




**Reflective practice in natural environments:  
Supporting family & child care providers**

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### Why promote reflective practice?

Helps refocus providers.... 


- from *directing* a child in 1:1 sessions to.....
- *supporting* a family to help their child participate in home/community life.

*HO: How am I supporting families in EI? (Hanft, 2007)*

### What is EI reflective practice?

- Observing, registering and reacting to
- Actions + Interactions *(of self, child, family, caregivers etc)*
- Affecting how EI services/supports are provided and experienced *(by self, child, family, caregivers etc)*

	Supervising (Directive)	Supervising (Reflective)	Mentoring	Coaching
Purpose	Achieve program outcomes & employee performance	Build/maintain relationships for growth & learning (of self & infant family)	Promote professional/personal growth and advancement	Support partner's reflection to enhance performance in specific context
Process	Evaluate Monitor Train Document	Dialogue Parallel process Reflection	Nurturing Advising Networking (may also use coaching)	Observation Action Reflection

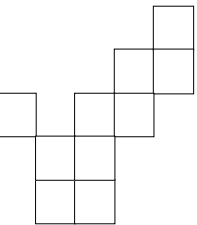
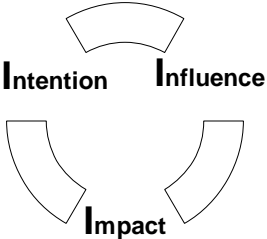
**Findings from *How people learn..***  
*Bransford et al, 2000* 

**C. To develop competence, EI providers must “learn with understanding and develop usable knowledge”**


- “Active involvement” of providers in learning new knowledge or practice is essential for understanding and mastery- and change in behavior (*Pg. 9*)

**Reflective practice focuses on....**


Considering the “I” in the three “I”s:




**Key components of reflective practice:**

Listening 


**Levels of listening** *Whitworth et al, 2007*

- 1. Internal- awareness of self**
  - What does this info mean to me?
  - What should I say/recommend?
  - OK for client to listen at this level
- 2. Focused- on partner**
  - What is client saying, what is my reaction and how was it received?
  - Demonstrate empathy, clarify what client says/means

**Focused listening**  **understanding about what provider/parent....**

- **Wants to learn/do**  
*and how this will lead to improved outcomes for child and family;*
- **Builds on what partner already knows**  
*and needs to learn/do, that is role appropriate*

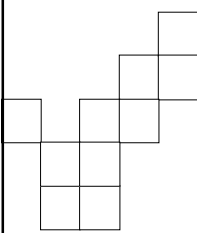
*Findings from How people learn..*




A. **“Active learning” within a specific context is key- help partners take control of their learning by:**

- *identifying “what is understood and when more practice/info is needed”*


*Bransford et al, 2000*



**Key components of reflective practice:**

Reflection and Self-discovery 

*Findings from How people learn..*



- **EI providers come to early intervention with preconceptions about parenting, child development, their “proper” role etc**
- *If initial ideas/beliefs are ignored, there may be unintended consequences about what is learned...*
- *Find out what a provider already knows and believes, and provide opportunities to **build on**, or challenge, initial understanding (pg. 10)*

*Bransford et al, 2000*

### Reflection is rooted in open-ended questions

- Self-discovery distinguishes reflective supervision & coaching from teaching & consultation
- Focuses on retooling a strategy or interaction as it unfolds, then reassessing progress:
  - Reflection **in** action
  - Reflection **on** action
  - Reflection **for** action

*Schon, The Reflective practitioner, 1983; 1987*

### Reflect with partner by asking probing questions-

- Ask “wh” questions- who, what, when or where.
  - “what did you hope the child would do?”
  - “what happened when.....?”
  - “what else might work....?”
- Avoid placing blame by asking “why?”

### Open-ended (probing) questions

*Rush & Shelden, 2008, Framework for reflective questions.*

<b>Awareness- what partner already knows</b> <ul style="list-style-type: none"><li>■ What is your current understanding..?</li><li>■ How did you come to believe this...?</li><li>■ What happened when you...?</li><li>■ How effective was it...?</li></ul>	<b>Analysis- match between what is and could be</b> <ul style="list-style-type: none"><li>■ How does it compare with what you wanted...?</li><li>■ What do you now know after trying...?</li><li>■ How consistent is this with ..EBP?</li></ul>
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### Open-ended (probing) questions

*Rush & Shelden, 2008, Framework for reflective questions.*

<b>Action: who will do what between now &amp; then</b> <ul style="list-style-type: none"><li>■ How are you going to put that in place?</li><li>■ What do you plan to do?</li><li>■ What options would get the best result?</li><li>■ What supports do you need?</li></ul>	<b>Alternatives: Options to reach goals</b> <ul style="list-style-type: none"><li>■ How else might you learn/practice...</li><li>■ What might make it work better next time?</li><li>■ What else might you do when...?</li></ul>
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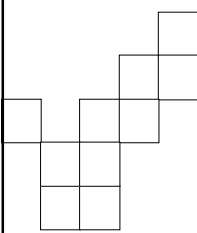
**Asking open-ended questions:**

- Invites reflection & discussion:  
*To parent: "What works to help Wang calm down when he starts yelling?"*  
*To provider: "How did you react when his mother told you...?"*
- Rather than making decisions for someone:  
*"Try this..." or "Do this..."*


**When it's time for feedback, start with what's going right.**

*To provider: "I've noticed that you are spending more time trying out strategies with families."*

*To parent: "When you ---, Carly really sits still longer."*




**Key components of reflective practice:**

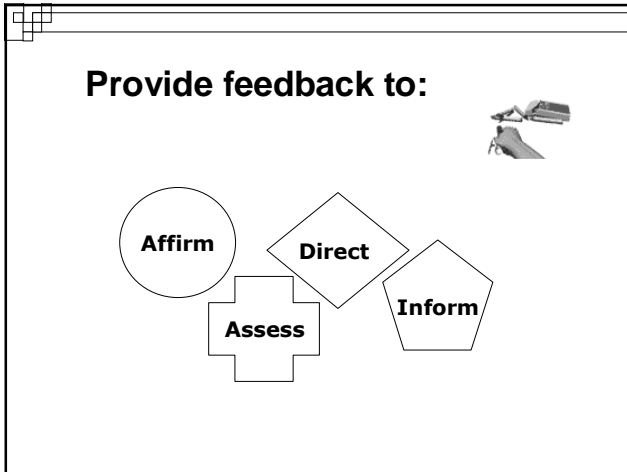
Feedback 

*Findings from How people learn..*

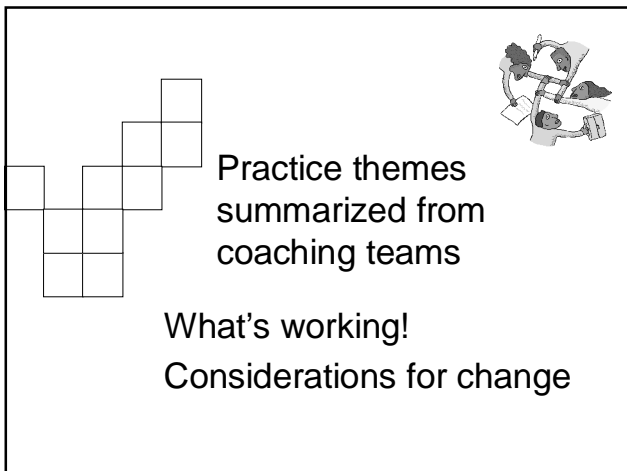
*Bransford et al, 2000*



- There are **times** that "teaching by telling can work extremely well" (pg. 11)
- **However**, adding info/ideas comes **after** a provider/parent has reflected on his/her actions, observations, or practice of new skills



- Feedback begins with...**
- **Supportive comments** based on direct observation of partner (or reported actions)
    - “You found a great way to calm him before he eats so he can keep more food down.”
  - **Then adds info/resources** to help partner expand his/her understanding of an issue,
    - “When you nestled him into the corner of your sofa, you supported his back. Then he was able to pick up his toys much easier.”
    - leads to joint planning of new ideas/actions.



- Summary of EI practice themes**
- What’s working!**
- Used natural learning opportunities with a family’s home (*vs. do a session with child*)
  - Encouraged parent’s efforts to promote their child’s development (*vs. praise child’s progress only*)
  - Invited family engagement throughout visit (*vs. expect specific level of parent involvement*)
  - Collaborated with colleagues to share info and support families (*vs. co-treat in a session w/o engaging parents*)

*Summary of EI practice themes*  
**Considerations for change**

**Difference between feedback & reflection**

- **Reflective prompt:** *“How does Jake like to play with his brother?”*
- **Feedback:** *“I noticed when his brother came over to play with his cars, and we took turns driving them across the table, Jake made a lot more sounds.”*
- **Reflective prompt:** *“What other ways does he imitate his brother?”*

*Summary of EI practice themes:*  
**Considerations for Change**

**Connect feedback/info with parent’s comments and questions**

- *Mother shares, “He’s eating crackers now!”*
- *Provider reinforces the strategies the mother implemented-*
  - *eating meals together gives child opportunity to see others try new foods, and try them himself.*
  - *conversation can shift to talking about expanding context for mastery e.g., eating new foods at grandma’s house, child care or restaurant.*

*Summary of EI practice themes*  
**Considerations for change**

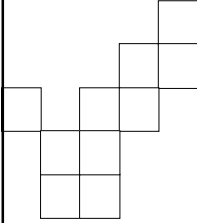
**Encourage engagement by inviting parent(s) to help watch for specific responses**

- *helps parents learn to read their children’s cues (an important foundation for implementing strategies)*
- *gives quiet or shy parents a focus for interacting with you. “Today, let’s look at how Janelle is beginning to make choices when offered two different toys. This is one of her outcomes on your IFSP” (Show them the IFSP too).*

*Summary of EI practice themes*  
**Considerations for change**


**Reflect on how staff and parent interact during a typical family support visit**

- *Beginning of visit: Where do providers sit, and what to you do first?*
  - *Immediately sit on the floor and begin playing with a child?*
  - *Or sit on a couch or at a table with a parent and review what happened with trying out strategies to reach specific outcomes since your last visit?*
  - *Then develop an agenda with a parent for this visit?*




Group discussion

Self assessment formats & tools




*Summary of EI reflective practice themes*  
**Program Practices: Considerations**

- *During visit:* How and when do you invite family members to observe and influence child actions/interactions?
  - Invite questions/comments throughout your visit (not just at end)?
  - Consider how different families play and “hang out” (e.g., on the floor with toys, go to a playground, watch TV, snack) ?
  - Talk about family interests (e.g., Mother plays the piano, sister loves anime) and how to link your suggestions to their interests?
  - Practice with family members how to use suggested strategies & activities during various routines and contexts?



*Summary of EI reflective practice themes*  
**Considerations for change**

- *Conclusion of visit:*
  - Do you invite a parent to help determine “What worked best today to encourage Jabor to make sounds?”
  - Do you summarize what each of you will do until your next visit (e.g., You will look up information, find a website; parent will continue with selected strategies).
  - This becomes your starting point for discussion at your next visit.



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