



*"[The] RSLC literally changed the way I live my life. I am more in tune and reflective and aware of my self, my needs and how that impacts how others view me. I am more aware of my own self-regulation and how it affects how I am with others I supervise."*

## WI-AIMH

# Reflective Supervision Learning Collaborative (RSLC)

Inaugural Cohort Report

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# What is the WI-AIMH Reflective Supervision Learning Collaborative?

Developed and launched by the Wisconsin Alliance for Infant Mental Health, the Reflective Supervision Learning Collaborative (RSLC) is a professional development opportunity for Infant/Early Childhood supervisors to learn, experience, and implement reflective supervision within their programs.

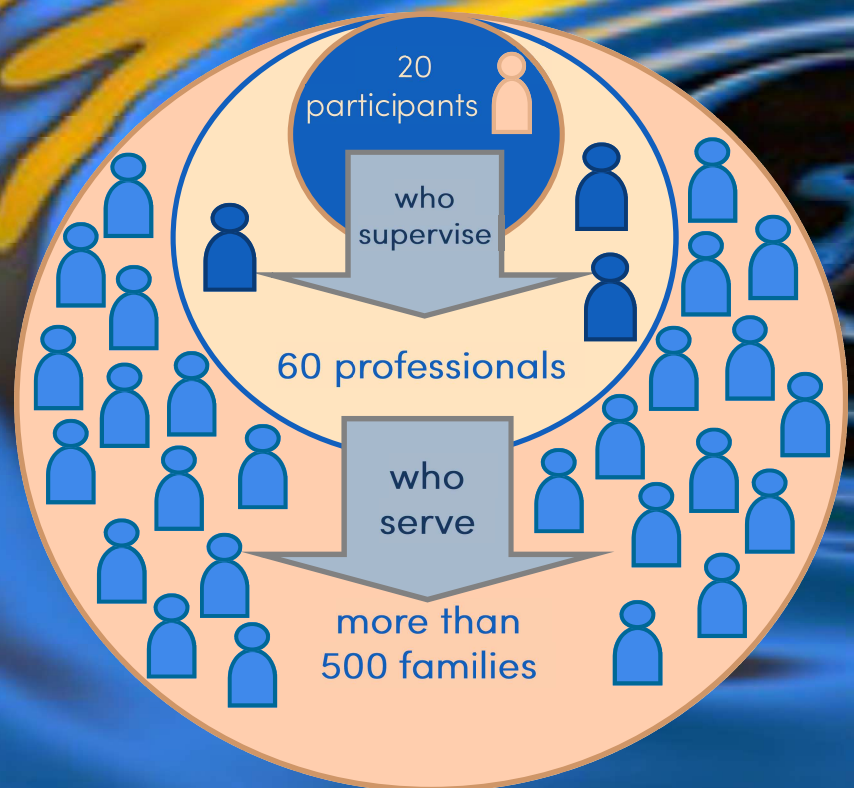
The year-long process includes 5 training days, attendance at the annual WI-AIMH Infant and Early Childhood Mental Health Conference, as well as monthly reflective consultation small group sessions. Participants receive 24 hours of Reflective Supervision provided by a qualified consultant.



First cohort of supervisors, May 2018

*The Ripple Effect of the Reflective Supervision Learning Collaborative*  
Skills learned by RSLC participants ripple outward to supervisees and the families they serve

*"The implementation of reflective supervision has had a significant impact on our team. Staff has commented on feeling more supported and less frustrated in dealing with the complexities of their work since starting group and one-on-one reflective supervision. Group reflective supervision has helped build a team dynamic in which staff feels safe and supported while exploring their challenging work experiences through a reflective lens. A feeling of team solidarity and comradery has been nurtured through our team's reflective supervision journey."*



*Reflective Supervision* is "a collaborative relationship for professional growth that improves practice by cherishing strengths and partnering around vulnerabilities to generate growth."<sup>1</sup> Through this way of being, a holding environment is created—an emotional breathing space—where it is safe to explore accomplishments, insecurities, mistakes, questions, and different approaches to working with young children and their families.

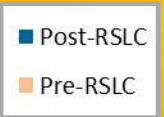
*Collaborative learning* is an educational technique that involves two or more people working together in a mutual learning experience, "based on the idea that learning is a naturally social act in which the participants talk among themselves."<sup>2</sup>



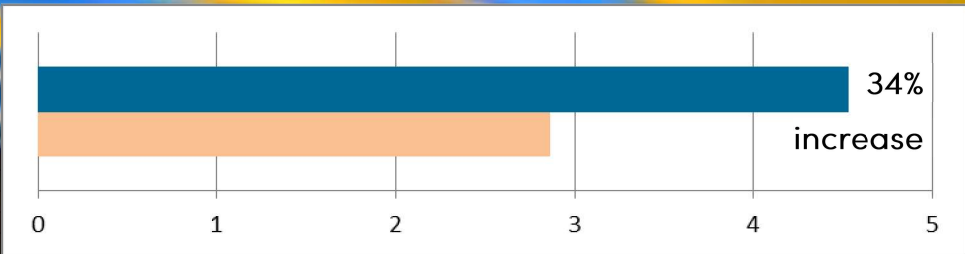
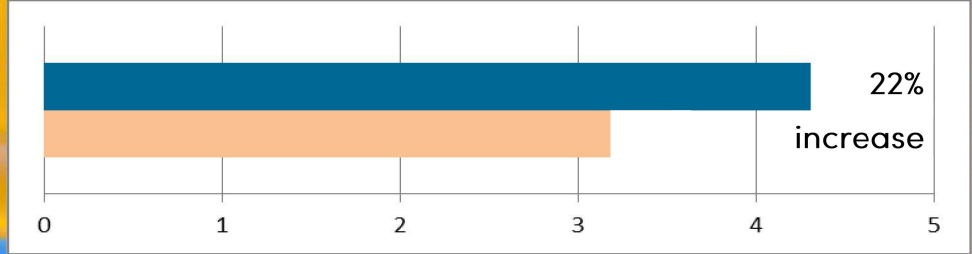
# Outcomes

We surveyed the first cohort both at the onset and completion of the RSLC and asked them to rate their understanding of and confidence in implementing reflective supervision techniques with colleagues.

In the 29-question survey, participants were asked to assess their comfort/familiarity on a 5-point scale (1=no comfort, 5=extremely high comfort). Each participant reported varying increases in their confidence and implementation of reflective supervision techniques. Some of the most dramatic increases reported are featured below (scores are averaged).

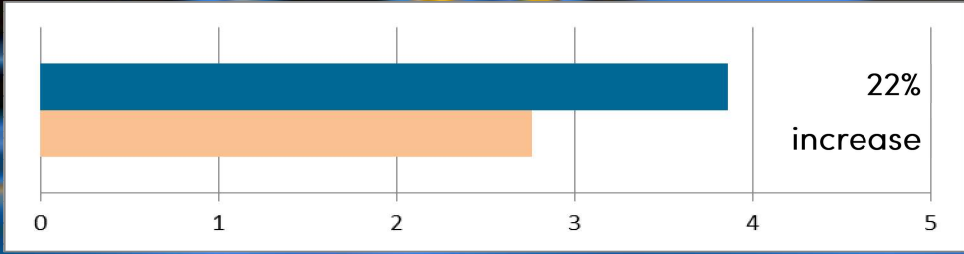


I am able to consider how my emotional response may interfere with my ability to meet the needs of my supervisees



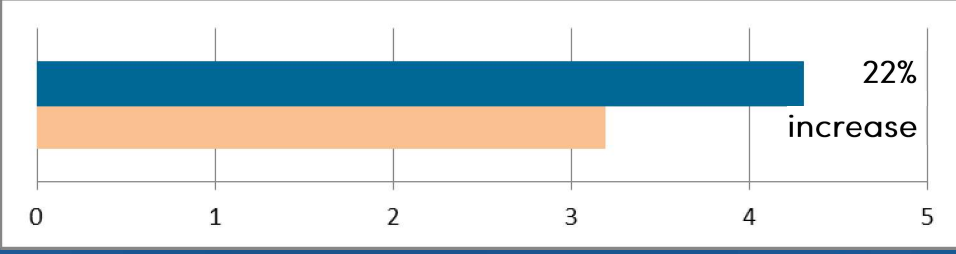
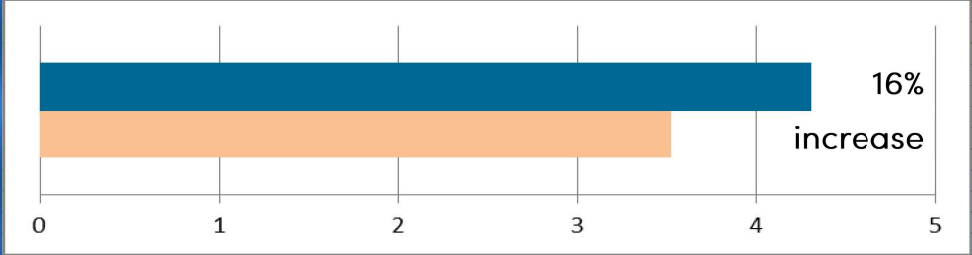
I am able to discuss my emotional responses to difficult/challenging supervision experiences with my reflective consultant

