

Goals / Objectives



1. Identify - Core Principles and define skills of Reflective Practice
2. Explore- How Reflective Practice can improve professional interactions/ interventions
3. Practice -Build skills through experiential simulation and shared reflection



- ❑ Create Safety
- ❑ Choice & Control
- ❑ Regulation
- ❑ Relationships
- ❑ Reflection

Approach to Shared Learning

What is Reflective Practice?



Reflective Practice is...



Reflective Practice is an effective **interactive process** that can improve the quality of service within early childhood mental health. This best practice involves an **internal journey of exploring oneself, others, and the environment** to influence professional interactions/interventions.

PRINCIPLES OF REFLECTIVE PRACTICE

- ❑ Parallel Process
- ❑ Sense of Safety
- ❑ Observation
- ❑ Focus on Process
- ❑ Use of Self
- ❑ Exploring Differences
- ❑ Trial in Action
- ❑ Being Held in Mind
- ❑ Regulation
- ❑ Rupture & Repair



What qualities come to mind when you think of Reflective Practice?

- ❑ Safety
- ❑ Open communication
- ❑ Responsiveness
- ❑ Empathy
- ❑ Acceptance of a wide variety of cultural values and childrearing practices
- ❑ Elimination of reactive judgments
- ❑ Shared power and collaboration
- ❑ Curiosity or inquiry
- ❑ Flexibility
- ❑ Self-awareness



Essential Qualities

3 Key Elements

Reflection

- ❑ Pausing & zooming out to consider one's emotions, sensations, thoughts and reactions. This is also a time to slow down to consider another's perspectives.

Collaboration

- ❑ Built on a reciprocal relationship built on trust, mutuality of endeavor and respect.

Regularity

- ❑ Together supervisor & supervisee set a consistent time, structure & approach to foster a sense of safety within the process.

“When it’s going well,
supervision is a holding
environment, a place to feel
secure enough to expose
insecurities, mistakes, questions
and differences”

-Rebecca Shahmoon-Shanok,
1992

“Reflective practice has helped me
be more open to new ideas, listen
more closely to the needs of
others, and engage better with
peers and staff. My goal is to
model how reflective practice can
enhance self awareness and
relationships in many settings.”

-Reflective Practice Student, 2013



Quotes



Setting the Stage



Experiential Demonstration Video



Small Group Reflection
Connection to Personal Attunement



Discussion and Debrief

Benefits of Reflective Supervision

Children

- ❑ Supports Development
- ❑ Nurturing Experience

Family

- ❑ Creates understanding
- ❑ Reflect on beliefs and values

Staff

- ❑ Contributes to professional identity and career development
- ❑ Enhances awareness



RESOURCES

Flowers, K., LCSW, IF-ECMHS RPF-II, & Burgeson, M., MA CCC-DIR/SLP. (2015, December). San Diego: San Diego Early Childhood Mental Health Leaders Collaborative.

Heffron, M. C., & Murch, T. (2010). *Reflective supervision and leadership in infant and early childhood programs*. Washington, DC: Zero to Three.

Heller, S. S., & Gilkerson, L. (2009). *A practical guide to reflective supervision*. Washington, D.C.: Zero to Three.

Provence, S., Pawl, J., Fenichel, E., & Powers, S. (Eds.). (1980). Home. Retrieved August 25, 2020, from <https://www.zerotothree.org/>

Centering with Intention



How might you advance your own reflective practice?
How might you support reflective practice within your work setting?