

## **\*Guidance for Conducting Brainstorming**

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- *What else have you done/thought about?*
- *What other options can you think of? What are the advantages and disadvantages of each?*
- *Would it be helpful if I offer what I know?*

*After these (or similar) prompts it is appropriate for the coach to offer up some additional ideas. After the ideas are on the table, the coach reinforces the leadership role of the individual by asking him/her what he/she thinks about the ideas.*

*The focus should be to help the family build and maintain a network of resources.*

## **Tips for Asking Reflective Coaching Questions**

1. *Ask only one reflective question at a time.*
2. *Be comfortable with silence while waiting for the person to think about his/her response.*
3. *Avoid asking "grand tour" questions to revisit the previous joint plan (e.g., "How are things going?").*
4. *An awareness, analysis, or alternatives question always precedes informative feedback.*
5. *An analysis question always follows informative feedback (e.g., "What are your thoughts about that idea?" "How would that work for you?").*
6. *A self-attribution question is "What did you do to make that happen/cause that progress?"*
7. *A yes/no question should only be used to ask permission or not make an assumption (e.g., "Would you like to try it?").*
8. *When you ask a reflective question and the person says, "I don't know,"*
  - a) *rephrase the question to ensure he/she understands, or*
  - b) *provide affirmative feedback about an observation you made in the past that confirms he/she knows, or*
  - c) *provide informative feedback, and then ask the person an analysis question.*
9. *When a person says, "Just tell me,"*
  - a) *assure the person that you have some ideas to share;*
  - b) *ask the person a few awareness questions to ensure that the information/idea you have matches the needs/priorities; and*
  - c) *provide informative feedback, and then ask the person an analysis question.*
10. *Avoid asking questions with the answer embedded (e.g., "I wonder what would happen if...?" "What would you think about...?" "How about you try...?").*
11. *Avoid asking questions to get the person you are coaching to agree with what you are thinking (i.e., coaxing).*

Rush, D. D. & Shelden, M. L. (2011). *The early childhood coaching handbook*. Baltimore, MD: Paul H. Brookes Publishing Co.

