

***Reflective Supervision:
Setting a Foundation for Reflective Practice in Your Program
Applying the Information***

The questions below are meant as a guide for either personal reflection or group discussion. Ideally, teams will work together to consider their program's approach to supervision. We know that some programs are already using RS, and are trying to enhance that practice. Others have not used anything like this before.

1. How does your program currently provide supervision? Who gets supervision and when? Who supervises who? What is it like for supervisors? What is it like for supervisees?
2. Consider the *Head Start Program Performance Standard* § 1304.52 (a)(1) on page 4. How does your program provide “adequate mechanisms for staff supervision and support?” How do you document those practices?
3. Look at the definition and the elements of RS on page 5 of these handouts. Do you use RS in your program? Are you using elements? Which ones?
4. As you look at your current supervision system, what is working well? How do you know? And what do you think needs change? How do you know?
5. *For direct service and administrative staff:* How does your program offer you support in your work? As you listened today and looked at the definition on page 5, what sounded interesting? What did you hear that you thought would help you in what you do?
6. *For administrators:* How do you get support for your work? How do you think the current supervision system supports the services offered to children and families? What did you hear today that sounded interesting to you?
7. *For programs newly considering RS:* In Chapter 2 of her book, Sherry Heller lists program conditions that are helpful to implementing RS: relative balance in the organization; open communication among staff and supervisors, and administrators who see staff as invested in and committed to the program (p.25). Consider your organization. Are you ready to implement RS? We know that many programs have just expanded services or are new to serving families. What did you hear today that you can implement as a part of your current program? Make a plan! What are your next steps?
8. *For programs who already using RS:* What did you hear today that was interesting to you or new? Make a plan! How will you implement new ideas into your program?

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For More Information

On behalf of the Office of Head Start, your program will soon receive a copy of:

Fenichel, Emily, ed. 1992. *Learning through Supervision and Mentorship to Support the Development of Infants, Toddlers, and Their Families: A Source Book*. Washington, DC: ZERO TO THREE.

Heller, Sherryl Scott, and Linda Gilkerson, eds. 2009. *A Practical Guide to Reflective Supervision*. Washington, DC: ZERO TO THREE.

For More Information on:	Look here:
The definition of RS	Fenichel: pp.12-17 Heller and Gilkerson: pp. 8-9; p. 50
Importance of RS in infant-toddler practice	Fenichel: pp. 9-12; pp. 120-124 Heller and Gilkerson: pp. 9-11
Building a program culture that supports reflective practice and RS	Fenichel: pp.21-22, pp. 76-83 Heller and Gilkerson: pp. 41-59; pp. 149-169.
Getting support from program leadership	Fenichel: pp. 113-119 Heller and Gilkerson: p. 26
Planning for RS in our program	Fenichel: pp. 18-26 Heller and Gilkerson: pp. 25-39
Serving families at very high risk	Fenichel: pp.125-131
Developing trust in RS	Fenichel: pp. 37-41 Heller and Gilkerson: pp.63-81
Ground rules for group RS	Heller and Gilkerson: p. 153
What does RS look like?	Fenichel: pp. 53-55 Heller and Gilkerson: pp. 83-98
Active listening	Heller and Gilkerson: pp.41-46
Identifying reflective supervisors	Heller and Gilkerson: pp. 30-31
Managing both administrative and RS	Heller and Gilkerson: pp. 121-134

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Additional Resource List

For more information, see the following resources:

- Gilkerson, Linda, & Rebecca Shahmoon-Shanok. 2000. "Relationships for Growth: Cultivating Reflective Practice in Infant, Toddler, and Preschool Programs," in *WAIMH Handbook of Infant Mental Health: Early Intervention, Evaluation, and Assessment (Vol. 2)*, edited by Joy D. Osofsky and Hiram E. Fitzgerald, 33-79. New York: Wiley.
- Gilkerson, Linda. 2004. "Reflective Supervision in Infant-Family Programs: Adding Clinical Process to Non-Clinical Settings," *Infant Mental Health* 25 (2004): 424-439.
- Heffron, Mary Claire. 2005. "Reflective Supervision in Infant, Toddler, and Preschool Work," in *The Handbook of Training and Practice in Infant and Preschool Mental Health*, edited by Karen Finello, 114-136. San Francisco: Jossey-Bass.
- Heffron, Mary Claire, and Trudi Murch. 2010. *Reflective Supervision and Leadership in Infant and Early Childhood Programs*. Washington, DC: ZERO TO THREE.
- Parlakian, Rebecca. 2001. *Look, Listen, and Learn: Reflective Supervision and Relationship-Based Work*. Washington, DC: ZERO TO THREE.
- Parlakian, Rebecca, ed 2002. *Reflective Supervision in Practice: Stories from the Field*. Washington, DC: ZERO TO THREE.
- Perez, Amanda, and Jennifer Boss. 2008. Leadership in relationship-based programs. *The National Head Start Association Resource Guide, 3rd ed*: 6-9.
- Pfleiger, Jackie. "Reflective Supervision," *Head Start Bulletin* 73 (2002). Available on-line at http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Staff%20Development/Managers/health_art_00525a1_081705.html
- Powers, Stefanie, ed. "Putting Reflective Supervision in Practice," *Zero To Three* 31(2010).
- Siegel, Daniel, and Rebecca Shamoan-Shanok. "Reflective Communication: Cultivating Mind-Sight through Nurturing Relationships," *Zero To Three* 31 (2010): 6-14.
- Virmani, Elita, and Lenna Ontai. "Supervision and Training in Child Care: Does Reflective Supervision Foster Caregiver Insightfulness?" *Infant Mental Health Journal* 31: 16-32.
- Weigand, Robert. "Reflective Supervision in Child Care: The Discoveries of an Accidental Tourist," *Zero To Three* 28 (2007): 17-22.

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