



Effective Supervision: Part 1



Presenters:

Debbie Lozo, ED S, CCC-SLP, Professional Learning Specialist

Member of the Professional Development team, involved in planning for Bridge Academy, webinars, school district presentations, and ASHA CE Administrator.

Jill Fannin, M Ed, CCC-SLP, Clinical Manager

Bloom Coordinator overseeing CF Supervision for the South Regions.

Sarah Jordan, MA, CCC-SLP, Clinical SLP Manager, New Grad Talent and Acquisition Team

Clinical interviewing of CF candidates, CF Roundtable Discussion Facilitator, Contributor – Bridge Academy, Clinical Quality/Foundations Mentoring.

Linda Pippert, MA, CCC-SLP, VP of Clinical Operations

Bloom Coordinator overseeing CF Supervision for the West, Mid-west/Atlantic Regions.



Disclosure Statement



- Debbie Lozo, Jill Fannin, Sarah Jordan, and Linda Pippert are employees of The Stepping Stones Group.
- There are no other financial or non-financial relationships pertinent to this webinar.

This is a two part webinar!



- This webinar is in two, one-hour sessions to meet the two hour requirement for supervision training through ASHA
- You must take the quiz at the end of Part 2 to obtain credit for the 2 hour supervision training
- Credit will be sent to the ASHA registry and a certificate of completion will also be provided

Learning Outcomes



- Analyze your strengths and weaknesses in supervision competencies
- Identify ASHA's nine building blocks of supervision
- Design a supervision experience that appropriately supports a supervisee including setting expectations, opportunities for communication and feedback, and providing resources

Supervision



- Many SLPs working in the schools are asked to supervise or mentor others with little or no training
- **New supervision requirement:** starts January 2020, but 2019 training can count
 - WHO? All clinical supervisors and Clinical Fellowship (CF) mentors providing supervision/clinical instruction for students and/or Clinical Fellows for purposes of ASHA certification
 - WHAT? Complete a minimum of 2 hours of professional development in the areas of supervision/clinical instruction, along with 9 months of fulltime clinical experience working in the appropriate profession
 - WHEN? After being awarded the CCC-SLP
 - HOW OFTEN? One time.

Defining Supervision



Broadly defined as overseeing and directing the work of others.

Anderson's Continuum of Supervision

Supervision is a process that consists of a variety of patterns of behavior...

The goals of the supervisory process are professional growth and development of the supervisee and the supervisor which will result ultimately in optimal service to clients.

Supervision is a continuum of stages: Evaluation – feedback, Transitional, and Self-supervision

Moving from interdependence to independence

- Changes over time in the amount of direct supervision
- Direct supervision involves direct instruction, modeling, demonstration
- Supervisory styles are adjusted in response to the needs of the supervisee, expectations, and the specifics of the situation

www.asha.org

Supervisor



- Goals: To help the supervisee
 - Develop or refine skills
 - Develop effective practice
 - Reach their potential
- Characteristics of a good supervisor:
 - Positive interpersonal skills
 - Experience with practice and supervision
 - Motivation to supervise
 - Communication skills
 - Leadership and delegation skills

- Effective Supervision assists supervisees to:
 - Problem solve
 - Reflect on practice
 - Engage in ongoing learning
 - Maintain professional and ethical standards
 - Manage difficult situations

Michael & Durnay 2014



Mentoring

- Usually involves a specific time frame
- Helps facilitate the new SLP's introduction to the profession, the school, and/or district
- The mentor is an experienced and successful SLP

Supervision

- Involves evaluation
- May involve being an employer or boss
- Can have many of the same properties as mentoring and coaching
- Supervisor has the appropriate certification and experience

Coaching

- Usually lasts a specific amount of time
- Guides a person towards a goal
- Share experiences and opinions to reach a goal
- The coach is experienced and successful in the field





Coaching is unlocking a person's potential to maximize their growth, involves:

- Observation
- Active listening
- Modeling
- Asking questions
- Giving feedback
- Soliciting feedback
- Exploring
- Supporting
- Reflecting
- Identifying resources

A developmental partnership through which one person shares knowledge, skills, information, and perspectives to foster the personal and professional growth of someone else:

- Provides guidance & support
- Gives feedback
- Gives inside information
- Provides resources



Who do we supervise in the schools?



- SLP Assistants
- Support Personnel
- Graduate externs (student teachers)
- Clinical Fellows (CF year)
- Temporary State License
- New SLPs to your school or district
- New special education staff in your school
- Other?

Notes:

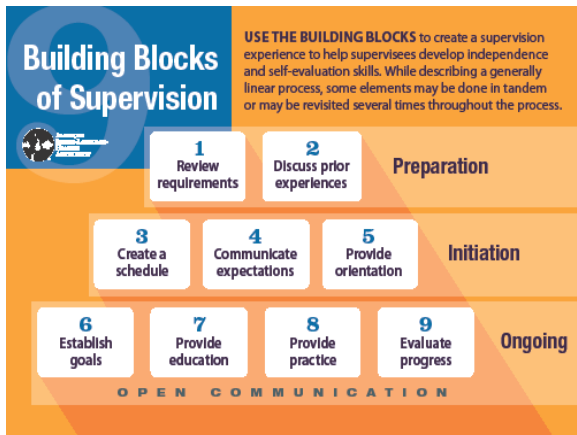
Support Personnel (SLPA or Other)	Graduate Externs	Clinical Fellows (CF), Temporary State License	Professional Staff (new to school)



Analyze Your Strengths and Weaknesses in Supervision



- ASHA has a self-assessment of competencies in supervision (Appendix E: Self-Assessment of Competencies in Supervision www.asha.org)
- Please take this shortened version of the assessment to analyze your supervision skills!
- The “Not Yet” rating is not a negative thing – just shows a lack of opportunity or training so far!



