14	MALE	NO	NO	AGREE	NO
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	PARTIALLY AGREE	NO	NO	NOT SURE	NO	NO	NOT SURE
STAGE 2	PARTIALLY AGREE	NO	NOT SURE	PARTIALLY AGREE	NO	NO	NO
STAGE 3	PARTIALLY AGREE	NOT SURE	AGREE	AGREE	NOT SURE	NO	NOT SURE
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	PARTIALLY AGREE	NO	PARTIALLY AGREE	NOT SURE	AGREE	AGREE	NOT SURE
STAGE 2	PARTIALLY AGREE	NO	PARTIALLY AGREE	NOT SURE	NOT SURE	AGREE	NO
STAGE 3	PARTIALLY AGREE	NO	PARTIALLY AGREE	PARTIALLY AGREE	AGREE	AGREE	NO
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easily Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	AGREE	PARTIALLY AGREE	STRONGLY AGREE	NOT SURE	NO	NO	NO
STAGE 2	AGREE	NOT SURE	AGREE	NOT SURE	NO	NO	PARTIALLY AGREE
STAGE 3	AGREE	NOT SURE	AGREE	PARTIALLY AGREE	NO	NO	AGREE
Stage	I Can Be Spiteful To Others	I Get On Better With Adults Than With Other Children	I Like To Complete Tasks Through To The End And Have A Good Attention Span	I Take Things That Are Not Mine From Home, School Or Elsewhere	I Smoke A Lot	I Drink A Lot	I Take Drugs A Lot
STAGE 1	NO	PARTIALLY AGREE	AGREE	NO	PARTIALLY AGREE	NOT SURE	NOT SURE
STAGE 2	NO	NOT SURE	PARTIALLY AGREE	NO	PARTIALLY AGREE	NOT SURE	NO
STAGE 3	NO	PARTIALLY AGREE	STRONGLY AGREE	NOT SURE	PARTIALLY AGREE	NOT SURE	NOT SURE
Stage	I Know That My Family Cares About Me	There Are Lots Of Problems And Arguments At Home	I Like School	I Have Lost Someone Special In My Life	I Often Complain Of Headaches, Stomach-Aches Or Sickness	I Sleep Well	Thanks For Sharing! This Will Help Us Help You Better
STAGE 1	STRONGLY AGREE	PARTIALLY AGREE	AGREE	NO	NOT SURE	PARTIALLY AGREE	0
STAGE 2	STRONGLY AGREE	NO	PARTIALLY AGREE	NO	NO	PARTIALLY AGREE	0
STAGE 3	STRONGLY AGREE	NOT SURE	AGREE	NO	NOT SURE	PARTIALLY AGREE	0
Stage	Using The Creative Visualisation Has Helped Me	Using Positive Affirmation Has Helped Me	I Like The Way Coaching Direct Explains Things To Me	I Feel Able To Talk Freely With Coaching Direct	I Am Learning More About Myself	I Feel Better About Myself	I Will Continue To Use The Skills I Have Learnt From Coaching Direct
STAGE 1	0	0	0	0	0	0	0
STAGE 2	NO	PARTIALLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	0
STAGE 3	PARTIALLY AGREE	AGREE	STRONGLY AGREE	AGREE	AGREE	AGREE	STRONGLY AGREE
Stage	Thanks For Sharing! We're come to the end of our session and we would like to say a big thank you. Don't forget to continue to use your new skills to help you along						
STAGE 1	0						
STAGE 2	0						
STAGE 3	0						

learning more within lessons because of his increased focus and attention. This has involved encouraging JH to actively think about his thoughts, feelings and actions

### Personal resilience

JH has improved his resilience. He has expressed his difficulties in his family which he is now better able to manage. JH is able to perceive his experiences in a beneficial way using his new founded skills of perceptual awareness. This will help strengthen his resilience when faced with any future adversity.

