

# Accreditation Overview

## 23 standards covering:

- Coaching skills
- Neuroscience & EFs
- Effective use of contact time
- Growth mindset & goals
- Flexibility & adaptability
- Relationships with stakeholders
- Reflective practice, development
- Use of technology to support practice
- Boundaries, client protection and safeguarding

## Levels: Core, Competent, Advanced, Master

- **Level 1: Certificate of Core Executive Function Coaching Skills**
  - 20 hour core skills training course
  - Core skills assessment - submit online
- **Level 2: Certificate of Competence Executive Function Coaching**
  - 30 hours of coaching practice, and minimum 3 supervisions (discussing case study and each standards at Level 3)
  - Portfolio - Evidence for each standard at Level 2 (reflection journal, testimonials, supervision notes)
  - Supervisor report
- **Level 3: Certificate of Advanced Executive Function Coaching**
  - 60 hrs of coaching practice, and minimum 6 sessions with supervisor
  - Portfolio of evidence for each standard at Level 3
  - 2000 word graded essay OR case study
- **Level 4: Certificate Master Executive Function Coaching**
  - 200 hours of coaching practice, and minimum 12 sessions with supervisor
  - Advanced coach training day
  - Research project 5,000 - 7,000,
  - Portfolio of evidence for each standard at level 4

**Grades:** Poor (4), Satisfactory (3), Good (2), Outstanding (1).



## EXECUTIVE FUNCTION COACHING STANDARDS\*

\*The Core Level 1 course has been adapted for Psychologists. It is expected that psychologists can already confidently meet **standards 1-6** below as practiced in their therapeutic context.

This course will engage with these skills in the executive function coaching context.

# Executive Function Coaching Standards for Psychologists

\*As a psychologist, it is expected that you already have competence in Skills 1-4.

Skills required		Level 1&2 (Core/Competent <sup>1</sup> )	Level 3 (Advanced)	Level 4 (Master)
1	<b>Paraphrasing*</b>	Can identify paraphrasing and has put this skill into practice in the training environment.	Confidently uses paraphrasing on a regular basis to help clients reach their goals.	Skillfully and consistently interplays paraphrasing with other coaching skills to help clients reach their goals.
2	<b>Reflective listening*</b>	Can identify reflective listening and has put this skill into practice in the training environment.	Confidently uses reflective listening on a regular basis to help clients reach their goals.	Skillfully and consistently interplays reflective listening with other coaching skills to help clients reach their goals.

<sup>1</sup>\*To reach competent coach status, the coach must demonstrate that they are applying these skills in their work as a coach.



Skills required		Level 1&2 (Core/Competent <sup>1</sup> )	Level 3 (Advanced)	Level 4 (Master)
3	<b>Open- and closed-ended questions*</b>	Can identify open- and closed-ended questions and has put this skill into practice in the training environment.	Confidently uses open- and closed-ended questions on a regular basis to help clients reach their goals.	Skillfully and consistently interplays open- and closed-ended questions with other coaching skills to help clients reach their goals.
4	<b>Genuine specific praise*</b>	Knows the value of genuine specific praise and has put this skill into practice in the training environment.	Confidently uses genuine specific praise questions on a regular basis to help clients reach their goals.	Skilfully and consistently interplays genuine specific praise with other coaching skills to help clients reach their goals.
5	<b>Scaffolding</b>	Understands the role scaffolding can play in coaching and has put this skill into practice in the training environment.	Confidently uses scaffolding on a regular basis to help clients reach their goals.	Skilfully and consistently interplays scaffolding with other coaching skills to help clients reach their goals.
6	<b>Clear directions</b>	Knows the importance of clear directions and has put this skill into practice in the training environment.	Confidently uses clear directions on a regular basis to help clients reach their goals.	Skilfully and consistently interplays clear directions with other coaching skills to help clients reach their goals.
7	<b>Knowledge and application of stages of behaviour change; motivational interviewing technique.</b>	Is beginning to identify where clients are on the curve of behaviour change and knows some strategies to help them change stage.	Can identify where clients are on the curve of behaviour change and implement strategies to help them change stage.	Can quickly identify where clients are on the curve of behaviour change and implements an array of strategies to effectively shift clients from stage to stage. Has completed some formal training in motivational interviewing.



