



# Reflective Supervision Guidelines

PRESENTED BY:

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MIECHV Home Visiting Workforce Training

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# Goals and Objectives:

At the conclusion of this presentation, attendees will be able to:

- Describe one key principle of reflective supervision as outlined in the Reflective Supervision Guidelines
- Locate the Reflective Supervision Tool Kit on line at [www.orimha.org](http://www.orimha.org)
- Name one strategy applicable to reflective supervision
- Assess personal confidence and an action plan regarding reflective supervision

# Oregon Home Visiting Core Competencies:

- Professional Best Practices
- Professional Well Being

# Infant Mental Health Endorsement Core Competencies:

- Reflection
  - self-awareness
  - emotional response
  - parallel process

# Agenda

- Introductions
- Reflection Activity
- Part 1: Reflective Supervision Process
- Part 2: Reflective Supervision: A Guide and Tool Kit
- Part 3: Reflective Supervision Video Analysis
- Part 4: Implementation---Exploring Challenges & Problem-Solving Approaches
- Next Steps—Professional Action Plan



# Introductions

Please share your name, your agency, and the name of your home visiting program.



# Reflection Activity



# Reflection Activity

Urban or Rural?



# Reflection Activity

Supervisor, Administrator, or Home  
Visitor?



# Reflection Activity

Number of pets?



# Reflection Activity

Years home visiting experience



On scale of 1-10, how confident are you implementing or enhancing reflective process as a regular, routine activity in your agency?



*Slowly, I have come to see that asking, listening, and accepting are a profound form of doing.*

Vincent J. Felitte, MD

1.

# Reflective Supervision Process

# Types of Supervision

- Administrative
- Clinical
- Reflective

# Types of Supervision

- **Administrative**
  - Policies, practices, and procedures
- **Clinical**
  - Case presentations, problem-solving, guidance and recommendations
- **Reflective**



*Reflective supervision is  
a collaborative relationship for  
professional growth that improves  
practice by cherishing strengths  
and partnering around  
vulnerabilities to generate growth.*

-Shahmoon-Shanok, 1991

# Reflective Supervision is:

- Relationship-based
- The process and practice of exercising a capacity to question first impression explore the work filtered through the perspectives of all involved (self, child, family, colleagues)
- Honors the meaning of internal experiences as worthy of time to pause, contemplate, and explore



*Through this way of being, a holding environment is created—an emotional breathing space—where it is safe to explore accomplishments, insecurities, mistakes, questions, and different approaches to working with young children and their families.*

-Shahmoon-Shanok, 1991

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# Reflective Supervision

## IS NOT:

- Hierarchical relationships
- Just listening
- Therapy
- Only useful for inexperienced staff

## IS:

- Collaborative
- Active dialogue
- Exploration of thoughts & feelings only in the context of the work at hand
- Thinking more creatively & honestly about very complex situations
- Has limits in scope
- May be need for redirection or additional outside resources

Heffron and Murch 2010



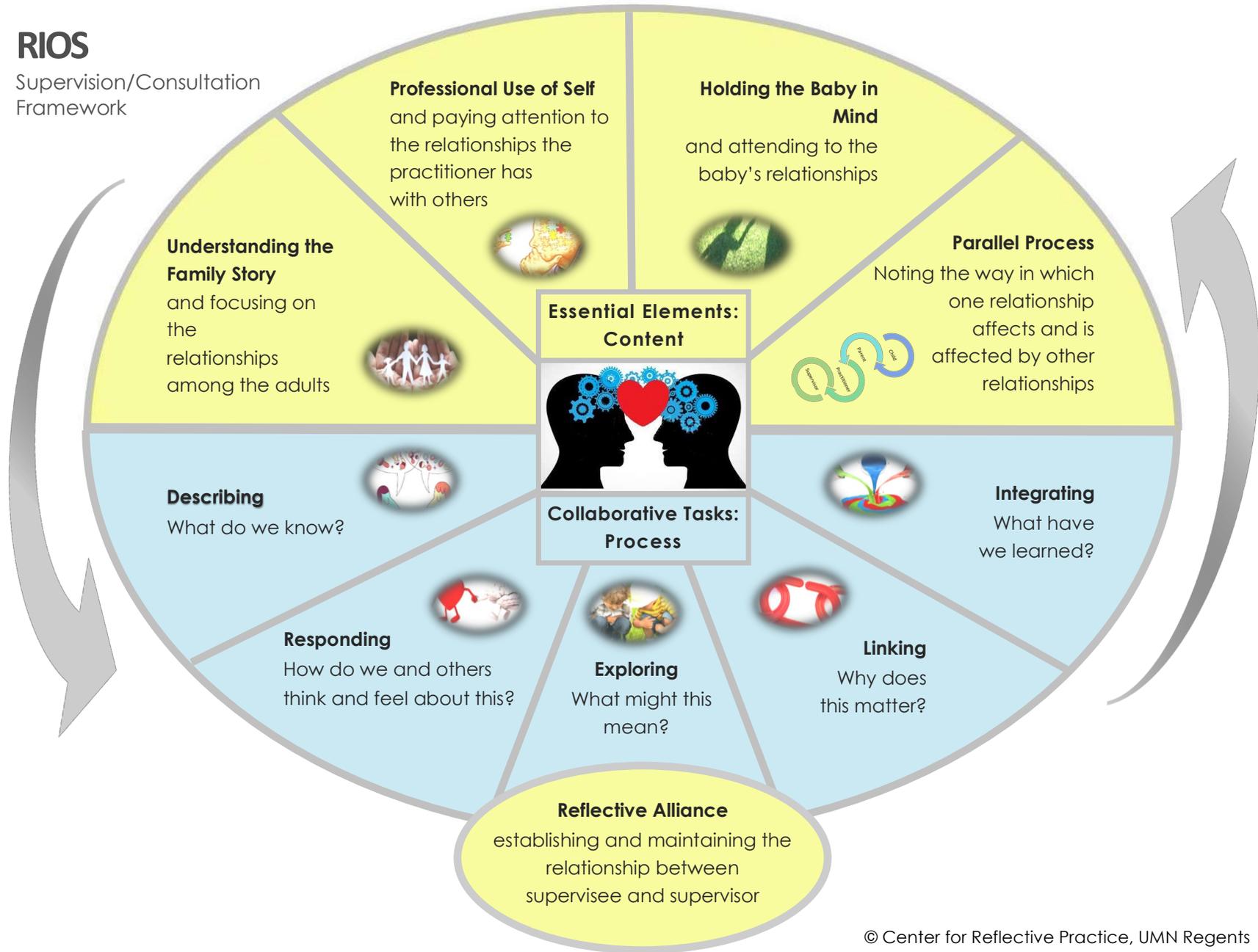
*The work is too important and too complex to do alone.*

Heffron and Murch 2010

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# RIOS

Supervision/Consultation Framework



# Reflective Supervision is a process of:

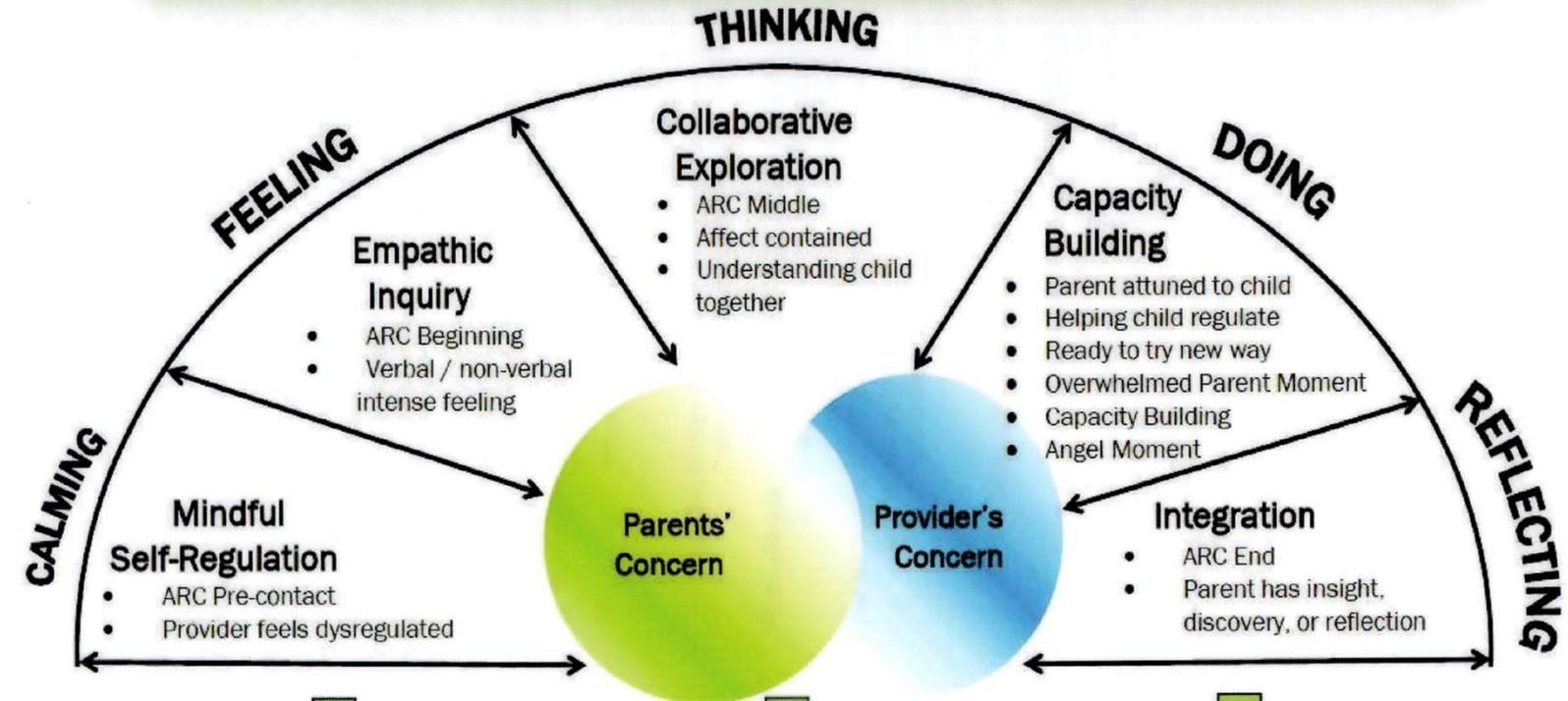
- Recognizing the multidimensional complexity of the work
- Building on the strengths and skills that each individual brings to the relationships
- Discovering opportunities for rejuvenation, repair, and professional growth
- Nurturing greater engagement and trust in relationships