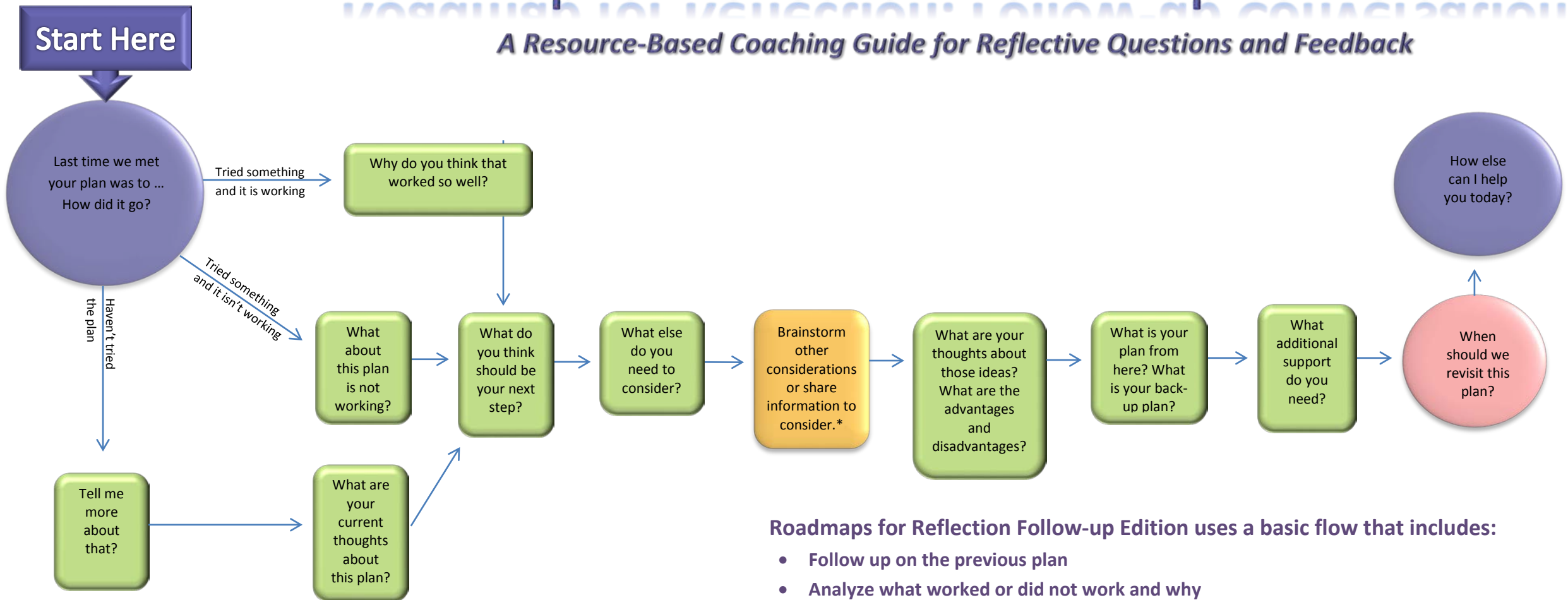
## **Tips for Providing Feedback**

1. *Feedback occurs after the learner has had the opportunity to reflect on his or her observations or actions, or after the learner has practiced a new skill.*
2. *Feedback can be affirmative. Affirmative feedback includes statements that describe, restate, or acknowledge what the learner has said (e.g., "Yes, I see what you mean..").*
3. *Feedback can be evaluative. Evaluative feedback includes comments that evaluate or judge what the learner has said. Evaluative feedback should be used in moderation so that it does not stifle the learner's opportunities to evaluate his/her own actions (e.g., "That was the perfect way to describe what worked. That's exactly how I saw it, too..").*
4. *Feedback can be informative. Informative feedback includes instances where the coach is sharing new information with the learner (e.g., "Toddlers typically test limits just the way you describe Lisa. Although it's frustrating, it is normal for her age."*

Rush, D. D. & Shelden, M. L. (2011). *The early childhood coaching handbook*. Baltimore, MD: Paul H. Brookes Publishing Co.

# Roadmap for Reflection: Follow-up Conversation

## A Resource-Based Coaching Guide for Reflective Questions and Feedback



Roadmaps for Reflection Follow-up Edition uses a basic flow that includes:

- Follow up on the previous plan
- Analyze what worked or did not work and why
- Develop alternative strategies or modify existing strategies
- Share information about policies, procedures, evidence-based practices, etc. as needed
- Evaluate the new options
- Create a new plan and back-up plan
- Schedule a new time to meet to review the outcome of the new plan
- Provide an opportunity to identify new or additional topics



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Family, Infant, and Preschool Program (2013). *Roadmap for reflection: Follow-up conversation*. Retrieved from <http://fipp.org/shop/product/roadmap-for-reflection-follow-up-on-resource-based-plans/>.

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**\*\*Informative Feedback about the Resources Available to Help Families Manage Their Finances**

We are here to help families break the cycle of poverty by working with you to provide your child with a high quality education and to provide your family with the supports you need to provide for your children and family in the future. Having some income is important to meeting short-term needs, but not all jobs will provide you with enough money to take care of your family independently.

If you’d like, we can look at your expenses and determine what kind of an income you need and what kind of a job might get you there.

If the parent agrees, you can use a framework like this or follow one of the links to access an online budgeting worksheet:

Monthly Expenses:

Housing	_____
Food	_____
Utilities (water, sewer, electric)	_____
Phone/Cable	_____
Gas/Transportation	_____
Insurance	_____
Clothing	_____
Household Items	_____
Medication	_____
Savings	_____
Education	_____
Emergency Fund	_____
Entertainment	_____
Other	_____
<b>Total</b>	_____

Let’s look at the hourly wage you would need to earn to meet your expenses.

