

Advancing Anti-bias Practice Through Reflective Supervision

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**CHILDREN'S EQUITY
PROJECT**

Learning Objectives

1. Participants will learn about the core perspectives and processes of reflective supervision.
2. Participants will learn how reflective supervisors can create spaces that challenge consultants' biases and assumptions.
3. Participants will learn three practical strategies for increasing consultants' awareness of bias in self and others.

Agenda

- ❑ Welcome
- ❑ Reflective Supervision - Core Processes and Perspectives
- ❑ Embedding Equity at the Organizational Level
- ❑ Research Study on Advancing Equity in IECMHC - Consultant's Voices
- ❑ Mock Session
- ❑ Wrap-up



reflective
supervision
collaborative

The Reflective Supervision Collaborative's (RSC) purpose is partnering with communities and organization to enhance capacity to provide and sustain diversity, equity and trauma-informed reflective supervision and practices across systems.



Reflective Supervision for the Whole Job (Track I)



8 virtual live session
(4-hours each)



Off-line work
(14-hours)

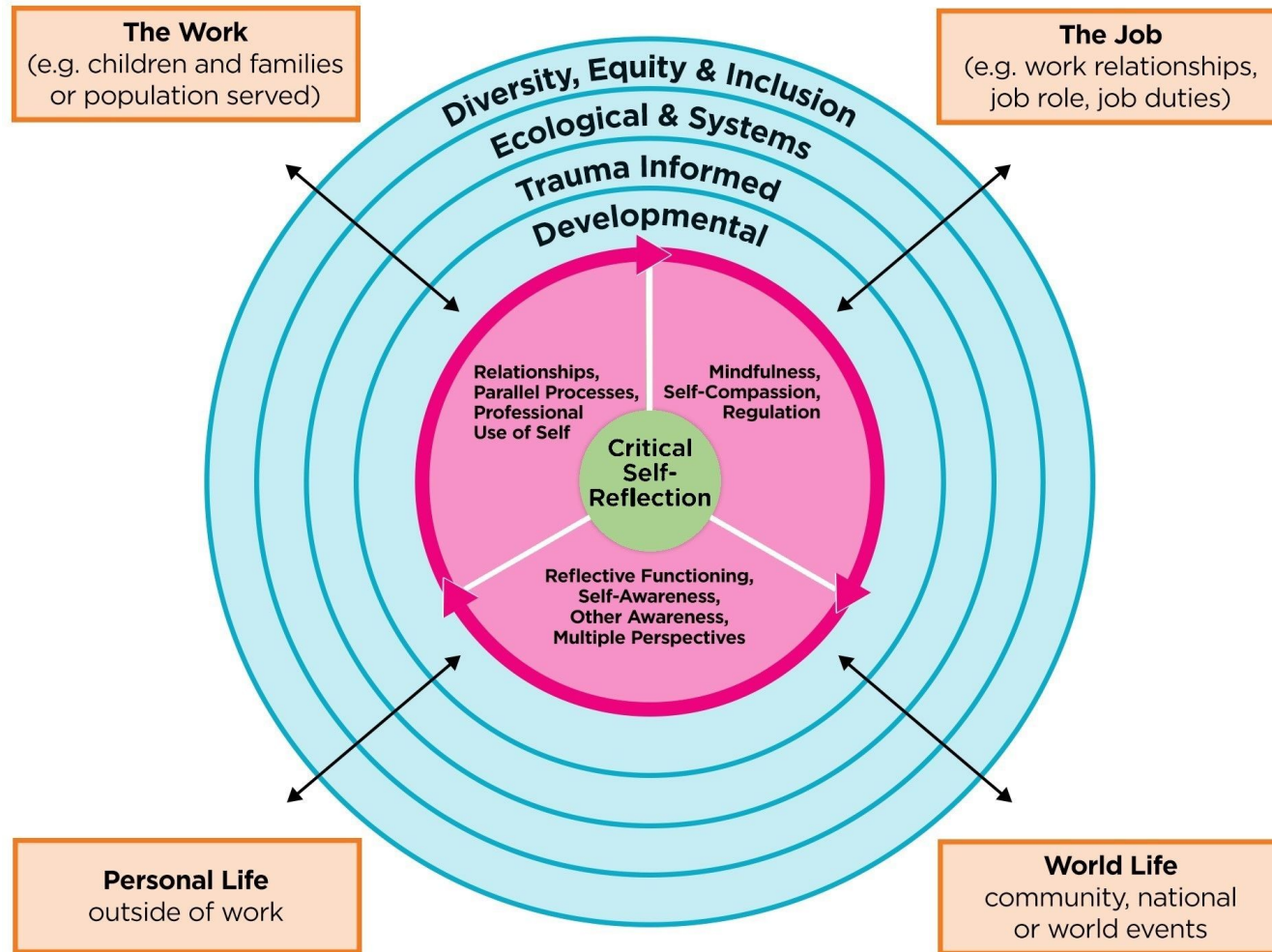


7 small group sessions
(1.5-hours each)



Unique Features

- Whole Job approach
- Diversity, equity, inclusion and social justice lens
- Trauma-informed lens
- Collaborative of RS leaders
- Works closely with local sponsors
- Learning materials and approach is highly interactive
- Opportunity to integrate concepts and practice



Participate Quote

“ I needed a framework, a touchstone, to be able to move my own practice forward. I feel like this course gave me that structure, and created a vision of reflective supervision that is so rooted in DEI principles that I can carry it with me into all the realms I move through with curiosity and wonder.”

RSC Core Processes



Interactional Awareness

Relationships
Parallel Process
Use of Self

Emotional Awareness

Mindfulness
Self Compassion
Regulation

Cognitive Awareness

Reflective Functioning
Self Awareness
Other Awareness
Multiple Perspectives

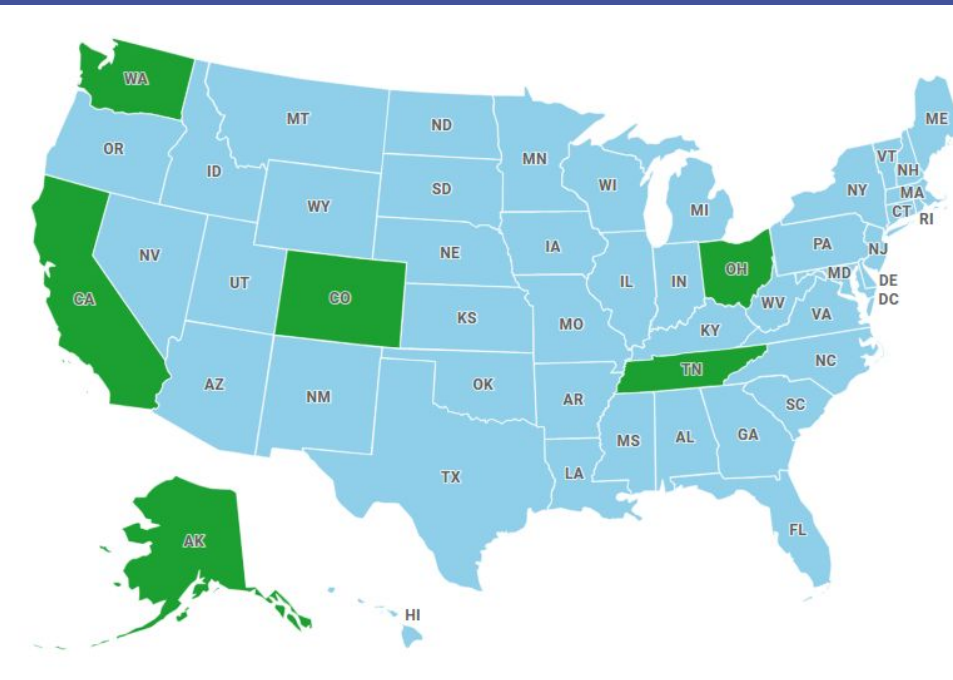
Critical Self Reflection



Noroña 2020; Noroña & Raskin 2020;
Thomas, Noroña & St. John 2019;
Hernandez & McDowell, 2003; Garcia,
Kosutic, McDowell & Anderson, 2009

