Reflective Practice: Supervision and Attuned Interactions

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About Me
What Are Your Hopes for This Session?
Agenda

• Present the FAN (Facilitating Attuned iNteractions)

• Identify three core components of reflective supervision

• Identify ways to incorporate reflective components into your work
Today I feel...

Happy
Surprised
Dramatic
Hungry
Annoyed
Confident
Responsible
Mischief
Weird
Fun
Sad
Calm
Hyper
Positive
Shy
Fabulous
Cool
Grumpy
Hopeful
Misunderstood
Helpful
Quiet
Curious
Frustrated
Lovestruck
Nervous
Mahna Mahna
Silly
Confused
Smart
Facilitating Attuned Interactions in Early Childhood Mental Health Consultation

Sherry Heller, Ph.D.
Alison Steier, Ph.D.
Linda Gilkerson, Ph.D.
Attunement Begins in Infancy: Feeling of Being With
Feeling States Are Sharable
Recognition of Inner Experience
Feeling Connected and Understood
Attunement in the Reflective Relationship

- Aware of and curious about the external cues and internal experience of ‘supervisee’ and yourself as a supervisor, coach or consultant.

- Moment-to-moment process of shifting awareness based on being with the ‘supervisee’ and his/her needs while holding the mission and expectations of program
Empathic Inquiry (Feeling)
    Exploring & validating the other’s internal experience

Mindful Self-Regulation (Calming)
    Paying attention to and regulating own responses

Collaborative Exploration (Thinking)
    Taking time to understand concern together

Capacity Building (Doing)
    Validating consultee’s capacity and supporting action

Integration (Reflecting)
    Helping consultee create coherent narrative
Empathic Inquiry Strategies

• Exploring feelings
  • *What was it like for you*…
  • *Can you say more about what you were feeling in the moment when*…

• Validating feelings
  • *I can hear how worried you are.*
  • *You are working hard to figure this out.*
Empathic Inquiry Strategies

• Containing feelings
  • *I can imagine this feels overwhelming. Do you see any glimmers of hope in with this child/teacher?*

  • *I hear how concerned you are about this child/teacher. I’m wondering if there has been a time when you have seen him a bit differently?*

  • *We’ve had quite a while to think about how stressful this is. Do you think you have the space now to move into thinking about what might help the child/teacher cope better.*
Fussy Baby Network®
Consultation FAN

THINKING
- Collaborative Exploration
  - Affect Contained
  - Understanding issue together

DOING
- Capacity Building
  - Consultant contained
  - Consultee sees multiple perspectives
  - Ready to try a new way

REFLECTING
- Integration
  - Consultant has insight/discovery/reflection

FEELING
- Mindful Self-Regulation
  - Internal State of high/low arousal
- Empathic Inquiry
  - Verbal/non-verbal intense feeling

CONSULTEE'S URGENT CONCERN

Increase Confidence
Build Reflective Capacity
Increase Competence
To bring calm, you need to possess it.
Mindfulness

• “Fully in present”

• “Connecting deeply and directly to what is actually happening without becoming it”
  - Sharon Salzberg, 2001
ABCs of Mindful Self-Regulation

Awareness
• Become aware of your own reactions: thoughts, feelings, body tensions

Balance
• Use your strategies to come back to balance
• Breathing, grounding, self-talk

Connection
• Connect with new awareness

Adapted from Saakvitne, K. & Pearlman, L. (1996)
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Consultee’s Urgent Concern

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CALMING

Increase Confidence

Build Reflective Capacity

Increase Competence

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Collaborative Exploration

• Joining: “Let’s think about this together”

• Seeing through consultee’s eyes

• Consultee’s Theory of Problem

• Strategies Tried

• Exploring multiple perspectives

• Readiness for change
Capacity Building

• Highlight what already doing that is helping

• Building intuitive competence

• Offering information and ideas to consider

• Using what’s happening in the moment to practice new skills/approaches

• Developing action plans
Fussy Baby Network®
Consultation FAN

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INTEGRATION

• Validating consultee’s discoveries, new insights, ah ha moments

• Offering opportunity for reflection at end of session
How are you?
What would you like us to focus on today? If needed: I’d like us to take some time on __. Where would you like us to start?

What’s it been like for you?

Just want to check in with you. Are we getting to what you wanted to talk about most?

What would you like to remember/hold on to that will be helpful to you?

BEGINNING

MIDDLE

END
Reflective Supervision

Sherryl Scott Heller, PhD
Result of inadequate supervision may not be starvation but rather failure to thrive..... responsible staff can get by, but they won’t grow.

Fenichel & Eggbeer, 1992
Reflective + Supervision

• A relationship
• that aims at creating a climate
• where both the client’s and the helper’s needs are being considered
• so that the effectiveness of the intervention is optimized
Reflective Supervision

- Partnership in which the supervisee:
  - Never feels alone
  - Is not overwhelmed by fear or uncertainty
  - Feels safe to express
    - Fears
    - Uncertainties
    - *Thoughts*
    - *Feelings*
    - Reactions
Reflective Supervision (cont.)