$Total\ expenses \div 4 = The\ amount\ of\ money\ you\ need\ weekly$

$The\ amount\ of\ money\ you\ need\ weekly \div 40\ (or\ the\ number\ of\ hours\ you\ will\ work\ each\ week) = Your\ minimum\ hourly\ wage\ requirement$

While you’re enrolled in our program, I can help you search for the type of job search necessary to meet your family’s long-term goals.

**\*This budget planning framework is adapted from:**

Ramsey, D. (2009). *Total money makeover*. Nashville, TN. Thomas Nelson Group.  
<http://www.daveramsey.com/everydollar/>

**Other resources on budgeting and financial planning include:**

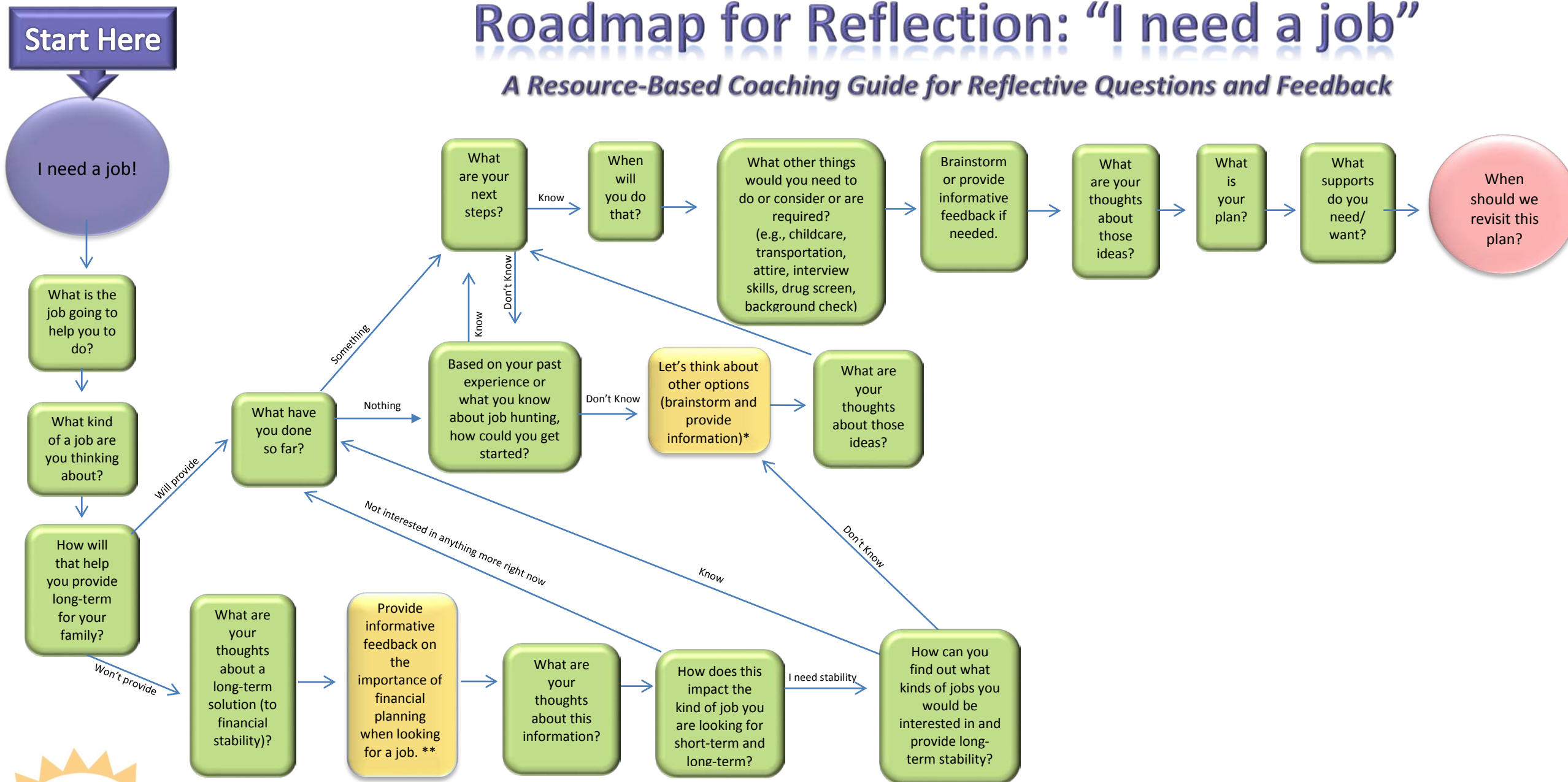
Orman, S. (2011). *The money class*. New York: Spiegel & Grau.  
<http://www.suzeorman.com/suze-tools/>

