

What is Reflective Supervision and its value within domestic violence services and programs?

Reflective Supervision (RS) is:	...because in work with children and families experiencing domestic violence, you:
Reflective. RS allows staff to take a step back from the work and examine it differently.	Work at a fast pace and respond to crises
Collaborative. RS is a time for supervisors and supervisees to consider the work together, share ideas, and think about possible next steps.	Might feel isolated and like you are the only one that families can depend on
Regular. RS is a predictable time when staff and supervisors can meet to consider the work.	Never know what to expect
Relationship-based. RS offers a secure, consistent relationship in which staff can experience the trust, support, and respect they offer the families they serve.	Develop relationships with children and families that support safety and foster resilience
Focused on professional growth. RS supports staff – and supervisors! – in building skills important to their individual work.	Support children and families to strengthen parent-child bonds, and enhance coping skills
Strengths-based. RS helps staff identify their unique strengths and supports staff in applying their skills to the challenges of the work.	Identify and build on the strengths of children and parents in healing from the traumatic effects of experiencing DV
Safe. RS provides a secure environment where staff can discuss the strong feelings that are evoked in them, the real challenges of their work and their own vulnerabilities in a way that supports growth.	Build a trauma-informed atmosphere of safety, mutual trust and respect.
Individualized. RS is based in learning about each unique staff member and what is most helpful to them in their work.	Individualize your services to each child and family in the context of their culture and community
Characterized by active listening. Reflective supervisors listen intently to staff, paying attention to spoken language and unspoken cues.	Bear witness to their experiences and feelings, actively “listening” to what they tell you with their words, their voices and their body language

Adapted by Expanded Training & Consultation Cadre (Chicago) NCDVTMH (2013) from the Early Head Start National Resource Center
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc>