

**The A, B, C's of Supervision  
Preparation – Planning – Growth – Reality  
Part 2.**



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Pasadena City College  
WOCSE Staff Development Workshops & Seminars  
HBUHSD, District Office, Board Room  
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8:30 to 3:30**

**Dedication and Remembrance to my dear friend**

Lisa Cabiale O'Connor,  
July 16, 1937 – April 16, 2012



## How do we manage our time when we feel so busy?

- Let's brainstorm together!
- How can we “make it work?”



## Why does it matter to our SEEs?

- Frequent comments:
  - “I have my own caseload.” (A SLPA reported)
  - “My supervisor never comes to observe me.”
  - “I never see or meet with my SR.”
  - Others....?

## Technology can help with Preparing, Planning, Time Management and SEE Growth



## My “current” feelings...

- Technology can help, if used wisely.
- It will never replace understanding of communication, supervision and important skills of listening and questioning
- These online tools are already used by the public
  - Twitter
  - Facebook
  - You Tube
  - Skype
  - Face Time
  - Google Docs and Google Hangouts

## Is this good or should we worry?

- “Big Brother”
- Funding
- Perceptions
- Confidentiality and ethics
- Security
- Bureaucracy
  - School site
  - District
  - SELPA

## Time to step in with videoconferencing and video supervision!

- Numerous servers and programs already offer it
  - AOL Instant Messenger
  - Yahoo messenger
  - SKYPE
  - Windows Live
  - Ichat
  - Face Time

Videotaping of sessions and review later with your Supervisee!



Has this been helpful?

- Absolutely!
- Our Supervisees are way ahead of many of us generationally (and technologically)
  - Buy in to the Supervisory Process by objectively looking at themselves as “players” in the therapeutic process!
  - Assist with SEE responsibility for outcomes
  - Allow opportunity to self-assess based on:
    - Critical Thinking
    - Problem-Solving
    - Self-Analysis

## Preparation

<https://docs.google.com/document/u/0/>

- Utilize online forms (Google Docs and Google Sheets)
- You can copy and paste pertinent forms
  - Observed Therapy Sessions or Classrooms
  - Lesson Planning
  - SOAP Notes
  - Test Analysis
  - Schedules and Conference Dates

## Planning and Time Management

- Use Google Hangouts
- <https://hangouts.google.com/>
  - Phone calls
  - Video calls
  - Chatting
  - Messaging

Allow your Supervisee to grow!



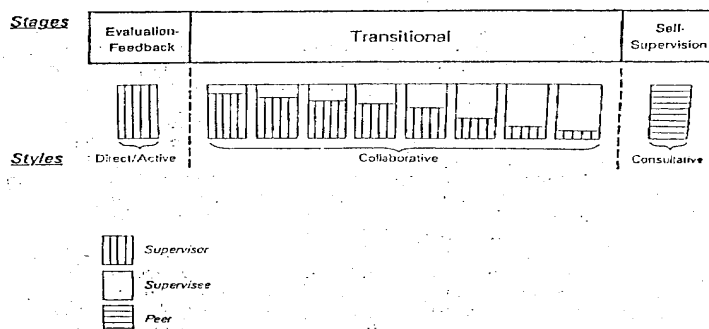
Do not micromanage!



## Assists the Supervisee to move along the Continuum

Jean Anderson, The Supervisory Process, 1988

242 Supervisee Preparation for the Supervisory Process



**Figure 8-1.** Composite of Stages of Supervision and the Appropriate Styles for each Stage.  
(Anderson, J.L. 1988. *The Supervisory Process in Speech-Language Pathology*. Austin, TX, College-Hill Press)

## Give Constructive Feedback

- **Descriptive,**
  - not evaluative, supported by specific observations
- **Specific,**
  - not general
- **Focused on behavior,**
  - not the person
- **Sensitive** to needs of receiver and giver of feedback
- **Directed toward performance,**
  - not personal characteristics
- **Well-timed**



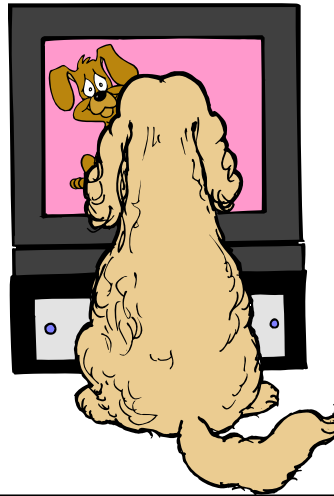
## Constructive Feedback (cont.)

