

Highlights of literature review of study outcomes: Coaching for children (including high-ability children)



Author	Year	Study title	Clients (n)	Average age	Notes	Outcomes
Dansinger, S.	2000	Academic coaching for the gifted learner.	Limited	7:0, 11:6	High-ability students in USA (including homeschooling).	<i>More sustainable achievement outcomes than psychological evaluations, parent consultation, or counselling. Cites Williams (1999), coaching (with training) increases productivity by 88%.</i>
Powers, L. E., Turner, A., Westwood, D., Matuszewski, J., Wilson, R., & Phillips, A.	2001	TAKE CHARGE for the future: A controlled field-test of a model to promote student involvement in transition planning.	43	15:6	Mixed students with disabilities in US high schools.	<i>Increased confidence, motivation, and activity.</i>
Campbell, M. A., & Gardner, S.	2005	A pilot study to assess the effects of life coaching with year 12 students.	12 (of 71)	16:4	Mixed students in a Catholic Australian high school.	<i>Potential for building resilience and wellbeing in youth, as well as a positive effect on students coached, increasing their goal setting, motivation, and achievement.</i>
Green, S., Grant, A., & Rynsaardt, J.	2007	Evidence-based life coaching for senior high school students: Building hardiness and hope.	28 (of 56)	16:0	Female students in an Australian high school.	<i>Significant increases in levels of cognitive hardiness* and hope*, significant decreases in depression.</i>
Rolo, C.M., & Gould, D.	2007	An intervention for fostering hope, athletic and academic performance in university student-athletes.	19 (of 44)	19:0	UNCG (US) varsity athletic team members, university level.	<i>Significant positive impact on student behaviours, hope* scores of the intervention group increased significantly.</i>
Passmore, J., & Brown, A.	2009	Coaching non-adult students for enhanced examination performance: A longitudinal study.	1,987	15:0	“Sandwell project” Longitudinal: 18 UK high schools, one-hour weekly sessions over three years.	<i>Increased test scores, and has potential value with youth in supporting educational goals. Increased hope* and enhanced examination performance. In addition, Sandwell’s performance improved above local and national trends.</i>
Briggs, M., & Van Nieuwerburgh, C.	2010	The development of peer coaching skills in primary school children in years 5 and 6.	137	9:11	Mixed students in a UK primary school.	<i>Limited findings on the efficacy of specific feedback, possibly due to untrained peer coaching rather than professional coaching.</i>
Madden, W., Green, L. S., & Grant, A. M.	2011	A pilot study evaluating strengths-based coaching for primary school students: Enhancing engagement and hope.	38	10:8	Male students in an independent, private Australian primary school.	<i>Significant increases in the students’ self-reported levels of engagement and hope*.</i>
Dulagil, A., Green, S., & Ahern, M.	2016	Evidence-based coaching to enhance senior students’ wellbeing and academic striving.	25	15:11	Female students in an Australian high school.	<i>A significant increase in wellbeing, total trait hope*, cognitive hardiness*, and a significant decrease in depression, anxiety and stress... a significant increase in perceptions of successful striving towards personal goals. Scores on personal goal commitment, academic goal striving and academic goal commitment demonstrated a trend towards increased success.</i>
Walsh, R. L.	2017	Are we asking the right questions? Young gifted children and higher order thinking.	5 (of 10)	3:10	Mixed students in a PK Australian setting. Questioning only (a major component of coaching).	<i>Use of higher order questioning produces more linguistically complex answers (syntactically sophisticated language) in young gifted children... may be a valuable stimulus for young gifted children.</i>

* The use of the word *hope* in this context is defined as the process of thinking about one’s goals, agency: the motivation to move toward those goals, and pathways: the ways to achieve those goals (Snyder, 1995, p.355).

The use of the word *hardiness* in this context is defined as commitment: the ability to be deeply involved in or committed to the activities in one’s life, control: the belief that one can control or influence the events experienced in life, and challenge: viewing the changes in one’s life as exciting rather than as threatening (Kobasa et al, 1985).

