**TSBVI Coffee Hour: Coaching v. Consulting**

Marina McCormick, Ed.D.

Region 4 RDSPD Coordinator

February 8, 2021

**AGENDA**

* Reviewing definitions of coaching and consultation
* Exploring the difference between coaching and consultation
* Examining a scenario to identify key differences
* Considering how roles change depending on the situation
* Answering questions

**Let’s review**

* What are those definitions again?

So think back to November.   
What are some key differences between coaching and consulting?

When you think of consultation, what actions come to mind?

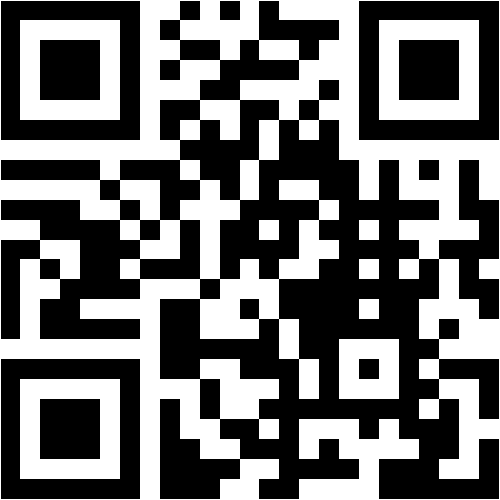


Figure QR Code

* Scan the QR Code OR visit [www.menti.com](http://www.menti.com) and enter code 96 05 29 to join the conversation!

When you think of coaching, what actions come to mind?

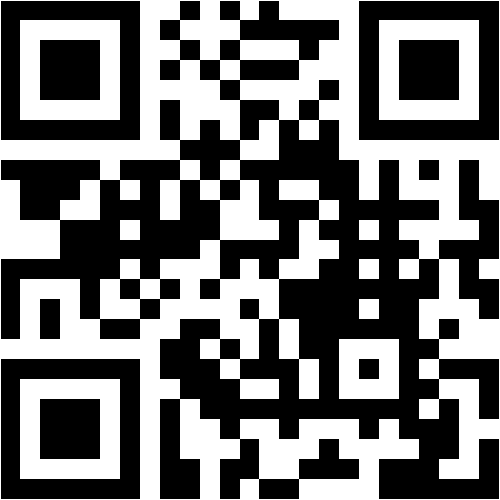


Figure QR Code

* Scan the QR Code OR visit [www.menti.com](http://www.menti.com) and enter code 59 20 10 1 to join the conversation!

**What’s the difference?**

* Coaching
  + Truth
  + Guidance
  + Building capacity
  + Internally-driven growth
  + Exploring possibilities
  + “You know”
  + Facilitator
  + Asking questions
* Consulting
  + Execution
  + Instruction
  + Solving a problem
  + Outside expertise
  + Providing possibilities
  + “I know”
  + Authority
  + Stating solutions
* Source: Forbes Coaches Council. (2018). Key differences between coaching and consulting (and what your business needs to decide). Retrieved on November 14, 2020 from <https://www.forbes.com/sites/forbescoachescouncil/2018/06/14/key-differences-between-coaching-and-consulting-and-how-to-decide-what-your-business-needs/?sh=3a6386733d71>

**Consider the following question.**

**Survey says!**

* How are you currently using coaching and consulting in your practice?

**Provide an example of a situation when you use a consultative approach.**

* Observing in a classroom or in a home setting.
  + Depends
* Explaining why a particular instructional strategy is needed.
  + Yes
* Telling staff how they should work with students.
  + Depends
* When there is a lot of complexity involved.
  + No
* Following up on how parents or teachers are implementing strategies
  + Depends
* Answering questions about what I (the practitioner) do
  + Yes
* Providing training to others on the team.
  + Yes

**Provide an example of a situation when you use a coaching approach.**

* Teaching Braille
  + No
* Mentoring a paraprofessional who is working with a student
  + Yes
* Helping with particular instructional approaches
  + Depends
* Reviewing data for the Little Room
  + Depends
* Teaching how to present materials to a student
  + Depends
* Teaching how to increase student engagement
  + Depends

**But what makes the difference?**

* How do you know when to use which approach?

