



# COACHING REFLECTION

## Reflection:

- is a research-based characteristic of a coaching interaction style used with caregivers in early childhood intervention
- is consistent with a capacity-building and strengths-based approach
- demonstrates respect for what the caregiver already knows and considers how their ideas might work best for their child and family
- helps caregivers consider what to do when the coach is not present, instead of creating dependence on the coach to solve problems, provide solutions, and work exclusively with the child

## FOUR TYPES OF REFLECTIVE QUESTIONS

### Awareness Questions

what caregivers know and have done in the past

- What do you know about that?
- What have you tried?
- When/where does that happen?

### Analysis Questions

assessment of what has worked in the past or what is working now, reasons/rationale, comparisons, the answer is not readily apparent, requires thinking

- How well did that work?
- Why do you think that happens?
- How does that compare to what you want to have happen?
- What do you think you could have done differently?
- What would the ideal situation look like?

### Alternatives Questions

generating new ideas, future thinking

- What ideas do you have?
- What else might work?
- What could you do differently next time?

### Action Questions

development of the between-visit plan and next-visit plan

- Based on what we did today, what are you going to try between now and the next time we meet?
- What are you going to do to help your child learn during that activity?
- How long do you need to practice before we meet again?
- What activity should be the focus of our next visit?
- What do you want your child to learn during that activity?
- When does that activity occur (day/time) so we'll know when to schedule our next visit?



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