

## Reflective Supervision: Putting It into Practice

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Angie Godfrey: Good afternoon. I'm Angie Godfrey, Infant and Toddler Program Specialist at the Office of Head Start. Welcome to "Reflective Supervision: Putting It into Practice." Reflective supervision is widely recognized in the early childhood field as an essential professional development tool for supporting effective work with very young children and their families. As we all know, work with vulnerable infants, toddlers, and families can be fast-paced and, often, emotionally intense. It is important that staff have a regular time and place to process their experiences, thoughts, and feelings about our very complex work.

Reflective supervision allows providers and supervisors time to come together in a meaningful way to reflect on the work, share ideas, and think about possible next steps. It provides a secure environment where staff can discuss the very real challenges of their work as well as their own vulnerabilities. The provider and supervisor collaborate to explore the meaning of experiences with children and families, and work together to address problems that might arise. All of this ultimately supports the children and families with whom we work. A mutually respectful, collaborative relationship between a supervisor and a provider serves as a model for the relationship between the provider and the parent and between the parent and the child. Reflective supervision is, in other words, a "parallel process." Supervisors help providers recognize their strengths and cope with stresses and challenges in their work, just as providers offer opportunities for support and growth to parents. Parents, in turn, are strengthened to support their child in a healthy and positive way.

Like everything we do in Early Head Start and Head Start, and Migrant and Seasonal Head Start, reflective supervision is grounded in relationships. Babies come to know the world in the context of relationships, those with their family and caregivers. Because the Office of Head Start believes that reflective supervision is such an important professional development tool, we have provided several resources to support programs in implementing this practice. We recently asked the Early Head Start National Resource Center to send three materials to every Early Head Start and Migrant and Seasonal Head Start program and to every federal regional office. They are: One, "Learning through Supervision and Mentorship to Support the Development of Infants, Toddlers, and Their Families: A Source Book," often referred to as the yellow book; Secondly, "A Practical Guide to Reflective Supervision;" and third, "Emotional Connections: How Relationships Guide Early Learning." If you haven't received these yet, they should arrive shortly. We will be referencing these materials throughout this webcast and I encourage you to spend some time reading them and using them with your staff.

In addition, the Early Head Start National Resource Center hosted an audio conference in January on setting a foundation for reflective practice in your program. This audio conference, which helped highlight the value of reflective supervision in Early Head Start and Migrant and Seasonal Head Start programs, will soon be available on the ECLKC and on the Early Head Start National Resource Center

website. We hope this webcast and the resource materials will help you understand more about the importance of reflective supervision, and you will gain some practical tips on how it can be successfully implemented in your program to support staff, children, and families. Thank you. Lillian?

Lillian Sugarman: And thank you, Angie, for that wonderful introduction. And thank all of you for joining us today. I'm Lillian Sugarman, the director of the Early Head Start National Resource Center, and I'll be your -- your webcast moderator. We're going to be talking about reflective supervision, as Angie said, and how to put it into practice so that it's a regular part of your Head Start, Early Head Start, or Migrant and Seasonal Head Start program. Our goal is to help you learn some key reflective supervision strategies and to identify some potential challenges to implementing -- implementing reflective supervision and how you might overcome them. To assist us in doing that, Angie and I have a great panel of experts here with us today.

First, we have Rebecca Shahmoon-Shanok, Director of the Institute for Infants and Children and Families at JBFCS in New York City. Rebecca also is a clinician in -- in private practice and an expert in reflective supervision, particularly in how it is used to support practice with very young children, their families, and the providers from across disciplines and systems who work with them. We're also joined by

Lucia Pagnali, Social-Emotional Wellness Coordinator at the Lourie Center Early Head Start program in Rockville, Maryland. The staff at the Lourie Center Early Head Start program have been receiving regular reflective supervision from a psychologist consultant since 2007. So, Lucia has a lot of direct program experience with reflective supervision and how it's benefitted her staff that she can share with us today. So welcome to both of you.

We did something special for this webcast. A few weeks ago, we asked Rebecca to conduct a reflective supervision mini-training for a diverse group of providers. They included a teacher, a program director, a family support worker, and others who work in direct -- different capacities and who represent a variety of program options in Head Start and Early Head Start. They spent an afternoon with Rebecca discussing reflective supervision and, together, putting some strategies into action during some role plays. We filmed this session so that we could share some of those clips with you this afternoon.

Also in the weeks leading up to this webcast, many of you have been sending in your questions about reflective supervision. Now we'll be weaving our responses to some of those questions into this webcast, but if you still have questions we encourage you to send them in; and you can type your questions into the Q&A field on the right side of your browser. You may also send any comments about this webcast or suggestions you may have to the email address you see on your screen now: [ehswebcast@esi-dc.com](mailto:ehswebcast@esi-dc.com). Oh boy. Okay. In addition to your questions, we want to hear your feedback, and in the next few days you will receive a brief evaluation by email. We ask that you complete that evaluation and provide us with your feedback so we can continue to develop webcasts that meet your needs. There's also a viewer's guide to this webcast that can be downloaded from your viewing screen.

Angie, to start off our discussion, could you, once again, define reflective supervision for those who might be new to this? What exactly is reflective supervision?

Angie: Thank you, Lillian. Sure. There are several definitions of reflective supervision. The one that I'd like to use actually comes from Rebecca and can be found on page 8 of "A Practical Guide to Reflective Supervision," in her great chapter called "What Is Reflective Supervision?" It has a long history; it was originally published in 1991 in the ZERO TO THREE Journal, and then also appeared in the 1992 yellow book, "Learning through Supervision and Mentorship." It says: "Reflective supervision is a collaborative relationship for professional growth that improves program quality and practice by cherishing strengths and partnering around vulnerabilities to generate growth." In other words, it is the practice of meeting regularly with staff members to discuss the entire range of their experiences, thoughts, and feelings about their work in a supportive and collaborative way.

Several of you wrote in and asked us to explain how reflective supervision is different from other types of supervision, such as administrative oversight, casework reviews, and monitoring of time cards. Those forms of supervision and oversight are all important, and they're all part of the bigger piece of what supervision is, as is reflective supervision, which is -- has some different characteristics. Reflective supervision is characterized by three key elements: first, reflection; collaboration; and then third, regularity.

Reflection is stepping back to consider the work from multiple perspectives, including what you and others observe, think, and feel. It's taking time to process and discuss with another person, or several others, the work you did with an infant or family, including what you observed, what you thought, and what you felt while you were doing it. Collaboration is the respectful, mutual exchange between the supervisor and the provider. It is a partnership that emphasizes safety, respect, confidentiality, and honesty. Regularity refers to predictable routines and frequency.

