



Step 3: Focusing our Work- The Wheel of Life

INSTRUCTIONS

STEP 3 - Focusing Our Work – The Wheel of Life

- Tools Shared with Parent
 - Wheel of Life Assessment Tool
- Coach Resources
 - Content modules
 - Resource Guide Template

TOOLS SHARED WITH PARENT

Wheel of Life Assessment Tool

This tool is to help a parent and coach explore a family's overall well-being in key areas. It allows the parent to identify which areas are most important and to begin assessing well-being in each area. This tool helps the parent prioritize where and what goals to set. This tool exemplifies choice for the parent as to what is important to them in this period of time. Encourage a parent to add another category as needed.

- Share the Wheel of Life and Assessment Tool using it as a discussion tool and having the parent complete it. Review the content areas to make sure the parent understands what each one is. Note that some areas may not apply to their life. Encourage the parent to add another category as needed.
- Discuss how the needs of the parent and those of family members may impact each other.
- Together 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 their level of satisfaction.
- 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.

Together talk through the first page of the tool using these guiding questions:

- As a parent ranks each content area using the scale of 1 to 5, get clarity on what a 5 or a 1 means for a parent. A "5" in finances may mean that they no longer have a bill collector calling them, or it could mean that they have enough money to cover bills each month and are saving for college. A "5" in housing may mean that they are not being evicted next month as they had

anticipated. A “1” in transportation may mean that they are taking public transportation to work, but that it is nearly an hour and a half commute.

- As a parent talks about each area, listen for the role of family members and how they are impacted and/or impact that area. For example, it may be that a parent has an added family member living with them who is in crisis and whose needs are overshadowing the goals a parent has for his children.
- Think about if the hopes and dreams noted in the tools from Step 2 (Hopes and Dreams) are aligned with what the parent is sharing in The Wheel of Life. If not, use that to further discussion with the parent. In addition, are there key family members or situations noted in the *Who Is In My Family?* Tool from Step 2 that are not reflected in *The Wheel of Life*? If so, explore why.

For page 2 of The Wheel of Life, use the questions listed to guide further conversation with the parent and to begin to narrow down where they would like to focus their coaching work. Make sure the parent is clear on what the questions are asking. Here are some options for how to use page 2.

- As you and the parent talk, have the parent begin to write down their answers to the six questions or to make notes. Use that information to then have the parent identify the top three priority areas for your coaching work together. Note that these priority areas may change as you work together, but that this provides a good starting place.
- Discuss the questions together and then have the parent complete the answers at home, maybe including family members in the conversation, and bring it back for the next meeting.

