Providing Feedback

Key Points: Providing Feedback

- Adults provide children different types of positive feedback on their efforts, behaviors and learning
- Adults use process orientated feedback
- Adults use verbal and nonverbal feedback
- Adults provide sensitive feedback in responsive and supportive ways

Best Practices

Adults in the classroom use different forms of feedback to support children's learning and development. Adults frequently use feedback that focuses on children's efforts and process of doing things rather than solely on their end products. Adults also use nonverbal feedback when needed, such as high fives, a pat on the back, positive gestures and facial expressions. Children receive frequent descriptive feedback for skills, behavior and engagement from adults in a caring, engaged manner. Adults who provide corrective feedback use specific strategies in supportive ways to promote understanding. Solutions from children can also be seen as strengths and shared with the class.

Looking For…

- Children are given feedback that focus on effort as well as end product
- Adults use high fives, hugs, facial expressions and positive gestures as a form of nonverbal feedback
- Corrective feedback is provided throughout the day
- Adults provide children with feedback to shape and guide children's learning and behavior

Guiding Questions for Coaching

- What types of feedback do you currently use and are there any additional ones you would like to explore?
- What are some examples of feedback you provided that were process focused rather than product?
- How might you go about determining just how much feedback individual children are receiving in your program?
- Are all adults in the program skilled on the different types of feedback and when to use them?

Self-Check for Teachers

- ✓ Do I provide positive descriptive feedback throughout the entire day?
- ✓ Do I provide feedback on children's appropriate behavior rather than just responding to inappropriate behaviors?
- ✓ Do I provide feedback on effort rather than results or end products?
- ✓ Do I provide feedback on learning processes as well social behavior?
- ✓ Do I provide positive feedback enthusiastically and genuinely?

Also check out the *Descriptive Feedback and Praise Checklist* from the *Unpacking the Pyramid Model* book (pg. 108).

This document was adapted from:

AoEInclusion (n.d.). *Illinois LiveBinder ICP Resources by Item*. (http://www.livebinders.com/play/play?id=2261762)

ICP content reference:

Soukakou, E. P. (2016). *The Inclusive Classroom Profile (ICP) Manual*. Brookes Publishing.

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