Typically, the supervisor and the provider mutually agree on a set schedule for reflective supervision and a safe place free from distraction and interruption. The phone is turned off, electronic devices are put away, and a sign is put on the door saying, "Do Not Disturb." One of our viewers wrote in to ask, "How is reflective supervision different from having an open door policy?" This is very important. Reflective supervision is not something that's done sporadically. It is worked into the regular calendar as an essential part of the work routine and given the focus of both the supervisor and the supervisee's attention.

Lillian: Thanks, Angie. Well, is there anything that the rest of you would like to add or expand on? Lucia, how do these elements play out in your program?

Lucia Pagnali: Well, in our program, we do meet on a regular basis. Our psychologist consultant meets one-on-one with me two, or sometimes three, times a month, and with the direct service staff she meets twice a month. Recently, because of budget cuts, we've needed to cut that back, cut back to

about once a month; but with the new budget we are hoping to go back to the twice a month schedule. We will do without something else because we think it's that important.

And it is truly a collaborative process. Our consultant usually elicits more information from us. We might present a situation with an infant or a family that we're working with, and she'll say, "Let's think about where that family is coming from," or "What else have you done with them," or, "How do you feel about that situation? How does that impact you, really?" Sometimes she'll make suggestions to me like, "This sounds like a mom who may be depressed. Does -- does that make sense to you? Do you think that that's what you're seeing now? Have you done a depression questionnaire? And what did it show? What does it say?" So I'll listen to her suggestions and feedback, and there's a lot of back and forth. We work on it together. She might suggest an approach for handling a situation and I -- I might say, "That approach doesn't seem quite right to me, and here's why." So we follow the thread together and we're both equally committed to the process, and I feel like we're really partners in it.

Lillian: Oh, thanks for sharing that, Lucia. Angie, can you tell us more about the purpose of reflective supervision and why the Office of Head Start thinks it is such an important tool for effective practice?

Angie: Sure. As I mentioned in the introduction, when you work with infants and toddlers and their families, or with expectant families, the work is often fast-paced and challenging. There can be a lot of change and a lot of uncertainty, and it can be emotionally taxing. Reflective supervision allows providers to process their emotions and behaviors in the context of a safe and supportive relationship and go back to the work feeling replenished and fortified. Often when we talk about reflective supervision, people will say to me, "How do we find time to do it?" But I always ask back, "How do you have time if you don't do this?"

If you take the time to meaningfully reflect on the work you're going -- you're doing with young children and their families and how to expand and nurture the skills of each person who works in your program, it makes everything go much more smoothly. The work becomes regulated. Not easier, because we all know the work is not easy. But we know from both research and practice that taking the time to reflect on the work allows us to do a better job of serving children and families, and a better job of supporting each other in the workplace.

It is important to know that reflective supervision is grounded in the Head Start Program Performance Standards. As you see on this slide, Program Performance Standard 1304.52 (a)(1) says: "Grantee and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support." While this Standard does not explicitly use the word "reflective supervision," it does talk about the need for a structure that supports staff functions and responsibility. And there is an expectation of quality. When the Standards say that you must have "adequate mechanisms for staff supervision and support," it means you have to have a system in place. You need to plan for supervision and factor it into the structure in which you work.

It's so important that reflective supervision is a part of that system. Reflective practice helps each staff member know what his or her job is, how to accomplish that job. It's a matter of talking about what our goals are, how we want to work together to ensure those goals are met within the quality of the Head Start Program Performance Standards and within your program. This is very difficult work that we do. Staff need to know who they are, what they bring to the job in terms of background and skills, and how they can grow personally to serve babies and families. Reflective supervision is a powerful process. It helps us to do our work. Thank you, Lillian.

Lillian: Thank you, Angie. Rebecca, I know that in the session we taped earlier, that I mentioned earlier, you and the other participants talked for some time about what reflective supervision is and what it means. Before we take a look at that video clip, I wonder if you could you tell us a little bit about what you were discussing on that day?

Rebecca Shahmoon-Shanok: Sure, and thank you, Lillian, for the chance to be with Early Head Start, which I so admire. So, in that afternoon, we talked about the history of reflective supervision in the early childhood field. I shared with them the concept of reflective supervision, and that it was based on the understanding that all of us who work with very young children need a place, a sanctuary, where we can reflect about our work in privacy with a colleague. That reflection needs to be regular, it needs to be collaborative, and it really needs to be trustworthy.

That last part about trustworthy is very important because the work improves when we feel safe enough to show and consider our worst and our best with someone who supports us and helps us to gradually become more and more resourceful. This idea isn't new; it grew out of a form of supervision commonly used in the mental health fields. Everybody who gets preparation in the mental health fields has many years of supervised work with a mentor, where we process our thoughts, our feelings, and the behaviors in the work we do.

This book, "Learning through Supervision and Mentorship," was published in 1992 to discuss thoughtful supervision that's reflective, collaborative, and regular, as Angie said. And it's the first book that addresses the idea of a safe, collegial, step-back process for people from across systems and disciplines who work with very young children and families. So, after I shared that history with the group, I asked them to talk about what reflective supervision means to each of them. So, let's hear together their very interesting responses.

[Video begins] Kia McCoy: I think, for me, what it brings to mind is just thinking beyond the day to day tasks, thinking beyond the actual things that need to be accomplished. We're thinking more of the process -- what is the process in which you go through to interact with this person, this parent, this coworker? -- rather than just thinking I have to interact with this person; I have to interact with this coworker; I have to talk to this parent. Think about, "All right, what's the process in which I should approach in interacting or dealing with this situation, or interacting with this person?"

Rebecca: Mm hmm, mm hmm. And other thoughts about this word, "reflection?"

Chastity Lewis: For me, I think of a collaborative effort between two individuals, one being a person of authority. And it is a means of goal-setting and searching internally and deeply, like -- like you mentioned thinking about process, but it also is meaningful to the person who is the supervisor because you also get a chance to see process from -- from the standpoint and how it's -- how -- how it impacts another individual. So I think it's a very important thing for both people involved; that's why I think of it as a collaborative experience.

Carol Nolan: And -- and for me, in the -- in the Head Start programs that I've worked in and the staff that I've worked with, it always felt like supervision was a task that I needed to complete. And how many could I do in a month, and how many could I do in a week? And was it really -- and was it really effective? And taking time to really listen to what teachers and family service workers and other staff had to say. And not listening just for listening, but as I was listening thinking about how I was going to respond to what I heard instead of the script: covered that; check; check; sign. So for me, it -- it took on a whole new meaning, and I felt that I needed to meet with staff less. But the times that I met with them was -- was so much more information.

