



Step 2: Building the Relationship

INSTRUCTIONS

STEP 2 – Building the Relationship

- Tools Shared with Parent
 - The 6 Family-Centered Coaching Steps (Graphic)
 - Who Is In My Family?
 - My Hopes and Dreams
 - My Children
- Coach Resources
 - Step-by-Step Guide to Family-Centered Coaching
 - Becoming an Active Listener

These are tools to begin to know a parent and their family. The information gathered through these tools may change as you work with them as their family changes. They may decide to add to or delete people from their family as their life changes and as they become more trusting of the coach-parent relationship and of their own understanding of who is their family.

TOOLS SHARED WITH PARENT

The 6 Family-Centered Coaching Steps

This graphic makes the six steps transparent to the parent.

- Start the meeting by showing and discussing the graphic with the parent. Be sure to note that the steps are a guide to the coaching process and the tools used.
- Explain that the parent and coach decide together on the use of the tools. This is a good opportunity to talk about how the information gathered through the tools is used to inform subsequent steps and to help develop goals for family well-being.. Provide a copy of the tool for the parent to share with the family.

Who Is In My Family?

This tool is a good way to get to know a parent, how they define their family, and begin to identify family strengths. You can use this in several ways.

- Use it as a tool to engage in a conversation with a parent during the meeting, perhaps together starting to fill it in to make sure the parent understands the directions. Then have them complete it at home and bring it back to the next meeting.
- Together complete the tool, asking questions as it is filled in. The parent can take it home to share with other family members, adding to it or changing it as needed. When the parent returns, you can follow-up with additional questions.

As the parent talks about their family, listen for who are the people who provide concrete help on a day-to-day basis (child care, transportation, etc.) and those who serve more as emotional supports for a parent. Parents need both types of support. This tool provides insight as to the breadth and depth of a parent's support network and lets you know who to be sure to ask about in follow-up visits.

During the conversation of who is in their family, listen for the hopes and dreams the parent shares as this will inform the second tool, My Hopes and Dreams.

My Hopes and Dreams

This tool is used in conjunction with Who Is In My Family. Once you have a sense of the family, you can more easily talk with the parent about their hopes and dreams for their family overall, their children, and themselves. Be clear with the parent that the hopes and dreams may change as you work together, which is normal and expected. This is simply the starting place.

There are several ways you can use this tool:

- Coach and parent use it as a discussion tool to help the parent see the three layers of goals and that all of those are important. Know that sometimes it may be easiest for a parent to identify goals for their children, but hardest to do so for themselves. Help them think about how all three goals tie together and support the overall well-being of the family. For example, if the parent has a goal of returning to school, but is concerned that it will negatively impact the children because she will not be as available to them, be sure to help her/him understand how her goal helps her family in the long-term.
- Discuss the tool, have the parent complete it at home with her family and bring it back to the next meeting.

My Children

This tool builds off of the Hopes and Dreams tool which asks about the parent's hopes and dreams for their children.

- Tell the parent you'd like to know more about their children. Share the tool and review the questions for understanding.
- You can discuss the parent's answers to the questions during the meeting and have them begin to complete the tool; or, you can have a discussion and then ask the parent to complete the tool at home before the next meeting.

- The parent's responses can help you understand their priority areas on the Wheel of Life in Step 3 and inform goal setting in Step 5 – Plan, Do, Review.

COACH RESOURCES

Step-by-Step Guide to Family-Centered Coaching

This is a quick reference guide for a coach as to how each step unfolds. Before meeting with a parent refresh yourself by reading this over so you are comfortable describing the coaching process as you review the 6 Family-Centered Coaching Steps graphics with the parent.

Becoming an Active Listener

This step is about building a relationship and being an active listener lays the foundation for trust and developing the relationship. Before each meeting, take a minute to review the five active listening techniques. Most of use at least a few of these on a regular basis and may be more comfortable with some than others. Identify what those may be for you and try to expand or vary the techniques used.