Skills required		Level 1&2 (Core/Competent <sup>1</sup> )	Level 3 (Advanced)	Level 4 (Master)
8	<b>Knowledge and application of executive function terminology</b>	Has sufficient knowledge and understanding of the executive function terminology to begin to use them in coaching sessions and in communications with clients, parents and colleagues.	Has good knowledge and understanding of the executive function terminology and is able to use them routinely in coaching sessions and in communications with clients, parents and colleagues.	Draws on in-depth knowledge and understanding of the executive function terminology and is able to use them skilfully in coaching sessions and in communications with clients, parents and colleagues. Is continually adding to their knowledge about development in this field.
9	<b>Knowledge and application of neuroscience terminology (e.g., plasticity, neural pathways, myelination). The impact of mental health &amp; trauma on the brain.</b>	Has sufficient knowledge and understanding of the neuroscience terminology and impact of trauma & mental health challenges to begin to use them in coaching sessions and in communications with clients, parents and colleagues.	Has good knowledge and understanding of the neuroscience terminology and impact of trauma & mental health challenges, and is able to use them routinely in coaching sessions and in communications with clients, parents and colleagues.	Draws on in-depth knowledge and understanding of the neuroscience terminology and impact of trauma & mental health challenges, and is able to use them skilfully in coaching sessions and in communications with clients, parents and colleagues. Is continually improving their knowledge in this field.
10	<b>Supporting clients to develop a self understanding of their executive function profile</b>	Is aware of and beginning to use tools used to assess a client's executive function strengths and challenges and knows and is beginning to discuss results and help relate the findings to client's lives.	Is regularly using a variety of tools to assess a client's executive function strengths and challenges, beginning to discuss results, relating the findings to client's lives.	Is consistently using a variety of tools to assess a client's executive function strengths and challenges and is beginning to discuss results and help relate the findings to client's lives.



Skills required		Level 1&2 (Core/Competent <sup>1</sup> )	Level 3 (Advanced)	Level 4 (Master)
11	<b>Supporting clients in setting SMART goals</b>	Knows how to set SMART goals and understands the importance of making a verbal commitment to work towards a goal.	Effectively supports clients to set SMART goals and regularly reviews measurable progress against goals.	Skilfully supports clients in setting SMART goals and seamlessly reviews measurable progress against goals to help clients evaluate their own progress.
12	<b>Supporting clients in sourcing and co-developing relevant executive function skills strategies, through effective use of strategy sessions.</b>	Knows where to find resources and is working towards building a bank of strategies to support clients. Is aware of the importance of working with the client to match as well as co-develop relevant executive function skills strategies relevant to the client.	Plans and delivers strategy sessions that take into account the individual needs of clients, by co-developing activities and resources with the client.  Has a bank of strategies they are familiar with and is regularly working alongside clients to design bespoke strategies.	Plans and delivers strategy sessions that are skilfully structured, yet flexible, taking into account the individual needs of clients, by co-creating activities and resources to support clients.  Has a bank of strategies they use regularly and is consistently working alongside clients to design bespoke strategies. Encourages other professionals to work collaboratively with clients.
13	<b>Supporting clients in developing relevant executive function skills strategies through effective use of REAP sessions</b>	Recognises the value of REAP sessions and uses a standardised approach to ensure progress against goals.	Regularly uses REAP sessions and deploys a flexible approach to ensure progress against goals.	Uses REAP sessions effectively to deliver bespoke support to scaffold clients to make progress against goals.



Skills required		Level 1&2 (Core/Competent <sup>1</sup> )	Level 3 (Advanced)	Level 4 (Master)
14	<b>Promoting a growth mindset and using mental contrasting to develop a commitment to working on goals</b>	Understands the concept of growth mindset and how to use mental contrasting to set goals.	Develops a growth mindset in clients and creates an environment that inspires clients to be excited about overcoming their challenges. Effectively uses mental contrasting to set goals.	Skilfully encourages the development of a growth mindset in clients and consistently creates an environment that inspires clients to be excited about overcoming their challenges. Creatively uses mental contrasting to set goals.
15	<b>Knowing when and how to differentiate appropriately, using approaches that encourage clients to be engaged</b>	Knows the clients well enough to recognise different needs and strengths.  Begins to adapt coaching to address those needs and strengths to encourage clients to be engaged in the coaching process.	Consistently adapts coaching to meet the needs of individuals to actively support engagement in the coaching process.	Accurately discerns the strengths and needs of clients and is proactive and flexible in differentiating and employing a range of effective intervention strategies to support engagement for all clients.
16	<b>Demonstrating an awareness of the physical, social and intellectual development of clients. Understanding the specific context of clients.</b>	Has a developing understanding of the needs of all clients. Can articulate distinctive, context-specific coaching approaches and strategies needed to support client progress. When the opportunity arises, is able to use these strategies	Has a good understanding of the needs of all clients. Effectively deploys distinctive, context-specific coaching approaches and strategies needed to support client progress. Evaluates the impact of the adaptations employed in order	Has a thorough understanding of the needs of all clients. Skilfully deploys distinctive, context-specific coaching approaches and strategies needed to support client progress. Has a secure understanding of how effective different coaching approaches are in terms of impact