Rebecca: How did that change happen for you?

Carol: A lot of the change happened with me because I was getting feedback from staff that they weren't really looking forward to supervision meetings with me. [Laughter] So -- so I listened. I listened. I was able to take that constructive criticism and say, "Well, Head Start -- you know, we have certain requirements. In any program there were requirements of how many meetings you had with your staff and -- and paperwork, we all know, was important part of the documentation. And I started looking for feedback from them in being able to alter the manner in which I was giving them feedback. And so I took their constructive criticisms...

Rebecca: So they held up a mirror for you.

Carol: Oh, they held up a big mirror for me. Oh yeah.

Rebecca: So, other people...

Robin Waters: I look at it as growth and development not only for the -- the supervisor, but the supervisee. Being in a supervisee position for several years, I just saw how I grew and grew and grew and grew. I was rebellious in the beginning, but I remember supervisors just encouraging me and helping me build that self-esteem. And as more self-esteem you build in your supervisee, the more empowered they become. And just allowing them to think about the process and go through the emotions, and not be critical. But if they need to come in your office and sit and cry for 30 minutes first, let them cry, listen, let them cry, you know. But eventually, have the reflective piece where -- you know, what -- what do you really think? What -- what -- how -- how can you handle this battle tomorrow with

this individual and -- and they -- they'll leave basically answering their own questions once they go through the emotions, you know. And -- and it works. It really works. It -- it's just being patient and considerate of others.

Barbara Curtis: And Rebecca, Carol and Robin said two things: that staff weren't looking forward to the supervisions; and then having staff just come in and be what they needed to be, if they needed to have an emotion to let them have that. I think -- I -- I had the luxury with reflection, or reflective practice is what we call it, as being a consultant coming in to a program, and that's what we did. We're valuing you first as a person who's in this tremendous job trying to do this tremendous work. But for us, the reflection piece was a stepping back -- stepping back, stepping out, and then just looking again at something that was done or said or -- or another way to do something. So we took time to do that. And trust was a big part of -- of the reflecting. [Video ends]

Lillian: Wow. Rebecca, you must have created a very safe environment. They were so generous and thoughtful in their comments. And several of our viewers have asked us to talk about specific strategies that are used in reflective supervision, what it looks like, and how supervisors can reassure staff that it is safe to share their thoughts and feelings.

Rebecca, during your session you did two role playing exercises where you modeled reflective supervision strategies. And we'd really like to take a look at some of those clips, but before we do it, it might be helpful for you to go over some of the strategies that are used in reflective supervision so viewers know what they should be paying attention to when they watch. Would you do that?

Rebecca: Sure. It's a great idea. Many of the strategies that supervisors can use to help supervisees feel safe in sharing their thoughts and feelings and to promote the supervisee's ability to be effective are highlighted in Chapter 3 of "A Practical Guide to Reflective Supervision." For example, expressing curiosity; this means that the reflective supervisor listens deeply, which is inviting. It means being inquisitive and open to what the supervisee says. If you're the supervisor, you might show this by asking open-ended questions to draw out the supervisee. You might ask questions to make sure you heard correctly, for example. You could say, "Did I hear right when you said such and such?" Or to make connections: "Do I remember that last time we met you said something else about this mother along those lines?" Being curious is a way to tolerate your own uncertainty or confusion as you listen. It's a way of tolerating the anxiety that could grow inside of you. So instead of jumping to conclusions, you get more information and then that helps to -- both of you in understanding.

Another strategy in -- in Chapter 3 is thinking and feeling. This means that the reflective supervisor allows herself to have thoughts or feelings in response to the stories that the supervisee shares. For example, a supervisor could feel anger, and she needs to hold that feeling while she opens the discussion to learn where the supervisee is coming from. So, she's opening her thoughts and her feelings towards the supervisee. If the responses don't relieve the anger then the supervisor tries to let the person know, hopefully with tact and concern and in a way that invites further thought. And if it goes

further and there's a rupture, that's okay, there are always ruptures between people. But there needs to be a repair, and that's also addressed in the book, "A Practical Guide to Reflective Supervision."

So another strategy in doing reflective supervision is showing compassion. This means remaining nonjudgmental, being emotionally present, and being empathic in response to what the supervisee tells about the young children and their parents, or about another team member, or about herself or himself. It means identifying with your supervisee in each situation while also developing your own insight. You might show this by validating what the supervisee says, offering affirmation, or using your words and body language to convey your compassion for the persons involved. It could be a simple head nod. It also means allowing the supervisee to express herself without criticism, without your offering any judgment. Your teaching can come later on.

Another example of a strategy and an approach is promoting shared attention. This means noticing and wondering about the experiences of the young children and parents, and of the provider, and responding to those as you listen to what your supervisee tells you. To build trusting relationships, reflecting supervisor -- reflective supervisors need to be trustworthy. They need to be regularly available, open, attentive, and respectful listeners, and they enable their supervisees to discern and express their feelings about the young children and parents or the other staff members with whom they work. It's a relationship that's mutually developed. It's co-constructed so that the strategies just identified work for both supervisors and supervisees. So as a supervisee, a person can also: remain curious by keeping an open mind; be open to your thoughts and feelings; come ready to share details of your thoughts, feelings, behaviors, and concerns; be willing to explore the relationship of your feelings to the work you're doing and the young children and families; and also, feel free to ask questions. For example, questions that help you understand what your supervisor thinks, and about the relationship between the two of you, and the work that you're doing with children, families, and teammates.

Lillian: Thank you, Rebecca. You've just given us lots of strategies to understand and consider. And I'd like to show a few clips from your session where we can see some of these approaches in action, so we'll be looking at some scenes from a role playing exercise you led and then a debriefing where you all discussed it. Could you set this up for us? What was the role play all about?

Rebecca: Sure. In the first one we're going to see, I asked two of the women, Chastity and Barbara, to play the parts of two Head Start providers -- this was something that came from them, a dilemma that came from them -- a Head Start lead teacher who's fairly new to the program and has her degree in early childhood education, and an assistant teacher who has her CDA plus 11 years of experience at that center. In the role play, the two staff members are experiencing a fair amount tension with each other, both in the classroom and outside the classroom, and I am bringing them together for a reflective supervision time.

So, we recognize the situation is different from Early Head Start, where there are no assistant teachers, and we don't want anybody to be confused by that. However, we chose it because in all program settings there are sometimes challenges and frustrations which can occur between any team members,



no matter what their role is. So we thought it was relevant to include this role play, even though it reflects a situation in a Head Start specific rather than an Early Head Start setting.