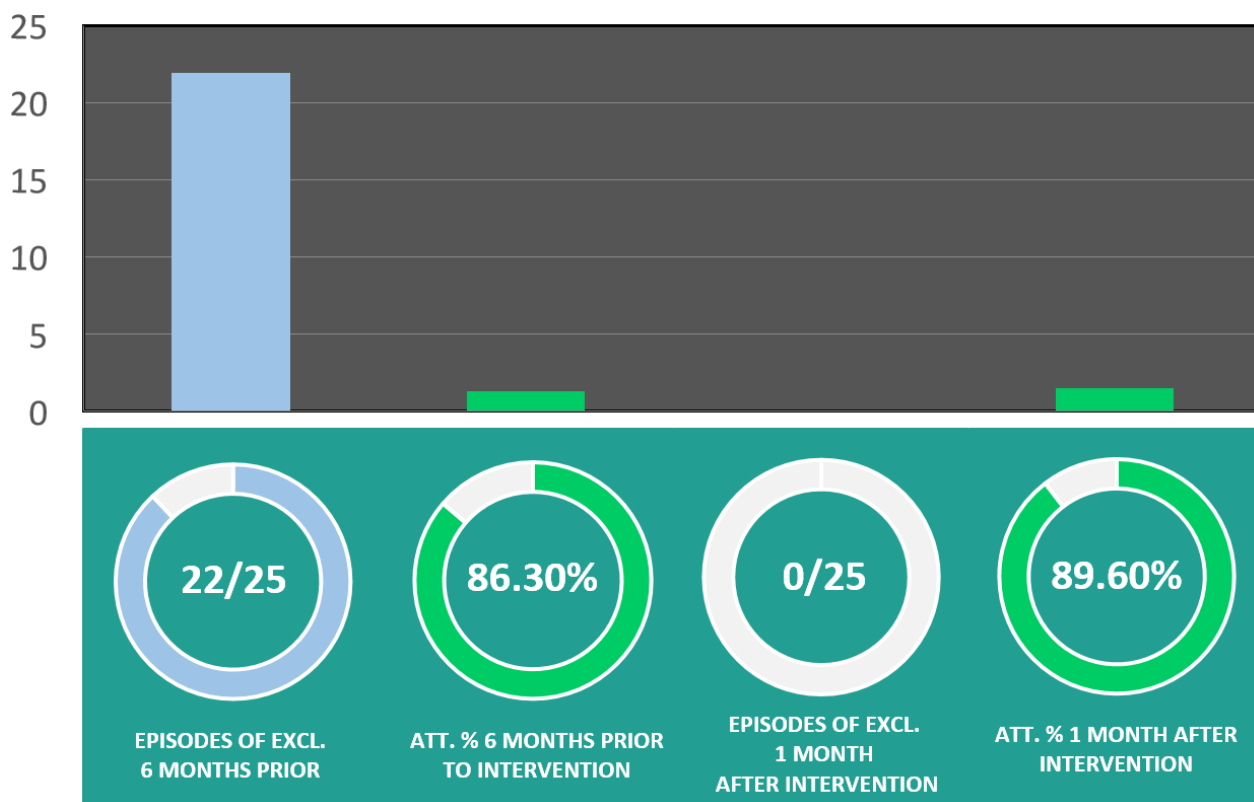
### Findings and Analysis

JH was excluded 3 times in a 6-month period. After Coaching Direct intervention there was no further

periods of exclusion with his attendance reported at 100%. There have not been any reported incidents of disruptive behavior. The graph indicates this was a problematic area for him before. This has been a much-improved area for JH. JH engaged with the work over a 10-week period. JH's self- assessment indicates an increased in his perceptions and self- awareness allowing him to explore his thoughts, feelings and emotional responses. JH has stated that he had dramatic changes with him been able to take greater control of situations within his life. JH confidence has also improved and in turn help direct his judgment in a more positive way.



# CASE STUDY 10



**JS** is a white British Male who lives with his mother and father. He was referred to Coaching Direct amidst concerns relating to management of his anger. This often involves incidences with his peers at the school. The coaching sessions were extended to address further features in his behaviour.

## Self-Awareness, Realisation and Actualisation

JS normally becomes self-aware after he has been given the space and time to think about his responses. JS often finds himself in difficult situations with peers and teachers. He lacks the understanding why he responds in the manner he does. The work with JS has looked at raising his awareness by reflecting on his circumstances and what he would like to achieve by gaining more control of his responses.

## Conflict and behaviour management

JS struggles in the area of conflict and behavioural management as there has been 22 periods of exclusion recorded. He is aware that his difficulties relate to his lack of internal control and inability to regulate his emotional responses. The work looked at JS identifying and

understanding his emotional responses, whilst exploring his outcomes. It took time for JS to understand that he could control the outcome by adapting his responses. I used his love of chess to demonstrate this. J identified that he plays a defensive way. J was shown by moderating his responses in his style of play he could affect the result of the game in a different way.

## Perceptual Awareness to achieve self-efficacy

JS's perceptual awareness is limited. He does not reflect on his experiences within his life. Work was done to raise his perceptual awareness looking at the advantages of reflection. JS was also introduced to affirmations and visualisation techniques which help change his experience.

## Autonomic Behavioral and Cognitive functioning

JS inability to be self-aware has a direct impact on his understanding of his thoughts, feeling and emotional responses. The use of metaphors and mindfulness within the sessions did enable JS to make some progress with him reporting feeling more confident and not lashing out as previously done.