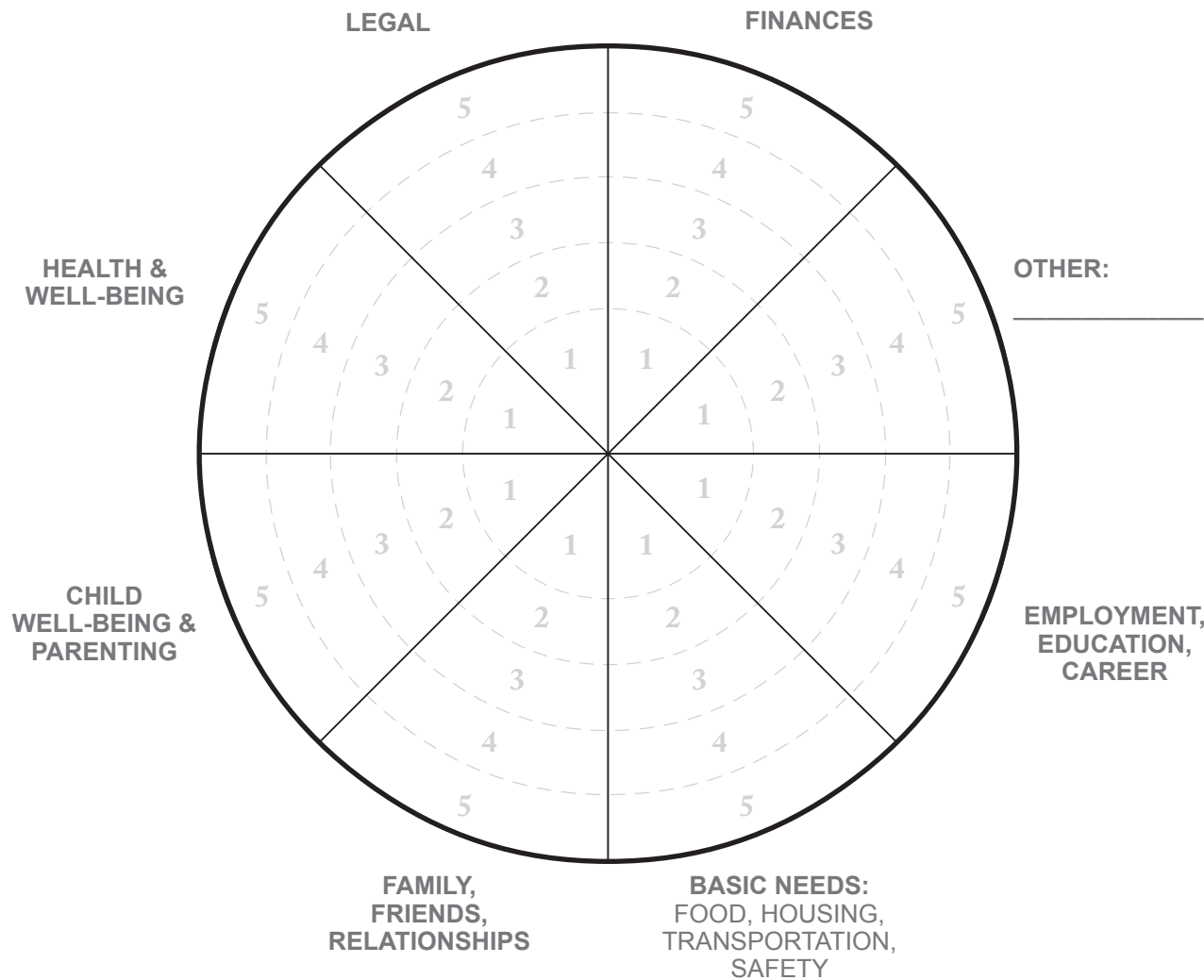
COACH RESOURCES

Resource Guide Template

The Wheel of Life identifies seven key areas in a parent’s life. While a coach is not expected to be a content expert in each area, he is expected to know where to find those coaches and/or organizations who are and how to make warm referrals. You probably already have some version of a resource guide in your program or agency. Use this template to expand the type of information that is included for your referral partners to promote “warmer” handoffs and to add to the partners/resources needed for each of the seven areas of the Wheel.

Share this resource guide with your families. They can also use the template for developing a list of their own resources that support their families.

The Wheel of Life



Fill in each of the eight sections in the Wheel of Life to gauge the level of balance in your life.

- ▶ On a scale of 1 to 5, with 1 being very unsatisfied and 5 being very satisfied, fill in the slice for each category up to the number that reflects your current level of satisfaction. You may use the slice labeled “Other” to add an additional category of your choosing.
- ▶ Leave blank any slice that you don’t believe applies to your life.
- ▶ Consider your completed wheel and what it says about your level of satisfaction in each category, answer the questions that follow, and then list your priorities for helping to bring your wheel into balance.

MY WHEEL OF LIFE

YOUR NAME: _____ DATE: _____

LOOKING AT YOUR WHEEL – THINK ABOUT THE FOLLOWING QUESTIONS:

What's out of sync?

What if I looked at a piece of the wheel from a different perspective?

What if I let someone or others help?

What is my expectation for my family?

What would be realistic?

What's missing?

PICK 3 TOP PRIORITY AREAS:

1.

2.

3.

Template for Developing a Local Resource Guide

This template is based on the LIFT-DC Referral Catalogue developed for use with participants in their programs. It intended to facilitate a “warm hand-off” when referring a parent or family for services such as job training and education programs, housing assistance, health and basic needs, and any other service needs identified.

Knowing that most services are local in nature, we encourage you to review and revise any current resource guide incorporating the best practices which have helped LIFT-DC provide for smoother and more transparent referrals for parents.

Use the steps below as a guide to revise your resource guide.

1. Identify the types of resources your parents may find most helpful as they participate in family-centered coaching.
2. Visit the sites to meet the staff person who will be the point of contact, learn about the program and resources, and take photos of both the contact person and the building.
3. Develop one page information sheets on each resource, including the following:
 - a. Services
 - b. Eligibility
 - c. Contact
 - d. Ways to Connect (This includes walk-in hours and specific hours for orientation/intake.)
 - e. Program Spotlight (This is an opportunity to highlight a program of particular interest to your participants. It can feature a logo and a 1-2 lines of description.)
 - f. Staff Spotlight (This is a place to have a picture of a key staff person who your participants may be most likely to interact with and a one line description of what program they are with.)