

Feedback Cycle

Engagement

Talk about what has been working for you as you meet with families. What are your needs? If you are ready to improve your skills in using the feedback cycle, this guide can support you as you assess and plan.

Explore:

When you think about the feedback cycle what are your strengths?
 What improvements would you like to make in your use of the feedback cycle?

Assessment

Scaling:

On a scale of 1 (need to learn) to 10 (can mentor), where would you place yourself?
 (Record on the functional assessment.)



Scaling Continuum:

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
1. Models skills with coworkers.	1. After modeling skill for family, worker can coach family through performing the skill.	1. Coach caseworker through performing skill.
2. State what went well.	2. Worker can process with family what went well.	2. Process the experience with the caseworker around what they felt went well and what they would like to change.
3. State what they would like to change.	3. Worker can provide feedback about what went well.	3. Provide positively stated, specific information to caseworker on what mentor saw.
	4. Worker can process with the family what they would like to change.	4. Assist caseworker in developing plan to improve practice and coach.

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
	5. Worker can provide positively stated, specific information about what they saw that needs to be changed.	5. Coach caseworker through performing skill with identified changes.
	6. Worker can then help the family make a plan to improve in the areas they see a need for change and coach them through performing the skill with the identified changes.	

Planning

1. What will it look like when you use the feedback cycle as you would wish?
2. What steps can you take that will lead to the desired result?

Practice Opportunities

Mentor with Caseworker	Caseworker with Family	Family with Family
Use the feedback cycle when a new employee has done something new to process what they feel good about and what they want to change the next time they use that tool or skill.	Use the feedback cycle with families after Child and Family Team Meetings to process what went well in the meeting and what they would like to see changed for the next team meetings.	Coach parents in using the feedback cycle when approaching a child who has not completed a task well to process what strengths they have to complete the task and what they need to do or improve to be able to complete the task in a timely manner.
Use the feedback cycle after team meetings to process what is going well and what needs to change.	Use the feedback cycle when reviewing Child and Family Plans to discover what is working, what has yet to be done, and what needs to be changed.	Coach family through using the feedback cycle after a family meeting to change the way something is being done. Process what is currently being done, how it is going, what is going well, and what needs to be changed.

Knowledge Base:

Concept:

Providing feedback to improve practice

Basic Elements:

Feedback cycle

Modeling

Coaching

Solution-focused questions

Definitions:

Feedback cycle

The feedback cycle may be used during training, in mentoring observations, or anytime that someone requests or wants to initiate feedback. It consists of the questions or responses to a series of questions:

- The person who has performed goes first by asking a question such as, “What did you like about what you did?” (Listing as many positive outcomes or strengths as perceived.)
- The person observing goes second by stating the strengths that they observed. Identify what they did or said to help them clearly picture their practice. Feedback about behavior helps staff be clear about your expectations and enables them to do again what has been effective.
- The person who performed is asked, “What would you do differently next time?” or “What is one thing that could be worked on?”

Feedback is most helpful when it is both specific and positively stated. It is easier to stop doing something that is counterproductive when a more helpful behavior can be substituted, so positively stated feedback is useful feedback.

Modeling:

Modeling implies a knowledge or skill that may be shared with others by acting it out so that it may be observed and reproduced. Examples of modeling might be the sharing of a case example in a staff meeting or having someone “shadow” you in the field to observe positive ways of interacting with a family.

Coaching:

To direct, instruct, demonstrate, assist in practice, train, model, provide feedback, and prompt. Steps in coaching are:

- Set clear expectations.
- Track the progress of individuals and the team in meeting expectations.
- Provide effective development feedback.
- Help participants assess strengths and needs.

- Help participants evaluate accomplishments of goals and set new goals.
- Demonstrate skills that participants will practice and use.
- Establish a relationship of trust.

Solution-focused questions:

Questions caseworkers can utilize to help individuals and families explore as they work to develop solutions to their problems.

The feedback cycle could also be couched in terms of a series of solution-focused questions, such as:

- How would it look to you if you were doing it exactly as you wanted?
- How would you rate your ability in this situation on a scale of 1-10?
- What would it take to raise your rating by one point?
- What are you doing when it feels that you are succeeding in this situation?
- Etc.