KEY	STAGE 1	START OF ASSESSMENT	1	NO
	STAGE 2	MID ASSESSMENT	2	NOT SURE
	STAGE 3	FINAL ASSESSMENT	3	PARTIALLY AGREE
			4	AGREE
JS			5	STRONGLY AGREE
			6	NO QUESTION/ANSWER
			7	
			8	

Stage	Whats Your Name?	How Old Are You?	Are You Male Or Female	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful
STAGE 1	JS	12	MALE	PARTIALLY AGREE	NO	AGREE	NOT SURE
STAGE 2	JS	13	MALE	PARTIALLY AGREE	NO	AGREE	NO
STAGE 3	JS	13	MALE	NO	NOT SURE	STRONGLY AGREE	NO
Stage	I Am Easily Distracted, My Concentration Wanders	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	I Have Thought About Hurting Others
STAGE 1	PARTIALLY AGREE	NO	NOT SURE	STRONGLY AGREE	NO	NO	PARTIALLY AGREE
STAGE 2	NOT SURE	NO	STRONGLY AGREE	PARTIALLY AGREE	NO	NO	NO
STAGE 3	PARTIALLY AGREE	NO	STRONGLY AGREE	STRONGLY AGREE	NO	NO	NO
Stage	I Always Share With Other Children (treats, games, pencils etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling Ill	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them
STAGE 1	STRONGLY AGREE	PARTIALLY AGREE	STRONGLY AGREE	NOT SURE	STRONGLY AGREE	STRONGLY AGREE	PARTIALLY AGREE
STAGE 2	STRONGLY AGREE	PARTIALLY AGREE	STRONGLY AGREE	STRONGLY AGREE	AGREE	STRONGLY AGREE	NO
STAGE 3	STRONGLY AGREE	PARTIALLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	NO
Stage	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easily Lose My Confidence	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (parents, teachers, other children)	I Think Things Over Before Acting
STAGE 1	AGREE	NO	AGREE	PARTIALLY AGREE	NOT SURE	STRONGLY AGREE	NO
STAGE 2	STRONGLY AGREE	NO	STRONGLY AGREE	NO	NO	STRONGLY AGREE	PARTIALLY AGREE
STAGE 3	AGREE	NO	STRONGLY AGREE	NO	NO	STRONGLY AGREE	STRONGLY AGREE
Stage	I Can Be Spiteful To Others	I Get On Better With Adults Than With Other Children	I Like To Complete Tasks Through To The End And Have A Good Attention Span	I Take Things That Are Not Mine From Home, School Or Elsewhere	I Smoke A Lot	I Drink A Lot	I Take Drugs A Lot
STAGE 1	NO	NO	PARTIALLY AGREE	NO	NO	NO	NO
STAGE 2	NO	PARTIALLY AGREE	STRONGLY AGREE	NO	NO	NO	NO
STAGE 3	NO	PARTIALLY AGREE	STRONGLY AGREE	NO	NO	NO	NO
Stage	I Know That My Family Cares About Me	There Are Lots Of Problems And Arguments At Home	I Like School	I Have Lost Someone Special In My Life	I Often Complain Of Headaches, Stomach-Aches Or Sickness	I Sleep Well	Thanks For Sharing! This Will Help Us Help You Better
STAGE 1	STRONGLY AGREE	AGREE	NO	STRONGLY AGREE	PARTIALLY AGREE	NO	0
STAGE 2	STRONGLY AGREE	NO	PARTIALLY AGREE	STRONGLY AGREE	NO	STRONGLY AGREE	0
STAGE 3	STRONGLY AGREE	NO	NO	STRONGLY AGREE	NO	STRONGLY AGREE	0
Stage	Using The Creative Visualisation Has Helped Me	Using Positive Affirmation Has Helped Me	I Like The Way Coaching Direct Explains Things To Me	I Feel Able To Talk Freely With Coaching Direct	I Am Learning More About Myself	I Feel Better About Myself	I Will Continue To Use The Skills I Have Learnt From Coaching Direct
STAGE 1	0	0	0	0	0	0	0
STAGE 2	PARTIALLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	NO	STRONGLY AGREE	0
STAGE 3	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	NO	STRONGLY AGREE	STRONGLY AGREE
Stage	Thanks For Sharing! We're come to the end of our session and we would like to say a big thank you. Don't forget to continue to use your new skills to help you along						
STAGE 1	0						
STAGE 2	0						
STAGE 3	0						

## Personal resilience

JS has a resilient nature and has shown his ability to overcome adverse situation within his life. At times his response has not always been appropriate. JS's awareness will be key to regulating his responses when combatting such difficulties.

## Findings and Analysis

JS was excluded 22 times in a 6-month period prior to Coaching Direct intervention. At this time his school attendance was 86 percent. Following Coaching Directs involvement JS attendance has had a marginal improvement to 89 percent. Following JS's intervention there has been

improvements in his engagement and no incidents of exclusions. JS reports on his self-assessment an improvement in his overall self-awareness and engagement with peers. He has said he is less argumentative with adults and teachers. JS has reported that he has had some success with the strategies employed. This has had some impact on his confidence and his ability to take control of situations that would off previously frustrated him.

# Findings

Coaching Direct has examined 10 cases which make up 100% of this evaluation. One child had left the county of Hertfordshire with his family after 6 sessions so we were unable to complete the assessment.

KEY		STAGE 1	Start of Assessment			
		STAGE 2	Mid Assessment			
		STAGE 3	Final Assessment			
Stage	I Like Being On My Own And Tend To Play Alone	I Have Lots Things That I Worry About	I Am Often Happy	I Am Often Unhappy, Downhearted Or Tearful	I Am Easily Distracted, My Concentration Wanders	
STAGE 1	50% no, 40% not sure, 10% partially agree	50% no, 20% not sure, 20% agree, 10% not sure	60% agree, 20% partially happy, 20% strongly agree	80% no, 20% not sure	70% partially agree, 10% no, 10% agree, 10% strongly agree	
STAGE 2	50% no, 10% not sure, 40% partially agree	40% no, 30% partially agree, 20% not sure, 10% agree	20% partially agree, 20% not sure, 40% agree, 20% strongly agree	50% not sure, 50% no	60% partially agree, 20% not sure, 10% strongly agree, 10% agree	
STAGE 3	20% agree, 40% not sure, 40% no	40% no, 30% partially agree, 30% not sure	10% not sure, 40% agree, 40% partially agree, 10% strongly agree	30% not sure, 60% no, 10% partially agree	30% not sure, 10% no, 60% partially agree	
Stage	I Have Lots Of Fears And Easily Scared	When I Do Something Bad I Try To Understand How Others Might Feel	I Find It Easy To Trust People	I Feel Stressed Or Anxious	I Have Thought About Hurting Myself	
STAGE 1	10% not sure, 90% no	20% partially agree, 10% agree, 40% not sure, 10% no, 20% strongly agree	50% not sure, 10% agree, 30% partially agree, 10% agree	70% no, 10% agree, 10% not sure, 10% partially agree	90% no, 10% strongly agree	
STAGE 2	30% not sure, 10% partially agree, 60% no	30% agreed, 40% not sure, 20% strongly agree, 10% partially agree	80% partially agree, 20% not sure	90% no, 10% partially agree	90% no, 10% partially agree	
STAGE 3	50% no, 40% not sure, 10% partially agree	50% agree, 30% partially agree, 20% strongly agree	40% partially agree, 30% agree, 10% strongly agree, 10% said no, 10% not sure	70% no, 10% strongly agree, 20% not sure, 10% agree	60% no, 10% strongly agree, 20% not sure, 10% agree	
Stage	I Have Thought About Hurting Others	I Always Share With Other Children (Treats, Games, Pencils Etc.)	I Often Get Angry And Shout Or Hit Out	I Generally Do What I Am Told When Asked By Adults	I Am Helpful If Someone Is Hurt, Upset Or Feeling Ill	
STAGE 1	40% no, 10% agree, 40% not sure, 10% partially agree	40% partially agree, 20% agree, 10% not sure, 10% strongly agree	20% no, 40% partially agree, 20% agree, 10% strongly agree, 10% not sure	30% partially agree, 50% not sure, 10% said no, 10% strongly agree	30% agree, 10% strongly agree, 30% not sure, 10% no, 20% partially agree	
STAGE 2	70% no, 20% not sure, 10% partially agree	40% partially agree, 10% agree, 20% not sure, 10% no, 20% strongly agree	30% no, 20% agree, 30% not sure, 20% partially agree	30% partially agree, 10% not sure, 20% agree, 30% no, 10% strongly agree	30% agree, 30% partially agree, 20% not sure, 20% strongly agree	
STAGE 3	70% no, 30% not sure	40% partially agree, 20% no, 10% not sure, 20% strongly agree, 10% agree	50% no, 30% not sure, 20% partially agree	40% agree, 30% partially agree, 10% not sure, 20% strongly agree	20% agree, 30% strongly agree, 10% not sure, 40% partially agree	
Stage	I Am Always Fidgeting	I Have At Least One Good Friend	I Often Fight With Other Children Or Bully Them	I Am Generally Liked By Other Children	I Am Nervous In New Situations And Easily Lose My Confidence	
STAGE 1	50% strongly agree, 10% partially agree, 30% agree, 10% not sure	70% strongly agree, 20% agree, 10% no	50% no, 30% not sure, 10% partially agree, 10% strongly agree	60% agree, 10% not sure, 10% no, 20% partially agree	40% not sure, 20% agree, 10% partially agree, 30% no	
STAGE 2	50% not sure, 10% said no, 20% strongly agree, 10% agree, 10% partially agree	50% agree, 40% strongly agree, 10% not sure	80% said no, 10% agree, 10% not sure	50% agree, 20% partially agree, 30% strongly agree	40% not sure, 10% partially agree, 20% agree, 30% said no	
STAGE 3	20% not sure, 30% agree, 20% partially agree, 10% strongly agree, 20% no	60% agree, 20% strongly agree, 20% partially agree	60% said no, 30% not sure, 10% agree	50% agree, 40% partially agree, 10% strongly agree	50% not sure, 10% agree, 30% said no, 10% partially agree	

Stage	I Am Kind To Younger Children	I Am Often Argumentative With Adults	I Am Picked On Or Bullied By Other Children	I Often Volunteer To Help Others (Parents, Teachers, Other Children)	I Think Things Over Before Acting
STAGE 1	60% strongly agree, 20% agreed, 10% said no, 10% partially agree	60% partially agree, 10% not sure, 30% agree	60% said no, 20% strongly agree, 20% not sure	50% no, 20% not sure, 20% strongly agree, 10% partially agree	30% not sure, 50% no, 20% partially agree
STAGE 2	60% strongly agree, 30% agree 10% partially agree	30% partially agree, 10% agree, 20% not sure, 20% strongly agree, 20% said no	60% no, 20% not sure, 20% partially agree	40% partially agree, 20% agree, 30% said no, 10% strongly agree	50% partially agree, 10% not sure, 10% no, 30% agree
STAGE 3	50% strongly agree, 20% agree, 30% partially agree	60% partially agree, 20% said no, 10% agreed, 10% not sure	70% no, 10% strongly agree 10% not sure 10% partially agree	40% agree, 10% partially agree, 10% strongly agree, 40% said no	20% agree, 30% partially agree, 30% not sure, 20% strongly agree
Stage	I Can Be Spiteful To Others	I Get On Better With Adults Than With Other Children	I Like To Complete Tasks Through To The End And Have A Good Attention Span.	I Take Things That Are Not Mine From Home, School Or Elsewhere	I Smoke A Lot
STAGE 1	30% partially agree, 30% not sure, 30% no, 10% strongly agree	10% not sure, 60% partially agree, 20% no, 10% agree	40% partially agree, 20% not sure. 20% strongly agree, 10% agree, 10% said no	80% said no, 10% strongly agreed 10% not sure	80% no, 10% partially agree, 10% agree
STAGE 2	50% no, 30% not sure, 10% agree, 10% partially agree	70% partially agree, 10% not sure, 20% no	30% not sure, 40% partially agree, 20% no, 10% strongly agree	80% no, 10% agreed, 10% strongly agree	80% said no, 20% partially agree
STAGE 3	60% said no, 30% not sure, 10% strongly agree	60% partially agree, 40% not sure	20% agree, 30% partially agree, 30% strongly agree, 20% not sure	70% said no, 30% not sure	80% said no, 20% partially agree
Stage	I Drink A Lot	I Take Drugs A Lot	I Know That My Family Cares About Me	There Are Lots Of Problems And Arguments At Home	I Like School
STAGE 1	70% said no, 20% not sure, 10% strongly agree	70% no, 10% no response, 10% not sure, 10% strongly agree	80% strongly agree, 10% partially agree, 10% agree	40% no, 20% partially agree, 10% not sure, 20% agreed, 10% not sure	30% partially agree, 30% said no, 10% strongly agree, 30% agree
STAGE 2	70% said no, 30% said not sure	80% no, 10% not sure, 10% partially agree	90% strongly agree, 10% not sure	60% no, 30% not sure, 10% strongly agree	50% partially agree, 20% said no, 20% agree, 10% not sure
STAGE 3	80% said no, 10% not sure, 10% said partially agree	70% no, 20% not sure, 10% agreed	60% strongly agree, 30% agree, 10% partially agree	50% no, 30% not sure, 20% partially agree	60% partially agree, 30% agreed, 10% no
Stage	I have lost someone special in my life	I often complain of headaches, stomach-aches or sickness	I sleep well	Using the creative visualisation has helped me	Using positive affirmations has helped me
STAGE 1	20% not sure, 30% said no, 40% strongly agree, 10% agree	30% not sure, 30% no, 40% partially agree	30% partially agree, 10% not sure, 30% agree, 20% said no, 10% strongly agree	0 response too early to use creative visualisation only used in stage 2/3	*0 response too early to use positive affirmations visualisation only used in stage 2/3
STAGE 2	40% said no, 40% strongly agree, 10% not sure, 10% agree	70% no, 10% not sure, 10% strongly agree, 10% partially agree	50% partially agree, 20% strongly agree, 20% not sure, 10% said no	30% agree, 20% strongly agree, 10% said no, 40% partially agree	40% strongly agree, 20% agree, 30% partially agree, 10% not sure
STAGE 3	40% said no, 50% strongly agree, 10% agree	70% said no, 10% not sure, 10% partially agree, 10% agree	40% partially agree, 40% agree, 20% strongly agree	50% strongly agree, 20% partially agree, 30% agree	60% strongly agree, 40% agree
Stage	I like the way Coaching Direct explains things to me	I feel able to talk freely with Coaching Direct	I am learning more about myself	I feel better about myself	I will continue to use the skills I have learnt from Coaching Direct
STAGE 1	0 response as only in stage 2/3	0 response in stage 1 only in stage 2/3	0 response in the 1 stage only in stage 2/3	0 response in the 1 stage only in stage 2/3	*0 response in the 1/2 stage only in stage 3
STAGE 2	80% strongly agree, 10% agree, 10% partially agree	80% strongly agree, 10% agree, 10% partially agree	50% strongly agree, 10% no response, 10% no, 10% agree, 20% partially agree	80% strongly agree, 10% partially agree, 10% agree	*0 response in the 1/2 stage only in stage 3
STAGE 3	70% strongly agree, 30% agree	60% strongly agree, 30% agree, 10% partially agree	40% strongly agree, 40% agree, 10% said no, 10% partially agree	40% strongly agree, 50% agree, 10% partially agree	50% strongly agree, 40% agree, 10% partially agree

