



Listening and Learning: Reflective Supervision in Infant Mental Health Settings

This presentation was adapted by Pat Blackwell from one developed by The Consultation and Training Team at Children's Hospital Oakland, CA.

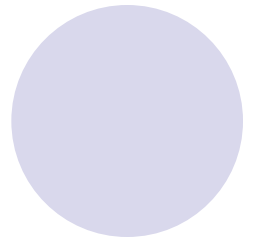
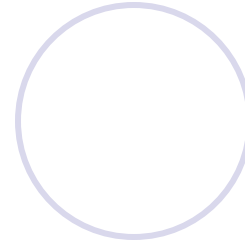
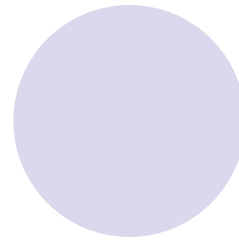
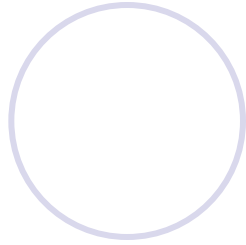
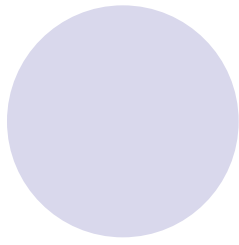


Objectives:

- To Define reflective Supervision
- To Build Understanding of Reflective Practice Theory and Skills
- To provide preliminary insights into the value of Reflective Supervision as a component of ECSS

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Defining Reflective Supervision



- “Reflective supervision is an approach designed to encourage learning through thoughtful observation of one’s self and others.... When we grow strong relationships with staff we grow strong relationships with families as well....”

Parlakian, R. (2001). Look, Listen and Learn. ZTT.



What is Reflective Practice?

- The capacity to reflect on what is occurring in the moment so learning can be continual and actions can be adjusted
- It is important to be able to reflect both “in action, while doing something,” and on action, that is on something that has occurred.”



Goals of Reflective Practice

- Professional growth
- Increased quality in infant mental health programs
- Stronger relationships between coordinators and center staff
- Increased sense of support and security
- Reduction of stress
- Improved quality of program for families

Reflective practice is a component of a relationship based organization (RBO)

An RBO is one in which quality relationships exist among the staff and clients, these relationships form the foundation for all the work that's done.

Relationships are valued as a foundation for carrying out the goals of the program.

Organizational structure, mission and supervisory style support relationship building.

Relationship based organizations display the following characteristics

- Mutuality of shared goals
- Commitment to evolving growth and change
- Commitment to reflecting on one's own work and relationships
- Respect for clients and staff
- Sensitivity to context
- Open communication
- Setting standards for staff
 - Bertacchi, 1996 cited in Parlakian, R. (2001). Look, Listen and Learn ZTT.



Reflective Practice Boils down
to one essential element-

LISTENING EFFECTIVELY

Five decorative circles are arranged horizontally at the top of the slide. From left to right, they are: a solid light purple circle, a hollow light purple circle, a solid light purple circle, a hollow light purple circle, and a solid light purple circle.

What is ***active*** listening?

- Rather than using just ears, the listener uses intellect, feelings, and physical responses to read and respond to their partner.



4 Steps of Active Listening:

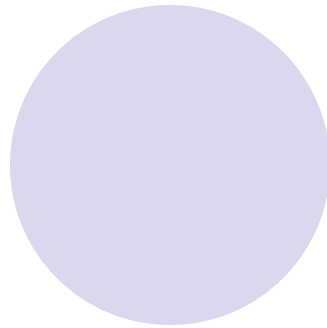
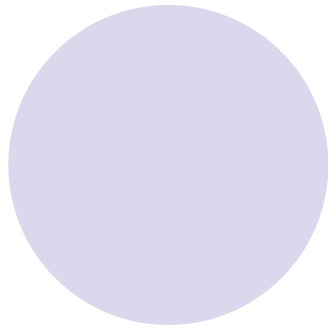
- **Stop-** Pay attention!
- **Look-** Make eye contact, look for non-verbal cues
- **Listen-** Pay attention to words, tone and body language. Realize that part of the message may be unspoken.
- **Respond-**




The art of responding

- Respond in a way that tells speaker that you understand what they are saying.
 - Paraphrase
 - Ask questions
 - Acknowledge with nodding


Part of effective responding is
just being with the one who is
talking.....



