

Tips for Asking Reflective Coaching Questions

1. Ask only one reflective question at a time.
2. Be comfortable with silence while waiting for the person to think about his/her response.
3. Avoid asking “grand tour” questions to revisit the previous joint plan (e.g., “How are things going?”).
4. An awareness, analysis, or alternatives question always precedes informative feedback.
5. An analysis question always follows informative feedback (e.g., “What are your thoughts about that idea?”).
6. A self-attribution question is “What did you do to make that happen/ cause that progress?”
7. A yes/no question should only be used to ask permission or not make an assumption (e.g., “Would you like to try it?”).
8. When you ask a reflective question and the person says, “I don’t know,”
 - a) rephrase the question to ensure he/she understands, or
 - b) provide affirmative feedback about an observation you made in the past that confirms he/she knows.

Tips for Providing Feedback

Feedback occurs after the learner has had the opportunity to reflect on his or her observations or actions, or after the learner has practiced a new skill.

1. Feedback can be affirmative. Affirmative feedback includes statements that describe, restate, or acknowledge what the learner has said (e.g., “Yes, I see what you mean..”).
2. Feedback can be evaluative. Evaluative feedback includes comments that evaluate or judge the learner’s words or actions. Evaluative feedback should be used in moderation so that it does not stifle the learner’s opportunities to evaluate his/her own actions (e.g., “That was the perfect way to describe what worked. That’s exactly how I saw it, too.”).
3. Feedback can be informative. Informative feedback includes instances where the coach is sharing new information with the learner (e.g., “Toddler’s often act independently just the way you describe Lisa. It is normal for her age.”)

Rush, D. D. & Shelden, M. L. (2011). *The early childhood coaching handbook*. Baltimore, MD: Paul H. Brookes Publishing Co.

Guidance for Conducting Brainstorming

A purpose of coaching is to build the individual’s capacity to solve problems (identify, evaluate, and implement effective solutions). Brainstorming should be implemented in a manner that prompts the individual being coached to take the lead role in identifying potential solutions/ ideas. The following prompts can be used to ensure the practitioner provides ample opportunities for the active participation of the individual being coached.

- What else have you done/ thought about?
- What other options can you think of?
- What are the advantages and disadvantages of each?
- Would you like to try one of these ideas now?

After these (or similar) prompts, it may be appropriate for the coach to offer some additional ideas.

- Would it be helpful if I offer what I know?

After the ideas are on the table, the coach reinforces the leadership role of the individual by asking him/her what he/she thinks about the ideas and work together to develop a joint plan.

Seven Steps for Intentional Modeling

If the coach chooses to model, the purpose of modeling is to determine how an idea or strategy that the coach and the parent have developed together might work or to help the parent/ teacher see the idea in action. Modeling is always intentional, direct, specific to discussed plans, and voluntary.

1. Prior to modeling the coach should explain to the parent/ teacher what he or she is going to do and why.
2. The second step of intentional modeling is to give the parent/ teacher something specific to observe or do related to the reason for modeling.
3. The coach models while the parent/ teacher observes the coach implement what the coach and parent/ teacher planned. Depending on the circumstances, the coach and/ or the parent/ teacher may analyze the activity and attempt alternatives during the observation.
4. The coach debriefs with the parent/ teacher about what happened during the modeling. The debriefing includes a discussion of what worked, what did not work, what the coach could have done differently, how this scenario might look the same or different than what the parent ordinarily does, and what ideas the parent/ teacher obtained that he or she might try.
5. The coach always invites the parent/ teacher to try what the coach modeled.
6. The coach and parent/ teacher reflect on what happened when the parent/ teacher tried the activity or what the coach had modeled and the parent/ teacher observed. The debriefing includes a discussion of what worked, what did not work, what the parent would do differently, how the parent would continue to do the activity, and what other ways or at what other times the parent/ teacher could try the activity or behavior.
7. The coach and parent/ teacher develop a plan for how the strategy or activity will happen when the coach is not present.