- Learns more about
  - Him/herself
  - The client
  - Co-workers/colleagues
  - The work
What words come to mind when you think about the most rewarding supervision you have received?
3 Key Components of Reflective Supervision

- Reflection
- Collaboration
- Regularity
Component 1: Reflection

- Taking the *time* to *wonder* what the experience *really* means.
- What does it tell us
  - About the family/client
  - About ourselves
- Using our thoughts and feelings to identify the intervention/response that best meets the family’s needs for self-sufficiency, growth, and development
  - B.E.T.H.
Component 1: Reflection (2)

- Is NOT therapy
- Does involve exploring experiences, feelings, and thoughts directly connected with the work
- Does involve helping supervisees manage stress
- Allows the supervisee to experience the kind of relationship that she is expected to provide to the children and their families
Productive Reflection

Requires a foundation of acceptance and trust

Characterized by safety, calmness, and support

An environment where people do their best thinking (reflecting)
Component 2: True Collaboration

- Open communication
  - Two way
  - Protected from outsiders (confidentiality)

- Characterized by trust and safety
  - Range of work related issues can be discussed without fear of judgment or ridicule

- Involves curiosity and active listening
  - “What were you feeling when she said/did that?”
Component 2: Collaboration (2)

- Sharing the responsibility and control of power

- Does NOT exempt supervisors from setting limits or exercising authority

- DOES allow for a balanced dialogue to occur on issues affecting the supervisee and the program
Component 2: Collaboration (3)

- Offers supervisors a chance to learn from (as well as teach staff)

- Allows supervisors to recognize opportunities to share responsibility and decision making

- Supports and cultivates leadership skills from within the organization
Component 3: Regularity

- Reliable schedule
- Sufficient time
- Protected from cancellation, rescheduling or procrastination
  - If happens frequently inquire why
- Predictability
Supervisee’s Role

• Allow supervisor to support you
• Willing to explore the relationship between your feelings & your work
• Think more deeply
• Enhance self and other awareness
• Apply these new insights to your work and RS

Weatherston & Barron, 2009
Allow Support

• Come on time
• Come prepared to share
  • Detailed observations
  • Thoughts
  • Feelings
  • Concerns
Willing to Explore

• Identifying feelings
• Becoming aware about the work
  • Vulnerable families
• How feelings impact what one says and does
Think More Deeply

• About work with infants and families
• About yourself
• About your own
  • Values
  • Beliefs
  • Assumptions
Enhance Awareness

- Explore and share thoughts and feelings
- Increase awareness of self
- Enrich my understanding of others
- Wonder about the relationship between my personal and professional lives
Apply Insights

• Act on new awareness and insights to strengthen my practice
Can you suggest a prompt that might help you encourage one of these areas

1. Allow supervisor to support you
2. Willing to explore the relationship between your feelings & your work
3. Think more deeply
4. Enhance self and other awareness
5. Apply these new insights to your work and RS
Reflective supervision requires much of us.

It requires that we look both internally and externally, exploring equally our own feelings and motivations as well as those of our supervisees, colleagues, and families in care.

Parlakian (2001)
It requires that
Not only do we glance but we *look*.
Not only do we hear but we *listen*.
Not only do we act, but we *learn*.

Parlakian (2001)
Supervisor’s Role

- Safety
- Consistency
- Dependability
- Respect/Confidentiality
- Honesty

- Curiosity
- Thinking/Feeling
- Compassion
- Shared Attention

*Weatherston & Barron, 2009*
Safety

• Acceptance

• Listen carefully & follow supervisee’s lead
  • Non verbal & verbal used
  • Offer affirmation, guidance and/or empathic response

• Set appropriate limits

• Be available
Consistency

- Emotionally present
- Respond with care and concern
- When unclear ask for clarification
Dependability

- Regularity
  - 1 of the 3 core components of RS

- Available & invested
  - How to find me
  - When I will be away
Respect & Confidentiality

• Accept & value supervisee

• Accept what supervisee tells you

• Non-Judgmental

• Confidentiality
  • Contract
  • Supervision hierarchy
Honesty

• Open

• Positive feedback
  • Reassurance
  • Praise

• Share concerns
Curiosity

- Attentive
- Inquisitive
- Open to supervisee’s thoughts
- Exploration
  - grounded
Thinking/Feeling

• Allow in response to ‘stories from the field’

• Remain aware of and how impact response to supervisee
Shared Attention

• Notice
• Wonder
• Respond to
  • Experiences of infant, parent, practitioner
Reflection

- Think of a person that you supervise and on a scale of 1-5, with 5 being “strong” rate yourself on each of the 9 areas below

- Then celebrate your strengths and choose 1 area you might want to strengthen

- Safety
- Consistency
- Dependability
- Respect/Confidentiality
- Honesty
- Curiosity
- Thinking/Feeling
- Compassion
- Shared Attention
Handouts

A COLLECTION OF TIPS ON BECOMING A:

Reflective Supervisor

"Reflective supervision is a collaborative relationship for professional growth that improves program quality and practice by cherishing strengths and partnering around vulnerabilities" (Shahmoon-Shanok 2009, 8).

A collaborative relationship is a partnership where individuals bring their best thinking to identify strengths or address concerns around the families and children they serve. No one is expected to know all the answers.

EARLY HEAD START
National Resource Center™

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Head Start Early Childhood Learning and Knowledge Center
