The Dance of Coaching –
How to Support Parents Who
Want to Cut In
Jodi Sleeper-Triplett, MCC, BCC, SCAC
JST Coaching & Training
Christina Fabrey, M.Ed., PCC, BCC, ACAC
Associate Dean of Advising & Academic
Achievement, Prescott College

Please be respectful of your colleagues by silencing your phone.
If you need to answer a call, please go to the hallway.

Learning Outcomes
1. Participants will be able to effectively engage parents,
   and students, in a process of partnering with the provider
   while preserving the provider/student relationship
   through the introduction of coaching strategies.
2. Through role play and small group discussion,
   participants will be able to use the coaching skills of
   active listening and powerful questioning skills to
   improve parent conversations as a means to increase
   student success.

Parents Want What’s Best for Their
Student, But They…
• Have micromanaged their child’s life areas in
   the past
• Participated in educational teams throughout
   K-12
• Are worried, scared, and even out of the loop
• Can feel entitled due to the expense of a
   higher education

When Parents Consistently Intervene…
• Students get the wrong message - “my parents – not
  me! – are the only ones equipped to make decisions
  and handle challenges in my life.”
• Students increasingly feel “entitled” and expect things
to always go their way with minimal effort on their part.
• Students are sheltered from experiencing and dealing
  with any type of adversity, impeding increased
  resilience and self-determination.

Our students need to have positive coping skills to
deal with the ups and downs of life!

Setting the Foundation with Parents
Be Proactive!
• Use Active Listening Skills to Support Powerful
  Questions
• Use a supportive tone
• Establish a cooperative relationship
• Set clear boundaries – confidentiality, frequency and
  method of contact, parent self-care

Conference Inclusion Statement
We ask you to join us in creating a culture that
reflects…
Access and Inclusion
and
Civility and Respect
…this week and in all aspects of our organization.
Exercise

With a partner for ten (10) minutes

When you meet with parents for the first time, what are some important talking points that you want to stress to lay the foundation for your work?

How Can We Partner with Parents?

• Be empathetic and hear their concerns
• Allow parents to share their experience with the student
• Acknowledge that they play an important role in the educational process of the student
• Set clear boundaries – student-driven
• Equip parents with resources and talking points

What’s Your Parent Super-Power?

Share with a partner or small group

Role-Playing/Coaching Practice

Before we begin...

• The purpose of our practice is to build your comfort in communicating parents.
• If you are playing the role of the parent, please do not assume the role of the most difficult parent you have ever encountered.
• Please dial down the level of difficulty during the session.

Let’s Practice!

Parent Conversations

With a partner, take turns being the parent using the following scenario:

Mom walks into your office to drop off reports for her son’s accommodations. Before you have looked at the reports, Mom sits down and proceeds to tell you what you must do to improve his grades. In the 10 minutes you have available, use active listening skills and powerful questions to calm the parent and set the boundaries for moving forward.
Full Group Discussion/Debrief

• What did you notice as the coach?
• What worked for you?
• What did you notice when shifting your language?
• What was your level of success/completion?

Resources

Books:

• Field, Sharon and David Parker (Eds.) Becoming Self-Determined: Creating Thoughtful Learners in a Standards-Driven, Admissions-Frenzied Culture. Association for Higher Education and Disability. 2016.
• Sleeper-Triplet, Jodi. Empowering Youth With ADHD: Your Guide to Coaching Adolescents and Young Adults for Coaches, Parents and Professionals. 2010.

Websites:

• www.additudemag.com
• www.chadd.org
• https://collegeparents.org/
• www.beselfdetermined.com

Thank You!

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https://www.jstcoaching.com

Christina Fabrey, M.Ed., PCC, BCC, ACAC
Associate Dean of Advising & Academic Achievement, Prescott College
http://vtcoaching.com