Welcome to the Education Manager Series!

- While you wait, click on the **Green Resource Widget** and download your Participant's Guide.
- We will use it to interact during today's session.

Participation Note:

We love Wi-Fi, but for the best webinar experience, please make sure you are hardwired to an Ethernet cable.

Using Wi-Fi alone may result in problems with viewing the short videos we plan to share during this webinar.

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Education Manager Series:

Reflective Supervision in Action!

June 23, 2020

Presenters:

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NATIONAL CENTER ON Early Childhood Development, Teaching and Learning

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Webinar Features

Slide Deck

Question & Answers

Webinar Tips (English & Spanish)

Help

Media Player

Resource List

Closed Captioning (English & Spanish)

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B.E.T.H.

BETH is a great friend to have when things get stressful! If you practice calling on her, she will start appearing in your thoughts more and more automatically with time.

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B.E.T.H.

B: Belly breath.
Take a slow, deep abdominal breath.

E: Emotions.
Take a look at your emotions by asking: **What am I feeling right now?**

T: Thoughts.
Take a look at your thoughts by asking: **What negative thoughts am I having right now?**

H: Helpful response.
How can I rephrase my negative thoughts?: **What is a more HELPFUL RESPONSE?**

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Session Objectives

At the end of this presentation, you should be able to:

- Define the reflective supervision process
- Understand the value of reflective supervision during challenging times
- Explain implementation practices, including providing reflective supervision from a distance
- Identify resources to support reflective supervision

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Defining Reflective Supervision

A **relationship** that aims to create a climate where both the client's and the helper's needs are considered so that effectiveness of the helper's intervention is optimized.

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Defining Reflective Supervision

It is a **partnership** which nurtures awareness through a process of remembering, reviewing, and thinking out loud **together**.

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Defining Reflective Supervision

The supervisee ***feels*** *partnered* and thus is *not overwhelmed* by fear or uncertainty, and can *feel* ***safe*** to express uncomfortable feelings, thoughts and reactions.

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Defining Reflective Supervision

This **relationship** enables them to **learn** more about themselves, their co-workers and the work.

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Productive Reflection

Requires a foundation of acceptance and trust

↓

Characterized by safety, calmness, and support

↓

An environment where people do their best thinking (reflecting)

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Virtual Considerations

A significant factor to consider when using virtual technology is how to build a relationship that will fuel development as well as reflective capacity.

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Virtual Considerations

- Need to have WiFi access
- Computer with video option
- Being in a private and quiet space
- Back-up plan if the virtual platform fails

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Virtual Considerations:

What etiquette or ground rules do you think are important to put in place for virtual RS?

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Active Listening:

Stop

Look

Listen

Respond

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Active Listening: STOP

- Stop what you are doing
- Pay attention to the speaker
  - This tells the speaker you are focused on them
  - And that they are important

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Active Listening: LOOK

- Make eye contact
- Face the speaker directly
- Maintain supportive/attentive
- Body language
- Facial expression
- Watch for non-verbal cues from the speaker (or other group members)
- Tells about their thoughts and feelings

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Active Listening: LISTEN

Listen to WHAT is being said

Attend to:

- Words
- Tone
- Body language

May be communicating several messages (some unspoken)

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Active Listening: RESPOND

Respond in way that shows
- Listening
- Understanding

Demonstrate you are listening
- Mmm-hmm, nods, smiles
- Reflect what has been shared
  - To confirm your attentiveness
  - To reinforce your understanding of the situation

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Reflective Responding: Paraphrase

"I hear what you are saying. It can be emotionally draining to work with children who have been abused."

"So she applied the techniques you two discussed. And it worked! Seems like she is finally trusting you."

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Reflective Responding: Reflective Questions

Reflective questions ➡ solutions

"Wow, I can see how that really makes your job difficult. What do you think can be done so you can manage your feelings to enable you to provide the best care possible to the children in your room?"

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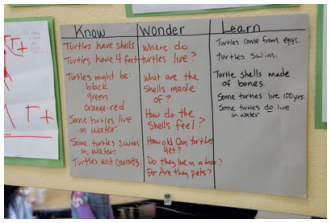
Reflective Responding: Open-ended Questions

Avoid yes/no questions

Promote staff pondering their own thoughts, emotions and behaviors

Inquire about the event:
- And then what happened?
- What did the child/parent do next?

Inquire about internal response:
- How did you feel?
- How do you think the teacher/parent felt?



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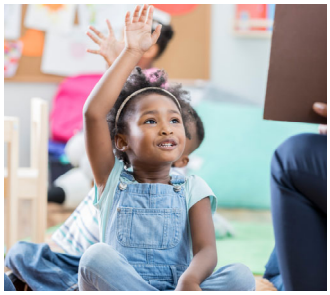
Reflective Responding: Other's Perspective

Inquire about other's perspective or internal state

"Hmm, that doesn't sound like Carla – I wonder why she said that?"

"Why do you think she was so angry?"



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Reflective Responding: Hypothesizing

Where you wonder aloud

Do not present as an absolute but as a possibility or suggestion (collaboration)

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Reflective Responding: Hypothesizing

I wonder what would happen if…

Have you thought of …

How do you think Carla would feel if…

Hmmm, I remember reading …. Do you think that is worth trying?

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Reflective Responding: Reframing and Restating

Repeating back what you heard

……

If they aren't seeing another's perspective present it as a possibility

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Reflective Responding: Reframing and Restating

"Okay let me see if I have this…."

"Hmm, do you think maybe Carla was upset about something at home – isn't her mother ill? And perhaps that is why she…

Do you think management did _____ because they …?"

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Reflective Responding: Scaffolding

- Support the acquisition of new knowledge
- This empowers staff to analyze their own performance
- Awareness of strengths and weaknesses allows one to make mid-course corrections that are:
  UNFORCED
  NATURAL and
  GENERATED FROM WITHIN

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VIDEO SLIDE

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Q &A with Dr. Heller!

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Resources

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Available in the Resource Widget

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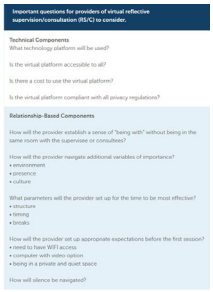
Reflective Consultation With Groups via Virtual Technology: What Is Best Practice?



Important questions for providers of virtual reflective supervision/consultation (RS/C) to consider.

Technical Components

What technology platform will be used?

Is the virtual platform accessible to all?

Is there a cost to use the virtual platform?

Is the virtual platform compliant with all privacy regulations?

Relationship-Based Components

How will the provider establish a sense of "being with" without being in the same room with the supervisee or consultees?

How will the provider navigate additional variables of importance?
- environment
- presence
- culture

What parameters will the provider set up for the time to be most effective?
- structure
- timing
- breaks

How will the provider set up appropriate expectations before the first session?
- need to have WIFI access
- computer with video option
- being in a private and quiet space

How will silence be navigated?

Important questions for providers of virtual reflective supervision to consider

- Technical Components
- Relationship-Based Components

https://www.zerotothree.org/resources/3137-reflective-consultation-with-groups-via-virtual-technology-what-is-best-practice

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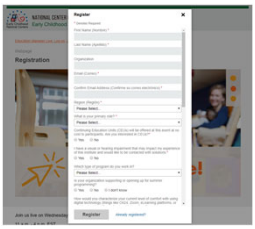

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- Heffron, M.C. & Murch, T. (2010). *Reflective Supervision and Leadership in infant and early childhood programs.* Washington D.C: ZERO TO THREE
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RESET