Identify	Identify assumptions driving our actions
Question	Question the meaning and impact of our assumptions
Consider	Consider the impact of our personal, historical and cultural roots
Examine	Examine our own implicit and explicit biases
Explore	Mindfully explore any shifts or changes that might be made

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- Data presented on first 4 cohorts
- Fifth cohort in progress combined AK/CO

- 118 of 126 completed (93% retention)
- Data for 126 participants
- Mostly female (92%)
- Mostly White 68%; Black 11%, Hispanic 9%, and 2% Indigenous, 2% Asian, 2% Middle Eastern or North African, 2% Hawaiian or Pacific Islander

Demographics

- 91% provided services in English; 12% Spanish; 1% Somali
- 99% had some college
 - 59% Masters or Doctorate
- 83% had received Reflective Supervision
- 50% had provided Reflective Supervision
 - Most had been a reflective supervisor between 1 and 5 years
- Professional Role:
 - Administrative/Leadership (18%)
 - Early Childhood Education (18%)
 - Mental Health Clinician (17%)
 - Early Interventionist (13%)
 - Home Visitor (11%)
 - IECMH Consultant (9%)



POST Block

AGREE Deepened understanding of importance of relationships

AGREE Content relevant and meaningful to my work

Strongly
AGREE Instructors were knowledgeable

AGREE Opportunity to reflect on how race and culture
intersect with my work

AGREE Instructors created a positive learning environment

Participate Quote

“The course encouraged me to consider areas such as power differentials that may impact the supervisory relationship. I appreciate the facilitators and the coursework for helping me to expand my knowledge and reflection about who I am as a person and how I may show up to others.”



Satisfaction Items POST Track

- | | |
|-------|--|
| AGREE | • The concepts in this training were presented in a logical sequence |
| AGREE | • The instructors built a sense of community for the class |
| AGREE | • Instructors provided feedback that deepened my learning |
| AGREE | • I would recommend this course to a colleague |



Post Track – RS items

Very Much

- Increased my confidence as a reflective supervisor

Very Much

- Increased my practical skills as a reflective supervisor

Very Much

- Increased my theoretical knowledge

Very Much

- Increased my ability to reflect during interactions with supervisees

Very Much

- Increased my ability to reflect after interactions with supervisees

Very Much

- Increased my desire to actively develop my professional capabilities

Participate Quote

“How do I even describe this? The support from the beginning to end has been incredible. I feel grateful for all of the information and time for discussions. This has truly helped developed my work into the next level.”



Post Track DEI Items

Extremely

Very Much

Very Much

Very Much

Very Much

Very Much

- Presented information in a way that values diversity
- Presented information in a way that shows awareness of social justice issues
- Provided opportunity for me to reflect on how race and culture intersects my work
- Acted respectfully in cross-cultural situations
- Showed awareness of within group differences
- Promoted open discussion

Participate Quote

I loved the course. I really loved the Mentoring circles because we were with our cohorts, and they grew with us. We got comfortable and were able to begin opening up and helping each other through our own personal issues with management...I also enjoyed the Anti-racist readings. Being Black, I feel like living it is enough but reading about how to put into words what it is that I needed was amazing. It is not enough to just say “I am not racist” I need to see allies becoming anti-racist. That was such a wonderful ‘aha!’”

Additional Offerings

Foundational Training

- New to RS
- Several 3-hour modules (menu)
- 6 months of reflective process groups

Supporting Implementation of RS within Agencies, Organizations & Systems

- 6 3-hour modules
- 4 community of practice groups
- Participants are teams

Foundational Training

- Advanced trainings
- 2 to 4-hour workshops
 - Critical Self-Reflection: Finding Your Way to a More Inclusive Form of Reflective Supervision
 - Re-envisioning Authentic Voice Through the Lens of Critical Self-Reflection



THANK YOU!