\* The questions were not asked of the pupils as it was not relevant during stage 1 and 2 of the assessment process. It was deemed more appropriate to pose the questions during stage 3 of the assessment process as would have been able to have time to reflect on their experience of using positive affirmations and creative visualisations.

# Analysis

The three- stage assessment enabled us to understand the pupils Perceptual awareness emotional and cognitive functioning inner landscape and their connectivity to the outside world they interact with. The first stage of the assessment process was spent developing rapport and providing the young person, with the appropriate understanding of what Coaching Directs purpose is. The responses mostly reflect this understanding as they have tended to be more guarded with their view's attitudes and beliefs. This analysis considers that the response options were limited as this was due to IT constraints on the software available.

## Perceptual Awareness

50% young people experienced poor Perceptual awareness and which needed considerable input. This shapes the way they observe and perceive their inner world and the immediate enviroment. In most cases the sessions proved successful in this area as 90% agreed they felt better about themselves by the end of the sessions. 50% of young people found it easy to trust people in stage 1 this change to 80% by the end of the sessions.

## Home Enviroment

Around half of the young people initially did not think there were problems at home although around 40% stated varying levels of agreement. This changes in stage 3 where 30% had varying levels of agreement. 90% felt that their parents cared about them.10% state they have stolen items from home, school or elsewhere.

## Attitude to school

In stage 2, 70% of young people said they liked school. This increased to 90% in stage three.

## Empathy

30% of young people felt empathic towards other people in the initial stages of the assessment this then increases to 70% by stage 3. 100% young people said they would be kind to young children.

## Health & well being

20% young people admitted to smoking. The majority does not smoke. 10% admitted to drinking a lot of alcohol in stage 3, 10% only partially agreed that they consumed too much alcohol. 10% agreed that they took drugs. In stage 1 70% agreed that they slept well at the end of the sessions 100% said that they slept well. In stage 1 20% agreed they felt stressed and anxious. 40% of young people stated that they experienced headaches stomach aches and sickness this reduces to 20% by the end of the sessions.

## Attitudes towards Adults

Even though 60%-70% argue with adults 60% get on better with adults than with other children. Initially 40% agreed but towards the end of the sessions 90% of children say that they generally do what they are told by adults by stage 3 of the assessment process.

## Engagement with Coaching Direct

Stage 1 no young person was asked at this point as it was too early to ascertain their view of our intervention. Stage 2 +3 100% agreed that they liked the way Coaching Direct explains things to them. 100% felt they were able to talk freely with Coaching Direct. 50% agreed that they would continue to use the strategies learnt

## Emotional Conflict

Young people did not acknowledge their obvious emotional conflict demonstrated in Stage 1 of the assessment. 80% said that they were not upset or unhappy. Stage 2 -3 shows a confused picture as 50% said they were not sure and 50 % said they were not upset or sad. In stage 3, 10% partially agreed that they had a emotional upset. 40% said they were spiteful to others when aggrieved in stage 1. In stage 2-3 this reduces to 10%.

## Mindfulness

Stage 1 no young person was asked at this point as it was too early to ascertain their view of our intervention. 100% agreed that creative visualisation was of benefit to them. 100% agreed that positive affirmations were of benefit to them.



# Conclusion

This Evaluation has enabled Coaching Direct Organisation to understand its impact on young people using the programme to focus on their inner landscape and its relationship to their outer-world. Understanding their perception proved to be exceptionally valuable as this enabled us to develop rapport, decipher emotional features, contouring challenging behaviour to a more positive and acceptable format. How young people feel think and behave is always in some form of conflict. Stage 4 of Erikson's Psychosocial development discusses the notion of inferiority when child feels that he/she cannot not meet societal demands. Coaching Direct understand this very important theory and uses this knowledge to navigate the young person's perception of their world.