Lillian: Thanks, Rebecca. And as we watch it, we'll look for some of the strategies you described earlier: listening deeply; being curious; asking open-ended questions; being compassionate; offering affirmations; and inviting the supervisees to express their thoughts and feelings. Let's take a look.

[Video begins] Chastity: "I totally welcome Miss LaShaun into the classroom. I have been here at this center for 11 years and I totally know what it's like to have to work with a lead teacher, but I'm having some difficulty working with Miss LaShaun. I think she hides behind the fact that I know what to do and she -- she doesn't take the initiative that I feel that she should, especially because she's the lead teacher."

Rebecca: "So you -- you're frustrated in some way..."

Chastity: "I'm very frustrated right now."

Rebecca: "And so, I'd love to hear from you."

Barbara: "Well, I'm a little surprised that Miss Sandy feels that way, because we have our meetings, our planning sessions, and she never expresses that concern to me. We could -- that is something we could work on together. However, my opinion is different. I feel that Miss Sandy is doing a lot of undermining. She does know the program a lot better than I do; she's been there for 11 years, and I celebrate that. However, I do feel that she undermines me. Things I don't know, that she could help, but she trips me up by not helping."

Chastity: "This is the thing, Miss LaShaun. When I do tell you, you think that -- or you act as if I'm just acting funny or I'm trying to tell you something as if I'm your mother-figure. And that's an issue for me because if I give you suggestions, whereas you don't offer any, you find -- you find that to be a problem."

Rebecca: "So this is really a great thing that we're having this meeting, because I can see that both of you have strong feelings. You've been working together; it's sort of like an arranged marriage, except that neither of you wanted to get married particularly but here you were. And you were hired; and you've been here a long time. You didn't have much say about who was going to be hired and you're faced with a partner that -- where there are misunderstandings. And it seems as though the misunderstanding's going in both directions.

So we have time, and let's take this time to figure out what's hurting. Because when people are upset with one another, it's generally that something is really hurting their feelings or insulting them, or making them feel like somebody is being competitive with them, or something like that. So I would ask you to now change the focus of what each of you are saying 'til... What you've said so far is about how the other person makes you feel, and it's sort of about the other person. Could you speak now with an

"I" -- with "I" statements? This is how I'm feeling and -- about this situation and this is how I would like it to be. If you can get that far in the next piece of what we're doing..."

Barbara: "I -- I feel disappointed because it's not just our relationship, it's the children. They're watching. So I feel disappointed that we're not bringing more to this -- to their learning experience."

Rebecca: "You have ideas that have come from your experience. You see what you believe works, and you think that the person who's designated as the lead teacher, who incidentally is getting paid more than you even though you've been here for 11 years because they have a degree -- she, in this case, has a degree. So she's coming in, you know, because she's designated as the lead. She's not following what you're saying, maybe partially because you're the one that's saying it for all we know, or may -- may not be the case in your case but it may have been with some of your predecessors."

But it seems to me like this is where the challenge is, is what you have in your mind that you think works and what a new person can come in and add to it and feel like she has something that she's bringing that's -- that she has confidence in. So I want to sort of pause here because a lot has already been just said and you've been -- had to be quiet for a little while. So where are you? What are you thinking about this part of what we're saying?"

Barbara: "Well, I have always been a team player. I applied for the job as the lead teacher, but I had hoped to be able to work as part of a cohesive team with you. But again, I just feel like you undermine. You undermine. You -- you watch me trip over things or you sometimes even set traps for me to trip over, and then you -- it's almost like, "See, you know, I know better. She doesn't know." And even the sidebar with the parents, you know, and... So, I would love to work with you, but I also have to trust you."

Rebecca: "So in that -- what you just said, I hear you also being very frustrated. So one of the things I could say that you have in common is you're both frustrated and you both really want to stay here, and you both want to make things better for the children. You -- one of your first things that you said was that you wanted to have a peaceful classroom and show a peaceful, cooperative team."

Barbara: "Exactly, exactly."

Rebecca: "And you're nodding your head you feel the same way."

So now maybe we'll have our witnesses come back to our table and we'll talk about what you observed, what you noticed. I could have had you change places, do each other's roles, and then you would've really had a chance to see it from the other person's eyes. So I -- but this already -- it -- it -- it helps you to really see from other people's eyes, and that's the trick of all of this work is to be able to keep your own eyes but also see through other people's eyes. And that's what we want mommas to do with their kids. We want them to be able to say, "No, you can't have that lollipop," but do it in a way that the kid feels that they're on their side, not that they're saying, "No, you can't have this lollipop." All the

difference. What did -- what did you see? And also, of course, the two of you, whatever further thoughts you've had and observations about what we just did, let's hear them.

Kia: I think what really struck me was you actually -- you actively listened, and instead of... A lot of times we get caught up in the day to day, the -- the gossip and the back-talking, because it's -- you know, as administrators you hear 90 percent about what's going on, really nothing surprises you. You know if these teachers are not getting along. You know about it, and you know the little nit-picky things, but one that really struck me is you were like, okay, gossip aside, nit-picky things aside, the rumors aside, all that aside, let's get down to the core of what you are feeling and the core of what you are feeling as individuals and finding that common place. Because, at the end of the day, both of them were frustrated.

Carol: One of the things that was really powerful for me when I was -- when I was listening to Chastity was... She was -- she was making her statement and she was letting it be known that it didn't matter that she only had a CDA, but those 11 years really made a difference. And even though she was trying to show respect for the lead teacher and what that role brought, she was really the lead teacher. And she made it clear when she said, "She's not following my lead. I know this, she just ain't following me." And her body language, the way she turned just a little bit to make sure that that statement was heard, and you were watching all that and taking all that in.

And I think sometimes, thinking about what you were just saying, Kia, we get so caught up in the emotions that are in the room -- because there were strong emotions that they both brought to the table -- that we forget that we're the neutralizer. So in the whole process of reflective supervision, we can't bring what we're feeling about what we're seeing in their body language and the emotion that they bring. And -- and -- and -- and you really brought that to a neutral ground for both of them.

Rebecca: You know, it's interesting because you picked up on one of the moments that was the hardest for me, because I did notice that you were, like, throwing down the gauntlet and you were saying, "I am in charge." But I -- but -- but the way that I neutralized it, because I knew that that was my job was to sort of hold that tension, was that I had a lot of respect for you. [Video ends]

Lillian: That was a really powerful role play; and it seemed so authentic, didn't it? When you were saying though, just now, Rebecca, about how difficult it was for you in the role of the reflective supervisor to remain neutral, that's an interesting thing for me. I'm wondering if you want to talk a little bit more about that for us?

