



WHY?



- Promote quality reflective supervision, accountability and consistency in Region X
- Promote consistency with requirements for evidence-based models
- Align with endorsement
- Enhance reflective practice across models

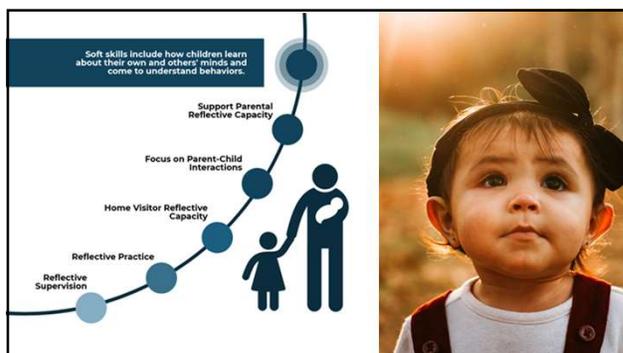


REFLECTIVE SUPERVISION

KEY PRINCIPLES

KEY PRINCIPLES AT-A-GLANCE

- SUPERVISION DEMANDS ONGOING TRAINING AND SUPPORT**
Reflective supervision requires ongoing training, support and the types of reflective supervision that are evidence-based, research-informed, and culturally appropriate.
- REFLECTION IS A LIFELONG DEVELOPMENTAL PROCESS**
Reflection is a lifelong developmental process that is cultivated by past experiences, the social relations and the mind that are constantly in process.
• This is not for babies, young children, parents, caregivers, home visitors, and therapists.
• This is not for adults who are not intentionally engaged in reflective supervision.
- REFLECTIVE SUPERVISION OCCURS WITHIN A RELATIONSHIP THAT IS CO-CREATED OVER TIME**
Reflection is a process that occurs within a relationship that is created over time and is constantly in process. It is not a one-time event and it is not a skill that can be taught.
• This is not for babies, young children, parents, caregivers, home visitors, and therapists.
• This is not for adults who are not intentionally engaged in reflective supervision.
- REFLECTION REQUIRES SLOW AND INTENTIONAL STEPPING BACK**
Reflection is a process that requires a slow and intentional stepping back to allow the caregiver to be present in the moment.
• This is not for babies, young children, parents, caregivers, home visitors, and therapists.
• This is not for adults who are not intentionally engaged in reflective supervision.
- FEELINGS MATTER**
Feelings matter in reflective supervision. Home visitors are encouraged to be present in the moment and to be open to the feelings of the caregiver and the child.
• This is not for babies, young children, parents, caregivers, home visitors, and therapists.
• This is not for adults who are not intentionally engaged in reflective supervision.
- PARALLEL PROCESS IS SUPPORTED: THE CHILD IS ALWAYS HELD IN MIND**
Parallel process is supported through reflective supervision as a way of understanding the caregiver's mind and the child's mind. The caregiver's mind is always held in mind, and the child's mind is always held in mind.



 SUPERVISORS NEED AND DESERVE TRAINING AND SUPPORT

- Ongoing training
- Reflective supervision
- Administrative support



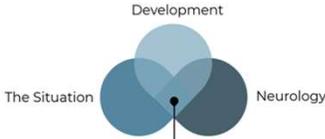

If you could receive training on any topic, what would it be?

 REFLECTION IS A LIFELONG DEVELOPMENTAL PROCESS



Reflection is a **lifelong developmental process** that is influenced by past experiences, the current situation, and how one's neurological system processes information.

REFLECTIVE CAPACITY



REFLECTIVE CAPACITY is the ability to understand, interpret, and make meaning of behavior (our own and others) by tuning in to the possible thoughts, feelings, and motivations behind the behavior.

EXAMPLE QUESTIONS promoting professional growth...

"I can sure understand why you were so upset with how the child was treated in that situation. It must have been hard to watch and listen to how the parent was talking to the child. In that moment, whose perspective were you most easily able to hold? How did that affect both how you felt and what you did next?"

"Wow! There was so much going on in that moment for you and for the parent and child. It sounds pretty intense. Do you remember what you did to get yourself a little grounded in that moment?"



EXAMPLE QUESTIONS promoting professional growth...

"As you describe what was happening, I almost picture you like a deer, frozen in the headlights. What do you remember about what it was like for you in that moment?"

"Our autopilot can be a wonderful helper in some situations. In that moment, when you were feeling so strongly about what was going on, were you aware of making a choice about how to respond or did your autopilot kick in? Was that helpful?"





What “in the moment” starting place comes easiest for you? Which do you often forget?

REFLECTIVE SUPERVISION OCCURS WITHIN A RELATIONSHIP THAT IS CREATED OVER TIME

Reflective supervision occurs **within a relationship** that is created over time by both the supervisor and the home visitor.

EXAMPLE QUESTIONS

that build relationships...

“These past few supervision sessions have felt different. I can't tell if you are coming in more rushed and maybe a little flustered, or if I've been so focused on these reports that are due that I've been distracted and less here for you. What has it been like for you? What have you noticed?”

“How were you hoping to spend our time together today?”

Are we talking about what is most important to you today?

EXAMPLE QUESTIONS

that build relationships...

“Are we getting to what is most important to you about this situation?”

“Do you think I might be missing something that feels important to you that I understand?”

“I think I might have shifted into advice-giving before I really understood what you were needing. Do we need to back up or slow down here?”

Thinking about your favorite supervisor, what quality did they possess that impressed you most?

 REFLECTION REQUIRES SLOW AND INTENTIONAL STEPPING BACK

Reflective supervision requires an **intentional slowing down and stepping back** to:

- Remember and attend to the details of a situation or interaction.
- Explore multiple perspectives and alternative possibilities.
- Re-experience the feelings that occurred as part of the interaction.

