

Reflective Practice: Skills for Supervisors

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Objectives

- Define reflective practice and reflective supervision and discuss evidence of effectiveness
- Identify roles of the reflective supervisor in early care settings
- Delineate the structure of a reflective supervision session
- Identify and practice reflective supervision strategies that support staff

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Agenda

- Defining and Connecting: Reflection, Reflective Practice and Reflective Supervision
- Why Reflection Matters
- Structure of RS Sessions: What We Do and When We Do It
- Break
- How to “BE” a Reflective Supervisor: Skills and Strategies to Try
- DVD Example and Discussion
- Self-Reflection: My Personal Strengths and Needs as a Reflective Supervisor

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Some terms we use.....

- Reflective Functioning
- Reflection
- Reflective Practice
- Reflective Supervision

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Reflective Functioning

- A human mental capacity.
- The ability to **recognize** mental states (feelings, intentions, beliefs) in yourself and others and to **link** them to behaviors.
- Has meaning making purpose: I/She/He did this behavior/action because of this feeling, want, belief.....

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Reflective Functioning

- Innate capacity
- Grown through social experiences
- RF may underpin parent's ability to take a child's perspective, wonder about child's experience

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Reflection

- “Stepping back from the immediate, intensive experience of hands-on work and taking the time to **wonder** what the experience really means.” (Parlarkian, 2001)

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Reflection is most possible when we:

- *Have dedicated time*
- *Slow down*
- *Suspend certainty*

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Reflective Practice

- “Able to examine one’s thoughts and feelings related to professional and personal responses within the infant and family field.” (MI-AIMH)
- “A process of carefully considering the qualities and characteristics of one’s ideas and /or actions that goes beyond the simple application of professional knowledge” (Schon in Summers & Chazan-Cohen, 2012).

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Why Reflective Practice Matters

Reflection

- builds relationships
- promotes self-regulation, problem-solving capacity
- promotes learning, self-awareness and personal growth
- builds skills—way of being, specific strategies
- provides Self-Care-Reduce burn out and provider turn over; vicarious trauma

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In reflective practice we:

- ❖ Think differently so we can act differently
- ❖ Apply knowledge and skills
- ❖ Integrate in a meaningful way new knowledge and strategies (Gatti & Watson, 2011)

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Reflective Supervision/Consultation

- “A collaborative partnership for professional growth that improves program quality and practice by cherishing strengths and partnering around vulnerabilities to generate growth.” (Shahmoon-Shanok, 1991).
- Or more, simply, “a relationship for learning”

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The Reflective Supervisory Relationship is consistently structured, shown by:

- Regularity
- Collaborative Partnership
- Reflection

(Emily Fenichel)

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The supervisor is safe and containing, shown by:

- Clear Communication/Honesty
- Dependability
- Respectful and Confidential with information
- Compassionate

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Relationship-based Practice

“Values early developing relationships between parents and young children as the foundation for optimal growth and change; directs all services to nurture early developing relationships within families; values the working relationship between parents and professionals as the instrument for therapeutic change; values all relationship experiences, past and present, as significant to one’s capacity to nurture and support others.” (MI-AIMH)

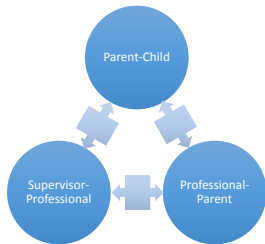
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Relationships....

are the **medium through which intervention is delivered** – change occurs through the quality of interaction (Kadija Johnston)

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Parallel Process:
Relationships in Early Childhood Work



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Why is RS Needed?

- Professional Development/Skill building/Ethical Practice
- Builds bridge from knowledge to applied skills
 - Helps providers think more broadly; enhances practice
 - Improves Service:
 - Helps providers stay grounded; avoid being overwhelmed by the needs of the family, child
 - Clarifies boundaries of work; scope of practice
 - Lets us use emotion and cognition without overdoing either one
 - Supports providers to reduce burn-out, turnover so they can support families

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Does RS Work? What evidence do we have?

- In general, good evidence that PRF is connected to child outcomes
- Allows for self-exploration, insight (Forstadt, 2012; Virmani & Ontai, 2010; Weatherston & Barron, 2009)
- Skill building, new ideas (Forstadt, 2012; Watson, et al. 2014)
- Results in higher quality service (Heffron, 2005; Watson, et al., 2014)
- Reduce stress, improve thinking (Watson, et al., 2014)
- Increase in positive interactions with child (Virmani, et al. 2013)
- Increase in job satisfaction (Forstadt, 2012)
- Reduction in expulsion of young children (Gilliam & Shahar, 2006)

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What happens in RS Session?

The supervisor and the supervisee work together in shared activities, including:

- Noticing: Observe, Listen, Focusing Attention
- Wondering: Being Curious, Suspending Judgment and Certainty
- Responding: Thinking and Feeling
- Reflecting: Slowing Down, Attending to experience of oneself and others

(Weatherston)

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Sample Formats

Example 1:

- Greeting and checking on immediate needs
 - Observing the supervisee's general mood and tone
 - Recapping discussion from last session
 - Jointly set agenda
 - Closing and Plan for next meeting
- (Heffron & Murch, 2011)

Example 2:

- Preparation
 - Greeting/reconnecting
 - Opening the dialogue/finding the agenda
 - Telling the story/focusing on the details
 - Understanding perspectives/generating hypotheses
 - Considering next steps
 - Closing and post supervision reflection
- (Gilkerson & Shamoan-Shanok, 2000)

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Break!

See you back
in 15 minutes

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Five KEY ROLES for Reflective Supervisors

(Heffron & Murch, 2010)

- *Support staff member's development.*
- *Provide a "secure base" where staff can safely explore the meaning of their work.*
- *Maintaining program ideals and standards, quality assurance, and safety.*
- *Facilitating open communication and effective team functioning.*
- *Providing program leadership.*

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Video Example and Discussion

More skills to watch for:

- listen carefully
- demonstrate concern and empathy
- promote reflection
- observe and highlight the parent/child relationship
- respect role boundaries
- respond thoughtfully in emotionally intense interactions
- understand, regulate, and use one's own feelings

(Gilkerson & Taylor Ritzler, 2005)

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Getting Started with a Supervisee

(Heffron & Murch, 2010)

- Explore past experiences with supervision—what worked, what did not?
- Talk about how feedback will be given
- Be clear about differences—invite discussion
- Establish expectations—logistics about meetings, preparation for meetings, confidentiality
- Explain what supervision will be like!
- Model collaboration

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Thoughts about Supervisee Feelings

(Heller and Gilkerson, 2010)

- Supervisor supports to increase awareness of one’s own internal states and triggers
 - What’s going on inside you?
 - What’s being stirred up as you hear this story, situation
 - What was your “temperature” as this situation happened?
- Supervisor responses to modulate strong feelings of supervisee/group
 - I’d like to hear more about how being with this family is for you
 - I can tell you feel deeply about this work. Where might these feelings come from?

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Evaluating RS/RC

- Rating scales
 - Supervisor
 - Supervisee
- Research
 - RIOS

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Next Steps: My Plan for Future Learning

- What questions do you still have about reflection, reflective practice and supervision?
- What specific strategies or concepts from this discussion about reflection, reflective practice, and reflective supervision were most helpful to you?
- Think about the skills discussed today that underlie reflective practice—which are strongest for you? Which skills do you feel you need to enhance?
- How will you apply what has been learned in your daily work?
- What do you need—knowledge, resources, other supports-- to implement strategies discussed today?
- What kind of learning methods would you prefer--reading, DVD, additional face to face training, reflective supervision/mentoring experiences?

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Questions

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Reading List/References

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