A significant part of Coaching Direct Organisation's work is in schools and the cohort are pupils who are disenfranchised and feature a number of challenging issues. School for most, is important, but they struggled with relationships with teachers and their peers. Around 90% of the children in this evaluation were in varying levels of agreement that they liked school. School, for most provides structure, social interaction, learning and a safe environment. When these aspects contradict the young person's understanding, then conflict occurs, leading to disruptive behaviours.

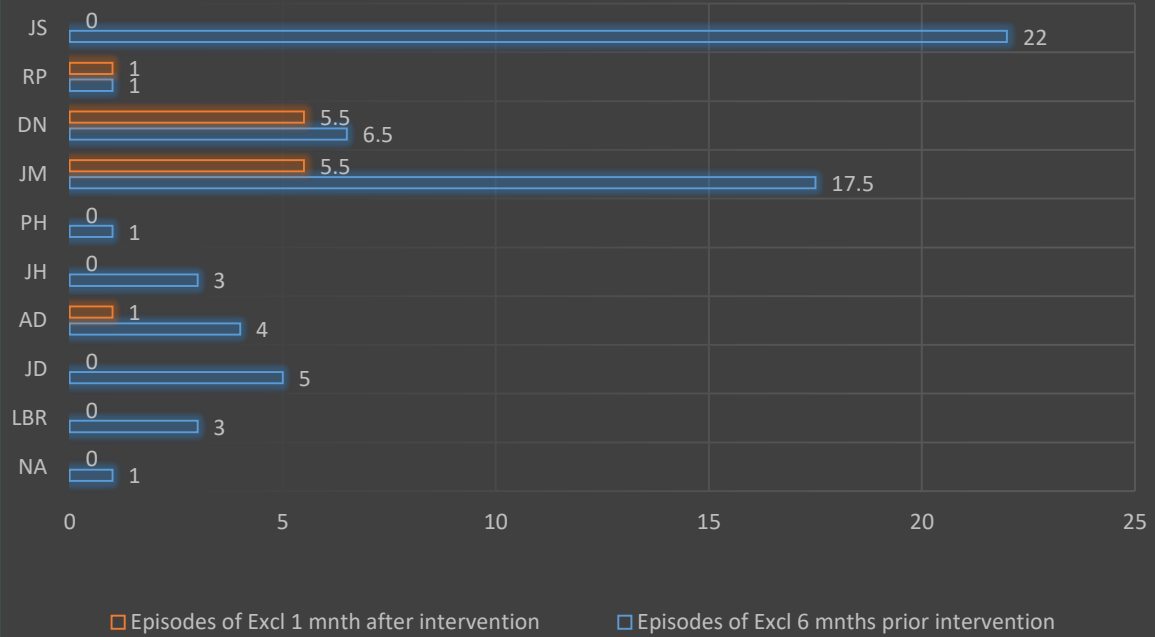
Relationships are very important in school. The quality of that relationship has a direct impact on learning and their behaviour. An assessment question was asked 'are they argumentative with adults' stage 1, 90% agreed that they were augmentative with adults (*focused on teachers*) Stage 2, 60% agreed (*time spent with young people impacting the issues*) Stage 3 70% agreed. This clearly demonstrates that children value the relationships they have with teachers if it is supportive, reliable and discipline is administered in a fair and consistent manner. Coaching Direct often came across young people who identified these points as contributory to their disrupting behaviour.

When young people were asked if they fight or bully other children around 60% over all the stages said they did not fight or bully other children. 40% had some form of conflict with other children. However, as time went on and the issues addressed through the sessions 100% of children with varying levels of agreement said they were liked by other children. Their peer relationships had changed but still with some conflict, nevertheless there was improvement.

