



PARENT-CHILD REVIEW MEETING

Specific meeting objectives

At the end of the meeting, the parent and child will be able to:

- Assess their progress;
- Discuss each person's perceptions of their path;
- Prepare to continue the transformations already underway;
- Evaluate the need for additional support;
- Provide feedback on the program and identify areas for improvement.

Materials and preparation

- Together (both facilitators), prepare the comments you would like to make to the participants;
- Make a list of resources available in their community.

Meeting agenda

A. Greeting, presentation of the meeting objectives (5 min.)

1. Present the meeting objectives.

B. Discuss the progress made and each person's perceptions (25 min.)

1. Remind each person of their original objective; first ask the student, then the parents, where they are today in terms of that objective. What have they learned and what changes have they noticed? What are the main tools they have used?
2. Ask the student what they think about what their parents said, and vice versa.
3. Then tell them what you've noticed, pointing out the changes, strengths, and contributions of each person. You can also mention any challenge you foresee for the student and their parents and talk about ways they could overcome these challenges.

C. Program debriefing (20 min.)

1. Ask the student and their parents how they see the future, what things they're worried about, and how they plan to continue the changes underway.
2. Use the metaphor of a highway and a forest trail: Avoidance behaviours can be like highways when you're anxious. Like your comfort zone, highways are familiar, even comfortable, territory, but they often lead you to the same place. You've started clearing a trail through the forest; it's rough going and full of obstacles, but it could lead you to new and exciting places!
3. Ask the student:
 - What are the warning signs that you're drifting back onto your highway or slipping back into your comfort zone?
 - How will you remember some of the tools?
 - What do you expect from your parents?
4. Ask the parents:
 - What are the warning signs that you are reverting to accommodating behaviours?

D. Evaluate the need for additional support (5 min.)

1. Ask the student, and then the parents, about their need for additional support.
2. Remind them about the resources available in their community or tell them how to formally ask for help, as needed.

E. Feedback and improvements (5 min.)

1. Ask the student and their parents for their feedback on the program and what improvements could be made.