## ICTP Peer-To-Peer Practice Coaching

The ICTP projects have developed and installed practice-based coaching procedures and structures to bolster ISPs’ confidence and competence to provide implementation support in ways that (1) align with the ICTP practice model and (2) address support participants’ contexts, needs, and preferences. ICTP ISPs providing support at any level of the NC Triple P System benefit from receiving ongoing support to practice in an impactful and dynamic way. Therefore, project team members across all support roles are encouraged, and provided time, to attend regular practice coaching sessions.

The ICTP peer-to-peer practice coaching process has clearly established purposes and goals and a well-defined method, format, and set of norms, which we describe below.

### Purposes

ICTP practice coaching has several purposes. The primary purpose is to create a culture of ongoing support by utilizing coaching to enhance implementation support skills. Secondary purposes include

* supporting ICTP ISPs’ skill usage following (a) their initial orientation to the ICTP project and (b) The Impact Center at FPG’s Foundational Professional Development Series;
* informing needed enhancements to our practice model theory, values, principles, core practice components, practice activities, and tools; and
* informing needed ongoing professional development opportunities.

### Goals

The goals of ICTP practice coaching are

* to increase the use of support practices that demonstrate alignment with ICTP practice model theory, values, and principles and core practice components;
* to increase ISPs’ confidence and competence in applying practices in diverse contexts; and
* to increase ICTP project capacity to use a coaching approach to support ISPs.

### Method

ICTP practice coaching is facilitated by the practice coaching lead, who is an experienced member of the project team. The ICTP practice coaching method utilizes a case conceptualization template (see Appendix C) to present a case for support. The information presented on the case includes

* identified strengths and challenges of implementation support,
* reflections on the support given to date and what future support provision might look like, and
* requests for peer-to-peer feedback on ways to enhance support.

### Format

The format of coaching sessions includes four components:

* case presentation and corresponding coaching activities
* open time to identify and discuss other coaching needs
* selection of a note taker and case presenter for the next session
* closing process evaluation

### Norms

ICTP practice coaching relies on accessing experiences across the projects team and gathering information to inform individual and group learning. Coaching is not intended to drive perceptions about implementation support fidelity; nor is the use of practice-based coaching data intended to drive compliance with certain procedures for providing support. ISPs at all levels are continually learning from the field, from the application of ICTP tools and resources, and from each other. They draw on the strengths of all team members and the diversity of backgrounds and experiences that each member brings. A key aspect of ISPs’ participation in coaching is nurturing their own professional judgment to use core practice components and resources in ways that align with ICTP practice model theory, values, and principles and match the needs and context of ICTP support participants. To support this approach, ICTP ISPs are expected to adhere to the following norms [adapted from 2] within their coaching interactions:

* respect and acceptance
* nonjudgment (critical reflection helps unearth assumptions, not evaluate others’ actions)
* focus on “responsibility” (to influence and respond to the situation) rather than “blame” (for controlling or causing the situation)
* openness to other, perhaps contradictory, perspectives (which does not mean having to give up one’s own perspective)
* separating reflective analysis from the need to make changes or take action

Along with the comprehensive ICTP quality and outcome monitoring system, described earlier in this brief, this peer-to-peer practice coaching process supports ongoing learning and improvement among ICTP ISPs providing Triple P implementation support at any level.