Rebecca: Sure. An important part of what a reflective supervisor does is to tolerate the tension between people, like we just saw, or to tolerate the anxiety, the tension, that an individual person may be experiencing. So as we're listening deeply, we're taking in some of what they're feeling. And it has a name; it's called being a "container" for all of those difficult emotions and feelings that can come up. So, supervisors need to discover ways to stay grounded and calm as they go through the reflective supervisory process because some emotions that come up can be very intense. So, one of the ways that

-- that I think about staying calm is, when I find myself getting tense, I get a bigger inquiry. I ask more questions or try to find out more because I have been in it long enough to know that if you keep asking you're going to find a way. You'll find a way, it'll be discovered. But if you feel the anxiety, just go further and usually something will come up. So, Lucia, I wonder if you could share with us how these kinds of frustrations and tensions get processed in your program?

Lucia: Sure. In our program, people typically do reflective supervision one-on-one with our psychologist consultant, and she's great. So a lot of these issues and tensions are looked at and resolved during each person's individual reflective supervision meeting where they have a safe place to work things through. Occasionally though, our consultant helps us practice with her how we might want to approach the other staff person. She may also bring two or more individuals together at their request, but usually it's something that she really encourages us to work on within the individual question -- individual session, and then individually with the staff person that we are in conflict with.

Lillian: Well, thank you for that, Lucia. There was a second role play that Rebecca and her group did about a home visitor who had a mom who wouldn't consistently let her in the door. The home visitor was venting about this experience with Rebecca as her reflective supervisor, and Rebecca validated her feelings of frustration and used a role reversal strategy to help the home visitor problem-solve how she might address this situation. The group went through this exercise and then talked about it. So, let's take a look at this.

[Video begins] Rebecca: You're coming with one agenda. She wants some relief. So we have to find a bridge from where she is to where you are, and that bridge may take some time. What do you say when you call?

Kia: I say, "Hello, this is your home visitor. We have an appointment scheduled to -- for tomorrow. Will you be available?"

Rebecca: And then I'd say, "Yeah, I'm going to be home."

Kia: Yes. And she...

Rebecca: "Where else am I going to go?"

Kia: Right. If she picks up, she says, "Yes, I'll -- I'll be here." And if she doesn't pick up, then -- of course, I then leave a message similar to that and ask her to call me back.

Rebecca: Okay, so let's take a deep breath. I'd like you to pretend that you are her; and I'm going to be you for minute, and I'm going to make that phone call. I'm going to try to pretend to be you. Okay? And I'd like you then to hear it and tell me what I could've said on the phone that might get you to open the door. I want you to hear me from a critical point of view. Okay?

"Hello, Jennifer."

Kia: "Hi."

Rebecca: "Hi. This is your home visitor and I just want you to know that we have an appointment. I want to remind you that we have an appointment tomorrow at 2:00. Are you going to be home?"

Kia: "Yes, I'll be home."

Rebecca: "Okay. So I'll see you around two then."

Kia: "Okay."

Rebecca: "Okay. Thanks a lot."

Kia: "All right. Bye."

Rebecca: "Bye-bye."

How'd you feel?

Kia: Kind -- it's kind of funny. It's kind of like you're -- you're just calling me because you have to, you're just coming to the house because you have to, not because you want to see me and you want to spend time with my children. You're just doing your scheduled visit like you do with everybody else that you have to interact with.

Rebecca: Is that true about why you want to go?

Kia: No, not at all.

Rebecca: What's true?

Kia: The truth is I really care about this family and I really am deeply concerned.

Rebecca: Okay. So there's -- we're -- we're identifying something really important, that there's a gap between what you feel and intend and what she's likely to be understanding. So we need to build a bridge. We can't change her right now. So I'm going to call you up again.

Kia: Okay.

Rebecca: And you're Jennifer, and I'm going to say... Okay. Okay, so...  
"Hello, Jennifer."

Kia: "Hello?"

Rebecca: "Hi. This is Rebecca."

Kia: "Hi, Rebecca, how are you?"

Rebecca: "Hi. I'm well. I've been thinking about you."

Kia: "Oh, really?"

Rebecca: "Yeah. How are you doing?"

Kia: "Oh, I'm -- I'm good. Yeah. I'm doing well."

Rebecca: "I was thinking about you and how hard you're working. And I -- I'm calling to just let you know that we have an appointment tomorrow, and I'm wondering if that's convenient for you."

Kia: "Tomorrow's not really convenient. I don't -- I don't think I can make the appointment tomorrow."

Rebecca: "What would be better for you?"

Kia: "Can we reschedule maybe for later on in the week?"

Rebecca: "Mm hmm. Hang on, let me just look at my calendar. Could Friday work?"

Kia: "Yes, I think Friday could work."

Rebecca: "Around what time could work?"

Kia: "If you come around 11."

Rebecca: "I can't do 11, but I could do 1."

Kia: "Okay. Okay."

Rebecca: "That'd be okay? Okay. Is there anything I could pick up for you on the way?"

Kia: "Oh, no. No, there's nothing I -- I need at the moment, but thank you for asking."

Rebecca: "You're welcome. Okay, would you like me to call and remind you or you think you'll remember?"

Kia: "I'll remember. I'll remember."

Rebecca: "Okay. All right then. See you on Friday."

Kia: "Thank you. Bye."

Rebecca: "Bye."

So how did that feel?

Kia: It felt like you actually cared about what was 1) convenient for me; 2) how I was feeling; and then you went the next step and actually asked if I needed something.

Rebecca: So what did you notice? And please, feel free to hark back to our earlier role play, to stick with this one, to raise any questions, anything that you felt uncomfortable with, anything you want to add to, as well as whatever strengths you saw. I want to really invite whatever critical pieces there are, too, because that also helps us to learn.

Carol: The role of you playing Kia's supervisor and switching that role with the phone call helped her to see how that phone call gets received. So from somebody calling you and saying, "I miss you; I like to see you. What works for you?" Three sentences that you said changes that phone call to: "This is a reminder. We have an appointment and you're going to open the door for me, right?"

Rebecca: And it has to be -- it has to be authentic. So I only could do that because you had already told me that you care about them, you care about her and you care about the children. So once I knew that, if you -- if I hadn't ascertained that from you, I [inaudible] wouldn't have been ready to do that. It was sort of like in the other one, also, that we had to ascertain that the two of you had very similar goals, and then -- and then we could go forward.