FAMILY CENTERED COACHING



Step 1: Prepare for the Meeting

- Clear you mind.
- Create a welcoming environment.
- **Tools**
- Ready to Coach Today Checklist



Step 2: Build the Relationship

- Let go of assumptions
- Honor strength and resilience
- Partner and empower— don't fix
- **Tools**
- Who Is In My Family?
- My Hopes and Dreams
- Becoming an Active Listener
- The 6 Family-Centered Coaching Steps



Step 3: Focus Our Work

- Use the Wheel of Life to help connect and focus
- **Tools**
- Wheel of Life Assessment Tool



Step 4: Assess Stages of Change

- Use Approach Wheel to determine role
- Respect that transformation and change take time
- **Tools**
- What Approach Do I Use? – Assessing Readiness for Change
- Transitioning Among the Approaches
- Roles A Coach Can Play
- Family Focused Powerful Questions



Step 5: Plan, Do, Review

- Help in the change process
- Celebrate successes
- Ensure small steps
- **Tools**
- Plan, Do, Review
- How to Have Effective Brainstorming Sessions



Step 6: Support and Account- ability

- Support the work together
- Be reflective together
- Give honest feedback; ask for honest feedback
- **Tools**
- Plan, Do, Review
- How to Have Effective Brainstorming Sessions

Who Is In My Family?

**OUR
FAMILY**

1. Write the name of each person who you would say has regular contact with your family.

Think about children, mothers, fathers, grandparents, aunts, and uncles as well as friends and neighbors that you really consider family.

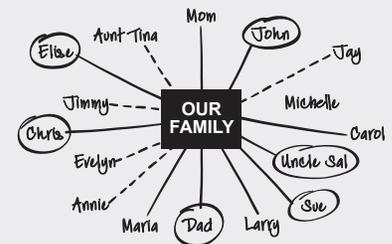
2. Draw lines to show your relationship to each person.

Draw a solid line to the names of people that are important in your day-to-day life, and a dotted line to those who are important to you but may not play as large a role in your day-to-day life.

3. Draw a circle around the people's names that provide support for your daily activities.

Think about who you are regularly engaged with and rely on, and who relies on you. Consider which family, friends and neighbors are critical to helping manage your daily life.

EXAMPLE:



My Hopes and Dreams

My hopes and dreams for my family.

My hopes and dreams for my children.

My hopes and dreams for me.

My Children

Looking through the 5 developmental domains—note a bit about how each of your children are doing—both strengths and challenges.

	Strengths	Challenges/Concerns
Physical well-being (general health; immunizations; physical skills):		
Social well-being (relationships; friendships; emotional health; parent/child relationship):		
Learning and thinking (knowing numbers; abc's; doing well in school):		
Communicative (language, literacy, able to express feelings):		
Adaptive and Approaches to Learning (ability to take care of themselves; growing in independence; able to learn from mistakes; resilient in the face of challenges):		

What short term (3-6 months) hopes or goals do you have for each child?

What are your biggest worries about each child?

What are your goals or hopes for yourself as a parent?

Are there goals or things you'd like to change or do differently as a parent?

STEP-BY-STEP GUIDE TO FAMILY-CENTERED WORK WITH PARENTS

Below is a guide to working with parents using a family-centered approach that also maps to a set of tools you can use when working with parents. You may not want to use every tool every time – rather, they are a set of resources upon which you can draw to support you and the parent to support their goals. These steps represent best practices informed by behavioral economics, trauma informed care, and executive skills fields.

Step	Supporting Tools from Toolkit/Notes
Step 1 – Preparing for the Meeting	
<p>Before meeting with a parent, review your tip sheet on Ready to Coach Today.</p> <p>Make sure you have a private and welcoming space to meet that is respectful of diverse cultures.</p> <p>If needed, identify a child-friendly space for children to play when meeting privately with the parent.</p>	<p>Ready to Coach Today</p>
Step 2 – Building the Relationship	
<p>Be sure to be on time to greet the parent and walk them to your meeting space.</p> <p>Ask the parent, “What brings you here today?”</p> <p>The answer will help identify if a parent is in crisis and needs to have that addressed before focusing on building the relationship. If the parent is not in crisis, explain the family-centered coaching process, then discuss and decide together the expectations for both you and the parent.</p> <p>Share the handout of The 6 Family-Centered Coaching Steps. Things to discuss include how often you will meet, preferred communication method, and any challenges such as transportation, limited time for sessions, etc.</p> <p>Ask the parent about themselves and their family. Use the Who is My Family? and Hopes and Dreams worksheets to guide the conversation. Explain that this step provides an opportunity for parents to identify some initial goals they have for themselves and their family.</p>	<p>The 6 Family-Centered Coaching Steps</p> <p>Who is My Family?</p> <p>Hopes and Dreams</p> <p>My Children</p> <p>Step-by-Step Guide to Family-Centered Coaching</p> <p>Becoming an Active Listener</p>