# Reflective Supervision:

- Facilitates
  - Empathy
  - Open-mindedness
  - Collaboration
  - Respect

Fosters meaningful and productive connections with parents, children, and colleagues.

**FAN**  
Facilitating Attuned Interactions





*Reflective process strengthens  
circuitry of the brain.*

-Dan Siegel

2.

# Reflective Supervision—A Guide and Tool Kit



## Reflective Supervision: A Guide from Region X to Enhance Reflective Practice Among Home Visiting Programs

 **Region X Innovation Grant**  
AK · ID · OR · WA  
Growing Together to Support Our Home Visiting Workforce

[www.orimha.org](http://www.orimha.org)

# 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

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## KEY PRINCIPLES

### KEY PRINCIPLES AT-A-GLANCE



#### **SUPERVISORS NEED AND DESERVE TRAINING AND SUPPORT**

Reflective supervisors require ongoing training, support in the form of reflective supervision and/or reflective consultation provided to them, and administrative support.<sup>38</sup>



#### **REFLECTION IS A LIFELONG DEVELOPMENTAL PROCESS**

Reflection is a lifelong developmental process<sup>39</sup> that is influenced by past experiences, the current situation, and how one's neurological system processes information.

- This is true for babies, young children, parents, caregivers, home visitors, and supervisors.
- Trauma also affects development and neurological responses, thus reflective capacity.<sup>40</sup>



#### **REFLECTIVE SUPERVISION OCCURS WITHIN A RELATIONSHIP THAT IS CREATED OVER TIME**

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

- The relationship must feel safe for both the supervisor and the home visitor in order for reflection to be effective.
- The dynamics of the relationship are intentionally recognized and explored during reflective supervision sessions.
- The supervisory relationship creates a holding space that allows for and supports reflection, and also ensures that the home visitor is not left feeling alone to carry the challenges encountered in their work.<sup>41</sup>



#### **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 reactions that occurred as part of the interaction.<sup>42</sup>



#### **FEELINGS MATTER**

Relationships and interpersonal interactions (family, home visiting, supervision) bring up feelings. Reflective supervision recognizes and makes sense of this important source of information about our work.<sup>43</sup> Culture affects--often unconsciously--how, when, and in what social context we express, recognize, and respond to feelings.<sup>44</sup>



#### **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. The relational experience of the baby or young child is always a central component of our exploration of the parallel process. In home visiting, we always hold the baby or child in mind.<sup>45</sup>