*"I have gone through and continue to experience deep personal changes that have extended to those close to me."*



I am able to notice and address tension/mis-attunement with my supervisee(s) or within the parallel process

My ability to effectively practice my own self-care



I am able to take a collaborative (shared exploration) approach to supervision

# RSLC and IMH-Endorsement® (IMH-E®)

Two of the goals in developing and offering this learning opportunity are:

- 1) to increase statewide availability of and access to Reflective Supervision, and
- 2) to support IMH-Endorsement® applicants in meeting the requirements for Endorsement®.

Infant Mental Health (IMH) Endorsement® for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health is an internationally recognized credential that supports and recognizes the development and proficiency of professionals who work with or on behalf of infants, toddlers, and their families. It is based on a set of Competencies designed to support and enhance culturally sensitive, relationship focused practice within the framework of infant mental health. An applicant demonstrates acquisition of these competencies through education, work, specialized training, and reflective supervision experiences. It is the largest IMH credentialing system in the United States.

The four categories of IMH-E® span the continuum of care. By successfully completing the collaborative, participants obtain 24 hours of reflective supervision from a qualified consultant, which meets the minimum requirement for Endorsement as an Infant Family Specialist.

*"Reflective supervision has lightened the emotional load that comes with providing in-home services to young children and families. One staff member commented that she was feeling ineffective in her work and had been considering a career change. The complex family dynamics she was encountering had begun to feel unsurmountable. She stated that reflective supervision created a safe and supportive environment for her to process her work experiences and relationships with families. The opportunity to be validated and held by her colleagues has helped her recognize the value and impact of her work with families. Reflective supervision has given her the support she needs to continue working in this field. The implementation of reflective supervision for our team has strengthened staff's capacity and confidence in navigating the growing complexities of their day-to-day work with children and families."*

## References

1. Shahmoon-Shanok, R. (1991). The Supervisory Relationship: Integrator, resource and guide. *Zero to Three* 12(2), 16-19.
2. Gerlach, J. M. (1994). "Is this collaboration?" In Bosworth, K. and Hamilton, S. J. (Eds.), *Collaborative Learning: Underlying Processes and Effective Techniques, New Directions for Teaching and Learning*. No. 59.

Front Cover Image: Word Cloud generated by the first cohort of the RSLC, May 2018

To learn more, visit [www.wiaimh.org/rslc](http://www.wiaimh.org/rslc)

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# Reflective Supervision Learning Collaborative

## Second and Third Cohorts Report

Fall 2020



## What is the Reflective Supervision Learning Collaborative?

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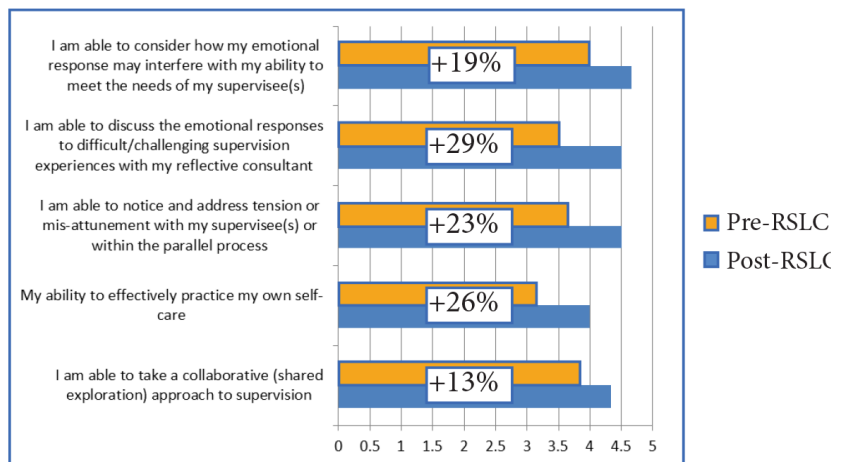
## Outcomes

As with our inaugural cohort, we surveyed our second and third cohorts at the onset and completion of their RSLC experience and asked them to rate their understanding of and confidence in implementing reflective supervision techniques with colleagues.