And really, most people that are working in Early Head Start and Head Start are -- are doing it because they cherish children and they cherish families, and they cherish the promise of the future. So that's a fantastic thing because we -- that's what binds us together. That's why we could come together and really know on some level that we all love and care about each other, because we're dedicating our lives to -- to this. [Video ends]

Lillian: You know, Rebecca, just like the women in your mini training session picked up, that was great that -- how you practiced the phone call. It really changed things. You know, we've received many questions from viewers about how to address some of the challenges to implementing reflective supervision. Several of you have asked, "How does reflective supervision work hand-in-hand with addressing performance issues?" In other words, how can you be that nurturing, supportive collaborator who does the reflective supervision and also be that boss? Rebecca, I know that you and the providers discussed this on the day that you filmed this training. So, can we take a look and see how you handled it?

[Video begins] Rebecca: Let's talk about what might not be good about reflective supervision. I do really believe that it is great, but it's not always great. Sometimes it stinks because sometimes you have to do that looking in the mirror. And -- but if it stinks and you feel that the person you're doing it with is totally on your side, then it's okay because you know that it's something that you need to go through for your learning. If you feel for a moment that they're putting you down or that they're judging you, or that they're going to use it to evaluate you lower, then -- then it's going to become -- it'll feel like poison.

So, we need to think about that when we're doing supervision, because many times we have responsibility for people and we are their boss. So we do write their evaluation, or if we're in school we are their person who gives them a grade, so how can you be that person that writes their evaluation and also be experienced as on the same team? And I think that the way to do that is to be really, really democratic and just say -- you know, let's say if it was you, I would say -- I would say, "How do you think things are going? What are your goals here?" when it would come to your evaluation time. And, "How would you feel about taking the first responsibility for writing your evaluation? Would you like to write it and then we'll go over each of the sections?" I would give you an outline and say, "Does this outline make sense to you?"

And there are outlines like that, I believe, in this -- this book, "A Practical Guide to Reflective Supervision," which is really what it says it is. It is a practical guide, and it was just put out last year. And so you -- we would find an outline that we agree on -- and that would probably be what our center uses -- and I would say to you, "Take a look at this. You want to talk it through? We'll talk about how you're doing." And then let's say you've said some things... Sometimes -- this has happened quite a lot where people say, you know, "I'm not so good at this, and I'm pretty crummy at that." And I would say, you know, "You're a lot harder on yourself than -- than I am. I see that you have strengths in this and you have strengths in this, and strengths in this. And yes I agree this needs to grow, but look at all these strengths that you have that we can help. So this is going to become our goal. If this is the area that's your growing edge, then this is your goal. Do -- do we think we want to write this down as one goal or several goals? And this is what we're going to be having in the back of our minds that we're -- and sometimes in the front of our minds that we want to be working on."

So, even the evaluation becomes something that we're doing together, where I'm not saying, you know, "This is who you are," but you're saying, "This is who I am and this is how I want to grow, and these are my -- these are my cherished goals." And then the person feels like, "I have somebody that wants me to grow, and maybe even has some bigger ideas for me than I would've ever had for myself, who sees my power in a way that I've never experienced myself." [Video ends]

Lillian: Let's talk about this a little bit more. We heard Rebecca talk about how you might be reflective -- be the reflective supervisor and also the person who writes the evaluation, but how do you do this on a more day-to-day basis? How do you balance being the reflective supervisor with being the boss who needs to make sure the work is getting done? Lucia, tell us how you do it and how your staff does it in your program, please.



Lucia: Sure. In our program we do not usually combine the two, unless a manager has experience providing reflective supervision. Because of the skills and the needs of our particular staff, we feel that it's important to separate the two purposes: being a manager and doing reflective supervision. We have so many expectations as managers. We need to follow the Head Start Program Performance Standards, get the paperwork done, meet with so many families, and so on. There's so much we have to produce, and we have to hold the staff accountable for what they get done and how much they do, so this is the quantity part of our work.

Now, reflective supervision addresses the quality of our work. It's about the feeling aspects of the work; and without addressing these, the rest does not happen as smoothly. Reflective supervision addresses our emotional and belief stances in working with the families. We all know we have blind spots in our lives, and hopefully with reflective supervision we have a real chance to relax and take a look at those blind spots. Our psychologies – psychologist consultant is not there to say, "Uh-oh, you didn't do X or Y." She's there to ask, "How did you respond to this issue and how did you feel about it?" And she leans forward and is really there. "If you were the mom, how would you think you would have felt in this situation? Can you relate to this family from a different point of view?" Those are her kinds of questions.

Something that she once told me really sticks with me. She said that we as workers are absorbing the traumas that our families are going through. We are experiencing secondary trauma. So often, we need to process this trauma with someone else other than the manager, who needs us to do our paperwork and be on task, and who is often very busy. We -- and we need to process this in a safe, collaborative, emotionally-alive environment with someone whom we trust and who is well trained. The work that we can do -- that we do can be deeply challenging, as we know, and we need to work with our understanding, our feelings, our beliefs, in order to be practical -- a practical and emotional support to our families.

Lillian: Exactly. And thank you for sharing that model that you do at the Lourie Early Head Start Center with us, Lucia. Angie, is there anything that you might like to add about how I know you know other programs do reflective supervision?

Angie: Sure, Lily -- Lillian. I do want to acknowledge the work of Lucia's program and that they use a consultant; not all programs utilize a consultant in this role. And how the process of reflective practice happens is unique within each program. I have seen it in many programs. I think the key is that there's ownership from everyone within the program, whether it's the -- you know, the frontline staff, the managers, the directors, that everyone engages in the practice. And I have seen it work very successfully where a person is both the supervisor and the reflective supervisor. It's a very integrated piece that we look at across systems and services.

And the question we received, "Can you do reflective supervision and still be the boss?" -- for me it's what do we mean by "the boss?" And I think of it in terms of leadership. Someone mentioned that it's -- it -- it can be you and a person of authority, but I think we have to rethink what all of those things mean

and the context of the work we do with families and children and how we get that done. And the leader or the program manager's first and foremost job is to support staff across all systems so that the work can get done. And if I'm the program manager and we have deadlines to meet, I have a responsibility to create an environment that allows us to get the work done together. That can happen with that one person standing above the work. We all are together in the work, and that's important, that supervisors know that they need training and support to engage in the reflective process. And it's their job not to be the "boss" of the work, but to be the facilitator of both the work and the people. To do that, you need to understand the work that needs to be done and also who are the people doing the work, who are the people that work within a program and what are they going through, what they're feeling and what they're needing, in -- in order to accomplish this really hard work.