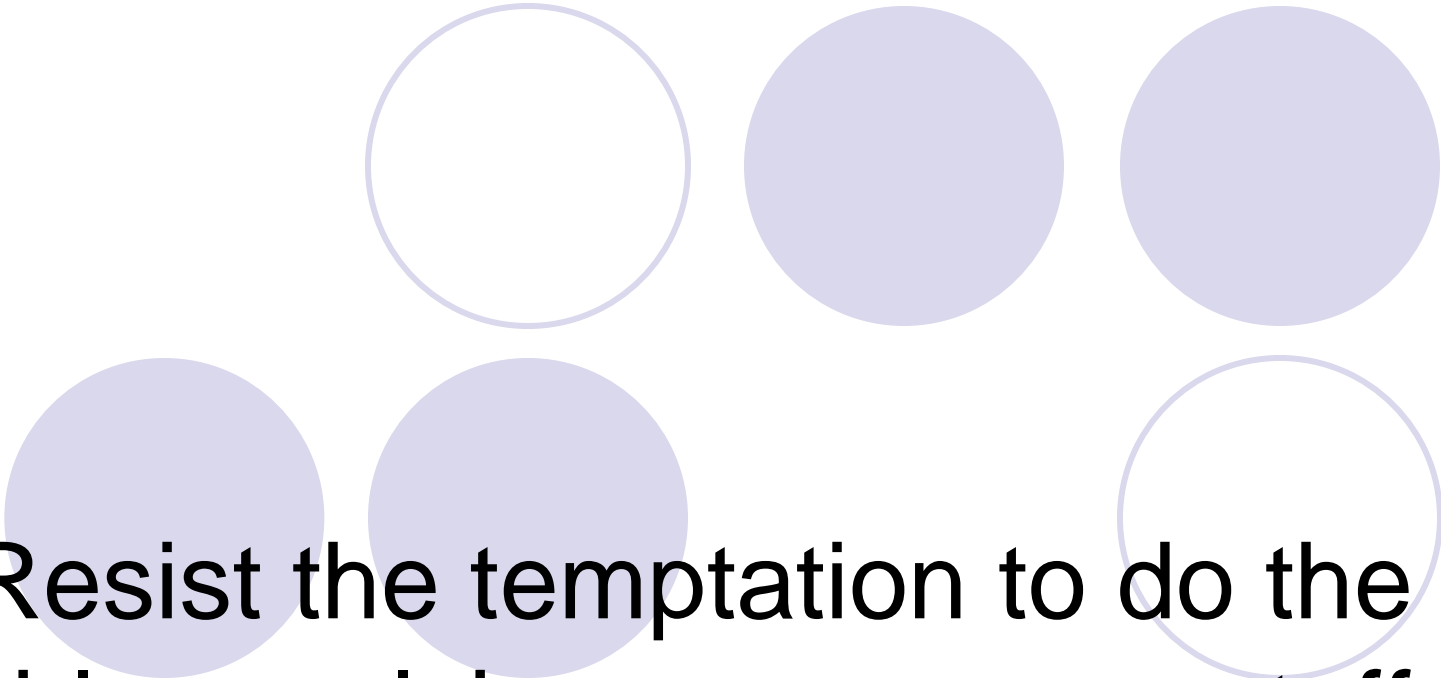


As Listeners (Reflective Partners) there is a Strong Pull to Fix, Problem Solve, or Tell

Opening Space Lets In
New Ideas and Allows the
Reflective Partner who is Talking
to Think about what has
happened, and also to think
about the perspective of the
other.