EXAMPLE QUESTIONS that slow down the process...

"I want our reflective supervision time to be as helpful as possible to you. Sometimes I might need to interrupt you as you are telling me about something that you've been experiencing with a family. I worry about what that will feel like for you. I can feel my grandma's disapproving look as I interrupt someone who is speaking. Still, as we work together, there will be times when I want us to slow down and explore some details more fully. Do you have any thoughts about how we can handle the awkwardness of sometimes interrupting one another?"

EXAMPLE QUESTIONS that slow down the process...

"Whoa! I'm feeling overwhelmed and confused as I listen to all that you're telling me. I feel like we need to slow down and focus in on one part of this complicated situation at least to start. Is there one part of this that seems more important to you than others?"

What helped you decide to ask that question in that moment?



What do you do to intentionally slow down during your day?

 FEELINGS MATTER



Feelings Matter: Relationships and interpersonal interactions (family, home visitor, supervisor) bring up emotions. Reflective supervision recognizes and makes sense of this important source of information.

EXAMPLE QUESTIONS that consider emotions...

"What do you imagine mom might have been feeling or thinking during your visit last week?"

"What do imagine the baby was feeling or experiencing?"

"I noticed you got very quiet. Are you comfortable telling me what just happened for you?"

EXAMPLE QUESTIONS
that consider emotions...

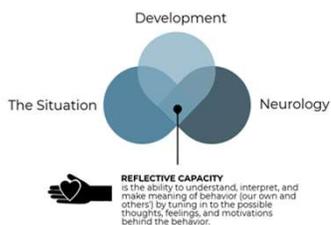
"There was a lot going on in that living room! What have you learned about how this particular family expresses anger? What typically happens after a big blow up like this? Have you thought about how this is similar to or different from how anger was expressed in your house as you were growing up?"

"You describe this grandpa as an 'angry man.' Can you tell me more about what he does that gives you this impression?"

EXAMPLE QUESTIONS
that consider emotions...

"You describe yourself as someone who prefers to avoid conflict. When you are with a family in conflict, do you notice anything about how your body feels in those moments? What's that like for you? What do you do when you notice those sensations in your body? Is that helpful?"

REFLECTIVE CAPACITY



Think of one emotion that you least like to encounter with families/children.

Think about what that emotion brings up in you, what are you feeling?.



PARALLEL PROCESS IS EXPLORED:
THE CHILD IS ALWAYS HELD IN MIND

Parallel process is intentionally explored through reflective supervision as a way of understanding how relationships (past and present) affect relationships and ultimately affect the babies and young children served through home visiting.



EXAMPLE QUESTIONS
that consider the child...

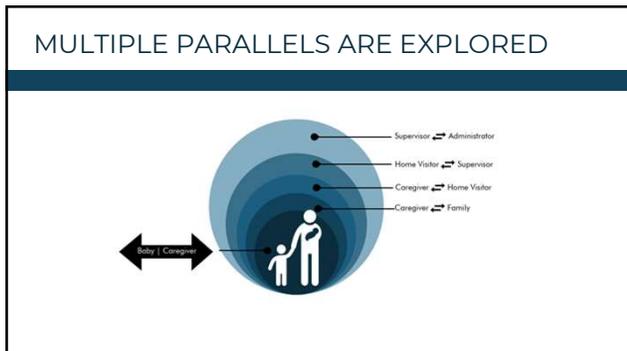
"Did you notice what the child was doing during this exchange?"

"Where was the child during all of this?"

"Did the child seem to be reacting in any particular way?"

"How might this have been affecting the child?"

"You said the baby was napping in the other room. Do you find yourself wondering what she was experiencing even while asleep during the argument?"



Share a tip that you use to keep the parallel process in mind during Reflective Supervision.



REFLECTION FOR GROWTH

Three distinct Assessment Tools are available for individuals and agencies

1. For supervisors
2. For home visitors
3. For managers/administrators

IDEAS/GOALS FROM ALASKANS

- **Provide/Receive RS**
 - Let Admin experience a group reflective supervision
 - Get reflective supervision for self
 - Identify who will provide RS and find ways to separate reflective from administrative supervision
- **Provide or receive training on RS using guidelines (in "small bits")**
 - Do a reflective supervision training for administrators
 - Do small group trainings with peers on RS guidelines.
 - Approach it with staff like a book club, where sections are read and regularly discussed
 - Take one principle at a time to staff meetings
 - Read the entire guidelines
 - Read the "Where to Start" addendum again and start integrating it into supervision
- **Use Self-Assessment Forms**
 - Do the self-assessment form for one guideline each month
 - Do a complete self-assessment first on self as supervisor and get stronger, then take to staff

- Pick one goal from self assessment (Create written agreement)
- Focus on the parallel process, complete that part of the self-assessment, work hard to incorporate it more into own RS
- Present the self-assessment forms to the management team with time to do them and reflect on possible goals

- **Other ways to explore and grow**
 - Have the administrator present the guidelines to their staff, exploring how different or similar they are from the current supervision, and ask staff where they would like to start work on
 - Just being very aware of when using one of the six principles and being reflective and when not
 - Acknowledging in others when you see them using one of the six principles
 - Bring one piece / principle at a time to the management team of a larger agency and try to see its implications in different types of programs.
 - Email it out in small bits
 - Record the self assessment to be "I do some", "I do to the full extent", "I've never even thought of it" and "I do it but not intentionally".

ACTION PLAN

How would you like to use these guidelines for yourself?

How would you like to use these guidelines for your agency?

What will be your **first step** in using the Guidelines for Reflective Supervision?

What do you **need** to help take this step?

When will you make this step?

EVALUATION



Region X Innovation Grant
AK · ID · OR · WA

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