



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.



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