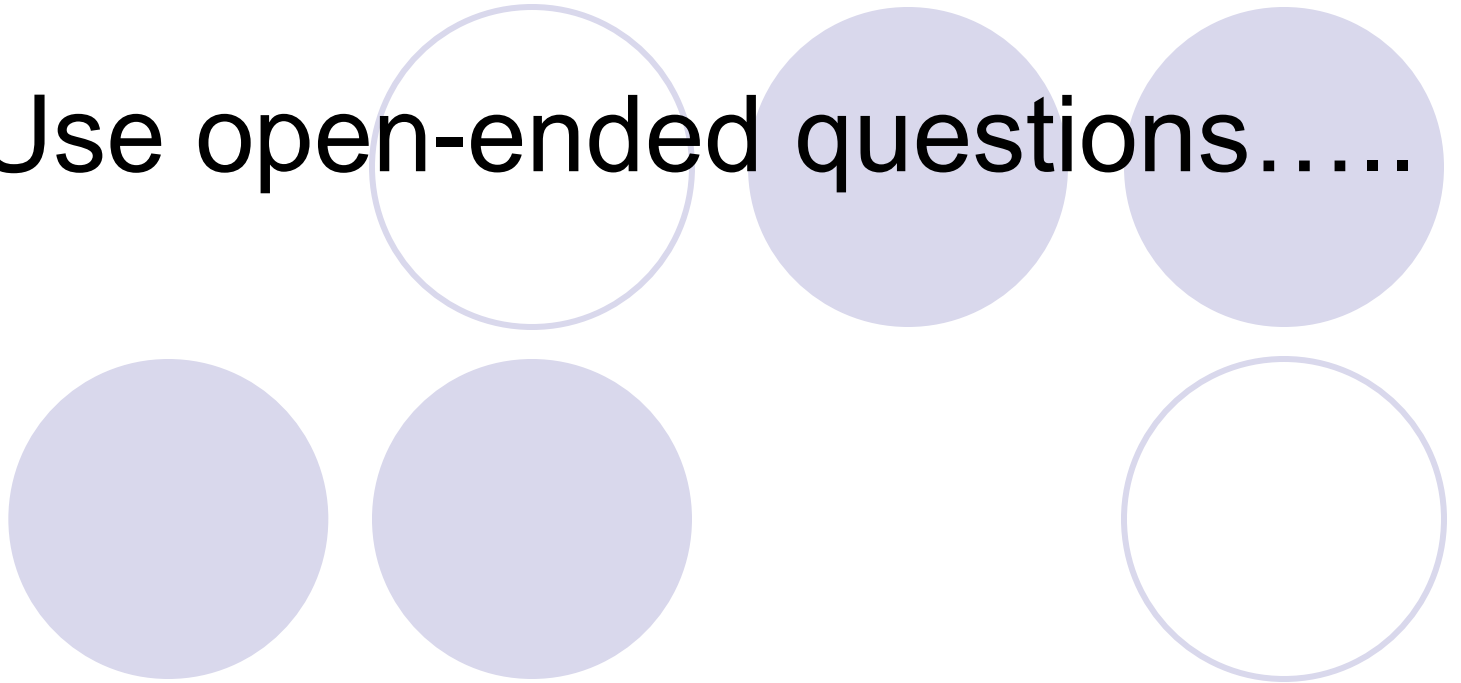


If Reflective Partners Move too
Quickly to Solve Problems they
Block Possibilities for
New Thinking and Innovation