I really enjoyed listening to Rebecca's comments about evaluation. It should be an ongoing, continuous process; it should be collaborative. It is -- I do agree with you that often people are harder on themselves than supervisors, and so why would we set up the -- a structure that's not collaborative? And I think that's one of the things that the resources we've just sent to programs can help them to understand, this process. So, it's -- it becomes collaborative, not you handing me something or me handing you, but us working together on what needs to be done, how we do it together, and what the next steps are. And ideally, this is developed through a reflective process.

In the first video clip we saw, Carol made the point that she changed her evaluation process based on negative feedback she received from the people she was evaluating. That was a powerful statement to come both from the staff and the supervisor. And I have to say, I felt kind of enveloped in the trust that must have been going on in that program, even with all the problems that were also going on. So, she listened, she cared enough to learn, and that's a perfect example of how this can be a collaborative process. It will be individual for each person. If you're the supervisor, you probably won't do reflective supervision exactly the way Rebecca did it, or the way Lucia did it, but you do have, and can keep growing, the skills and nurturing the staff that you work with and facilitate reflective development in that staff or with that staff. Thank you, Lillian.

Lillian: And thank you, Angie. In addition to balancing that dual role of administrative supervision and doing reflective supervision, there are other challenges. Many of you wrote in asking how to get organizational buy-in -- and you spoke a little bit about the importance of all levels of staff being involved -- but how to make time to fit in reflective supervision sessions. And one person wrote, "How do we get managers, directors, and teachers to buy into this process?" And then another person even asked it more bluntly: "How do we deal with staff who think it's a waste of time because they have so many other priorities?" This comes up a lot; and Rebecca, I know some of these issues came up the day you and Melanie had a conversation about getting buy-in and finding the time. So, let's roll the clip.

[Video begins] Melanie Gray: Sometimes the forces of risk at the organizational level don't feel like they permit the time. So just from a very macro, global level, it's hard to build in that protected time to give to reflective supervision on that regular, consistent basis. Yeah. And to make it the priority, often it needs a champion within the organization.

Rebecca: You know, really it's about how do you bring reflective practices into an organization that's already busy as anything and -- but doesn't have it yet. And we could say, okay, just cram it in. But you know that this is the opposite, so how are we going to do it? And so one of the things that I would recommend is to take a look at the meetings that already exist. We have a lot of meetings, and many times those meetings are push, push, push, push. You know, "These are the new regs. This is the new outline. This is what you have to do. These are levels of service." And those meetings can, almost all of them, be changed to be reflective. But -- and that would mean listening -- not just telling staff from top down, but listening to staff's reaction.

Yes, there are regs and we have to do them. We're being told that from above, so sometimes what we're getting from above is not reflective. We need to absorb that as people who are leaders, and to say, "Let's get everybody's reactions to this because -- you know what? -- sometimes when we get the reactions we can figure out how to do something new in a way that's better than it was. So what I would say is look at the meetings that you're already having and figure out how to take them and help people to feel safe in them, how to help people feel heard. [Video ends]

Lillian: You know, we really do have a lot of meetings, and taking a look at meetings that already exist is an excellent idea. Lucia, how did you all get the buy-in at your organization?

Lucia: Well, I have to say that it was a long and slow process. But a few of us really championed it. I -- for myself, I couldn't imagine really doing this work without taking the time to talk about and reflect on the real troublesome issues and on my feelings, which come up all the time about these situations. So, why doesn't this family have food? How do I feel about it? What are they going to do about the very sick child that they have now? We're going into their homes week after week confronting these very difficult situations with many of our families -- not all, but many -- and if I couldn't process that and feel at least somewhat settled within myself, I couldn't really be their ally on a deep level.

So before we had reflective supervision we had more staff difficulties and turnover -- general statement. There was some blaming, some finger-pointing, among the staff that did not seem to change over time, and this was really because of the stress of doing such "deceptively easy" work. Staff were much less able to verbalize and clarify their needs in the past. We seemed to be getting a lot done on the surface, and we thought we were functioning okay, but we were stressed a lot. We didn't have the clarity and the understanding that we're all in this together, really. The staff, the managers, the families, it's one big unit. And we didn't get that -- also, we didn't get that we don't have to know everything, that we can be upset or confused and that's okay; it's really, actually expected and normal. But also, we need to be willing to step back, work through it, and come to a clearer place, which is exactly what our families need to do, too, so we need to model this for them -- for the families. And reflective supervision, for us, has been a very effective tool for addressing, really, all of these issues

I like to think of the analogy that I heard from Stephen Covey. He is the author of "The Seven Habits of Highly Effective People" and many other books, and he said that if you have a dull saw you can keep

sawing and sawing away but it's not going to do much good. Sometimes you need to step back and sharpen that saw. So that's what reflective supervision is for us; it's a time to step back and sharpen that saw to really think and feel deeply about what we're doing. You might think you're too busy to do it -- right? -- but you will be much busier and much less effective at your job if you don't make time for reflective supervision.

Lillian: Thank you, Lucia. That -- that's very convincing about how you got to where you got. And another important challenge that often comes up is how to support the supervisors, and we mentioned that before. When you're the one providing the reflective supervision, who's supporting you? Rebecca, this question also came up in your session, so let's take a look.

[Video begins] Rebecca: And so one of the things that I would say to everybody, all of us, is try to build a support group for yourself in this as well because we need a place to go. We need to have a group of people or a -- or person whom we see regularly. I have a -- a colleague, very -- decades long colleague, and we walk together. We used to run, now we walk. But we walk together once a week, and we end up talking about problems in our cases or problems in supervisions that we're doing, or teaching challenges. So that's one place that I go.

And when I started working in one of the programs that I lead now, there was nobody else who knew how to do it, and after a while I ended up training some people and then they became my colleagues. In running the program, and whenever I have a challenge that relates to anything at work, I turn to them because they know -- they know the situation really well.

Robin: Rebecca, we do have a peer group in Baltimore. I am the newest director there. It was the peer group who helped me sustain. It was great to be able to get with that group who was going through the exact same thing that I was going through, and then just to get everybody's perspective on what they were thinking, how they were performing. It was some laughter, some tears, some screaming, some yelling. But, you know, it -- it's just a blessing to be a part of a group who understands. [Video ends]

Lillian: That's great. I think those are some excellent suggestions and strategies for supporting the supervisor. So as we start to wrap up today's program, I'd like to discuss how we take all of this with us. Rebecca, I'd like to take a look at a clip from the end of that day where you and the women who were with you talked about moving forward with implementing reflective supervision and what some of the key lessons are, so let's watch.

