Strategies for Providing Constructive Feedback

Supervisors’ Meeting
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What is Feedback?

• Feedback is information provided by a supervisor regarding aspect’s of one’s performance or understanding

(Hattie & Timperley, 2007)
What is Feedback?

An essential element of the educational process that can help staff reach their maximum potential

(Ramani & Krackov, 2012)
Effective Feedback

• Effective feedback provides information relating to a task that fills the gap between what is understood and what is aimed to be understood

(Hattie & Timperley, 2007)
Purpose of Providing Feedback

Reduce the gap between current understanding/performance and a desired goal

Staff:
Increased effort OR
Abandoning, blurring, or lowering the goals

Supervisors:
Provide appropriate, challenging and specific goals
Support staff through development of action plan

(Hattie & Timperley, 2007)
Providing Feedback

 Ensuring good feedback requires:

- Adequate time
- Clear goals and outcomes
- Direct observation of your staff
- Skills in giving positive and negative feedback

(Vickery & Lake, 2005)
Let’s Take a Look
Practice Points

- Establish a respectful environment
  - Should be viewed as a two-way conversation
  - Sitting down beside your staff will minimize a position of power
  - Positive feedback can be effective in the presence of peers
  - Constructive criticism should be given in private

(Ramani & Krackov, 2012; Vickery & Lake, 2005)
Practice Points

- Base feedback on direct observation
  - More acceptable and instructive
  - Staff tend to discount feedback if feedback did not arise from first-hand observation

(Ramani & Krackov, 2012)
Practice Points

- Reinforce and correct observed behaviors
  - Ask your staff what went well
  - List the tasks you thought your staff did well
  - Ask your staff what could be improved
  - Add any other things you think could be improved

(Ramani & Krackov, 2013; Vickery & Lake, 2005)
Practice Points

- Use specific, neutral language
  - Positive communication strategies are essential
  - Use a respectful, supportive tone
  - Use precise, descriptive, and neutral wording
  - Limit feedback to what the learner can absorb

(Ramani & Krackov, 2012)
Practice Points

- Confirm understanding
  - Focus on acknowledging and exploring the emotional reaction
  - Aim to clarify the specific content of the feedback
  - Seek to confirm staff’s identified learning and developmental needs
  - Coach the creation of an action plan

(Ramani & Krackov, 2012)
Let’s Take A Look
Emotional Responses to Negative Feedback

- Is the feedback consistent with how I see my performance?
  - My perception of my work agrees with the feedback
    - Pleasant surprise
    - Happiness
    - Contentment

(Sargeant, Mann, Sinclair, Van Der Vleuten, & Metsemakers, 2008)
Emotional Responses to Negative Feedback

- Is the feedback consistent with how I see my performance?
  - My perception of my work disagrees with the feedback
    - Negative surprise
    - Disappointment
    - Distress
    - Anger

Emotional Responses to Negative Feedback

- Reflection upon feelings is an important but often overlooked activity in a learning experience.

- Help facilitate reflection to identify areas for improvement, locate resources and develop action plans.

(Sargeant, et al, 2008)
Reflection

Active and purposeful process of exploration and discovery, often leading to unexpected outcomes. It is a bridge between experience and learning, involving both cognition and feelings.

(Gray, 2007)
Critical Reflection

- Self awareness
- The internal narrative of becoming self-aware in real time
- What did I learn? What did I do well?

(Lolock, 2010)
What is a critical friend?

- Someone who will assist your personal development
- Provides:
  - Trust, support, honesty, time
  - Challenge, measure progress
- Not: information, advice, negative comments

(Lolock, 2010)
Reflective Conversations

- Preparation
- Reconnecting
- Opening the dialogue
- Telling the story
- Understanding perspectives
- Considering next steps
- Closing

(Brenner, 2011)
Free Writing

Free writing is a technique that allows you to follow a line of thought without self-editing and will often end by exposing an insight of which you were not consciously aware.

(Lolock, 2010)
Action plan

- By tomorrow I will have ...
- By the end of next week I will have ...
- By the end of next month I will have ...
- My critical friend is ...

(Lolock, 2010)
Updates

- Autism navigator
- Mandated Reporter Training
  - https://reportabusepa.pitt.edu
- TLC Handbook & Website
- Competency workshops added