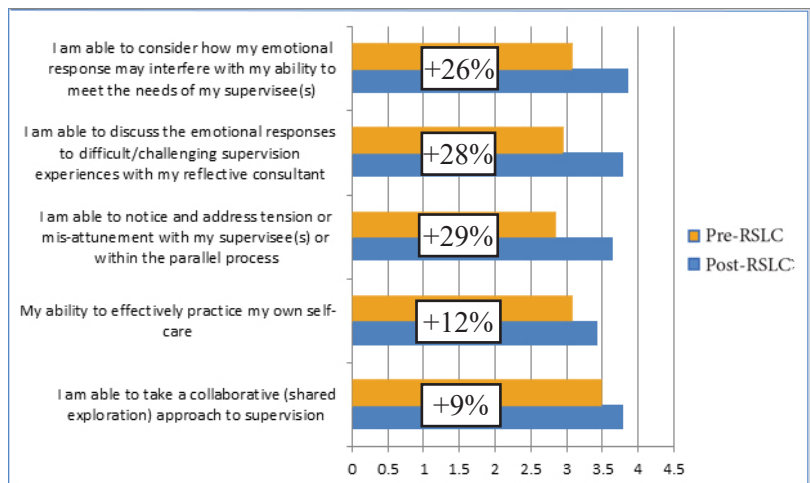
A 28-question survey is provided at the onset and conclusion of the learning collaborative. Participants are asked to assess their comfort / familiarity on a 5-point Likert scale (1 = no comfort, 5 = extremely high comfort).

Cumulative survey results demonstrate increases across all 28 domains with the most notable results displayed in the graphic at right

### Second Cohort



### Third Cohort



Since you've had time to integrate knowledge learned from the RSLC as well as had additional experience providing Reflective Practice Supervision, what has settled in? Are there any new awakenings you have experienced?

*"A deep appreciation for my supervisees and their passion for learning and their willingness to experience vulnerability. I believe our group is a safe place for them to experience this learning and exploration. Same in individual RS practice; a deep appreciation for my supervisee's willingness."*



Data from all the participants demonstrated significant, measurable increase in participants awareness and confidence in reflective practices and their ability to support others in a reflective and sensitive manner.

**What has settled in?  
Are there any new awakenings you have experienced?**

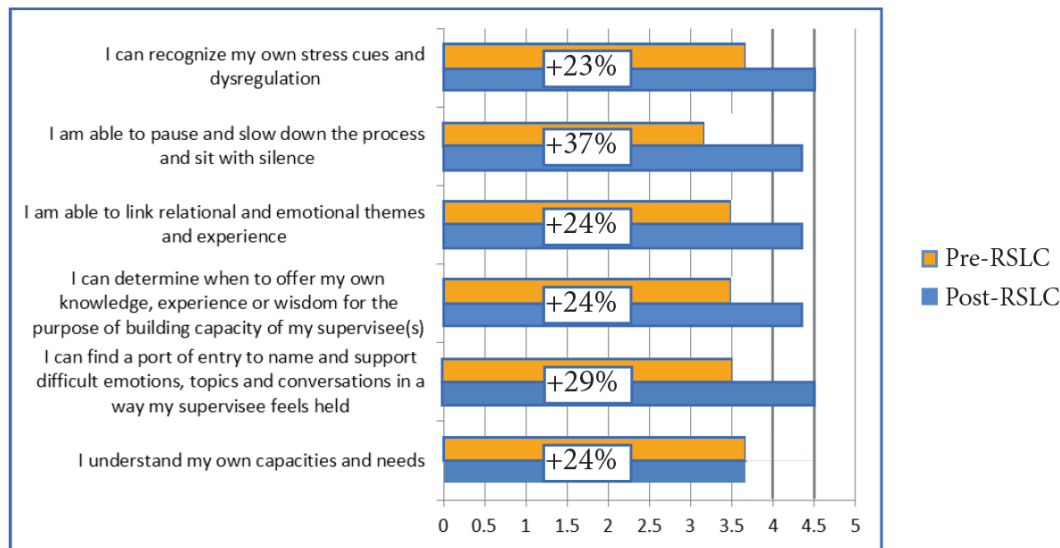
*"I am less concerned about "not doing it right" and can see improvement in relationships and staff morale."*