Millward, R. (2010). *Basic budgeting: The simple way for anyone and everyone to be in control of their finances*. Marienville, PA: Expressions of Perceptions.  
<http://www.federemo.net/files/b/basic-budgeting-the-simple-way-for-anyone-and-everyone-nekgcz.pdf>

Budgetsimple. (2015).  
<https://www.budgetsimple.com/>

# Roadmap for Reflection: “I need a job”

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### **\*\*Informative Feedback to Assist with Choosing a Course of Study**

Selecting a course of study requires balancing the individual's interests, skills, and personally strengths. Most colleges and universities have a career services office, sometimes called a career center or placement office that helps students find a career that matches your education. Before selecting a major, the career services office can use some assessment tools to help you examine potential majors that might be a good fit for you and help you accomplish your career goals. Toward the end of your degree, this office can help with resume and cover letter writing and job interview preparation to obtain the job you were educated to do.

U.S. News and World Report, 2011 ([www.usnews.com](http://www.usnews.com))

Many states offer vocational rehabilitation services to assist individuals with disabilities to access training and support to enter the workforce. The vocational rehabilitation program can help individuals to determine where their strengths, skills and interests lie. Each state's Temporary Assistance to Needy Families (TANF) also provides individuals with resources to help select a course of study that will lead to a career that matches your interests and strengths and will support your family.

Many states also have a system for providing college and career planning resources. For example, the College Foundation of North Carolina also provides on line assistance in planning for college, including selecting a major, choosing a college, meeting the entrance requirements, college test preparation, and career planning.

College Foundation of North Carolina (CFNC.org)

### **\*\*Informative Feedback to Assist with Obtaining Financial Aid**

College Foundation of North Carolina (CFNC is a free service that helps students plan, apply, and pay for college and provides extensive resources to prospective students including a mechanism for streamlining the application process, information about financial resources including grants and scholarships, work, loans, saving, installment payment plants, and financial literacy assistance.

Students interested in obtaining any need-based financial aid should start with completing the Free Application of Federal Student Aid (FAFSA). The application can be filled out on line and sent to each school to which you are applying. In addition, you may be able to qualify for a number of merit-based scholarships, but it takes time to investigate the opportunities. The best way to get started is to contact the college or university you are considering to see if you are eligible to apply for their merit scholarships and to check with your high school counselor to learn about possible scholarships from foundations or other organizations in your community. In North Carolina, you can conduct a search through the NC State Education Assistance Authority.

#### **Resources for Funding Higher Education**

Tax Benefits for Education through the Internal Revenue Service ([www.irs.gov](http://www.irs.gov))

