

***Guidance for Conducting Brainstorming**

The 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 potential solutions should include a mix of informal and formal resources and supports. Informal supports include family, friends, neighbors, acquaintances, etc. with whom families often "trade favors." Informal supports are often flexible and renewable, meaning the family can continue to access it and the family contributes in some valuable way the relationship. Formal supports include organizations, agencies, and businesses whose resources are reliable, but sometimes costly or nonrenewable. 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 it be helpful if I offer what I know?

After these (or similar) prompts it is appropriate for the coach to offer up some additional ideas. 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.

The focus should be to help the family build and maintain a network of resources.

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?" "How would that work for you?").
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, or
 - c) provide informative feedback, and then ask the person an analysis question.
9. When a person says, "Just tell me,"
 - a) assure the person that you have some ideas to share;
 - b) ask the person a few awareness questions to ensure that the information/idea you have matches the needs/priorities; and
 - c) provide informative feedback, and then ask the person an analysis question.
10. Avoid asking questions with the answer embedded (e.g., "I wonder what would happen if...?" "What would you think about...?" "How about you try...?").
11. Avoid asking questions to get the person you are coaching to agree with what you are thinking (i.e., coaxing).

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

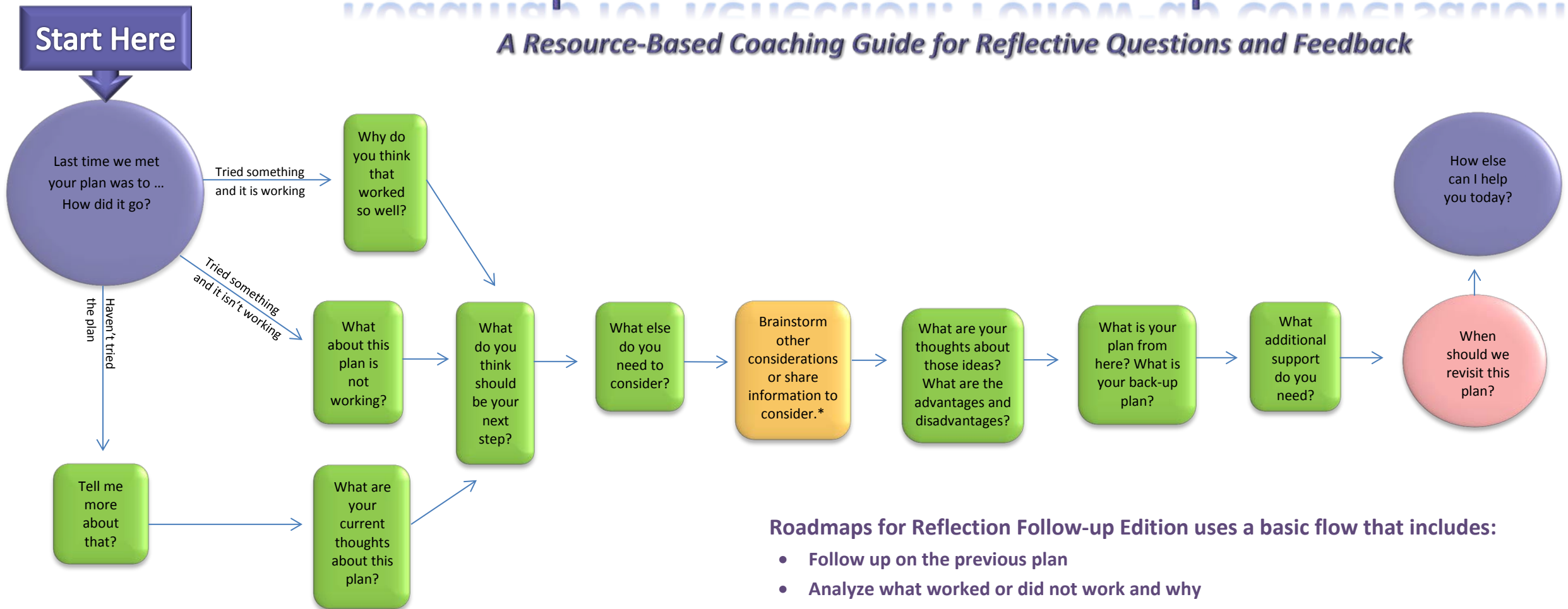
Tips for Providing Feedback

1. 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.
2. 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..").
3. Feedback can be evaluative. Evaluative feedback includes comments that evaluate or judge what the learner has said. 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.").
4. Feedback can be informative. Informative feedback includes instances where the coach is sharing new information with the learner (e.g., "Toddlers typically test limits just the way you describe Lisa. Although it's frustrating, it is normal for her age."

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Roadmap for Reflection: Follow-up Conversation

A Resource-Based Coaching Guide for Reflective Questions and Feedback



Roadmaps for Reflection Follow-up Edition uses a basic flow that includes:

- Follow up on the previous plan
- Analyze what worked or did not work and why
- Develop alternative strategies or modify existing strategies
- Share information about policies, procedures, evidence-based practices, etc. as needed
- Evaluate the new options
- Create a new plan and back-up plan
- Schedule a new time to meet to review the outcome of the new plan
- Provide an opportunity to identify new or additional topics



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