Contact us at:

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Embedding Equity at the Organizational Level

Leah Eckley
**Smart Support: Arizona's Early Childhood
Mental Health Consultation System**



Smart Support: Arizona's Early Childhood Mental Health Consultation System

- Large ECMHC program with 65 staff (52 consultants)
- Serving all regions in AZ (tribal, rural, and urban)
- Services started in 2010 and we've served around 1200 child care providers since then.



Supporting the ECMHC Workforce

- NEO (“Consult U” - year long training program for new consultants)
- Reflective Supervision
- Group Supervision
- Book Clubs
- Twice yearly system gatherings
- Harris Institute- Infant mental health certificate program

Centering Equity Diversity and Inclusion

- Diversity Informed Tenets for working with
 - Interviews
 - NEO
 - Consult U
 - Ongoing Supervision
- Selected Readings for Book Clubs
 - Spotlighting our supervisor book club
 - Hardy, K. and Bobes, T. (2017), *Promoting Cultural Sensitivity in Supervision: A Manual for Practitioners*. New York and London: Routledge

Advancing Anti-bias Practice Through Reflective Supervision

Evandra Catherine



Research Question

In what ways have individual reflective supervision challenged your assumptions and views of your consultees?

Findings

Consultants reported that supervisors...

- ★ Challenges thinking, understanding
- ★ Raise potential equity issues (race, ethnicity, tribal, gender, program type, teacher/director characteristics)
- ★ Provide opportunities to engage in difficult conversations
- ★ Provide opportunities to reflect on bias/racism

Quotes - Challenges thinking, understanding

“It's her follow up questions. That helps me to challenge my biases, because then I do realize something. I'm like, you know what, I haven't thought about that. But now thinking about it, now that we're talking about it, I am seeing something within this ”

“She just kind of challenged me, you know, did the whole tell me more about that, And she just kept digging, digging, digging ”

Quotes - Raise potential equity/bias issues

“ With the questions that she's asking me it's broaden my perspective on certain things that are being shared, such as, when I share how a teacher is treating a child, she will ask me some challenging questions to see like where do you think that's coming from? Why do you think that's coming up for the teacher when the child is presenting these type of behaviors? So, the questions now in supervision are more challenging to gain an understanding of the equity within the classrooms.”

Quotes - Raise potential equity/bias issues

“ One of the questions was, does it seem harder to have that talk, because this is a male teacher. So we talked about bias. She asked, if it might be easier to talk about tone of voice if it were a female teacher. The fact that she asked and put it out there made it okay to really reflect on that and really think maybe there's something to that ”

Quotes - Provide opportunities to reflect

“Yes, [reflective supervision] does challenge me depending on the questions that the supervisor is asking me. I do notice that, well, she’s helping with being able to self reflect to reflect on the things that I’m sharing with her.”

Quotes - Provide opportunities to engage in difficult conversations

“What I'm really wanting and needing, when moments come up, where we're faced with oppression, or oppressive thinking, or practices, is space to lean into those conversations and have uncomfortable conversations”

Scenario

“I and my colleagues have noticed that teachers of color sometimes exhibit bias towards Black and Brown boys. They tend to be stricter and harsher with these children, often ignoring their behaviors and excluding them for their behaviors, complaining that they ‘move around a lot’ or are ‘too loud’ or ‘aggressive.’ I wonder why this happens and how I can address it with the teacher. I am aware of the research on Black boys and discipline, which highlights the prevalence of bias towards them (Gilliam). However, I am unsure of the source of these biases and beliefs, especially when they come from teachers of the same race.”

Scenario cont.

What are some of your wonderings?
What other factors might be at play here?

Consider issues of equity:
systemic, organizational, structural (i.e.
curriculum, emotional climate,
classroom schedules, classroom
transitions, environmental)



Breakout Questions

- What did you notice about the mock session?
- What seems easy?
- What seems difficult?
- What do you already do in these situations?



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