



Learning Strategies & Accommodations

Your trainers are aware that different learning approaches work better for different students – and that distance learning has particular challenges. After considering your needs with an open, creative mind, contact your trainer or the director of training to request support or an extension -- or to strategize accommodations, as needed.

You probably noticed in *Coaching Essentials* that some students were eager to speak up in class discussions some waited until after or before class to ask questions; some were stronger in forum posts; etc. Different students engage and learn differently. Here are examples of insights from the *Strengths-Based Coaching* course. It includes specific study techniques as well as effective, customized learning strategies from almost 20 cohorts of foundation students:

- ◆ Learn about your brain – thirteen students (and several spouses) were assessed and diagnosed with ADHD as a result of this training. (2-4% of US adults have ADHD and only 20% of those in the US have been diagnosed.) Two students who went in for assessments learned they had auditory processing disorders; another learned about her depression.
- ◆ One student, who described herself as introverted, was uncomfortable asking questions in or after class – or in the *Student-Initiated Forum*. Her solution was to contact the trainers directly via email or phone.
- ◆ Organize the training materials to suit you.
 - Use *Post-Its* to flag documents that you'll be referencing in the upcoming class – or to help you find the document you need to reference regularly.
 - Use file folders instead of the binder – one for each tab/topic.
 - Set up your binder to suit you, rather than following the tabbed table of contents and SBC CLL topics headings. Over the years, several students have re-assigned some of the numbered tabs to reflect the training weeks, for example.
 - Separate the assignment documents to focus on the current one more easily.
 - If you aren't a fan of printed documents, download all course documents into electronic document folders numbered and labeled to match the binder tabs and the CLL topic categories (which match). One student only printed the few documents she was sure she needed to write on. But she could easily access any course document electronically without going into the CLL or online).
 - One person felt separate documents was 'messy.' She had all of the course documents bound with the tabbed dividers at the copy shop.
- ◆ Create self-initiated goals and accountability. Commit to them in the forum or to your SBG coach (for example, introducing the possibility of coaching to clients, finding free or low fee coaching practice clients, or practicing specific coaching skills).

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- ◆ Block out regular times in your calendars each week to review the assignments, download/print material, read/review supplemental material, attend to forum posts and reviews, prep for the Skills Building Group and complete the *Skills Building Report*.
- ◆ Revise the *SBG Report* to suit you. Collaborate with your trainer or Denslow. Shorten it if writing is a poor learning methodology for you -- or reformat it if, for example, narrative sharing flows better for you (verbal, emotional).
- ◆ Protect a block of time before each class/SBG for maximum learning: organize your papers with the agenda, read & orient yourself to the discussion topics and documents (cognitive). After the class or SBG meeting, thoughtfully reassemble your binder, review your notes, etc.
- ◆ Write in a journal about what you are learning (verbal, tactile) – or just sit and reflect on the new information or your experience with it (cognitive, emotional, intuitive).
- ◆ Offer to teach a section of a class or a post class discussion (for example, introduce one of the modalities or talk through a review of coaching skills).
- ◆ Ask for the weekly *Agenda and Assignments* (or any document) in Word, so you can change the format or type in your notes (verbal, kinesthetic, visual, cognitive)
- ◆ Read or think through assignments while walking on a treadmill (kinesthetic) or in a park, coffee shop or library (cognitive/visual/auditory).
- ◆ Listen to class or demo recordings while going for a walk – or doing any activity that doesn't demand much attention – like cleaning, sewing, cooking familiar dishes, weeding, (kinesthetic).

Coaching requires strong auditory skills. Much of your training will stretch & increase your auditory capacity. Lean into this.

Strengthen & Reinforce Your Auditory Modality

- ◆ Find a study/coach partner (*Student-Initiated Forum*) to talk thru the material weekly—or to strategize time management and set assignment accountability (verbal, emotional). These would need to be in addition to your Skills Building Groups – not instead of them.
- ◆ Ask for the weekly *Agenda and Assignments* in the Instructor version. These include the points the instructors speak from in class.
- ◆ Take advantage of the various recordings (demos, classes, SBG coaching) by reviewing them and reflecting on the content. Some find that listening while walking or doing a mindless task (washing dishes, weeding) helped.
- ◆ Listening to your own SBG coaching in the context of trainer feedback is one of the strongest ways to improve your coaching.
- ◆ Listen to recordings on headphones (auditory) or draft forum posts (written verbal) while sitting with someone(s) occupied but not disruptive (in a coffee shop or watching something you don't care about on TV). This works for different reasons (emotional/cognitive/auditory strategy) because, *for some people*, that environment can silence internal chatter, partially occupy a brain that craves extra stimulation, or reduce loneliness.