

Reflection and Feedback Coaching Strategies

This document provides coaches with a description of the strategies that might be used when providing live coaching support to individual coachees. A critical function of the coach is to provide support to coachees as they examine and reflect on current practices, develop new skills and competencies with feedback, and problem-solve challenging situations.

Debriefing Strategies

The debriefing session offers a time for the coach to guide coachee reflection, provide information, discuss the observation, engage in problem solving discussion, and other actions that will support the coachee with implementation. The strategies below are often used by coaches during debriefing meetings.

Problem Solving Discussion

Verbal interaction between the coach and coachee designed to lead the coachee through a systematic process in order to: 1) identify the problem; 2) brainstorm and generate options; 3) decide on a possible solution; and 4) implement and evaluate the solution. During debriefing, one or multiple steps of the problem solving process might occur.

Example:

- Identify the Problem - During the observation, the coach notices a target child who has difficulty deciding on something to do during choice time and wanders the room throughout the time. At the debriefing, the coach and coachee talk about the situation and the coach says, "Let's think about some ways to assist Erika to make choices."
- Generate Options - Together they brainstorm a few different ideas; the coachee selects one to try
- Deciding on Solutions - The coach adds a new goal and/or additional resources to the Action Plan
- Implementing and Evaluating - The coachee selects a strategy to implement. The coach makes a note to observe the use of the strategy during the next scheduled observation.

Reflective Conversation

An active discussion between the coach and coachee with a goal of encouraging the coachee to think about his/her actions, the situation, the strategies she used, the responses of the children, and/or comfort level regarding implementation of Action Plan Goals. No corrective or directive statements are used. Instead the coach offers a question to encourage reflection. Reflective conversations typically focus on perceptions, feelings, interpretations, or use of strategies.

Example:

- "Let's talk about what happened with Bobby this morning. Why do you think this might have happened today?"
- "So I saw you use the new schedule. How was it? Was it comfortable for you?"
- "Why do you think Stacy didn't stick with Circle today? What do you think is going on?"

Video Review

The coachee and coach review a video segment from the learning setting and then engage in one of the coaching strategies such as: problem solving discussion; reflective conversation; or graphing.

Role Play

A simulated situation that happens between the coach and coachee that aims to help the coachee to learn or practice new techniques during debriefing. In a role-playing situation, both individuals take on a defined role and practice the use of a strategy or a response to a situation. The coachee might take on the role of the child while the coach demonstrates a strategy, or the coach might take on the role of the child while the coachee practices a strategy.

Example:

- The coachee and coach might practice a hypothetical conversation with a parent during a role play before the coachee meets with the parent.
- The coach could use role play to practice the use of Tucker the Turtle or problem solving strategies with the coachee.

Live Demonstration

In a live demonstration, the coach enacts the coachee's role and provides an example of how to use specific strategies.

Video Demonstration

The coach shares a short video clip that shows implementation of strategies that are related to the coachee's action plan goals.

Helping with Environmental Arrangements

Coach assists coachee with creating and/or adapting the environment to support participation from all children. This might include preparing or developing materials, making changes in the early learning setting, or rearranging the physical space.

Example:

- The coach might take pictures of the housekeeping area to help create center labels.
- The coach helps create/arrange a visual schedule.

Graphing

The coach assists the coachee to display, analyze, or interpret data. Assistance might include creating a graph with the data, interpreting the results of the graph, or teaching the practitioner how to interpret the graph. Example:

- During debriefing, the coach helps the coachee create a graph based on behavior incidence data that the coachee collected. The coach might explain to the coachee how to interpret the graph.



Providing Materials

Coach offers additional items that might help the coachee learn more about specific strategies and other recommended practices, or the coach might provide materials that might improve implementation of specific strategies.

Example:

The coach brings an article to read related to the target teaching strategy.

- The coach helps the coachee access an appropriate 15-minute in-service video related to his/her goal.
- The coach prepares job aids or visual reminders of ways to facilitate children's' play.