



Step 4: Assess What Role to Play

INSTRUCTIONS

STEP 4 - Assess What Role to Play

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TOOLS SHARED WITH PARENT

Roles a Coach Can Play

- Share this tool and explain to the parent that there are three main roles you can play as you work together and that these can change in the course of a meeting and/or at different meetings. (As the coach, these roles align with the three approaches of cases management, motivational interviewing and goal setting.)
- Review the three roles and answer any questions the parent may have.
- Explain that at different times based on the conversation and information shared, you will be checking in with the parent to see what role would be most helpful to them. Let them know you will be asking permission to switch roles as they are the ones deciding what would work best.
- If a parent is uncertain as to what might be most helpful, you can then ask if they would like your input.

The 6 Family-Centered Coaching Steps: Roles of Parent and Coach

- Share this tool to make transparent the different roles of the parent and coach throughout the 6 steps. Point out that it clearly shows the parent is in the driver's seat.
- As you review the tool, discuss how it can help the parent see how and when it might be useful for the coach to play different roles.

COACH RESOURCES

What Approach Do I Use? – Assessing Readiness for Change

- Review this tool before meeting with a parent to help you listen for words/phrases that identify their readiness for change. Think about what language they have already been using and see where it fits on the chart.
- If you are having trouble gauging a parent's readiness for change, refer to the two techniques listed for eliciting more information or watching for other signs of change.

Transitioning Among the Approaches

- This tool helps clarify language used by the coach when playing each of the three roles and moving among the three approaches of case management, motivational interviewing, and goal setting.
- Review this before meeting with a parent to help prompt you and/or refer to this tool after a meeting if the conversation was getting "stuck". What types of questions were you asking? Could it be that the parent is in a different stage of change and thus was not responding to those questions? Look to see if there are some other prompts for how to engage with the parent that may better reflect their stage of change.

Family Focused Powerful Questions

- This set of questions can be used in this Step and others. In Step 4, these questions can help you assess the role of family members and where some of them might be on the readiness for change scale compared to the parent. Doing so allows you to better converse with the parent and coach them on how to either deal with family members who are not supportive and/or harness the support of family members who are supportive of the changes proposed.

Roles a Coach Can Play

As a parent, you can think about and decide what you would like from the coach as your work together in partnership. A coach can play three different roles to support and work with you. During each meeting, you decide what role would best support you. A coach can play different roles in the same meeting – you are the one who decides!

Sharing Information	Exploring	Guiding
A coach can provide their knowledge of specific information and access to services/or resources that might be helpful to you. You decide when and if this is what you want.	If you might be feeling uncertain about next steps to take or maybe just feel a bit “stuck”, a coach can engage in a conversation with you to explore what is going on and how you can address your concerns.	When you are clear on a family goal, a coach can work with you to describe the goal and help guide you through a planning process to identify steps to take to move your forward toward your goal.

THE 6 FAMILY-CENTERED COACHING STEPS

Roles of Parent and Coach

	Steps	Parent	Coach
1	Preparing for the Meeting		The coach takes time before each meeting to center themselves and prepare the space for the meeting.
2	Building the Relationship	<p>The parent identifies who is in their family and the hopes and dreams they have for their family and themselves.</p> <p>The coach and parent discuss and agree how they want to work together taking into account the interests of the family.</p> <p>The parent sets the agenda.</p>	<p>The coach and parent discuss and agree how they want to work together taking into account the interests of the family.</p> <p>The coach guides the process.</p>
3	Focusing Our Work -- The Wheel of Life	The parent identifies areas in their life in which they would like to achieve results supporting whole family well-being .	Coach listens and asks clarifying questions to support the parent in identifying priority areas for the family.
4	Assess What Role to Play	The parent shares more about their desire for results and how they might achieve them. The parent and coach together decide whether the parent is ready to move forward with goal setting for each area. If not, the parent and coach continue to work together toward readiness for goal setting.	Coach listens to the parent and together they decide the role needed from the coach—case management, motivational interviewing or coaching/goal setting based on the interests identified by the parent.
5	Plan, Do, Review	The parent identifies goals that support whole family well-being. The parent generates ideas and together with the coach makes a plan to achieve the goal taking into account the interests of family members.	Coach provides support and access to resources as requested by the parent. Coach helps parent brainstorm and develop a plan how to gain support from family and others in support of their plan.
6	Feedback for Support and Accountability	<p>Parent identifies and makes a support plan for how to gain support from family, friends, others to achieve their plan.</p> <p>Parent and coach together make a plan for how to be accountable to each other for their roles in supporting progress on steps.</p>	<p>Coach works with parent to develop a support plan that includes others such as family members, friends, co-workers and others.</p> <p>Parent and coach together make a plan for how to be accountable to each other for their roles in supporting progress on steps.</p>

What Approach Do I Use? Assessing Readiness for Change

STAGES OF CHANGE		
PERSON'S PERSPECTIVE	STAGE OF CHANGE	SUGGESTED APPROACH
<i>"I need x."</i> or <i>"I can't think about change."</i>	Not ready for change	Case Management
<i>"Change what?"</i> or <i>"I won't."</i> or <i>"I can't."</i>	Pre-contemplation	Motivational Interviewing
<i>"Change? Maybe."</i> or <i>"I might."</i> or <i>"I may."</i>	Contemplation	
<i>"Yes. But how?"</i> or <i>"I will."</i>	Preparation	
<i>"I'm ready. Let's do it."</i> or <i>"I am."</i>	Action	Goal Setting
<i>"How do I keep it going?"</i> or <i>"I still am."</i>	Maintenance	
<i>"If I slip, what can I do?"</i> or <i>"I'm not sure."</i>	Relapse/Recycle	Motivational Interviewing/ Goal Setting

This table outlines how the different stages of change are mapped to one or more of three suggested approaches – Case Management, Motivational Interviewing, and Goal Setting. The first column, “Person’s Perspective,” provides examples of what language a parent might use during a meeting that would signal where they are on a particular topic. Once you have a better sense of a participant’s perspective, you can use this table to help determine their stage of change, and then map that stage to a suggested approach.