Is there a distance between competence and excellence?



Figure Photo of Atul Gawande

He would say, “Not necessarily.”

* Atul Gawande
* Surgeon, writer, public health researcher
* “There’s only a distance [between competence and excellence] because there is *complexity*.”

**How do we classify tasks based on complexity?**

Technical Challenges

* Can be defined as a problem that people within the organization have the know-how to fix (Heifetz & Linsky, 2004)
* Can identify systems in place to support improvement efforts regarding such challenges (Fixsen et al., 2009)
* Requires support over a short duration of time

**How do we classify tasks based on complexity?**

Adaptive Challenges

* Can be defined as problems that require people to be a part of the solution (Heifetz & Linsky, 2004)
* Require leadership and cannot be solved simply by consulting with an expert or relying on current know-how
* Professionals need to learn what they need to do and how they ought to do it
* Innovative policies and structures need to be created within the educational system in order to support the new work educators will be doing (Fixsen et al., 2009)
* Requires support over a long duration of time

**Questions to consider before choosing an approach…**

* For the client’s problem, are the outcomes short or long-term?
* How complex is the client’s problem?
  + Is it something you could fix quickly? (A couple of hours to a couple of sessions)
  + Is it something that is going to require intensive support?
* Is it possible to reduce the complexity of the client’s problem? If so, how?

**Let’s explore an example.**

One scenario. Two different approaches.

**Following up with a parent as a consultant.**

* Video 1

**Following up with a parent as a coach.**

* Video 2

What was different between Video 1 and Video 2?

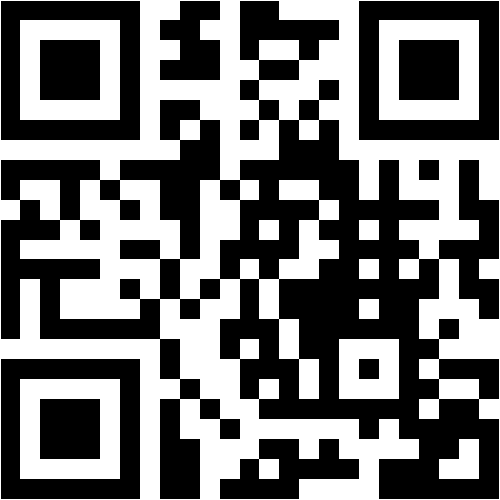


Figure QR Code

* Scan the QR Code OR visit [www.menti.com](http://www.menti.com) and enter code 97 17 02 5 to join the conversation!

**We all take turns.**

* Everyone and anyone can teach you something.

**Interchangeable Roles and Responsibilities**

* Each person has his or her own strengths and talents which serve clients’ needs.
* Any person who consults or coaches in one situation may can be a client in the next situation.
* Ensuring everyone has an understanding of roles and responsibilities is essential for moving your team forward.

Visit www.menti.com and enter 87 08 37 0 to share your scenario!

* CONSULTANT
  + Social worker
  + Special education teacher
  + Paraeducator
  + School nurse
  + Parent
  + University professor
  + Elementary student on the autism spectrum
* CONSULTEE
  + Resource room teacher
  + School counselor
  + Technology specialist
  + School district administrator
  + High school student who is VI
  + Speech and language pathologist
* CLIENT
  + Media specialist
  + School psychologist
  + Preschool student who is DHH
  + Disability services counselor (college)
  + Reading specialist
  + General education teacher
  + School bus driver

**Answering questions**

* What wonderings do you have after listening to this talk?

**Contact Information**

* Marina McCormick, Ed.D., Region 4 RDSPD Coordinator
* Google Voice: 832-303-1605
* Email: marina.mccormick@esc4.net