



Step 5: Preparing for the Meeting

INSTRUCTIONS

STEP 5 - Plan, Do, Review

- Tools Shared with Parent
 - Plan, Do, Review
- Coach Resources
 - How to Have Effective Brainstorming Sessions

TOOLS SHARED WITH PARENT

Plan, Do, Review

This tool is a means for the parent to begin making a specific plan to reach a goal.

- Refer back to the Wheel of Life Tool where the parent identified three priority areas. Using that as a starting place, ask the parent if those are still the priority areas. If so, then explain that together you will be setting a separate goal with steps for each priority area.
- Based on your previous conversations with the parent, you will have some understanding of the strengths and challenges the family brings to each priority area.
- Review the sections of the tool with the parent. If this is the first session to develop a plan, note that you will be focusing on two sections of the tool – setting the goal and developing the plan. Review the Do and Review sections of the plan so they know how this tool will be used in follow-up meetings and to be clear on what is expected of both the parent and coach in between meetings.
- If this is the first time a parent has done goal setting, it can be helpful to start with the priority area that lends itself most easily to defining a goal and making steps. This builds confidence and skills to then set goals for the other areas.
- As the coach, you may want to refer back to the content modules for each priority area to help you in asking powerful questions as you work together with the parent to refine the goals. You may also want to review any of the resources listed for the content area prior to the meeting so you can have information readily available to share if needed.
- Let the parent know that this session will involve a lot of brainstorming together to generate ideas and that there are no bad ideas! It is important to leave judgments aside. Use the tips on “How to Have Effective Brainstorming Sessions”.

- Note that the goal is to help improve family well-being. Together, you may want to review the previously completed tool “My Children” to think about how or if the goal for the content area takes child concerns and goals into account. As the coach, refer back to the list of “Family Focused Powerful Questions” to inform the setting of the goal.
- As together you begin to formulate a plan, you may want to look back at the parent’s “Who Is In My Family?” tool and think about how best to harness the support of family members and to identify any additional people who might be of support in the implementation of the steps.
- Once the parent has set a goal and developed a list of steps under the Plan section, be sure to review it and decide how or if the parent may want to check-in between meetings.
- Continue setting goals for the other key content areas identified by the parent.

COACH RESOURCES

How to Have Effective Brainstorming Sessions

- Review this before meeting with the parent to refresh you about what to say to set the stage for brainstorming, how to conduct a brainstorming session, and what to do once you’ve generated lots of ideas.
- Share the process for brainstorming with the parent so that they can use it with their family.

Plan–Do–Review Tool

This tool helps parents to refine your goal for a specific area and make a concrete plan for how to achieve it. Use a separate Plan-Do-Review form for each goal.

FAMILY GOAL STATEMENT:

What are you are trying to improve and how it will benefit your family?

PLAN

What is to be done? What role will family members play? Who is to do it (include family members)? When should it be done? Where is it to be done?

DO

The parent and their family executes the plan and carries out activities.

REVIEW

Did things happen according to the plan? How did the plan work for your family? Examine successes and unexpected outcomes.

How did it go? Did things happen according to the plan? How did the plan impact the family? Were steps missed? Did things happened on time?

YES:

Celebrate and continue the plan.
Continue to check and adjust as needed.

NO:

What changes are needed? What family supports will help?

How to Have Effective Brainstorming Sessions

Purpose of Brainstorming:

- To open the parent's creative energy
- To produce as many ideas as possible without evaluating
- To generate a lot of ideas in a short period of time

Brainstorming Guidelines:

- All ideas are okay; there are no bad ideas
- Defer evaluating ideas or expressing judgment during the brainstorming session
- Include as many family members if possible for a robust brainstorming session
- Coach, parent, and family members can build on each other's ideas

Things to Say to Start the Brainstorming Process:

- "We are going to get all of the ideas out without evaluating them."
- "Let's come up with 15 ideas in the next 10 minutes."

Tips to Use When Participants Get Stuck:

- **Assess what is behind the silence:** Sometimes participants are silent during a brainstorming session because they need room to think. They may be on the verge of a great idea! However if the silence goes on too long, suggest an idea to get the conversation going in a new direction and get people excited and talking again. Consider using one of the tips below to come up with an idea to share.
- **Suggest the opposite of what you want to achieve:** Get participants to describe, in detail, the opposite of what you want to have happen. As the energy in the conversation builds, shift the discussion by asking, "How do we achieve the opposite of this"? New, creative ideas may emerge.
- **Encourage big ideas:** Encourage participants to think big and to eliminate any constraints on their ideas. Tell participants that to imagine there are no limits on time, money, or other resources. What is possible without constraints? Removing roadblocks may open up a whole new direction of ideas.

After the Brainstorming Session:

Brainstorming sessions generate many possible ideas to pursue. The next step is to review the ideas, refine the list to identify the ideas the parent is most interested in pursuing. Although the parent should drive the process to identify ideas to pursue, he or she should be allowed to involve other family members in the process if they like. The parent may choose to focus on the ideas where they have the most energy and excitement. Or, the parent may want to develop some simple criteria for evaluating the ideas, and go through them and rank order them.

If the brainstorming session didn't provide anything useful ideas, consider refining the question or problem, and try another brainstorming session. Also consider if it might be better to ask the parent to work on generating ideas on their own.