

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

# Implementing Reflective Questions & Feedback to Encourage Parent Participation

Preston Collins, MS, ITFS  
Kristen Steele, MSDE, CED, ITFS

**SELF-ASSESSMENT: A Journey of Change**

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## Disclaimer

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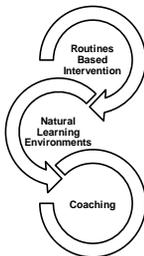
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SELF-ASSESSMENT: A Journey of Change

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

## Our Journey...




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SELF-ASSESSMENT: A Journey of Change

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## Routines Based Intervention is...

A systematic approach to **embed intervention** consistently by all family members and service providers throughout the day rather than in **individual, isolated therapy sessions.**

Autism Connect, Autism research, education, and advocacy,  
[http://www.autismconnectmd.org/education/methods/family\\_guided.html](http://www.autismconnectmd.org/education/methods/family_guided.html)

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## What are Routines?

What the **child** does daily...

- Bathing
- Eating
- Naptime
- Dressing
- Grooming
- Taking a walk
- Diapering
- Going to childcare
- Reading books
- Playtime
- Bedtime

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## Natural Learning Environments (NLE)

IDEA-Public Law 105-17

This law defines early intervention services as *“developmental services that to the maximum extent appropriate are provided in natural environments including the **home** and **community** settings in which children without disabilities participate.”*

Individuals with Disabilities Education Act Amendments of 1997. Part C-Infants and Toddlers with Disabilities, Pub. L.105-17,20,1400 et seq., Sec 632 & 635.  
Taken from SKI-HI Curriculum Vol. 1 “Natural Environments and Routines”

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## What are Natural Learning Environments

Where the child and family are and where they go ...

- Home
- Childcare Center/Preschool
- Church
- Library
- Park
- Grocery Store
- Restaurants
- And many more...

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## What is Coaching?

“An adult learning strategy in which the coach promotes the learner’s (parent’s) ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in the immediate and future situations.”

(Dunst, Trivette, & Cutspec, 2002)

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## What is Coaching?

10 Key Elements of Coaching in Early Childhood

1. Consistent with the Adult Principles of Adult Learning
2. Capacity Building
3. Nondirective
4. Goal Oriented
5. Solution Focused
6. Performance Based
7. Reflective
8. Collaborative
9. Context driven
10. As Hands-On as it Needs to Be

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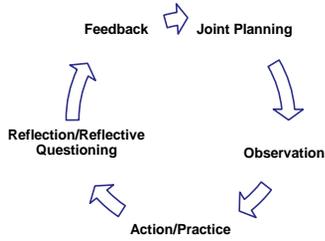
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## Coaching



Rush and Sheldon 2011

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## Coaching

- Joint Plan
  - The agreement between coach and parent of what will take place
- Observation
  - Examination of another person's actions or practices
- Action/Practice
  - Spontaneous or planned events that occur in the NLE

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## Reflection

“Reflection is the parent's review and analysis of what he or she already knows or is doing to determine what modifications or new knowledge and/or skills they need in order to achieve the desired outcome in both the current situation and the future.”

(Rush & Sheldon, 2011)

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## Reflection

“The coach’s purpose for using reflection is to build the capacity of the parent in a way that will promote ongoing self assessment, planning, and acquisition of knowledge or skills by teaching the parent to be aware of, continually examine, and refine his or her current knowledge and behavior.”

(Gallacher, 1997; Gilkerson, 2004)

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## Reflection

- The process of reflection assists an individual to build on what he or she currently knows or is doing to develop new knowledge and actions when they are needed.
- Initially the coach encourages the parent to reflect by using reflective questions; however, over time the parent is able to reflect without as much assistance from the coach

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## Reflection

- When?
  - The coach’s use of reflection follows an observation or action by the coach or parent- but it precedes the giving of feedback
    - If the parent’s reflection precedes the observation or action, it can decrease the need for the coach to provide some types of feedback

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## Reflection

- When reflection relates to the parent's actions, the coach prompts the parent to reflect on what is or is not happening with regard to the intended outcome, ideas for actions that could occur, and a plan for the intended actions.

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## Reflection

- Schon (1983, 1987) defines three types of reflection:
  - Reflection **on** action
  - Reflection **in** action
  - Reflection **for** action

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## Reflection

- Reflection **on** action involves thinking about what the **parent** has done
- Examples of questions that promote this type of reflection
  - **What just happened?**
  - **What did you do to cause that?**
  - **How did that compare to what you wanted to have happen?**

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## Reflection

- Reflection *in* action is “just in time coaching” or “coaching on the fly”
  - The coach is in the midst of the action with the parent and prompts the parent to consider how what is happening and which of the parent’s options in the present moment will yield the desired outcome

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## Reflection

- Examples of reflection *in* action:
  - **What is happening right now?**
  - **What are you doing right now that is going to get you to your goal?**
  - **What are your options?**
  - **What could you be doing right now?**
  - **What can you try right now?**

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## Reflection

- Reflection *for* action prompts the parent to develop a plan to reach the intended outcome.
- Examples of reflection for action:
  - **What are you going to do next time?**
  - **Considering what we just learned or discussed, what do you plan to do similarly or differently in the future?**

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## Reflective Questions

- The Framework for Reflective Questioning is a tool that may be used by a coach or parent to become aware of, analyze, and establish plans that are related to the parent’s knowledge, actions, and results

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## Types of Reflective Questions

- Four different types of open-ended reflective questions
  - Awareness
  - Analysis
  - Alternatives
  - Action

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## Reflective Questions

- **Awareness** questions promote the parent’s understanding of what he or she already knows or is doing
- Initially used to clarify the situation or issue
- Typically are who, what, when, and where questions
  - “What have you tried?”
  - “When/where does this happen?”

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## Reflective Questions

- **Analysis** questions are used to support the parent in comparing the current state (knowledge, skills, actions, or outcomes) to the desired future state.
- Often answer **how** or **why**
  - “How does that compare to..?”
  - Why do you think that happened?”
- These questions cause the parent to examine his or her thoughts, feelings, actions, intentions, and knowledge

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## Reflective Questions

- **Alternative** questions are used to provide the parent an opportunity to consider a variety of possible options to obtain the desired result
- Provide the parent and coach to brainstorm and consider all the possibilities without deciding on an option or committing to a joint plan.
  - “What are all the possible ideas to consider?”
  - Usually the least used type of question asked but can provide both the parent and coach to share and explore their knowledge and ideas

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## Reflective Questions

- **Action** questions assist in the developing the joint plan of what the parent is going to do as a result of the current conversation
- Confirm exactly which topics of all the ones that were discussed will be used, including specific steps for implementation
  - “Who is going to do what before the next time we meet?”
  - “What will we focus on during our next visit?”

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## Use of Reflective Questions

LB

CA: 2.3

HA: 1.5

HL: Bilateral, Profound, Sensorineural

Amplification: Bilateral Cochlear Implants

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## Use of Reflective Questions

**Mom:** LB has been spontaneously using her speech more

**Teacher:** What do you think has made the difference?

**Mom:** We've been around more people who have been talking to her and expecting her to talk.

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## Use of Reflective Questions

*After practicing using the strategy "wait time" to encourage spontaneous use of the word "on"...*

**Teacher:** How do feel about using that strategy?

**Mom:** It will take lots of practice but I think it will work.

**Teacher:** What are other routines where you use the word "on"?

**Mom:** LB likes to play with her dolls and asks me to put clothes on them; when we get in the car we put her seatbelt on and we turn the car on; we turn the water on when we wash hands

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## Use of Reflective Questions

EK

CA: 2.5

HA: 2.0

HL: Bilateral, L: possible Auditory Neuropathy

R: Moderate Severe rising to Moderate

Amplification: Hearing Aid – Right ear only

Possible CHARGE Syndrome

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## Use of Reflective Questions

*Teacher observes EK looking out the window at cars and Dad sitting beside him not talking to EK. We've had discussions about joint attention and engaging EK.*

**Teacher:** How can you engage with him while he's looking out the window at the cars?

**Dad:** I can look out the window with him and talk to him about what he sees.

**Dad gets behind EK:** Look at the cars. Brrrr (blows raspberry)

**EK:** (looks at Dad) brrrr (blows raspberry)

*They go back and forth twice*

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## Use of Reflective Questions

AG

CA: 2:6

HA: 1:8

HL: Bilateral, Profound, Sensorineural

Amplification: Cochlear implant on right side

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## Use of Reflective Questions

*Background: Child is not wearing amplification, child has no language, and child is displaying aggressive behaviors towards mother*

**Teacher:** Tell me about how long AG wears his cochlear implant a day?

**Mom:** Less than 1 hour.

**Teacher:** Okay, less than one hour a day.

**Mom:** No, less than 1 hour a week. Sometimes he wears it for therapy, sometimes he gets mad and takes it off

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## Use of Reflective Questions

**Teacher:** Why do you think he doesn't wear it?

**Mom:** Sometimes I forget to put it on him, sometimes it's too hard to keep putting it on when he constantly takes it off.

**Teacher:** I heard you say that you forget to put the device on and that it is hard to keep putting it back on. Why do you think **he** doesn't wear it?

**Mom:** Because I don't make him, but I wonder if it bothers him.

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## Use of Reflective Questions

**Teacher:** What does he **do** to make you think it bothers him?

**Mom:** He pulls it off when he is mad or sometimes he just plays with his ear and when he notices it is there, he pulls it off.

**Teacher:** Okay, so what I hear is that you have a hard time remembering to put it on, it's hard to keep putting it on, and that you are concerned that he may not wear it because you don't make him and/or because he may not like it. Is that correct?

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## Use of Reflective Questions

**Mom:** Yes

**Teacher:** So what are some things you can think of to help you remember to put on the device. Let's talk about what happens when you get up in the morning.

*Conversation continues.. Mom comes up with setting alarm on phone or putting a note on the fridge to remind her to put on the device.*

**Teacher:** We have a plan in place for you. So what about for AG? Let's talk about times during the day that are good for him...When is he the happiest?

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## Feedback

“Information that is provided by the coach based on direct observations of the parent, actions reported by the parent or information shared by the parent to expand his or her current level of understanding about a specific evidence based practice or resource.”  
(Rush & Sheldon 2011)

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## Feedback

- **When?**
  - Occurs after reflection
    - After the parent has had the opportunity to reflect on observation, actions, or practice of new skills.
- **Why?**
  - The purpose of feedback should be to affirm the parent's reflections or to add information to deepen the parent's understanding of the topic being discussed in order to jointly develop new ideas and actions

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## Types of Feedback

- 4 Main Types
  - Informative
  - Affirmative
  - Evaluative
  - Directive

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## Types of Feedback Informative

- Sharing information
  - When there is no previous knowledge directly related to an observation, action, reflection, or direct question asked by the parent or caregiver




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## Types of Feedback Informative

- What it looks like?
  - **Observation:**
    - » Observing a parent signing or saying "more" to her child at mealtime
  - **Action:**
    - » A parent points to or turns to the source of sound and attempts to direct child's attention to the source of sound.
  - **Reflection:**
    - » Parent says they notice that their child doesn't like their hearing device
  - **Direct Question:**
    - » Parent asks the provider if their child will have to go to a special school when the child is older.

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## Types of Feedback Affirmative

- Results from active listening and provides acknowledgement to let the parent know that the coach hears and understands them without agreeing, disagreeing, or making any other type of judgement.
  - Can include “I” statements
    - I see
    - I understand
    - I hear what you are saying
    - What I’m hearing you say is \_\_\_\_\_

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## Types of Feedback Evaluative

- A judgement of what the coach sees or hears the parent report
  - That’s great!
  - Good job!
  - I like the way you \_\_\_\_.
  - I would agree with that.
- Evaluative feedback is not wrong & should not be withheld...but when overused, can become less meaningful

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## Types of Feedback Directive

- Involves telling the parent what to do
  - This is generally not consistent with the use of coaching practices
  - Should only be used when there is clear and present danger (hot stove that child is about to touch)
- Not to be confused with direct instruction

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## Use of Feedback

EW

CA: 1.6

HA: 0.3

HL: Bilateral, Profound, Sensorineural

Amplification: Bilateral Cochlear Implants

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## Use of Feedback

*EW reaches her arms up to be picked up and vocalizes*

**Mom:** You want up. Let me pick you up. (*putting emphasis on the word "up"*)

**Teacher:** I like the way you just gave EW the word that she was trying to say and the way that you put emphasis on that word. That emphasis is called acoustic highlighting.

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## Use of Feedback




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