[Video begins] Rebecca: As we get ready to close, we need to think about how we can take this with us. We talked about -- a little bit before about using meetings that we -- you already have -- that people already have in their programs, but what else -- how else can people take this with them and begin to make place and make space for this, and find their own piece of mind within themselves so that they can try to, you know, let the world be over here and let the preciousness of the relationships within the program, the supervisory relationships within the program, get -- you know, get the fertilizer and the sunshine and the water so that they can grow?

Carol: I think Robin gave a wonderful example about how she makes sure to take time to nurture herself and by allowing herself to be surrounded by people that are supportive to her, because it's hard being at the top. And – and administrators don't get a lot of support or management don't -- don't get a lot of support from administration, you know. It all kind of trickles down. So I think just having that built in...

Some of us may not have the luxury to have one whole day or half-day a month. It might just be a half-hour, it might just be an hour, but to carve out that time to -- to identify, whether it's somebody in your program or whether it's a peer, or whether it's a -- it's a person who works at another agency, but really carving out that time to take that...

Rebecca: Well, let's call those all separate ideas because they're all good ideas. A peer in the program. But for a director there is no peer; we have -- we have to acknowledge that, when anybody that has a singular position in an agency really doesn't have anybody else. So there's a meeting of directors from other agencies. It doesn't have to be a whole day; it could be an hour-and-a-half, could be two hours, you know. It's great if it could be a day. It's -- you also said a peer within the program. You said a colleague from a different kind of system all...

Carol: Another agency.

Rebecca: ...all together. So, those are all good ideas. What are other ideas about how people can keep this going?

Melanie: Read those materials. Read those materials. I mean, if you for a minute believe in anything you've heard today, reading those materials and digesting it into what suits your program and -- and be a leader and a champion even if you don't have a title as a leader. You can still...

Rebecca: Everybody is a leader.

Melanie: Everybody's a leader and -- and it just takes passion and commitment.

Rebecca: So we could say to individuals, "Read this."

Melanie: Oh, yeah.

Rebecca: We could also say to the natural groups within the agency, "Read one thing." Don't say, "You have to read all the books." That's overwhelming. Read one chapter, just pick it and then discuss it. And if you're not done, discuss it again; you don't have to go on to the next one. There's not a hurry on this. What else?

Barbara: Rebecca, can I say, as obvious as it seems, people have to accept that it's a whole different frame of mind, you know. And I think "paradigm shift" is what we used back in the day to kind of

describe change -- you know, radical change. But it's -- it's a -- it's a different frame of mind, you know, because you have to first accept that before you can allow yourself to try it a different way. And so, I -- I think we just need to let people know that they can't bring a lot of the old ways into trying to implement a reflective practice model.

Rebecca: So any other observations, things that you noticed, or maybe began to think about with this?

Robin: My last thought is -- I thought about Carol and when she said that a lot of teachers are former parents and a lot of administrators are former parents, and that's only because of what Head Start has done to impact the lives of families.

Rebecca: And she's right.

Robin: I'm grateful. I'm grateful. I'm grateful because it could have been the opposite. So Head Start has just been a blessing for the last 46 years because we have changed some lives. [Video ends]

Lillian: What a powerful statement she's just made. Robin, who was speaking there at the end, is a program director who started off as a teenage parent in Head Start, as so many providers do. So her words really come from the heart. Well, any last thoughts from any of you? Rebecca, you want to start?

Rebecca: Mine come from the heart, too. I appreciated very much what Robin said because I feel very blessed. And I want to thank you all very much, including each one out there who's listening deeply. I feel so grateful to have the opportunity to talk about reflective supervision with people who work in Early Head Start. You are doing the greatest work that there is, helping our nation's youngest citizens and their parents gather what they need to thrive, so thank you all.

Lillian: And thank you. And Lucia, any final words that you would like to share? I know you've been a strong advocate of reflective supervision in your program.

Lucia: Sure. I am also very grateful that this conversation is happening, and happening at the national level. The reflective supervision process started in pockets here and there, but it has expanded. And the fact that we are being coached even here by very experienced and caring people is really wonderful. As a person who totally believes in reflective supervision and enjoys working with Early Head Start on a daily basis, I feel that this dialogue is going to take us in a truly powerful new direction. It's going to help make us become clearer, more effective, less stressed, and more confident in our work. So, thank you all.

Lillian: Thank you. And Angie, what would you like the viewers to take away from this webcast?

Angie: Thank you, Lillian. Well, in the beginning of this webcast we talked about the "parallel process," and to me that's the key. We do really hard work, and those of you in programs do incredibly hard work building relationships with children and families, and we know that you need to know who the families

are and what their beliefs are. And we also know that who we are and what our thoughts are and feelings about the work we need to be doing is so important, and reflective practice gives the time to think and talk this. If you're a staff person worried about something that you may have said to a parent, you do need space and time to think about it so it doesn't become a wedge or a barrier to relationships and -- and ultimately have a negative impact on the babies that we work with. Reflective supervision allows us to develop more open and trusting relationships with families and with each other, and hopefully gives us time to talk to each other about how we will work together to meet the needs of babies and their families.

And I just would like to say, in closing -- I really want to thank Lucia for coming today and sharing your experiences as -- as part of an Early Head Start program -- that today meant such a lot. I also want to thank... Rebecca thanked all of us, all the time for letting her work with Early Head Start; but one of the things that I just truly believe is that our programs and our families deserve the very best, and that's what you've brought to us, so thank you. And I am -- Lillian, I'm going to thank you and the Early Head Start National Resource Center, but I had the most incredible vision this -- this past few weeks as those resources were going out.

To me, it's amazing that we could give to all of you the three reflective practice and supervision resources that went out, and it's just another indication that we want you to have, through the Office of Head Start, all of the tools you need to do the best work for families. And I'd like to thank Lillian and the staff at Early Head Start National Resource Center for that and for mailing those -- those books all across the country, so thank you.

Lillian: And thank you. I'd like to take this opportunity... I'm humbled to sit with Rebecca and Angie and Lucia, and thank you for being part of this webcast. And I'd also like to take just a moment to recognize the women who participated in Rebecca's session that day and to thank them for letting us film them for this webcast; and they were: Barbara Curtis; Melanie Gray; Chastity Lewis; Kia McCoy; Carol Nolan; and Robin -- Robin Waters. And of course, thanks to all of you for taking the time to be with us to talk about reflective supervision and how we can use it to ultimately benefit the infants, toddlers, and families whom we serve. Until next time, take care.

[Music]