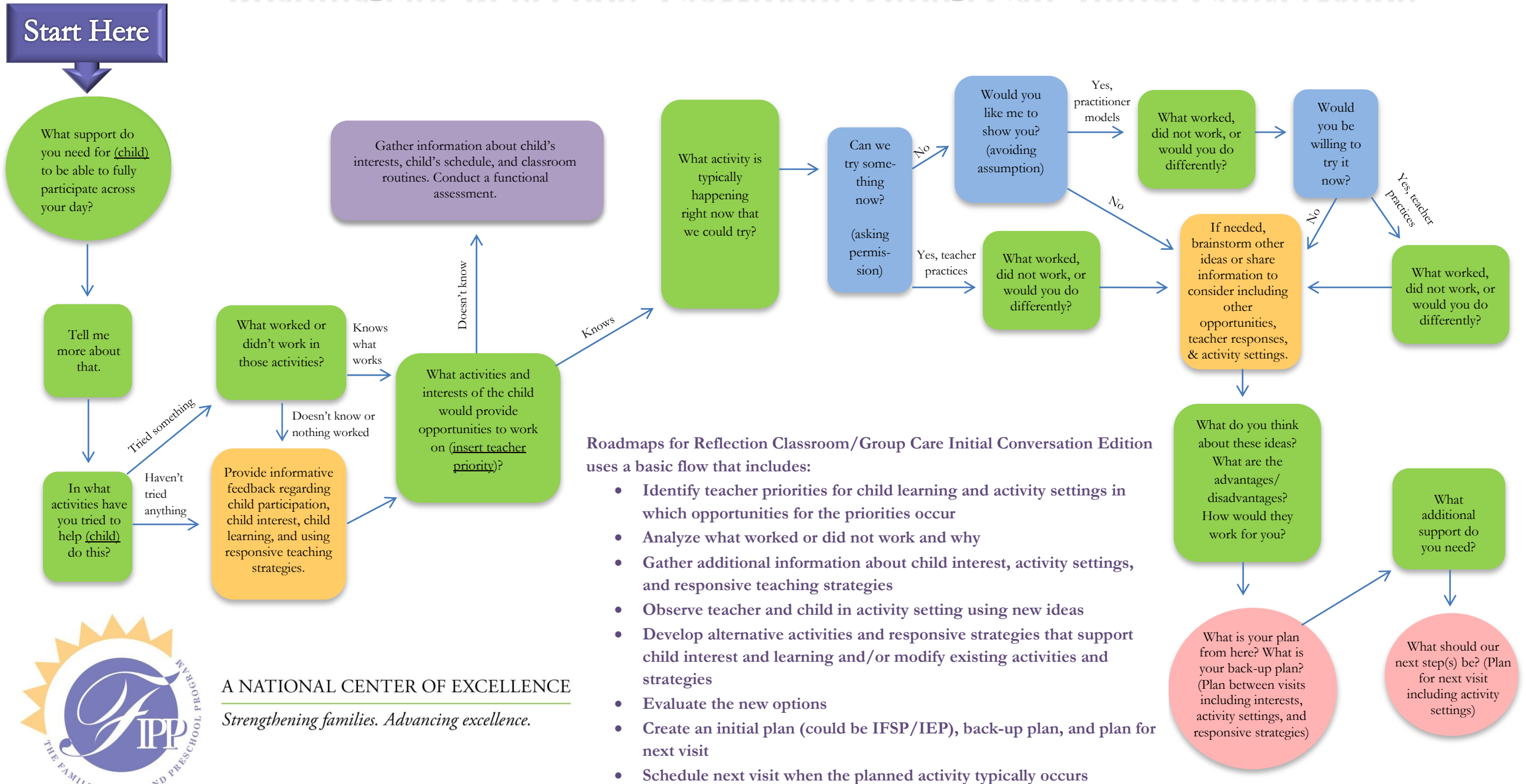
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Using Natural Learning Environment Practices

The focus of the intervention is to support the parent or teacher in promoting child participation in real life activity settings based on parent/ teacher priorities.

1. Use the child’s interests as the basis for promoting child participation and learning (participation-based vs. skill-based).
2. Use family, community, and/ or early childhood activity settings as the context for child learning (contextualized vs. decontextualized).
3. Increase the breadth and/ or depth of child interest-based learning opportunities.
4. Support the parent/ teacher in being responsive to the child’s interest-based learning within the context of everyday activity settings.
5. Use items in the home/ classroom as part of the activity setting(s) in which you are there to support (Using assistive technology for assessment purposes is appropriate when needed).

Roadmap for Reflection: Classroom/Group Care Initial Conversation



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