Use These Two Basic Techniques to Make the Assessment About a Parent's Readiness for Change:

1. Look for signs of readiness to change

- ▶ The person seems to have “talked through” the area of concern and becomes more quiet and thoughtful.
- ▶ Some people may seem to have reached some resolve about the issue and may seem more peaceful or settled. Others might be feeling some of the loss associated with the situation and could be tearful or resigned.
- ▶ The person increases how much they talk about making the change (reason for changing, intention to change, problems with the way things are, etc.).
- ▶ The person may start asking questions about change, such as what he or she could do about the problem, how other people change, etc.
- ▶ The person starts talking about how things might be if they made the change: both the positive outcomes and the challenges of making the change.
- ▶ The person tells you about trying out some new behaviors related to changing, e.g., cutting down on alcohol use.

2. Ask directly about the person's readiness to change

- ▶ Ask an open-ended question about readiness to change such as, “How ready do you feel to make some changes in this area?”
- ▶ Listen and reflect back what you hear. In general, people fall somewhere along the line of being “Not Ready,” “Unsure,” or “Ready.”
- ▶ Ask for more information: “What are some of the things that have got you thinking about making a change?” “What would have to happen for you to be more ready to consider making a change?” “What are some of the things that make you unsure about making a change?”
- ▶ Listen and summarize what the person says.
- ▶ If appropriate, ask a key question: “Where does this leave you now?”
- ▶ If the person does not appear to be ready for change, reflect this back to him or her and leave the door open for future discussion. Consider approaching the issue through one of the methods described to the left.

(From “Tools to Strengthen Families and Communities: A Compendium,” National Program Office of Free To Grow Mailman School of Public Health.)

Transitioning Among the Approaches

What does it sound like when a coach moves from one approach to another? Below are some examples of the language used when applying each approach.

CASE MANAGEMENT	MOTIVATIONAL INTERVIEWING	GOAL SETTING
<p>Staff driven process for actively addressing issues that arise in parents' lives</p>	<p>Process to help participants explore what might be getting in the way of taking action toward the desired results</p>	<p>The parent sets the agenda to achieve change and the coach guides the process</p>
<p>The coach asks more “yes” or “no” questions.</p> <ul style="list-style-type: none"> • <i>Do you or your family members need help with any urgent or pressing problem right now?</i> • <i>Do you need child care to be able to get to your new job?</i> • <i>Do you already have or need assistance paying rent?</i> • <i>Do you need help getting your medical care or medications paid for?</i> • <i>Does your income meet your basic expenses?</i> • <i>Any serious outstanding bills?</i> • <i>Do you need any help applying for or keeping your benefits?</i> <p>The coach asks questions that have definitive answers.</p> <ul style="list-style-type: none"> • <i>What other agencies are you working with?</i> • <i>Where, and with whom?</i> • <i>What type of health insurance do you have?</i> 	<p>The coach asks open ended questions or asks for elaboration or details such as:</p> <ul style="list-style-type: none"> • <i>In what ways?</i> • <i>How are you going to do that?</i> • <i>Can you give an example of ____?</i> <p>The coach reflects what the person is saying:</p> <ul style="list-style-type: none"> • <i>Sounds like...</i> • <i>What I'm hearing is...</i> • <i>So you're saying that...</i> • <i>You're feeling like...</i> • <i>For you, it's a matter of...</i> • <i>From your point of view...</i> • <i>You are...</i> • <i>I would imagine you...</i> • <i>Must be...</i> • <i>Through your eyes...</i> • <i>Your belief is that...</i> • <i>Your concern is that...</i> • <i>It seems to you that...</i> • <i>You're excited about...</i> • <i>You're thinking about...</i> • <i>The important thing as you see it is...</i> 	<p>The coach asks questions to help someone achieve a defined goal.</p> <ul style="list-style-type: none"> • <i>What would be the most helpful thing for you to take away from this conversation?</i> • <i>Can you explain what you mean by ...?</i> • <i>What have you tried so far?</i> • <i>Do I have that right?</i> • <i>What are some possible ways to get the answer you need?</i> • <i>What are other possible ways to get the answer you need?</i> • <i>Do you need additional resources from me?</i> • <i>How/when will you implement this?</i>

Family Focused Powerful Questions

Assessment

- What will your family think is best?
- How will your family feel about your goal?
- What about your goal will resonate most with your family?

Elaboration

- What other ideas might your family have?
- What else would your family say?
- What more would your family want?

Evaluation

- What is the opportunity for your family?
- What is the challenge for your family?
- How does this fit with your family's plans/way of life/values?

Exploration

- What can you explore with your family?
- What part of the situation have you not yet explored with your family?
- What other angles would your family suggest?
- What is just one more possibility?
- What are your other options?

Implementation

- What role will your family play in your action plan?
- How can your family support you?
- Which family members will you ask to support you?
- When will you do it?

Outcomes

- What do you want for your family?
- If you got it, what would you have?
- How will you know you have reached it?
- What would it look like?

Predictions

- How do you suppose it will impact your family?
- Where will this lead your family?
- What will your family gain or lose?
- What are the chances of success?

Resources

- What resources can your family provide to help you decide?
- What do you know about it now?
- What do you need to know and how can your family help you access this information?

Taking Action

- What action will you take?
- What actions will family members take?
- And after that?
- What will you do? When?
- By what date or time will you complete these steps?
- By what date or time will your family members complete their steps?