Building Blocks of Supervision

- PREPARATION**
1. **REVIEW REQUIREMENTS**, expectations, contracts, and agreements (if applicable) of educational institutions, credentialing bodies, and state laws.
 2. **DISCUSS PRIOR EXPERIENCES** with the supervisee in order to assess their current skill level, experience level, and independence.
- INITIATION**
3. **CREATE A SCHEDULE** for the supervision experience that balances the requirements of governing institutions, the goals of the supervisee, and the available time of the supervisor.
 4. **COMMUNICATE EXPECTATIONS** and preferences regarding the supervision experience (both between institution and supervisor; and supervisor and supervisee).
 5. **PROVIDE ORIENTATION** to the clinical environment (including physical environment, systems, colleagues, policies and procedures).
- ONGOING**
6. **ESTABLISH GOALS** with the supervisee that are specific, measurable, appropriate, and achievable, monitoring and adjusting them as necessary.
 7. **PROVIDE EDUCATION** through assigned readings, demonstration of procedures and the use of equipment and materials, and observations of other clinicians in practice.
 8. **PROVIDE PRACTICE** and opportunities to demonstrate skills suited to the supervisee's experience level and independence, adjusting these opportunities as their abilities change over time.
 9. **EVALUATE PROGRESS** and communicate the results to the supervisee and appropriate third parties (supervisee's institution, credentialing bodies) documenting as necessary.

Questions? Contact: ACTION CENTER: 800-498-2071 • CERTIFICATION: certification@asha.org

5047

1 Review Requirements



- Process for your district/school for connecting the supervisee to supervisor – **How is it set up?**
 - Graduate extern
 - Clinical Fellow
 - Support Personnel
 - Professional Staff
- Timeline – start and end dates?



1 Review Requirements



- Requirements for supervisor (state, district, etc.)
 - Experience (supervision, years, type, etc.)
 - Training
 - Credentials
 - Certification and licensure requirements
- Review expectations for contracted arrangement
 - Beginning and ending dates, hours
 - Supervisor's responsibilities
 - Supervisee's responsibilities

1 Review Requirements



- Supervisee's responsibilities
 - Learning policies
 - Completing training
 - Tracking hours
 - Communication
- Specific goals
 - Sent by institution
 - Established by employer



2 Discuss Prior Experiences



- Discuss prior experiences with the supervisee in order to assess their current skill level, experience level, and independence.
- At the beginning.....
 - Resume/academic record
 - Details regarding supervisee's prior experiences
 - Client populations (age, disorders, etc.)
 - Equipment/test familiarity
 - Length of time

What are the differences in expectations for Support Personnel, Graduate Externs, Clinical Fellows, and Professional Staff?

Think about:

- Knowledge
- Skill
- Experience
- Independence level



2 Discuss Prior Experiences

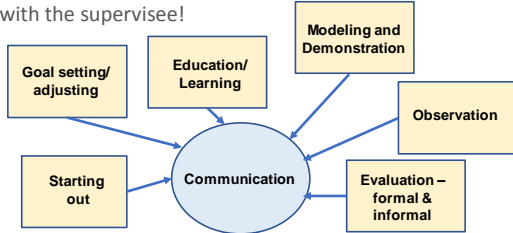


- After the supervisee starts.....
 - Evaluate baseline knowledge and skills
 - Supervisee may spend time observing the supervisor or experienced SLP
 - Discuss with supervisee where they feel uncomfortable and what they think they need
 - Observe supervisee
 - Determine level of independence for different populations
 - Draft some goals with supervisee
 - Is there other information that you need?

3 Create A Schedule



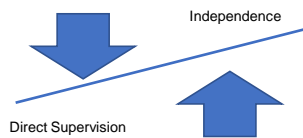
Think about the necessary components of supervision. Think about it over the entire time that you will have with the supervisee!



3 Create a Schedule



- The supervisee may require a greater amount of supervision and guidance at the beginning of this experience
- As the supervisee becomes more independent, the amount of direct supervision may decrease
- The supervisor must be able to “make time” for the supervisee!
- Put dates on your calendar!



4 Communicate Expectations



- Communicate expectations and preferences for the supervision experience
 - Be clear on expectations (communication styles, learning styles, feedback method, owning their half of the supervisory experience)
 - Discuss expectations
 - Identify gaps in expectations
 - Develop a plan when gaps occur



5 Provide Orientation



- Provide orientation to the clinical environment (including physical environment, systems, colleagues, policies, and procedures).
- An orientation should:
 - Be timely
 - Provide consistent information
 - Be brief, but thorough
 - Anticipate and answer questions
 - Provide information to avoid future conflicts/issues
 - Provide resources for future questions



5 Provide Orientation



- Orientation should include:
 - People and places
 - Systems
 - Equipment and materials
 - Tour
 - Training
 - General policies and procedures (dress code, attendance and punctuality, scheduling, call in procedure, etc.)
 - List of resources, encourage accessing and reviewing resources on their own
 - Document when orientation took place and topics/materials discussed



Discuss some situations where expectations are not being met or there are challenges to your supervisory skills! What are some options for responding to the supervisee?



Remember to complete Part 2!



- You must complete Part 2 to earn the 0.20 CEUs and meet the ASHA requirement for supervision
- Questions for Part 1?
- Contact Debbie@thesteppingstonesgroup.com with questions about this webinar