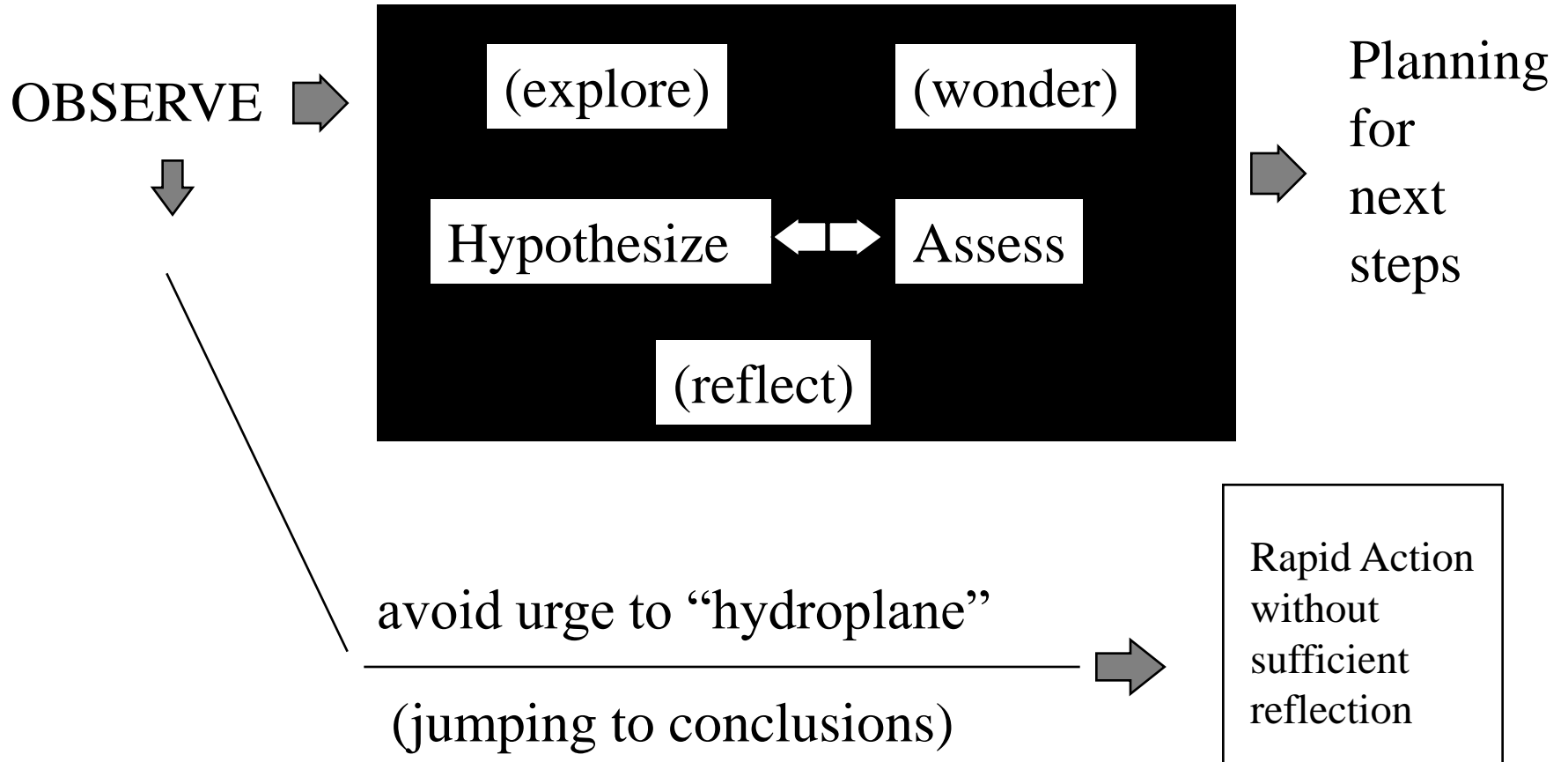


Resist the temptation to do the
problem-solving- encourage staff
to think for themselves....

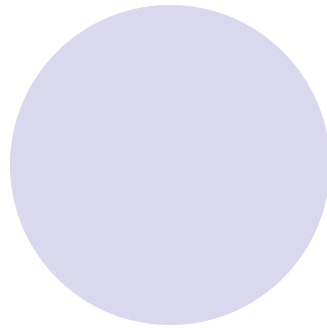
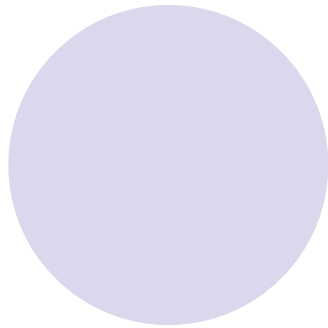
Use open-ended questions.....



THE BLACK BOX



It Takes Two.....
Both partners must be reflective
as well as perceptive



Reflective Practice



- Involves a willingness to look at one's self, one's actions and one's impact on others.
- A willingness to examine, tolerate, and at times use feelings and experiences stimulated by action.

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Perspective Taking

- What is the other experiencing?
- How might they be thinking?
- What is most important to them?



Perspective Taking

- Implies an ability to step outside one's own values, experience and culture to imagine what somebody else is experiencing.



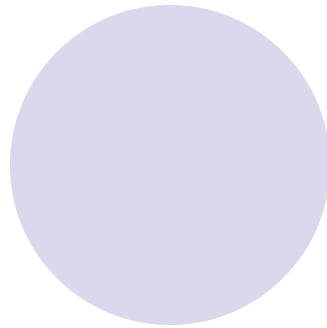
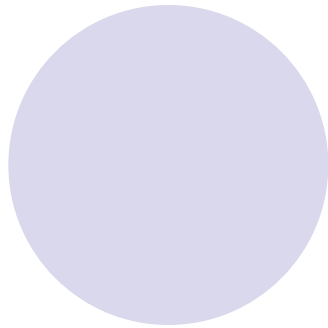
- Reflective Practice is **Active** in that observation, emotion and intuition are used to shape conversations, raise questions and create deeper and more meaningful conversations.

Reflective Practice



- Implies using **knowledge of self and perspective about the other** to create more meaning dialogue with staff.
- Does not imply bending to please others, but engaging in a collaborative dialogue about needs and concerns.

Phases of successful reflective supervision process





- Entering and agreeing
- Calming/attending
- More active exploration and clarification
 - Attention to internal states
 - Attention to impact on others
 - Bringing in observations of others

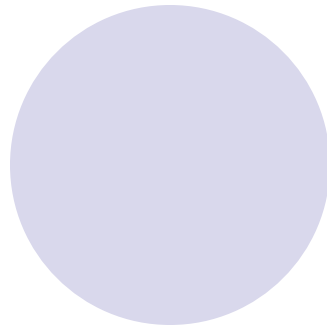
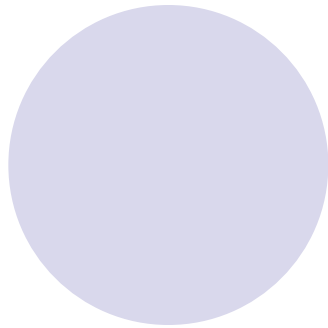


- Negotiating next steps. Is this enough, does partner want to move into figuring out next steps, can this be done in time allotted ?
- Moving into reflective problem solving and closure. A good closure is “ we should talk about this again” .

Phases In Problem Solving Phase:

- Offer ideas as possibilities, never dictate
- Ask questions, ask for clarification
- Voice your concerns and observations
- Empathize, but don't automatically agree with your partner, continue to explore
- Help your partner see herself as competent, valuable and caring.

Becoming an effective,
reflective supervisor...



Learning Exercise about Qualities of Reflective Partners

- Think about somebody you “go to” when you have a difficulty in your work.
- Think about the qualities of these people using the following categories

Who Do You Go To?

- How do they make you feel
- What do they do?
- Is there anything else they would like that person to do?

People we go to for Reflective Partnering



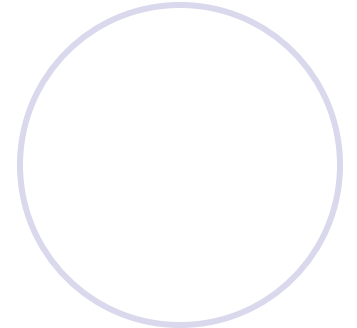
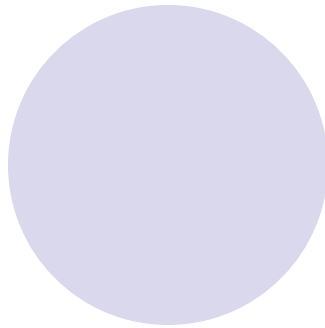
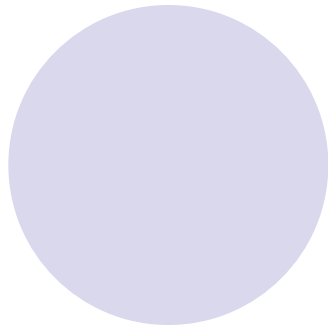
- Create time and a safe environment
- Affirm us and our skills
- Listen carefully
- Carry a positive regard for us
- Are able to use gentle inquiry in a way that expands our thinking and problem solving skills



Reflective Practice Support Issues

- Emotional Safety
- Boundaries of time, role, and responsibility
- Confidentiality and positive regard
- Belief in “Thinking Together” vs. a Lone Ranger approach

What's that you say.... You
have no support yourself?





Obstacles to Reflective Partnering

- Time
- Money
- Vulnerability and worries of judgment
- Lack of trust
- Role Confusion/dual roles
- Distance



Pitfalls for Lone Rangers

- Restrictions on perspective
- Limitations on professional growth
- Confusion of one's world view with absolute reality
- Lack of Appreciation and Affirmation for one's own strengths and skills

The Way of the Lone Ranger or
How to Reflect When You're
Going it Alone



Self Reflection



- Consciously use your breath to move into a “thinking/reflecting” space.
- Develop a short litany of questions.
 - What just happened?
 - What is coming up for me?
 - How did I come across?
 - What did they make of this?



Questions for Self Reflection

- What is unclear to me right now?
- What could I have done differently?
- What really seemed to have value for the staff?
- What did I notice in this time at the center that is important to remember?

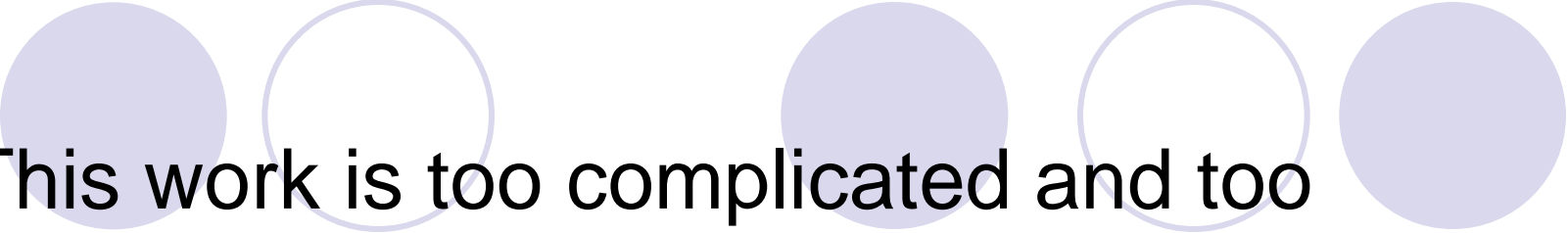
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Reflecting on Your Own

- Writing as a reflection
- Reports with reflective qualities
- E-mail as a reflective practice.



CONCLUSIOS

- 
- This work is too complicated and too important to do alone (For supervisors and staff)
 - Reflective supervision is a component of a relationship based organization
 - The quality of program is enhanced through reflective practice
 - Reflective supervision and the relationships it engenders can help programs surmount challenges such as change.....