<p>Step 3 – Focusing Our Work – The Wheel of Life</p>	
<p>Share the Wheel of Life and Assessment Tool using it as a discussion tool and ask the parent to complete it.</p> <p>Discuss how the needs of the parent and those of family members may impact each other.</p> <p>Explain that this step in working together provides the parent an opportunity to identify areas where they and/or members of their family are strong and have had successes and other areas where they may want to improve.</p> <p>Using the Assessment Tool as a guide, ask the parent in which of the 2-3 areas they would like to begin to work on together.</p> <p>Be explicit in asking how moving forward on identified areas helps the overall family and the parent’s well-being. Ask the parent what other family members may think about focusing on these areas.</p>	<p>The Wheel of Life and Assessment Tool</p>
<p>Step 4 – Assessing What Role I Can Play</p>	
<p>During the discussion of the Wheel of Life, listen to the language used by the parent to begin to identify their stage of change. You can refer to the <i>What Approach Do I Use?</i> Tip-sheet to help you identify the parent’s stage of change and understand which approach can be most useful in moving them forward.</p> <p>If based on the stage of change, and the parent is not ready to set goals for each area prioritized, together decide what role you as a coach can best play to help them move forward. Share the handout Roles a Coach Can Play and discuss what they think would be useful to them. If a parent is not ready for goal setting, then you will move to either case management or motivational interviewing</p> <p>Remember, for each content area identified, a parent may need a different approach to guide them toward readiness for goal setting and making a change. Make sure to talk with them about which approach you will both agree to use at a given time.</p>	<p>Roles a Coach Can Play</p> <p>The 6 Family-Centered Coaching Steps: Roles of Parent and Coach</p> <p>What Approach Do I Use? Assessing Readiness for Change</p> <p>Transitioning Among the Approaches</p> <p>Family Focused Powerful Questions</p>

<p>Step 5 – Plan, Do, Review</p>	
<p>Once the parent has identified priority areas, and you have determined readiness for coaching in a particular area, use the Plan, Do, Review worksheet to identify goals.</p> <p>In the Plan phase, you work together to generate ideas to help move the parent toward the identified goals. Use the How to Have Effective Brainstorming Sessions tool to help parents think out-of-the-box.</p> <p>Then begin planning a series of small next steps to reach each goal. Establish a timeline for each step. Identify any obstacles and develop a plan to address them. Be sure to brainstorm how to gain family support and help in carrying out the steps.</p> <p>In the Do phase, discuss with the parent that as they begin to carry out the steps this phase, you will be there to provide support and to make sure the parent has the resources requested. Note that the two of you will discuss how and when your support is reduced or modified over time.</p> <p>Explain that the Review phase is a means for providing feedback for support to the parent and also a means for keeping both you and the parent accountable for steps to be taken.</p> <p>Explain that during the Review phase, you and the parent will look at progress made on the steps, make revisions to the steps, and address any obstacles encountered.</p>	<p>Plan, Do, Review</p> <p>How to Have Effective Brainstorming Sessions</p>
<p>Step 6 – Feedback for Ongoing Support and Accountability</p>	
<p>Discuss with the parent how each of you will be accountable in the relationship. Together decide what process of accountability will work best for both of you. This includes deciding how and when they want to keep you apprised of progress made or support needed, whether it be through regular meeting times, email, or phone calls, and it includes how you will be timely and responsive in providing information or support requested by the parent.</p> <p>If a parent doesn't complete the task they committed to, this is an opportunity for both of you to explore together why. Perhaps the parent needs more support to complete the task. Did you provide the resources you committed to?</p>	<p>Plan, Do, Review</p> <p>How to Have Effective Brainstorming Sessions</p>

In addition, together with the parent develop a support plan that includes others such as family, friends, and co-workers.

Step 6 is also an opportunity for you and the parent to establish accountability for revisiting how the coaching relationship in general is working as noted in Step 2, Building the Relationship.

Becoming an Active Listener - from Mindtools.com

There are five key active listening techniques. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's [body language](#).

2. Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"
- Summarize the speaker's comments periodically.

Tip:

If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer Judgments

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

(<https://www.mindtools.com/CommSkill/ActiveListening.htm>)