

## Supportive Behavioral Coaching Overview

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A set of best practices and skills guides development of an organization's capacity to deliver Implementation Support (*please see Implementation Support, General Capacities reference document for more information*). In addition, a set of more "generic" skills cut-across a person's abilities to provide Implementation Support no matter which implementation capacity core areas may be the focus. [Supportive Behavioral Coaching](#) is one of them.

**Supportive Behavioral Coaching (SBC)** focuses on using constructive and positive feedback, linked to specific behaviors and based on observing them, in order to improve performance of those behaviors over time.

### Critical Components of Supportive Behavioral Coaching

#### A. **Experiential Learning Activities**

These are *naturally occurring or intentionally created* activities in which people and teams are applying knowledge, skills, resources, and organizational structures and practices. They are based in the context of participants' own environments and related to behavioral goals.

#### B. **Observation**

This "witnessing" of behaviors in some type of *naturally occurring or intentionally created* activity can be primary (by you directly, in real-time) or secondary (upon review of someone else's summary of what they observed).

#### C. **Behavioral Feedback or "PRAISE, PRAISE, PRAISE, TEACH"**

This is positive and developmental feedback, both linked to specific behavioral aspects of defined performance goals. For example, "When I saw you \_\_\_\_\_, I noticed \_\_\_\_\_", can be linked to positively reinforce a behavior (praise) or prompt a learner to explore differences between actual and expected behavior (teach).

#### D. **Reflective Practice and Self-Regulation**

This is deliberate inquiry into one's actions, anchored to behavioral goals, in order to engage in continuous learning and move toward managing things with no or less external support. "*What are two things you did well?*" and "*What is one thing you might you differently next time to address \_\_\_\_\_?*"

#### E. **Joint Action Planning**

This makes acknowledging, learning from, and taking action to strengthen behaviors concrete. Co-outlining "homework" - with supportive resources and linked to defined behavioral goals, promotes growth. *NOTE: this is ongoing & adjusted based on monitoring.*