Skills required		Level 1&2 (Core/Competent <sup>1</sup> )	Level 3 (Advanced)	Level 4 (Master)
	<b>Knowing how to use this information to adapt coaching to support clients' progress against their goals</b>	successfully. Is beginning to evaluate the impact of the adaptations employed, in order to be flexible to the needs of the client.	to be flexible to the needs of the client.	on clients' progress against goals. Can seamlessly adapt sessions to the needs of clients.
17	<b>Using relevant data to monitor progress, set goals and plan subsequent coaching work</b>	Knows the importance of collecting data around progress against goals and is aware of different methods of measurement and reporting. Can see the value in using data in progress reports to inform future coaching.	Maintains accurate records of clients' progress and uses these to help clients review and amend their goals.  Effectively uses data in progress reports to inform future coaching.	Maintains thorough records of client's progress and uses these to help clients review and amend their goals.  Skilfully uses data in progress reports to inform future coaching.
18	<b>Maintaining good relationships with clients, exercising appropriate authority and boundaries, particularly counselling versus therapy. Acting decisively when necessary</b>	Maintains good relationships.  Understands the importance of professional boundaries, particularly counselling versus therapy. .  Uses appropriate authority and takes decisive action when necessary.	Maintains very good relationships.  Puts into place and maintains professional boundaries, particularly counselling versus therapy. .  Uses appropriate authority and takes decisive action when necessary.	Maintains excellent relationships.  Skilfully puts into place and maintains professional boundaries, particularly counselling versus therapy.  Uses appropriate authority and takes decisive action when necessary.



Skills required		Level 1&2 (Core/Competent <sup>1</sup> )	Level 3 (Advanced)	Level 4 (Master)
19	<b>Developing effective professional relationships with colleagues, regularly attending supervision, knowledge of how and when to draw on advice and specialist support</b>	<p>Builds effective professional relationships with colleagues and has the skills required to work collaboratively.</p> <p>Understands the importance of supervision.</p> <p>Seeks additional support in addressing the needs of clients when encountering unfamiliar situations.</p>	<p>Effective in building good professional relationships with colleagues and works collaboratively when required to do so.</p> <p>Is well prepared for supervision and makes good use of advice.</p> <p>Seeks additional support in addressing the needs of clients when encountering challenging situations.</p>	<p>Builds strong professional relationships and is able to work collaboratively with colleagues on a regular basis.</p> <p>Brings thoughtful reflection to supervision and actively transfers advice into practice.</p> <p>Regularly seeks advice from a variety of appropriate sources. Seeks additional support in addressing the needs of clients when encountering significantly challenging situations.</p>
20	<b>Taking responsibility for improving coaching through reflection, appropriate professional development</b>	<p>Is able to identify subsequent or ongoing personal professional development targets. Can identify opportunities to address and meet these targets.</p>	<p>Is proactive in own professional learning and reflection.</p> <p>Actively seeks out opportunities to further professional development.</p> <p>Is interested in reading further in the fields of coaching, psychology and neuroscience.</p>	<p>Deliberately seeks out opportunities to reflect and develop own professional learning.</p> <p>Actively contributes to the professional development of other coaches.</p> <p>Regularly reads further in the fields of coaching, psychology and neuroscience.</p>



Skills required		Level 1&2 (Core/Competent <sup>1</sup> )	Level 3 (Advanced)	Level 4 (Master)
21	<b>Effective communication with parents and other stakeholders with regard to clients' achievements and well-being</b>	<p>Recognises the importance of communicating with parents and other stakeholders in supporting clients' progress against goals and monitoring clients' well-being.</p> <p>Understands the need to communicate at other points in response to clients' emergent needs.</p> <p>Communicates effectively through written reports.</p>	<p>Communicates effectively, both verbally and in writing, with parents and other stakeholders in supporting clients' progress against goals and monitoring clients' well-being.</p> <p>Assumes responsibility for communicating in response to individual clients' emergent needs.</p> <p>Communicates skilfully through written reports.</p>	<p>Communicates very effectively, both verbally and in writing, with parents and other stakeholders in supporting clients' progress against goals and monitoring clients' well-being when formally required to do so as well as proactively communicating in relation to clients' emergent needs.</p> <p>Communicates professionally through written reports.</p>
22	<b>Effective use of technology to enhance coaching experience</b>	<p>Makes regular use of Google drive, online video conferencing, YouTube, Excel spreadsheets, word processors, email programmes and other relevant technological systems.</p>	<p>Makes regular and effective use of Google drive, online video conferencing, YouTube, Excel spreadsheets, word processors, email programmes and other relevant technological systems to integrate into coaching.</p>	<p>Makes skilful use of Google drive, online video conferencing, YouTube, Excel spreadsheets, word processors, email programmes and other relevant technological systems, to integrate into coaching.</p>
23	<b>Knowledge of the importance of client and adult safeguarding and client protection policies</b>	<p>Has completed safeguarding children/adult training in the last five years.</p> <p>Has an enhanced DBS on the update service.</p>	<p>Has completed safeguarding children/adult training in the last five years.</p> <p>Has an enhanced DBS on the update service.</p>	<p>Has completed advanced safeguarding children/adult training in the last five years.</p> <p>Has an enhanced DBS on the update service.</p>