



COACHING FEEDBACK

Coaching is used in early childhood intervention to support parents and other important caregivers to use everyday activities and routines to promote child learning and development.

Five research-based characteristics must be used for coaching to have a capacity-building effect: observation, action/practice, reflection, feedback, and joint planning.

Rather than jumping to suggestions, early intervention practitioners using a coaching style of interaction prompt caregiver reflection first, then provide feedback as needed and as a natural part of the conversation.

THREE TYPES OF FEEDBACK

AFFIRMATIVE NON-JUDGEMENTAL ACKNOWLEDGEMENT

- **“I HEAR YOU.”**
- **“I UNDERSTAND.”**
- **“I KNOW WHAT YOU MEAN.”**
- **“OKAY.”**

Tip: In addition to words, provide affirmative feedback using head nods and facial expressions that acknowledge what is being said.

EVALUATIVE ENCOURAGEMENT, PRAISE, OR POSITIVE REINFORCEMENT FOR WHAT THE CAREGIVER DOES OR SAYS

- **“GOOD JOB.”**
- **“THAT WAS GREAT!”**
- **“I REALLY LIKED THAT.”**
- **“YOU’RE THE BEST.”**

Tip: Ask the caregiver to evaluate or share what they think first, then follow their response with affirmative or evaluative feedback if beneficial.

INFORMATIVE SHARING INFORMATION, IDEAS, OR STRATEGIES AFTER THE CAREGIVER HAS BEEN PROVIDED WITH THE OPPORTUNITY TO REFLECT ON WHAT THEY KNOW, HAVE TRIED, OR ARE DOING.

- **““WHAT WE KNOW ABOUT ____ IS ____.”**
- **“AN IDEA WE MIGHT WANT TO TRY IS ____.”**
- **“RECENT RESEARCH FOUND THAT ____.”**

Tip: Ask permission prior to sharing informative feedback (“Do you mind if I share an idea about that?”) and follow-up informative feedback with an analysis question (“What do you think about what I just shared?” or “How well do you think that would work?”) to obtain feedback from the caregiver.