*"Stepping back in all situations with staff, including questions that are more administrative in nature, to help them reflect and problem solve."*

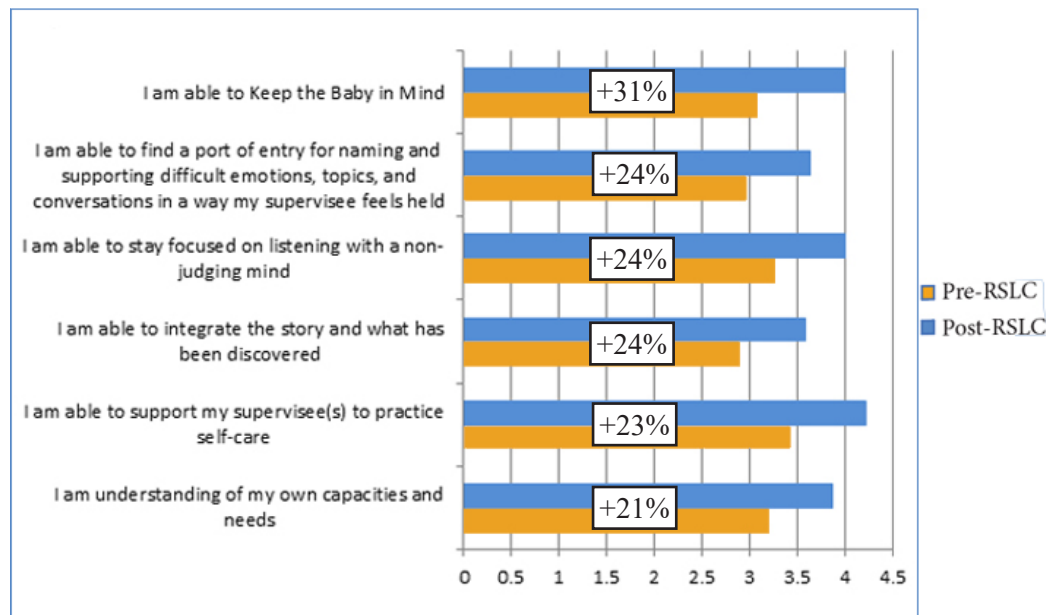
*"Multiple staff have told me they feel very supported. It feels very growth supporting for staff. I think all staff working in early childhood deserve to receive reflective supervision from a well trained supervisor."*

*"Dedicated time during staff meetings for reflective practice activities has helped individuals learn how to be more reflective in their practice with families."*

## Second Cohort



## Third Cohort



For questions about this data or for more information about Reflective Supervision or the Reflective Supervision Learning Collaborative please visit our website at: <https://wiamh.org/reflective-supervision-and-consultation> or contact us at [info@wiamh.org](mailto:info@wiamh.org).





# Reflective Supervision Learning Collaborative

Evaluation Report Summary of Cohorts 2 and 3

Fall 2020



## What is the Reflective Supervision Learning Collaborative?

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## Outcomes

As with our inaugural cohort, we surveyed our second and third cohorts at the onset and completion of their RSLC experience and asked them to rate their understanding of and confidence in implementing reflective supervision techniques with colleagues.

