

## First Encounter

# Getting Acquainted

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- We will get acquainted with the parent-in-training
- We will understand why he chose the intervention we are offering
- We will enter a training contract with him.

## **We will identify two main issues that will facilitate the training process:**

- What is the child's main challenge?
- What are the reasons that brought the parent to seek training? And what are his expectations of this process?

## **The Coach's Card**

## Importance of the First Encounter

- These parents arrive at the first encounter with a feeling of helplessness and frustration
- The parent-in-training will decide whether or not to proceed with the training process



## Dialogue between Coach and Parent

- The parent-in-training is flooded with emotion
- It is important to allow the flow of his expression and avoid cutting him off



## The Coach's Role in the Dialogue

- To be sensitive, empathetic and contain the parent-in-training's emotions
- Remain objective, thus being able to see the reality with which the parent is facing through the proper perspective

## Overcoming the Speaking Block

The coach can ask the parent questions that will encourage him to clarify what he said.



## My Child's Main Challenge

"What is your child's main challenge, the one that made you come here for training?"

## Curiosity & Discovery

We will constantly be in a state of curiosity and discovery.

## To Know How to Listen

- The coach must be completely attuned to the parent-in-training
- The coach must remind himself: ***"Even though the events or feelings resemble those I have experienced, it is not necessarily familiar ground."***

## We could, for instance, ask ourselves:

- What did he actually convey to me in that particular sentence?
- What did he mean?
- What does his assertion mean to him?

## Reasons & Expectations

- What are the reasons that brought you to seek training?
- What are your expectations of the training process you are about to undergo?

## To Learn from the Past

- The coach will focus on the issue of interventions to date with both the parent and child.
- The parent- in-training seeks training after he has experienced a variety of intervention plans

- What became clear in that intervention?
- What worked and what didn't?
- What are the reasons for success/failure?
- Of the successes and failures, what may be attributed to the parent and what may be attributed to the child?

## The Big Picture

- The coach walks step-by-step with the parent-in-training till the big picture is revealed to the parent
- And they both actually succeed in perceiving a similar vision.



## Initial Training Target

- "Of all that you have described till now, what do you think is the main difficulty –which, if we dealt with, would bring about the turning point?"
- "Of all that you have told us, what is the goal that you would like to achieve as a result of this training process, which would assist you in handling the main challenge you have delineated?"

## The Training Contract

- Training is composed of 13 sessions, 12 encounters (including the first one) and a follow-up six months later.
- The encounters are conducted in person, once a week, in coordination between the coach and the parent-in-training.
- Each encounter will last 90 minutes.



## The Training Contract

- During the encounters, missions to be performed at home as practice will be provided and their execution is vital for progress in the process.
- The means of communication between the coach and the parent-in-training will be determined.
- The commitment to confidentiality will be emphasized.



## The Mission to Be Performed at Home

Write a "journey diary"



## Summation for the Parent-in-Training

What are you taking with you?

What was significant?



### Summation:

- What are your insights as a result of the encounter?
- Did anything strike you as particularly significant during the encounter?
- Is there any specific question you think I should have asked but didn't?
- Is there anything at all that you'd like to add?