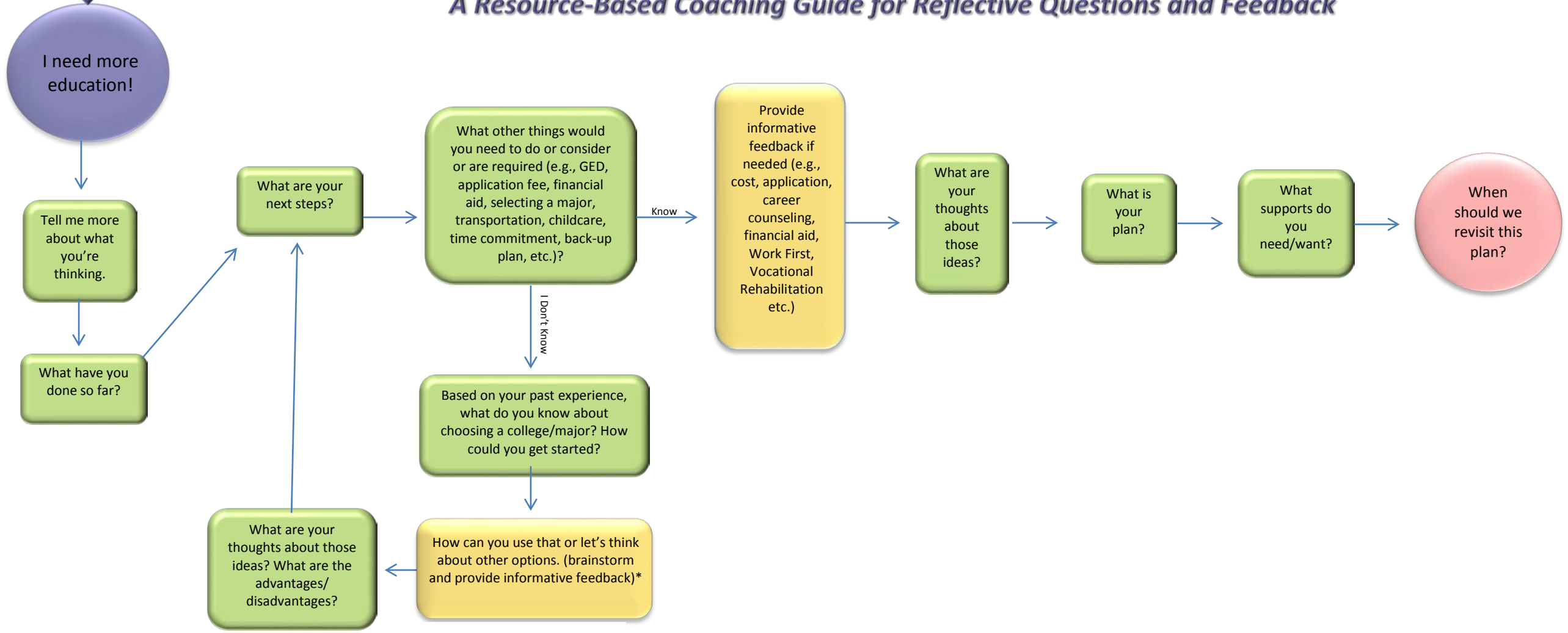
Free Application for Federal Student Aid ([www.fafsa.ed.gov](http://www.fafsa.ed.gov))

North Carolina State Education Assistance Authority (NCSEAA.edu)

Start Here

# Roadmap for Reflection: “I need more education!”

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You should never be the resource for the family, but rather should help the family build and sustain a network of sustainable resources.

**\*\*Informative Feedback to Assist with Finding a High Quality Childcare**

Deciding what you’re looking for in a childcare program can be a personal decision. Not everyone defines “high quality” the same way and the most appropriate environment for one child may not be the most appropriate environment for another. Many parents look for a comfortable balance of the following:

<ul style="list-style-type: none"><li>• Small group sizes</li><li>• Small child/teacher ratios</li><li>• Staff who smile a lot and use positive language</li><li>• Trained staff with early childhood degrees</li></ul>	<ul style="list-style-type: none"><li>• Clear policies and procedures</li><li>• Opportunities for parent involvement</li><li>• Opportunities for play throughout the day</li><li>• A violation-free license</li><li>• Close proximity to your community</li></ul>	<ul style="list-style-type: none"><li>• Safe and welcoming environment</li><li>• Regular parent communication</li><li>• Regular child assessments</li><li>• A nutrition program</li><li>• Regular parent communication</li></ul>
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Many states make information about licensed childcare center available online (for example in North Carolina at the Division of Child Development and Early Education). Additional resources to help parents think about what they value in a childcare program are available from a variety of sources, including checklists parents can bring with them as they tour a potential facility. Learn more about choosing high quality childcare at these sites:

