

Debriefing a Focused Observation

7. Identify the "S" (*Specific goal from Shared Goal and Action Plan*) that is the basis of your Focused Observation: Brenda will be more responsive to individual children's needs during group activities.

8. Identify "M" (*Measurement from Shared Goal and Action Plan*) that is the focus on your Focused Observation. Note that this should reflect "how many" and "how often": Brenda will respond to an individual child's concern or request for help at least two times during a small group activity.

12

More on Debriefing a Focused Observation

Brenda responded quickly to the child who had her jacket on incorrectly and was very upset during an outdoor activity. I would start by letting her know I noticed that:

"You responded to S. right away when she got upset because her jacket was on the wrong way. You validated that it looked uncomfortable and asked if she needed your help."

13

Sharing Additional Information

“I noticed that you were also responsive to two children who needed help problem solving by letting them know they could tell the other child what they wanted. For example, you said, ‘Tell her, I need room’ and ‘Did you hear her words? She said ‘stop’.”

“Let’s analyze who is in this scenario—you, the child with the jacket on incorrectly, the child with the pink jacket and the child being ignored. Are you aware of the needs of each of the children? Was someone’s needs not being met? What did this look like?”

14



Recognizing Strengths and Providing Supportive Feedback

I would continue the debrief conversation by asking Brenda what she noticed and what she thought went well.

Next, I would provide supportive feedback:

“I noticed that when S. got upset the second time you let her know it was cold outside and that she was getting cold. You responded by saying “You’re upset. Do you need a different jacket? Would you like one?” S. nodded her head and gave you a hug.”

15

Providing Instructive Feedback

I would start by asking Brenda if she thought she would do anything differently next time.

Next, I would provide instructive feedback:

“I noticed that there was one child waiting for you to throw him the ball. This didn’t happen because you were problem solving with the two other children. What could you do differently next time to meet each of the children’s needs, particularly ones who are meeting your behavioral expectations but also need attention?”