- **Sharing information,**
  - NOT giving advice; allow receiver to problem-solve
- **Sensitive to amount of information the receiver can use,**
  - not amount we want to give
- **Checked to insure clear communication**
- **Checked to determine degree of agreement** from receiver
- Should be **frequent,**
  - especially with new interns/hires
- Whenever possible, **provide positive statements**

## My thoughts as a “constructive” Supervisor

- I have had experiences which are continually shaping my attitudes and perceptions and my role as a Supervisor
- Here are some of my “beliefs” and “attitudes”
- That said, nothing is cast in stone.

## Supervision Isn't Just About *Observation*



## Supervision Isn't Just About *Evaluation*



## Supervision Isn't Just About What *I Think*

(because I am the Supervisor and "I am in charge.")



## ...Or Just About What *I Feel*

(because I am the Supervisor and "I am in charge.")

B	I	N	G	O
angry	annoyed	antagonistic	anxious	blissful
calm	cheerful	confident	confused	curious
disgusted	ecstatic	Free Space	empathic	frustrated
guilty	happy	hopeless	interested	joyous
keen	lazy	lonely	lost	loving

...Or Just About What *I* Need (because I am the Supervisor and “I am in charge.”)

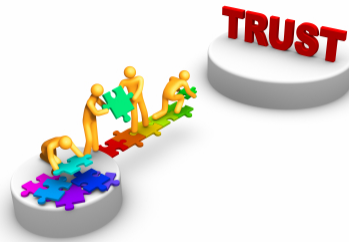


Supervision is not just a “strategy”



## Supervision is about

- Being in a professional, ***ethical*** and constructive **relationship** with our Supervisee



All relationships require...



## Principles of Communication

- Communication proceeds from intent.
- All messages have content and a relational component.
  - Relational component **typically** explains
    - how you feel about the other person
    - whether you like or dislike them
    - feel in control or subordinate
    - feel comfortable or anxious
    - etc.

## Some important things to remember about communication

- Irreversible
- Unrepeatable



## Misconceptions About Communication

- All communication seeks understanding.
- More communication is always better.
- Effective communication is a natural ability.
  - Develops without the need for formal training.

## Challenges to Interpersonal Communication

- There are many:
  - Gender differences
  - Role of speaker vs. listener
  - Cultural differences
  - Age and Generational differences
  - Most common – we do not really understand each other!
- Research confirms that typical dyads can interpret & explain only 25 to 50 percent of each other's behavior accurately.

## What Does All This Mean?

- Such evidence shows that our judgments often say more about our own attitudes than about the other people involved.
- Our attitudes impact our communication behaviors, and often prevent us from understanding the other's persons world view.

## Our Attitudes Can “Speak” Before We Have Ever Said an Actual Word





## What else?

- There are choices or options about how to communicate, but we do not often exercise these options.
  - Variation in style is critical to effective communication.
  - Good communicators do not use the same approach in every situation or with every person
  - Every individual is unique, and we need to value that, just as we, ourselves, are unique.

## Bring a “compassionate” mindset to Supervision with Non-Violent Communication

- Dr. Marshall Rosenberg
- <http://www.cnvc.org/nvc.htm>
- Remembering that you were a Supervisee, even if it was a long time ago!



## Dr. Rosenberg and NVC

- He grew up in inner city Detroit
- He earned his PhD in Clinical Psychology in 1961, University of Wisconsin
- He developed NVC as a response to “peace-making” and resolving conflict
- NVC is actively used in over 65 countries

## What exactly is “compassionate” communication?

- “Nonviolent Communication (NVC) is sometimes referred to as compassionate communication.”
- “Its purpose is to strengthen our ability to inspire compassion from others and to respond compassionately to others and to ourselves.”

## How do we do this?

- NVC guides us to
  - reframe how we express ourselves
  - and hear others
  - by focusing our consciousness on what we are
    - **Observing**
    - **Feeling**
    - **Needing**
    - **Requesting**

## 10 Basic Concepts for Compassionate Communication

1. **Reflect** on how you hope to relate to yourself and others
2. Remember that **all human beings have the same needs**.
3. Ask yourself, “am I as interested in others **getting their needs met** as my own?”
4. If asking someone to do something, check first to see if you are making a **request** or a demand.
5. Instead of saying what you DON'T want someone to do, **say what you DO want the person to do**.

## Compassionate communication

6. Instead of saying what you want someone to BE, **say what action you'd like the person to take** that you hope will help the person be that way.
7. Before agreeing or disagreeing with anyone's opinions, try to **tune in to what the person is feeling and needing.**
8. **Instead of saying "No," say what need of yours prevents you from saying "Yes."**
9. **If you are feeling upset, think about what need of yours is not being met, and what you could do to meet it,** instead of thinking about what's wrong with others or yourself.
10. Instead of praising someone who did something you like, **express your gratitude** by telling the person what need of yours that action met.