- Childcare Aware ([www.ccapub.childcareaware.org](http://www.ccapub.childcareaware.org))
- National Association for the Education of Young Children ([www.NAEYC.org](http://www.NAEYC.org))
- NC Division of Child Development and Early Education ([www.ncchildcare.dhhs.state.nc.us/parents/pr\\_sn2\\_checklist.asp](http://www.ncchildcare.dhhs.state.nc.us/parents/pr_sn2_checklist.asp))
- Better Beginnings ([www.arbetterbeginnings.com/downloads/ChildCareChecklist.pdf](http://www.arbetterbeginnings.com/downloads/ChildCareChecklist.pdf))

**\*\*Informative Feedback to Assist with Obtaining Financial Aid for Childcare**

**Child care subsidy**

Many states offer childcare subsidies to families who meet specific guidelines to increase access to high quality childcare. The amount the state pays for childcare depends on the family’s situational criteria, the family’s income, and the cost of the child care provided.

**Tax Credit**

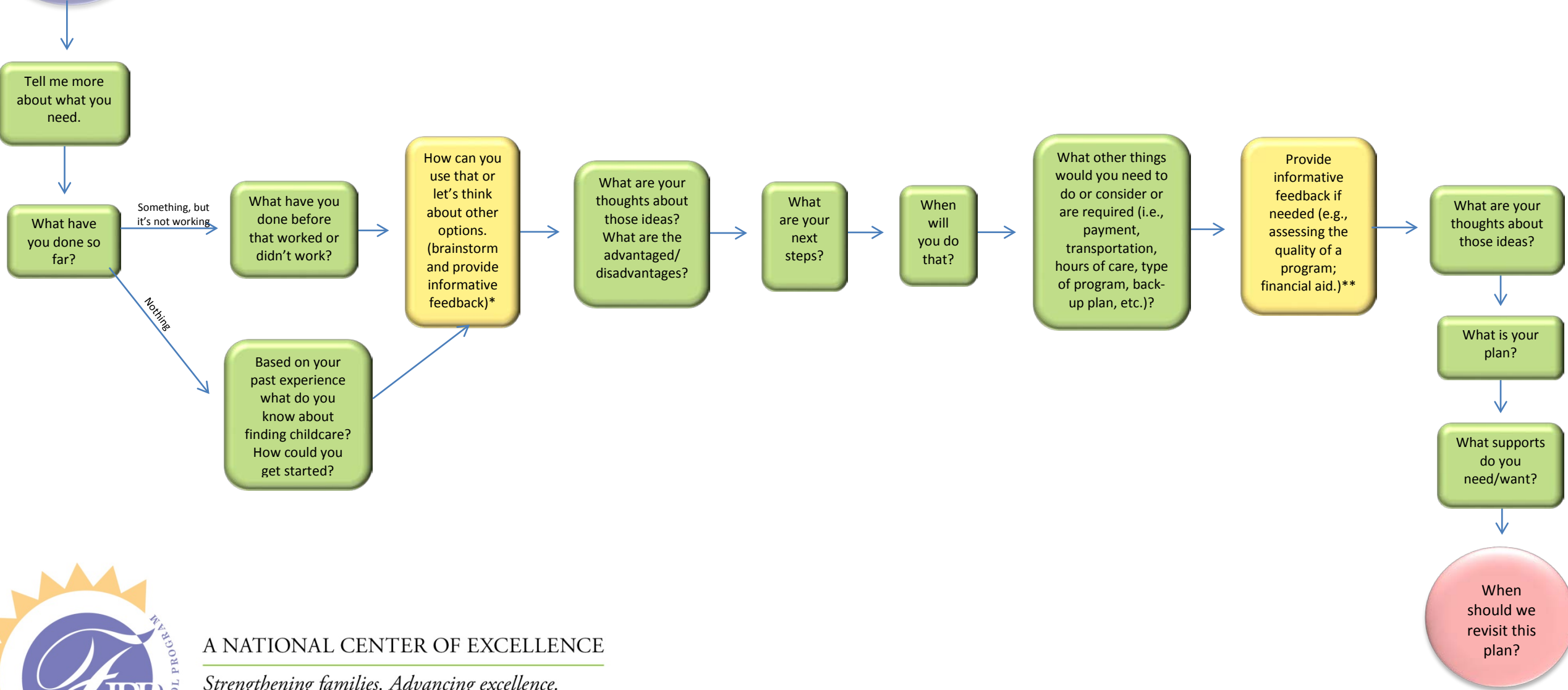
Families could qualify for up to \$2,100 from the federal Child and Dependent Care Tax Credit and up to \$780 from the North Carolina Tax Credit for Child and Dependent Care Expenses, up to \$5,891 from the federal Earned Income Tax Credit and up to \$295 from the North Carolina Earned Income Tax Credit, and up to \$1,000 per child from the federal Child Tax Credit and up to \$100 per child from the North Carolina Tax Credit for Children whether you owe any income tax or not. Families must file a tax return to be eligible.