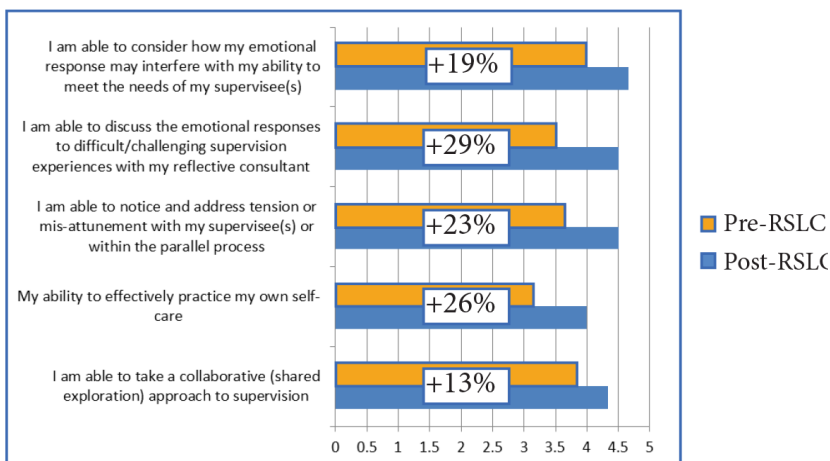
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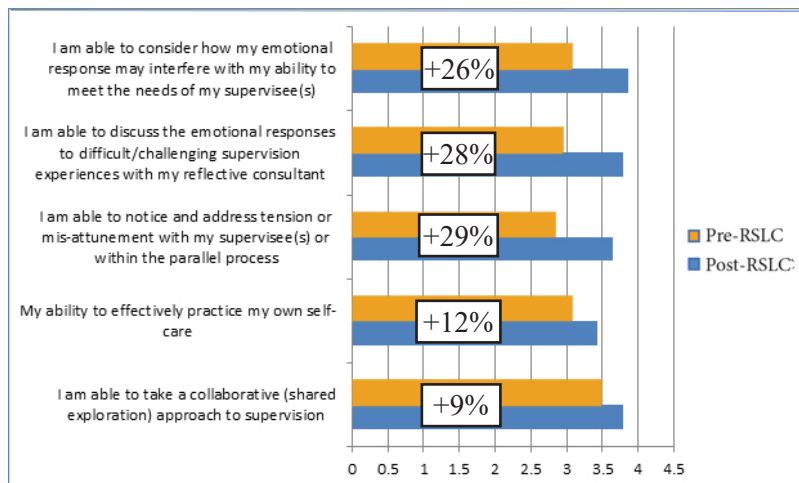
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### Second Cohort



### Third Cohort





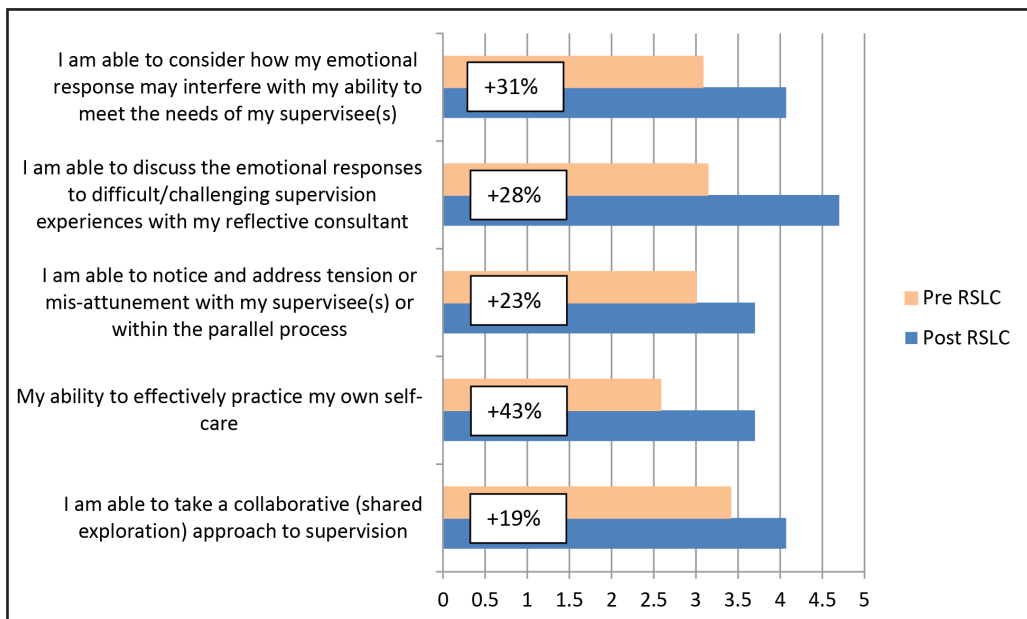
## Survey Information

As with our first three cohorts, we surveyed our fourth cohort at the onset and completion of their RSLC and asked them to rate their understanding of and confidence in implementing reflective supervision techniques with colleagues.

In the 29-question survey, participants were asked to assess their comfort / familiarity on a 5-point scale (1 = no comfort, 5 = extremely high comfort). Each participant reported varying increases in their confidence and implementation of reflective supervision techniques. Included below are the outcomes reported in cohort one that were reported by cohort four:

For questions about this data or for more information about Reflective Supervision or the Reflective Supervision Learning Collaborative please visit our website at: <https://wiaimh.org/reflective-supervision-and-consultation> or contact us at [info@wiaimh.org](mailto:info@wiaimh.org).

## Fourth Cohort



Included below are some of the additional, most dramatic increases reported specifically to cohort four:

