

Transitioning to Quality Series

Mastery Level Reflection & Feedback

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Coaching in Early Intervention Training and Mentorship Program

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MASTERY LEVEL REFLECTION & FEEDBACK: STRONGER TOGETHER

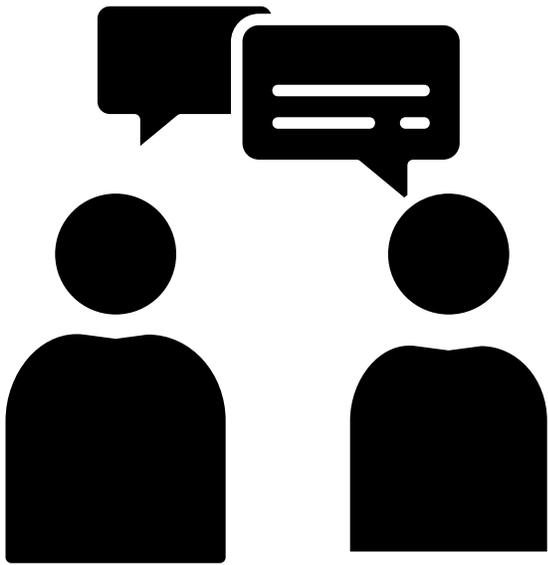
We support families during early intervention sessions as we strive to form strong partnerships. We use the coaching framework to boost caregiver competence and confidence as we overcome obstacles and reach goals together. Reflection and feedback work hand in hand and are key to ensuring caregivers are engaged, validated, and actively learning during sessions.

Together, reflection and feedback keep coaching interactions insightful and responsive. In this newsletter, we explore how high-quality reflection followed by high-quality feedback moves the session forward and enhances caregivers' learning and insights. So, what do mastery level, high-quality reflection and feedback look like?



REFLECTION: MOVING TO MASTERY

At mastery we use true, open-ended, non-leading reflective questions to support expanded caregiver insights around their experiences, thoughts, and ideas. We ask effective and responsive reflective questions throughout the entire session: during joint planning, observation, and action/practice.



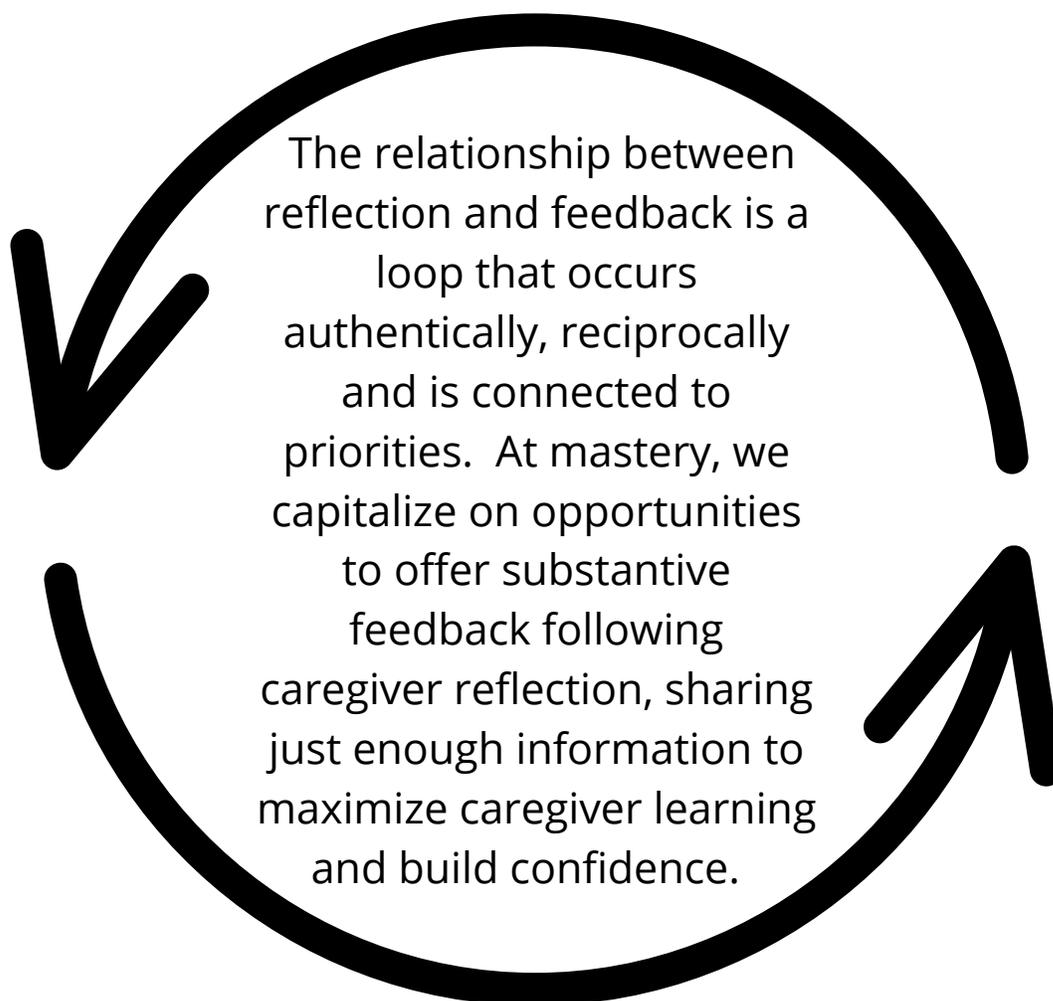
Awareness, alternative, analysis, and action style questions elicit caregiver thoughts, problem-solving, and insights. Ideally, the reflective questions engage caregivers around their priority and result in new strategies and ideas, connect to other contexts or routines, and move the session forward.

