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?