Internal Revenue Service ([www.irs.treasury.gov](http://www.irs.treasury.gov))



# Roadmaps for Reflection: “I need childcare!”

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### **\*\*Informative Feedback to Assist with Acquiring a Vehicle**

*Predatory lending involves fraudulent or abusive practices on the part of a lender or broker that strip equity from the consumer, increasing the risk of foreclosure. Predatory practices can include encouraging a borrower to frequently refinance in order to charge excessive fees and points to the borrower's disadvantage; lending based on the borrower's assets rather than ability to repay; and deceptive marketing tactics or representations. These practices may promise to lower monthly payments, but drastically increase the amount the borrower pays overtime.*

*Predatory lending establishments are often located in neighborhoods with high concentrations of people living in poverty and seem to be the only accessible resource for some families. In many instances, borrowers can qualify for a more suitable loan with significantly better terms shopping around especially in neighborhoods that offer multiple car dealerships.*

*(Consumer Reports, [www.consumerreports.org](http://www.consumerreports.org))*

*You can guard against predatory lending by following these guidelines:*

- *Always shop around.*
- *Ask questions.*
- *If you don't understand the loan terms, talk to someone you trust to look at the documents for you.*
- *Don't trust ads promising "No Credit? No Problem!"*
- *Ignore high-pressure sales tactics.*
- *Don't take the first loan you are offered.*
- *Remember that a low monthly payment isn't always a 'deal.' Look at the TOTAL cost of the loan.*
- *Be wary of promises to refinance the loan to a better rate in the future.*
- *Never sign a blank document or anything the lender promised to fill in later.*

*(Center for Responsible Lending, [www.responsiblelending.org](http://www.responsiblelending.org))*