## SUPERVISORS NEED AND DESERVE TRAINING AND SUPPORT

- Ongoing training
- Reflective supervision
- Administrative support





## 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 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.





## 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.



## 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.

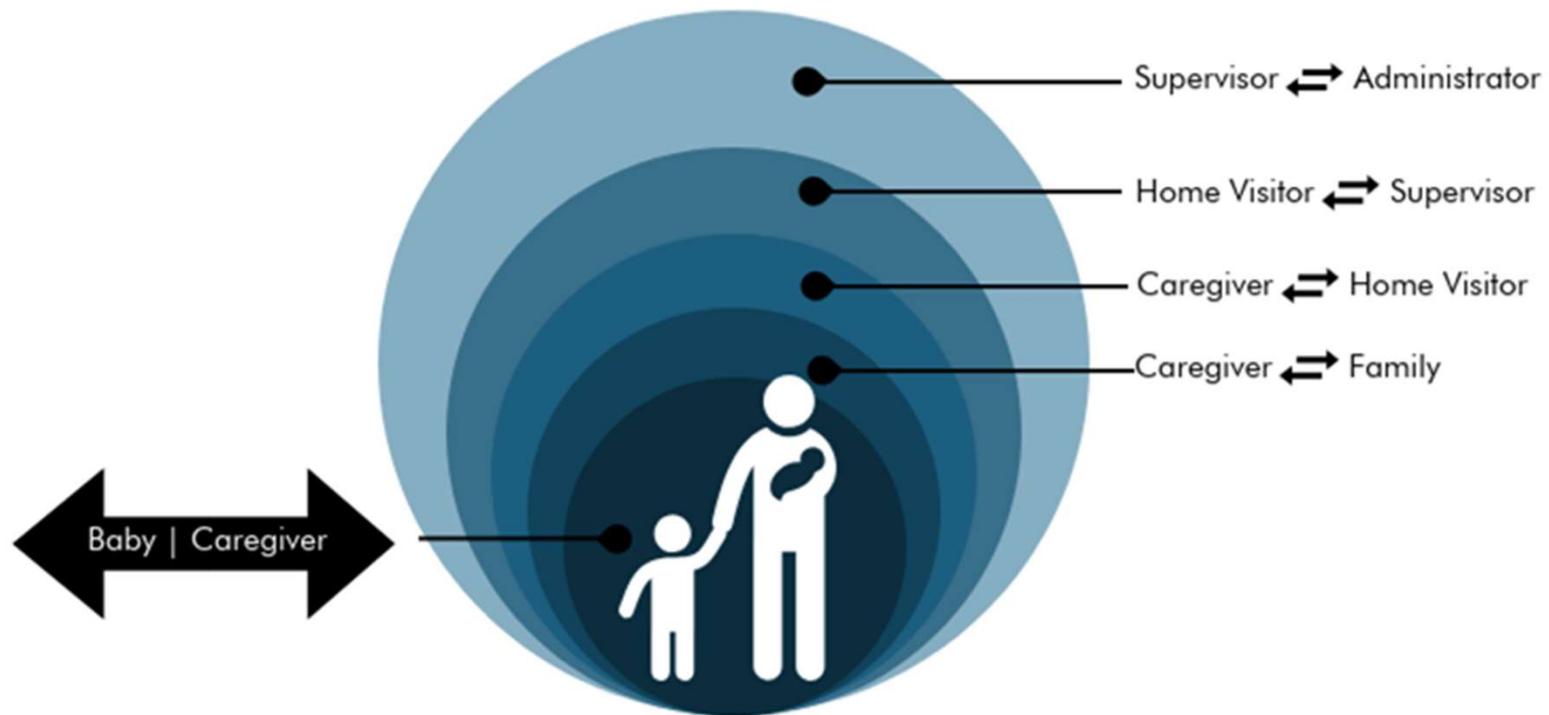


## PARALLEL PROCESS IS EXPLORED: THE CHILD IS ALWAYS HELD IN MIND

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.



# MULTIPLE PARALLELS ARE EXPLORED





ALL OUR BABIES HELD IN MIND.



# Reflective Supervision Tool Kit

[www.orimha.org](http://www.orimha.org)



3.

# Reflective Supervision Video Analysis

# Reflective Supervision Critical Skills & Strategies

- **Attunement & mindfulness**
- Slowing down
- **Containment**
- **Sorting and selecting**
- Perspective taking
- **Gentle inquiry**
- **Professional use of self**
- Negative capability
- Raising concerns, addressing differences of opinion, or spotlighting



# Reflective Supervision Critical Skills & Strategies

- **Attunement & mindfulness**  
Mindful attention to the supervisee's needs, expressed or not
- **Containment**  
Supporting effective management of strong feelings
- **Sorting and selecting**  
Choosing from a variety of themes in a session for action in a complex situation
- **Gentle inquiry**  
Using questions strategically and carefully to build broader insight
- **Professional use of self**  
Awareness of how values, biases, cultural background, regional perspectives, personal history, and beliefs can impact work with children and families

# 4.

## Implementation—Exploring Challenges and Problem- Solving Strategies

**LARGE GROUP DISCUSSION**



On scale of 1-10, how confident are you implementing or enhancing reflective process as a regular, routine activity in your agency?

# PROFESSIONAL ACTION PLAN

On a scale of 1 to 10 **how ready are you** to implement changes in your reflective practice? (1 = not at all; 10 = totally ready)

Think about **what you might need** to move up one number on the scale. How you would get that need met?

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

**When** will you make this step?





# Thank you!

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