## Communicative Competence

- Not easy to define and presumes that:
  - There is no single or ideal way to communicate.
  - A variety of communication styles can be effective.
  - Competence can be situational. It is not a trait that a person either possesses or lacks.
  - Competence can be learned
  - All Supervisors should refine their skills of listening and questioning.

## I wish to “add in” to the recipe for the Supervisor

- A concept of compassion with our Supervisees
- Much of my thoughts have been shaped by my readings of Dr. Rosenberg and as a student of Unity
- The “language” we use in supervision is critical to “life-affirming” vs. “life-alienating.”
- Please visit:  
<http://www.unity.org/prayer/inspirationalArticles/livingPeaceThroughNonviolentCommunications.html>

## Distinguish between observation and evaluation

- Both are necessary in the supervisory experience
- Distinguish between them!
- Observation is what we have seen
- Evaluation is the interpretation we place
- Which is which?
  - “Your cheeks are red.”
  - “You are angry.”

## Distinguish between feeling and thinking

- Thinking is valued in our Western Culture
- NVC values feelings from all perspectives
- “Heart” vs. “Head”
- Which is Life-Affirming vs. Life-Alienating?
  - “I’m feeling like...”
  - “I’m feeling that...”
  - “I’m feeling (happy, sad, frustrated)”
- Life-Affirming “heart” statements allow one to own and express the emotion.

## Distinguish between a need and a strategy

- Needs are universal (survival, freedom, love, self-actualization)
- Strategies are what we do to get our needs met
- The challenge: let go of typical strategies and be willing to be with your colleagues, supervisees and others in a new way and with empathy.
  - Be open!
  - Reframe your relationships!
  - Embrace cooperation

## Distinguish between a request and a demand

- Request: open, accepting and positive
- Demand: asking in a way that implies “No” can never be the answer!
- How do we meet needs that do not appear to coincide with our own?

You + Your Supervisee are a TEAM!



## TEAM =



- **Together**
- **Everyone**
- **Achieves**
- **Much**
  
- And a TEAM is in **relationship** to and with each member of that TEAM.
- Find out about your new TEAM member at the beginning!

## At PCC, it begins with our fieldwork application!

- Some key questions which we ask before placement
  - What populations are you most interested in working with? (autism, adult aphasia, severely emotionally disturbed, learning disabled, TBI, etc.)
  - What are your academic/clinical strengths and weaknesses?
  - If you have worked under supervision in a clinical setting prior to this application, describe your strengths and weaknesses when it comes to your involvement in service delivery.
  - What form of supervision helps you to work best? (observation and modeling, verbal feedback, written feedback, etc.)
  - Please comment on your preferred learning style.



## Let's look at another variable

- How do you, as SR, want to supervise
  - Take out a pencil and a blank piece of paper
  - You will have 18 statements
  - You will rate each according to a rate of 1-5
    - with 1 – highly disagree
    - to 5- highly agree

## How do you like to supervise?

- 1. I like to supervise closely
- 2. I like a flexible work schedule
- 3. I like to let team members know exactly what is expected
- 4. I like to have a written work schedule
- 5. I like to give explicit directions for each task
- 6. I like to do several things at one time
- 7. I like taking care of details
- 8. I like to be very punctual
- 9. I like to get frequent feedback on how I can improve as a supervisor.
- 10. I like to bring problems out in the open
- 11. I like to give frequent performance feedback to the supervisee
- 12. I like to discuss when activities do not go well.
- 13. I like to encourage others to think for themselves
- 14. I like to speak slowly and softly
- 15. I like to work alone with little immediate interaction
- 16. I like a quiet place to work without distractions
- 17. I prefer that no one else touches my things
- 18. I prefer to work from a written plan

## Now, let's look at it from the perspective of your Supervisee! (Again, having the SEE rate between 1 Disagree vs. 5 Agree)

- 1. I like to be supervised closely
- 2. I like a flexible work schedule
- 3. I like to know exactly what is expected
- 4. I like to have a written work schedule
- 5. I need to have time to think about the next task.
- 6. I like to try new activities independently
- 7. I like to be told how to do each task
- 8. I like to do several things at one time.
- 9. I like to take on challenges
- 10. I like taking care of details
- 11. I like to give frequent feedback on how I prefer to be supervised
- 12. I like to bring problems out in the open
- 13. I like to get frequent feedback on my performance
- 14. I like to think things through myself
- 15. I prefer to work from a written plan.

## Let's compare a few of these!

Supervisor's Preferences	Supervisee's Preferences
I like to give explicit directions for each task.	I need to have time to think about the next task.
I like to give frequent performance feedback to the supervisee	I like to give frequent feedback on how I prefer to be supervised
I like to encourage others to think for themselves	I like to think things through myself
I like to supervise closely.	I like to be supervised closely.

