



Using Reflective Practice and Supervision to Support Inclusion

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Objective

- Participants will identify how the application of relationship based principles, within the parallel process, supports and enhances effective, collaborative consultation in early childhood care and education settings to support the inclusion of young children with special needs.



- What are your interests regarding this subject and what do you want to walk away with?



New Mexico



- 5th largest state
- Rural, poor
- “Frontier” in population density
- “Minority majority” state



Background

- Quality Child Care for All Task Force
- Training and Technical Assistance Programs (TTAP)
- New Mexico Association for Infant Mental Health (NMAIMH)
- REACH Program - Center for Development and Disability



Looking back....

- 1970's - Early stages of the Infant Mental Health field
(Fraiberg, et al, 1975)



- 1980's – Reflection is identified as a key element to professionalism
(Shoen, 1983, Bowman, 1989)



- Late 1980's – Zero to Three initiative to identify the key elements of training for these professional



Evidence for Effectiveness

- The field lacks research, and systematic evaluation of different supervision approaches, implementation models, and specific impacts on program quality. (Heffron, 2005).



The Platinum Rule

“Do unto others as you would have others do unto others”



(Pawl & St. John, 1998, p. 7)



Parallel Process

“Human relationships, and the effects of relationships on relationships, are the building blocks of healthy development”



(National Research Council, 2000,p.4)



Parallel Process

“The essential features of the environment that influence children’s development are the relationships with the important people in their lives-beginning with their parents and other family members, and extending outward...”

(National Scientific Council on the Developing Child, 2004, p.4)



Reflective Practice & Supervision

- Safe, supportive environment
- Encourages sharing in an atmosphere of warmth, acceptance, respect, understanding, and trust



Essential Features of Reflective Supervision

- Regularity
- Collaboration
- Reflection





Research

“Research demonstrates that child care centers that have an ongoing relationship with a mental health consultant derive multiple benefits, including reduced child expulsion rates, reduced staff turnover, reduced rates of staff stress and increased staff effectiveness in managing challenging behavior”

Research Synthesis: Infant Mental Health and Early Care and Education Providers (The Center on Social and Emotional Foundations for Early Learning)



Reflective Supervision Format

- Reflective supervision for Child Care Inclusion Specialists
- Monthly case review meetings through video conferencing
- Reflective supervision for TTAP directors



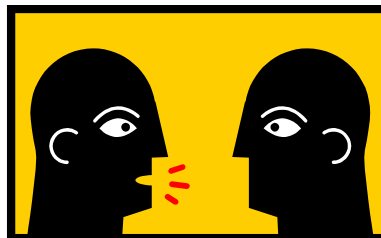


Supporting Inclusion through Consultation

- Collaborative, relationship-based approach validates child care provider's experience
- Use of inquiry helps consultant to get “bigger picture” while assisting provider to reflect on their experience
- Reflective approach helps child care providers recognize and build on their strengths



Panel Discussion





Resources

- BERTACCHI, J., & NORMAN-MURCH, T. (1989). The professional use of self in prevention. *Zero to Three*, 9(4), 1-7.
- BOWMAN, B. (1989). Self-reflection as an element of professionalism. *Teachers College Record*, 90(3), 444-451.
- EGGBEER, L., MANN, T. L., SEIBEL, N. L. (2004). Reflective supervision: Past, present & future. *Zero to Three*, 28(2), 5-9.
- FENICHEL, E. (ED). (1992). *Learning through supervision and mentorship to support the development of infants, toddlers and their families: A sourcebook*. Arlington, VA: ZERO TO THREE.
- HEFFRON, M. C. (2005). Reflective supervision in infant, toddler, and preschool work. In K. M. Finello (Ed.), *Handbook of training and practice in infant & preschool mental health* (pp. 114-136). San Francisco: Jossey-Bass.



Resources

- HEFFRON, M. C., IVINS, B., & WESTON, D. (2005). Finding an authentic voice-use of self: Essential learning processes for relationship-based work. *Infants & Young Children*, 18(4), 323-336.
- PARLAKIAN, R. (2001). Look, listen & learn: Reflective supervision & relationship-based work. Washington, DC: *Zero to Three*.
- PARLAKIAN, R. (2002). *Reflective supervision in practice: Stories from the field*. Washington, DC: ZERO TO THREE.
- PARLAKIAN, R., & SEIBEL, N. L. (2001). *Being in charge: Reflective leadership in infant/family programs*. Washington, DC: ZERO TO THREE.
- WHAT MAKES SUPERVISION WORK/ RECOMMENDATIONS FROM THE HOME VISITING FIELD.
www.healthyfamiliesamerica.org/network_resources/what_makes_supervision_work.pdf



Resources

- Research Synthesis: Infant Mental Health and Early Care and Education Providers (The Center on the Social and Emotional Foundations for Early Learning) Vanderbilt University
www.vanderbilt.edu/csefel
- UNM Center for Development and Disability: www.cdd.unm.edu/
- New Mexico Kids: www.newmexicokids.org/
- Quality Child Care for ALL Task Force 2004 report:
<http://cdd.unm.edu/ecspd/PDFs/QUALITYCCFORALLFINAL.pdf>
- New Mexico Association for Infant Mental Health: <http://nmaimh.org/>