

# Family Support NEWS BRIEF

A publication of

 CENTER FOR SCHOOLS AND COMMUNITIES



## It Takes Two: Building and Maintaining a Strong Relationship through Reflective Supervision

Reflective practice. Parallel process. Coaching. These are all words you have probably heard to describe reflective supervision. This practice often consists of regularly scheduled time for a staff member to discuss their work with their supervisor to address challenges, share progress, and reflect on their experiences with the families they serve. Despite reflective supervision being a common component of many programs, there is no agreed-upon definition. However, “reflective supervision is thought to assist providers in developing important competencies while also helping them manage the complexity of relationships and powerful emotions that often accompany the work.”

In the Parents as Teachers home visiting model, the phrase “Partner, Facilitate, Reflect” is used to describe how a staff person works with a family. This approach of partnering together to work in a reflective way can

be seen at all levels of the organization, from the home visitor and the family relationship through the work at the Parents as Teachers National Center. We can think about reflective supervision as a practice in which the supervisor and staff person partner, facilitate, and reflect together. Key components to successful sessions with a family are that both the staff person and the family members participate in planning, are actively engaged, and share openly about their experiences, goals, and needs. The same can be said of successful reflective supervision sessions.

Just as a staff member needs time to build a relationship with families, the reflective supervision relationship will grow and evolve over time. Reflective practice encourages us to consider our own beliefs, values, and experiences as we explore the ways in which we work with families. It also acknowledges that this work can be

stressful and provides an opportunity to address how this stress impacts us personally. These conversations require trust and vulnerability. What are some practices you use to create spaces that nurture reflective practice?

To find out more about reflective supervision, including strategies to build strong relationships and get the most out of reflective practice, explore the resources below.

## [Head Start Early Childhood Learning and Knowledge Center](#)

### [Reflective Supervision Resources](#)

#### [Reflective Practice](#)

#### [Tips on Becoming a Reflective Supervisor and a Reflective Supervisee](#)

#### [Reflective Supervision](#)

## [Center for Early Education and Development at the University of Minnesota – Reflective Practice Center](#)

### [Reflective Supervision and Consultation: Preventing Burnout, Boosting Effectiveness, and Renewing Purpose for Frontline Workers](#)

## [Washington Association for Infant Mental Health](#)

### [Reflective Supervision: A Guide from Region X to Enhance Reflective Practice Among Home Visiting Programs](#)

## [Alliance for the Advancement of Infant Mental Health](#)

### [Best Practice for Reflective Supervision/Consultation](#)

## [Institute for the Advancement Family Support Professionals](#)

**Courses offered include:** (sign in required to access courses)

- Reflective Supervision 1: Reflective Practice for Family Support Professionals
- Reflective Supervision 2: Foundations in Reflective Supervision for Supervisors
- Reflective Supervision 3: Best Practices in Reflective Supervision for Supervisors
- Culturally and Developmentally Appropriate Supervision
- Leading and Nurturing the Family Support Professional

### [Rapid Response Home Visiting Webinar](#)

### [Reflective Supervision and Virtual Service Delivery](#)

## Reference

1. West, A., Madariaga, P., & Sparr, M. (2022). Reflective supervision: What we know and what we need to know to support and strengthen the home visiting workforce (OPRE Report No. 2022-101). Office of Planning, Research, and Evaluation; Administration for Children and Families; U.S. Department of Health and Human Services. Retrieved from: <https://www.acf.hhs.gov/sites/default/files/documents/opre/reflective-supervision-hv.pdf>

# Parents as Teachers Online Courses

## Foundational and Model Implementation

For new parent educators and new supervisors of affiliate programs. Login is required.

**Monday, July 31 – Friday, August 11**

[FMI July31 – August 11 registration](#)

[FND July31 – August 11 registration](#)

## Foundational 2: 3 Years through Kindergarten

[Monday, August 21 – Friday August 25 VF2 registration](#)

[Monday, August 28 – Friday, September 1 VF2 registration](#)

[Tuesday, September 5 – September 8 VF2 registration](#)

Questions regarding registration for PAT trainings? Contact [Jennifer Esposito](#).

Register for other courses offered by National Parents as Teachers at their [website](#).





## Family Support Team

Family Support at Center for Schools and Communities provides training and technical assistance to Parents as Teachers providers, Children's Trust Fund grantees, and the Strengthening Families Leadership Team.

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[Pennsylvania Parents as Teachers](#) at Center for Schools and Communities

[Pennsylvania Children's Trust Fund](#)

[Pennsylvania Strengthening Families](#)

### **Family Support at Center for Schools and Communities**

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# Safe Kids Corner



## Playground Safety for Little Kids

The playground is a great escape for kids and adults (we recommend a big game of monster tag). This is also the age where kids can really start to enjoy most of the equipment. While not all playgrounds are designed with toddlers in mind, there is always something you can do to keep your little kid safe.

### Top Safety Tips

1. Actively supervise children on playgrounds. It won't be hard – they'll probably be calling for you to watch them climb, jump, and swing.
2. Teach children that pushing, shoving, or crowding while on the playground can be dangerous. Be tough now, and you won't have to worry about it later (easier said than done, we know).
3. Check playgrounds where your children play. Look for age-appropriate equipment and hazards, such as rusted or broken equipment and dangerous surfaces. Report any hazards to the school or appropriate local office.
4. Little kids can play differently than big kids. It is important to have a separate play area for children under 5.
5. Dress appropriately for the playground. Remove necklaces, purses, scarves, or clothing with drawstrings that can get caught on equipment and pose a strangulation hazard. Even helmets can be dangerous on a playground, so save those for bikes.

[Source: SafeKids.org](http://SafeKids.org)

## Upcoming Family Support Webinar

### Refresh Your Resources

**August 2, from 10:00 AM to 11:15 AM ET**

Where do you turn to keep up with trends in the field, innovations, best practices? Do you go to the same trusted people, websites, or reference books? Have you found any new connections? Learn from the CSC Family Support Team and friends about resources that can be helpful to you as you are responding to what's happening in your community.

**Presenters:** The Family Support Team at CSC

[Register for Refresh Your Resources webinar](#)