

Framework for Reflective Questioning

Question Content	Question Type			
	Awareness	Analysis	Alternatives	Action
Knowledge/ Understanding (What you know)	<p>What do you know about...? What is your current understanding of (topic, situation)?</p> <p><i>Probes (examples):</i> How did you come to believe this?</p>	<p>How does that compare to what you want to know about...? How is that consistent with (standards, evidence)...? What do you know now after trying...? How does that compare with what you originally thought?</p>	<p>How could you find out about...? What different things could you do to learn more about ...? What are other ways to view this for next time?</p>	<p>How do you plan to learn more about..? What option do you choose? Why? How are you going to put that into place?</p> <p><i>Probes(examples):</i> What resources do you have? What supports will you need? Where will you get them?</p>
Practice (What you did)	<p>How are you currently doing...? Why? What kinds of things did you do (have you done so far)? Why? What kinds of things did you try? Why? What kinds of things are you learning to do? What did you do that worked well?</p> <p><i>Probes(examples):</i> What is the present situation in more detail? Where does that occur most often? When did you first notice this?</p>	<p>How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with standards? Why?</p>	<p>What else could you have done to make practice consistent with standards? Why? What would you do differently next time? How might you go about doing that? What different ways could you approach this?</p> <p><i>Probes(examples):</i> What would it take for you to be able to do...? What would you need to do personally in order to do...?</p>	<p>What do you plan to do? When will you do this? What option did you choose?</p> <p><i>Probes(examples):</i> What types of supports will you need? What resources do you have? What would it take for you to be able to do...? What would you need to do personally in order to do...?</p>
Outcomes (What was the result)	<p>How did that work for you? What happened when you did...? Why? How effective was it to do that? What did you achieve when you did that? What went well?</p> <p><i>Probes(examples):</i> How do you feel about that? What do you think about...? How much control do you have over the outcome?</p>	<p>How did you know you needed to do something else? How did that match (or was different from) what you expected (or wanted) to happen? Why? How do these outcomes compare to expected outcomes based on standards of practice? What <i>should</i> happen if you're really doing (practice)? What brought about that result?</p>	<p>What else might happen when you do ...? Why? What different things could you have done to get expected outcomes? What might make it work even better next time?</p>	<p>Which option could get the best result? What do you plan to do differently next time?</p> <p><i>Probes(examples):</i> What types of supports will you need? What resources do you have/need? Where will you get them?</p>
Evaluation (What about the process)	<p>What opportunities were useful to you in achieving... (or in learning...)? In what way? How was it useful? Why? What supports were most helpful? What about the supports were most helpful?</p>	<p><i>Probes(examples):</i> How do you feel about that? What do you think about...? How was that consistent with what you expected?</p>	<p>What other opportunities would be useful?</p>	<p>What opportunities do you want to access? How will you access those opportunities?</p> <p><i>Probes (examples):</i> What resources do you need? Where will you get them?</p>

The Coaching Quick Reference Guide

Characteristic: Observation

What the Coach Does

The coach observes the coachee within the context of his/her everyday activities.

What the Coachee Does

The coachee observes the coach model a behavior or activity in the context of an everyday activity with an explicit understanding of what and why he or she is watching.

Characteristic: Action

What the Coach Does

The coach supports the coachee in practicing, refining, and/or analyzing new or existing skills during real-life situations that occur during coaching interactions and between coaching visits.

What the Coachee Does

The coachee tries new ideas or actions that either were previously discussed and planned with the coach or resulted from a previous coaching conversation.

Characteristic: Reflection

What the Coach Does

The coach uses reflective questions to assist the coachee in analyzing the current situation, and then encourages the coachee to generate alternatives and actions for continually improving his/her knowledge and skills, thereby achieving the desired outcomes.

What the Coachee Does

The coachee determines what worked or did not work and why it did or did not during the observation and/or action, as well as generates ideas for next steps.

Characteristic: Feedback

What the Coach Does

The coach uses noncommittal acknowledgment when it is appropriate to affirm what the parent or care provider says or does. He/she provides positive feedback when it is necessary. He/she shares information to build on the coachee's knowledge and skills.

Characteristic: Joint Planning

What the Coach Does

The coach begins every coaching conversation by reviewing the previous joint plan and asking what the coachee did between conversations to implement the plan.

What the Coachee Does

The coachee share what he/she has tried or accomplished between coaching conversations.

What the Coach Does

The coach ends every coaching conversation with a plan of who is going to do what by when, based on the actions and ideas discussed.

What the Coachee Does

The coachee identifies what he/she wants to try or accomplish between coaching conversations and suggests when the next conversation should be scheduled.