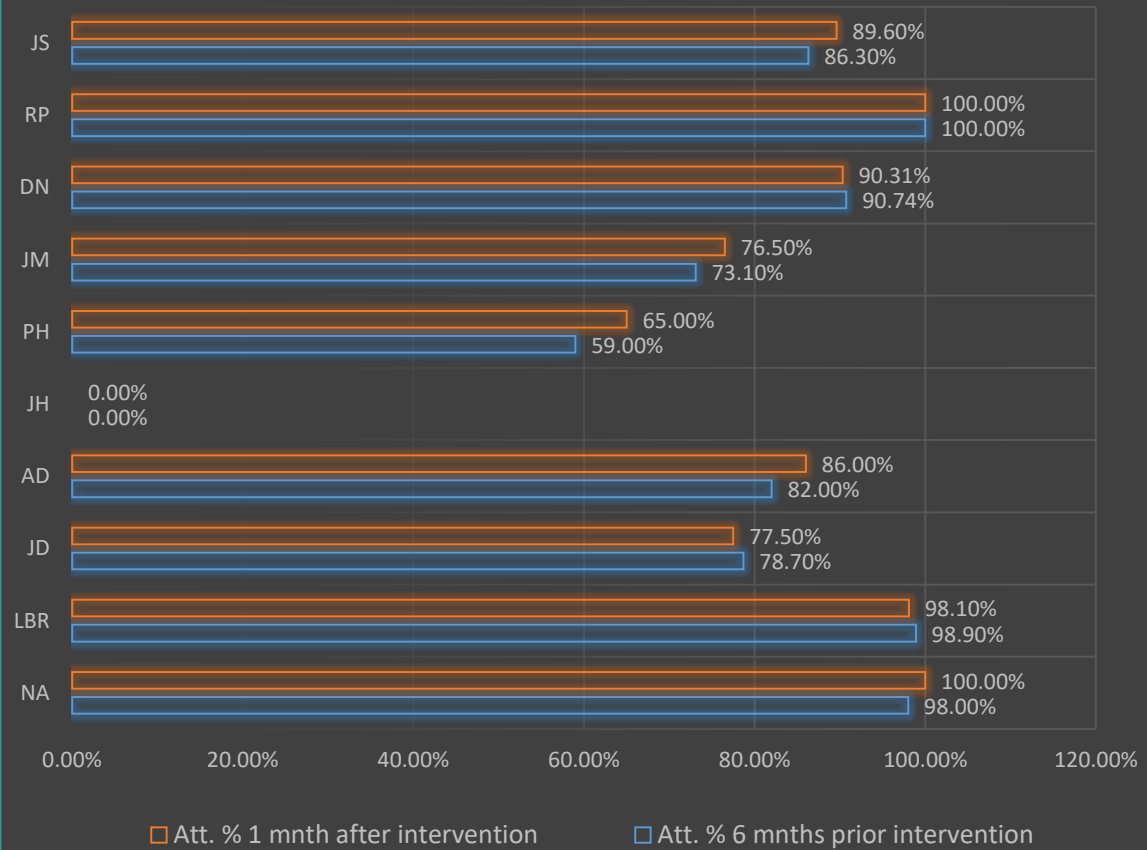
With regard to exclusions and attendance in school, there was a significant impact on **exclusions** with a marginal effect on **attendance**.



## EXCLUSION DAYS



## ATTENDANCE DAYS %





**Helping** young people take a more positive outlook on their life and take responsibility for their actions can change their behaviour and attitudes. Erikson’s 5<sup>th</sup> stage of psychosocial development states that “children are becoming more independent from childhood to adulthood to search for a sense of self and personal identity through an intense exploration of personal values, belief and goals”.

With this understanding Coaching Direct is able to influence their capacity to achieve their dreams and aspirations which often goes unrealised by the young person who may feel worthless. This would seem to have directly reduced the dysfunctional behaviour that led to the high exclusion rates as detailed above for some pupils.

There has been some improvement with pupil engagement in the class room as featured below:

	6 MONTHS PRIOR TO CD	1 MONTHS AFTER CD
NAME	ENGAGEMENT	ENGAGEMENT
LBR	Engaged but behavioural issues	Engaged
JM	Refusing to engage with behaviour issues	Occasionally engaged
JD	Engaged with behaviour issues	Engaged and behavioural issues lessened
DN	Non-engagement	Engagement still limited however improvement
NA	Disengaged before intervention	NA is more engaged with his work now
RP	1/5 engagement	Fully engaged
JH	Good with poor punctuality	Good dramatically improved
JS	Peer issues with pupils	Engaging, although peer issues with pupils
PH	Engagement with behavioural issues	Awaiting new provision
AD	Engaged some behavioural issues	Improved, although some behavioural issues

Over all we believe that Coaching Direct has had a positive influence in changing behaviour, engagement in the classroom and reducing exclusions in schools. Mindfulness proved to be useful as 100% children said they benefited from this practice and helped to reduce stress and anxiety. What presented itself to Coaching Direct was that the young people valued the time and interest paid to them. The programme focussed on their understanding, attitude and expression of their inner world its relationship to their enviroment. They were willing to allow us to challenge their Perceptional beliefs and suggest new ways of thinking feeling and behaving to access what they needed to bring about a more productive experience. However, we are aware of some shortcomings with regard to the quality of the data used and the software to collect that data.

In terms of feedback 100% of young people liked the we way Coaching Direct explained complex ideas to them. 100% felt that they could talk freely.



# Future areas of work

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- Amend referral form to include more data from schools;
  - Make changes to the assessment questions to capture age appropriate information;
  - Incorporate better user feedback in assessment.
  - Some children were at risk of gang involvement (grooming) Coaching Direct Organisation also runs Gang Prevention Service (GPS) therefore questions in the assessment stages should capture information that would highlight any gang association;
  - Coaching Direct aims to employ trained staff to deal with complex cases;
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