## Important Supervisor Skill

**Every good conversation starts with good listening.**

## Listening Skills and Supervision

- For both Supervisor and Supervisee
- Must hear, receive and understand the “message” or there is little value



## The Listening Exercise

- Choose someone sitting next to you
- One of you will be the “Listener”
- The other person will be the “Speaker”
- Each of you decide upon which “role”
- Here is your task: The Speaker will share whatever he/she wishes for a period of 3 minutes. The Listener is only to listen. The Listener cannot comment, interrupt or gesture, but only listen.
- Are you ready? Let’s go!

## Now, let us “switch roles”

- The individual who was the Speaker will now be the Listener, and vice-versa.
- Again, we will do this for 3 minutes.
- Are you ready?
- Let’s go!

## Thoughts about this experience?

- How did you feel?
- What “role” was easier?
- Or what “role” more difficult for you?
- Why?
- Internal reactions?
- External reactions?

It is essential to listen effectively and compassionately.

- Supervisors need to listen to their Supervisees and vice-versa
- As Supervisors, we can model that behavior – from our very 1<sup>st</sup> moment with a Supervisee -- by HOW we listen.
- Is listening not only an essential behavior in working with our clients?

## Strategies to facilitate effective and compassionate listening

- Be quiet, externally and internally
- Focus our attention
- Do not interrupt
- Listen with mutuality and understanding
- Avoid or limit mental distractions
- Practice re-phrasing what has been said to check for understanding.

## Let us practice “rephrasing”

- I need a volunteer, please!

## Checking for understanding

- “So, if I am understanding what you have told me, you are....(re-state the experience stated, feeling stated, and/or perception expressed.)
- (Dr. Phil and other TV hosts do this all the time.)

## Another Supervisor Skill: Questions



## Questioning Skills and Supervision

- The ability to ask questions may be the most important skill in the supervisor's repertoire
- We need to ask questions that generate thinking by the supervisee
- Questions should have a purpose and be carefully thought out before they are asked
- Questioning generates critical thinking and problem-solving for the Supervisee and less of us "telling" or "dictating" to the Supervisee.

## Current literature ...

- ... indicates that during conferences supervisors do **less** asking for ideas and suggestions than telling and giving opinions
- My goodness! WHY DO WE DO THIS???
- Thoughts?





## What types of questions can we come up with as Supervisors?

- **Predicting**
  - “What would happen if...”
- **Hypothesizing**
  - “How might you determine if ... if really causing ...”
- **Inferring**
  - “Given what the research validates about..., what techniques might be the most appropriate for...”
- **Problem-Solving**
  - “Given what we know about..., what techniques might you have attempted yesterday in the therapy group?”

## So, let us attempt to practice this skill of “questioning.”

- Gravitate towards someone near you!
- Try to generate at least 1-2 questions that would facilitate
  - Prediction
  - Hypothesis
  - Inferring
  - Problem-Solving
- Before you hesitate at this workshop exercise, remind yourselves that we do this **ALL THE TIME** with our students and clients, don't we?

## Supervisory Styles: Which One is Yours?

### • Mini-Scenario I

SR: Hi, Ann. How are you?

SE: Fine. Did you watch my session with Johnny yesterday?

SR: Yes, I did.

SE: What did you think about it?

SR: Well, I noticed that he still isn't able to produce /s/ in final position words. Let's see, if I'm right, he is able to produce syllables with a model from you. Is that right?

SE: Yes, but I'm getting frustrated. I'm not sure what to do because as soon as I give him a word, he goes back to his error, and I thought I did the treatment as you showed me.

SR: Well, I can give you some help. I'm sure that I can think of some strategies that would work with Johnny.

### • Mini-Scenario II

SR: Hi, Ann. How are you?

SE: Fine. Did you watch my session with Johnny yesterday?

SR: Yes, I did.

SE: What did you think about it?

SR: Well, why don't you tell me what you thought about it?

SE: Well, he still isn't getting those /s/ sounds in words. I'm not quite sure what to do.

SR: I can tell you are frustrated that things haven't worked out how we have planned. Let's see if we can figure out some things that might help Johnny produce that /s/ correctly.

SE: Okay.

SR: Okay! What kinds of strategies have you been using?

SE: I've tried everything! Do you have any ideas?

SR: First, tell me what you've tried.

What is the Supervisor communication here?  
support, blame, ignore, distract or problem solve?

**SR:** Hi, Ann. How did things go today?

**SE:** Johnny was off the wall today. His behavior just ruined my lesson plan.

#### Possible SR Responses

- He really is something, isn't he? (laughing)
- You sound quite frustrated. I know how hard you worked to prepare the lesson plan.
- So, what might you have done differently?
- You know, if you had used more fun materials he might have done better.
- Have you started the materials inventory yet?

## Before we finish up....

- Questions?
- Comments?
- Concerns?

## If you have further questions

- Please contact Rosemary Scott
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