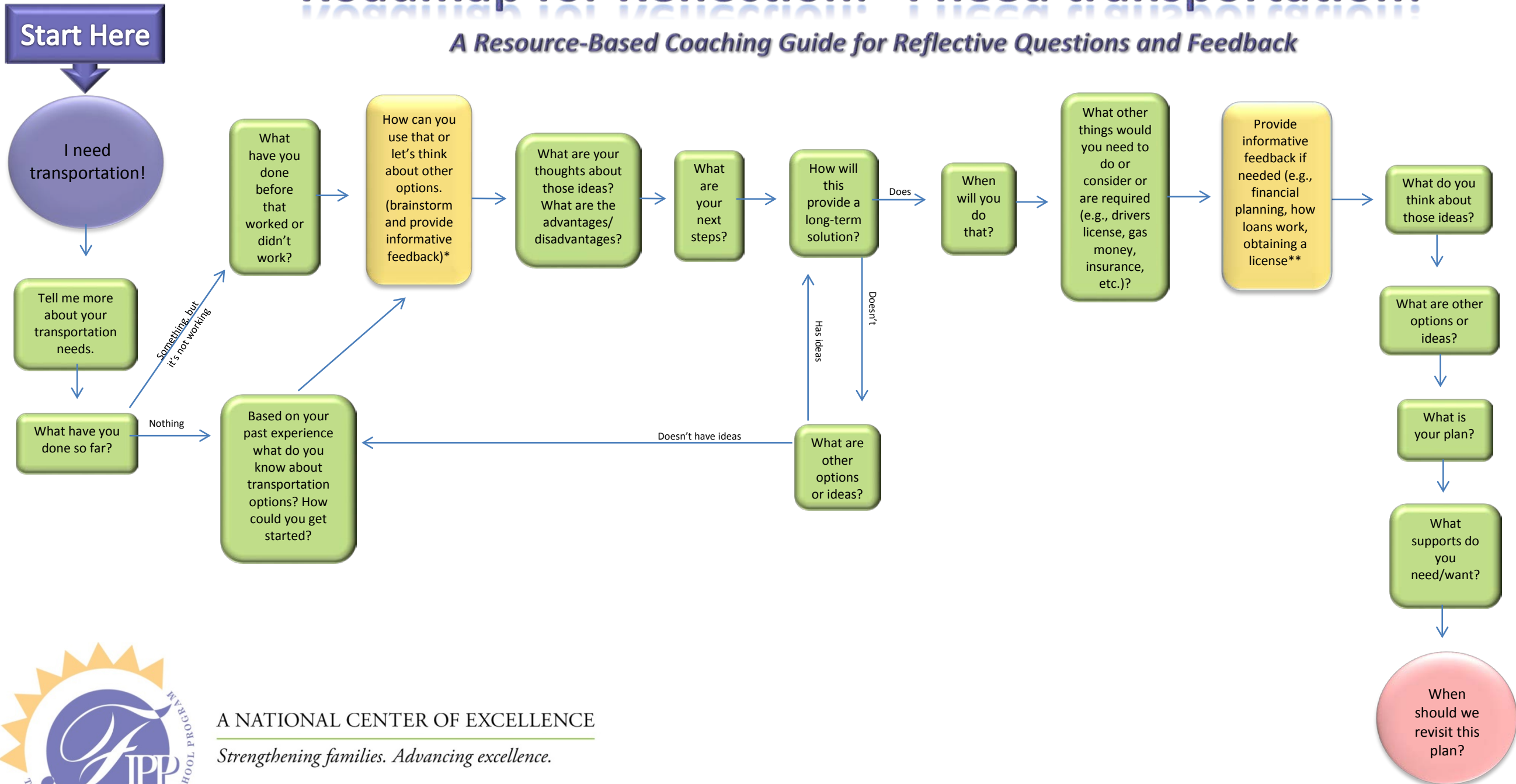
*Interest rates for new and used cars can vary (usually between 1.59% and 5.59%) depending upon the length of your loan and your credit score. You should sign up for the shortest term length you can afford to get the lowest rate possible. You can also check your credit score to be sure that it is accurate.*

*Informing yourself of the true market value(TMV) of a vehicle is the best way to negotiate a good price. Edmunds ([Edmunds.com](http://Edmunds.com)) reports the average actual selling price around the country for specific vehicles. Kelley Blue Book ([kbb.com](http://kbb.com)) also calculates the actual value of a used car. Sharing what you know about the value of the vehicle in which are interested can give you leverage to lower the asking price.*

*(Consumer Reports, [www.consumerreports.org](http://www.consumerreports.org))*

# Roadmap for Reflection: “I need transportation!”

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