



Conducting a Reflection and Feedback Meeting with Early Interventionists

This resource supports coaches in providing reflection and feedback during debrief meetings with the early interventionists they are coaching.

Opening the Meeting	What Does it Look Like?
<p>1. I referred to the early interventionist's action plan by reviewing their goals.</p>	<p><i>"How has providing positive feedback to the caregivers on your caseload been going since my last visit?"</i></p>
Reflection	What Does it Look Like?
<p>2. I asked the early interventionist to share their reflections about their implementation of practices with caregivers related to the action plan goals.</p>	<p><i>"You started working on commenting on caregiver's strengths this week, what changes have you seen?"</i></p>
<p>3. I summarized the early interventionist's reflections and made connections to what I observed.</p>	<p><i>"It did go well today. I noticed you used open-ended questions during joint planning to help the caregiver make decisions about which routines they wanted to practice using words their child can imitate."</i></p>
<p>4. If writing a new action plan, I asked the early interventionist to reflect on what might be a new target goal.</p>	<p>Coach: <i>"What are your thoughts about what you want to work on next?"</i></p> <p>Early interventionist: <i>"Hmm, I'm not sure."</i></p> <p>Coach: <i>"I was thinking since you have just completed working on interacting with the caregiver during the visit, a good next step might be to work on commenting on both child and caregiver actions during the visit. Let's take a look at what I wrote in my notes and see what you think."</i></p>
Supportive Feedback	What Does it Look Like?
<p>5. I presented supportive feedback based on my observation of the early interventionist's implementation of action plan goals (past or present).</p> <p><i>Supportive feedback might include specific examples of what the early interventionist said or did, or the number of occurrences the early interventionist used the targeted practice.</i></p>	<p><i>"I saw how you provided the caregiver feedback to wait to open the bag to see if her toddler would request her help. That was a great way to embed supporting the caregiver in supporting their child's functional communication during play."</i></p>
<p>6. My supportive feedback included a statement about how the practice did or could impact children or caregivers.</p>	<p><i>"After you gave the caregiver feedback about waiting for their child to initiate asking for help, the child requested help. The caregiver smiled and cheered while she opened the bag. When the caregiver sees success using that practice it boosts their confidence and they are more likely to try using that practice again to increase their child's communication."</i></p>

Constructive Feedback	What Does it Look Like?
<p>7. I gave the early interventionist descriptive constructive feedback on how to improve or maintain their implementation of a practice related to an action plan goal. <i>The constructive feedback included describing what the early interventionist did and a statement about how the practice could impact the child or caregiver.</i></p>	<p><i>“When you held the ball to help the baby roll over, I noticed the baby was looking at you and smiling, but I didn’t see you offer the caregiver a chance to practice the strategy. By offering a practice opportunity, you give the caregiver an opportunity to get feedback from you, they get to feel what it’s like to use the strategy. This can lead to building their confidence and competence in using the strategy. It also supports the caregiver in using these interactions to teach a new skill. You might try asking permission to model and offering the caregiver an opportunity to practice the skill themselves.”</i></p>
<p>8. I supported the early interventionist to select a strategy to work on that may improve or enhance progress on an action plan goal.</p>	<p>Coach: <i>“One option might be to ask permission to model using the ball to guide the baby to roll, and then provide the caregiver an opportunity to try it themselves. Another option might be to narrate to the caregiver what to do without modeling. Which option do you want to try?”</i></p> <p>Early interventionist: <i>“I think I will model and give the caregiver the time to try it.”</i></p> <p>Coach: <i>“Great idea. I will check back with you next week to see how it went.”</i></p>
Targeted Support	What Does it Look Like?
<p>9. I reviewed caregiver or child data with the early interventionist.</p> <p>Data is tied to the action plan goal and might include:</p> <ul style="list-style-type: none"> • specific caregiver or child responses, actions, or comments • tallying use of a practice 	<p><i>“I counted three times the caregiver noticed and prompted their toddler to sign ‘all done’ after the toddler threw an object. This was after you suggested the toddler might be throwing the spoon because they are all done! It looks like this caregiver is responding to their child’s cues because I didn’t see any examples of this on the last visit. What are your thoughts about this?”</i></p>
<p>10. I offered assistance with problem-solving or individualizing to ensure all caregivers and children get the support they need.</p>	<p><i>“Has anything else come up with a specific caregiver or child on your caseload that I can help you with?”</i></p>
Planned Actions	What Does it Look Like?
<p>11. I directed the early interventionist to examples or materials that might help the early interventionist with their implementation of the action plan goal or with supporting individual caregivers or children.</p>	<p><i>“There is a website with some great examples of what a virtual visit might look like using some of the strategies we talked about today. I will send you the link.”</i></p>
<p>12. I facilitated discussion about the early interventionist’s action plan steps related to practice implementation between this coaching visit and the next.</p>	<p>Coach: <i>“So today we talked about choosing a couple of the open-ended questions from the list we brainstormed to use on your next visit to guide the caregiver’s problem-solving. We also role-played using some of those clarifying statements to practice active listening on your visits. Which strategy makes the most sense for you to use with families before our next session?”</i></p> <p>Early Interventionist: <i>“I think I can try both and let you know how it goes.”</i></p>

<p>13. I created a new action plan goal with the early interventionist.</p> <p>*Note: This may not occur every debrief session. This usually occurs when an early interventionist and coach have agreed a goal has been met.</p>	<p><i>"I want to make sure I wrote down the new goal correctly. The goal is to practice re-stating what caregivers say to you during conversations to increase your use of adult learning skills. You said you wanted to videotape some visits to observe yourself using the practice as a way of knowing you have completed this goal. Is that correct?"</i></p>
<p>Closing/Scheduling</p>	<p>What Does it Look Like?</p>
<p>14. I asked the early interventionist to identify the practices they would like me to observe next time and the best time or family for an observation.</p>	<p><i>"Is there a specific family and routine you would like me to observe you interacting with while you practice commenting on both child and caregiver behaviors?"</i></p> <p style="text-align: center;">OR</p> <p><i>"Would you like to receive any feedback in the moment with this family? I can type prompts in the chat box so that only you can see it, or I can take notes during our session. What do you prefer?"</i></p>
<p>15. I set a date and time for the next coaching session.</p>	<p><i>Ensure the early interventionist and the family know when to expect you for the next focused observation.</i></p> <p><i>It might help to work with the early interventionist to prepare a list of families on their caseload that have provided permission for you to attend their home visits. This can help keep coaching visits consistent when cancellations occur. Encourage early interventionists to check with families regularly to make sure they are available and open for you to attend a visit.</i></p>
<p>After the Session – Coaching Log</p>	<p>What Does it Look Like?</p>
<p>16. I completed the debrief section of the NCPMI coaching log by documenting the coaching strategies I used during the debrief meeting.</p>	<p><i>After meeting with the early interventionist make sure to document the following on your coaching log:</i></p> <ul style="list-style-type: none"> • <i>date reflection and feedback occurred</i> • <i>time spent in reflection and feedback</i> • <i>coaching strategies used</i> • <i>completed cycles</i> • <i>action plan goals completed or created</i>

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