Click below to see two examples of mastery level reflection and feedback loops.



FEEDBACK: MOVING TO MASTERY

The ultimate purpose of feedback at the mastery level is to affirm caregiver reflections to enhance their learning experience and insights. At mastery level, we often see a pattern of reflective question, caregiver response, followed by substantive feedback that validates caregiver thoughts, contributions, and insights throughout a session: during joint planning, after observation, and during action/practice. Quality reflections lead to more opportunities for substantive feedback that affirms and broadens caregiver knowledge.

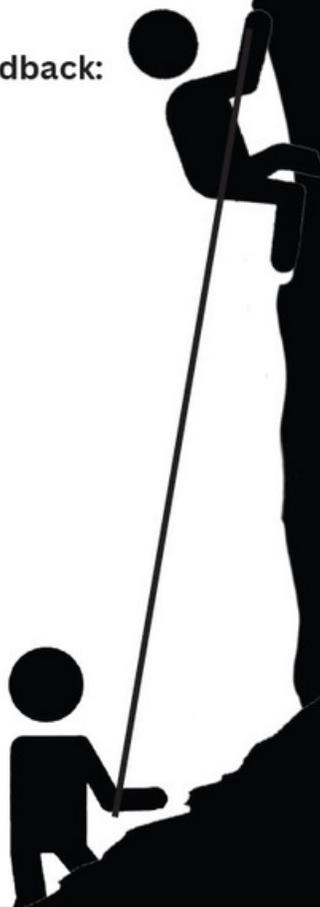




Reflection and Feedback: Stronger Together

High-quality reflection and feedback:

- Ensures caregivers are engaged, validated, and actively learning
- Keeps coaching interactions insightful and responsive
- Elicits caregiver insights around their experiences, thoughts, and ideas.
- Results in new strategies for their priorities, links to family routines, and moves the session forward



Reflection and feedback loops are skillfully used with caregivers to:

- Facilitate joint planning, observation, and action practice
- Respond to their spontaneous reflections
- Capture opportunities to engage them in expanded reflection using effective, open-ended, non-leading awareness, analysis, alternative, and action questions
- Capitalize on opportunities to authentically affirm and expand on their reflections

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