



Effective Supervision: Part 2



Presenters:

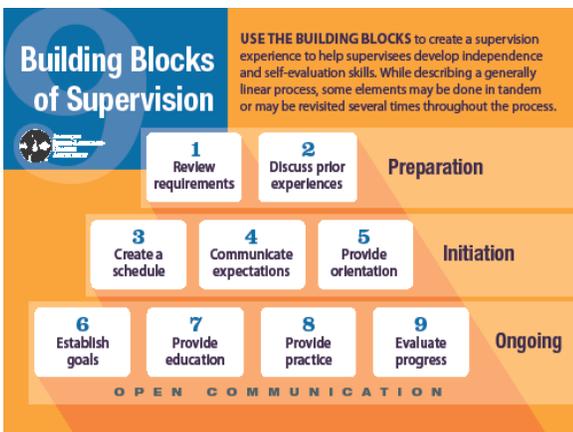
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Clinical interviewing of CF candidates, CF Roundtable Discussion Facilitator, Contributor – Bridge Academy, Clinical Quality/Foundations Mentoring.

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





6 Establish Goals



- Assist the supervisee in establishing specific, measurable, appropriate, and achievable goals, monitoring and adjusting them as necessary.
- Goals are:
 - Established by supervisor and supervisee together
 - Both are part of the process, represent commitment
 - Result from open communication regarding baseline knowledge and skills
 - Reasonably obtained given the timeframe
 - Take into account resources available

6 Establish Goals



- More is not necessarily better!
- Goals can change over time
- Set goals for yourself as a supervisor
- Communicate, communicate, communicate!
- How could goals be different between these groups?

SLPA

Graduate Extern

Clinical Fellow

New SLP

7 Provide Education



Provide education through:

- assigned readings
- demonstration of procedures
- the use of equipment and materials
- observations of other SLPs in practice
- attending conferences and trainings
- opportunities within your school or district



8 Provide Practice



- Provide practice and opportunities to demonstrate skills suited to the supervisee’s experience and independence, adjusting these opportunities as their abilities develop over time.
- Demonstration, then time to practice
- Monitor independence and experience as well as growth over time (when is scaffolding needed?)
- Communication and feedback
- Encourage “reflection” and thinking about what could be done better?

9 Evaluate Progress



- Evaluate progress and communicate the results to the supervisee and appropriate third parties documenting as necessary.
 - Needed for licensure and certification
 - Should happen repeatedly throughout experience
 - Feedback: timely and specific, plan times to provide feedback, careful wording – not punitive, address one-time mistake vs ongoing issues
 - Document conferences and written feedback
 - Communicate regularly

Talking Points for Giving Feedback

Having conversations about one’s work is essential to professional growth and development. One gains insights as a result of reflecting on one’s teaching experience. Professional conversations and feedback can help a supervisee take control of his/her own learning and teaching. www.cognitivecoaching.com

- After an observation, a great way to get started is to follow a protocol such as:
 - What was supposed to happen in the session today?
 - What happened?
 - If there was a difference, what accounts for it?
 - What could be done differently next time? Or what will you do next time to follow up and extend learning?
 - Knicht 2007**
- Use a “sandwich” approach:
 1. Discuss what went well
 2. Then discuss what could be improved with suggestions and/or Joint brainstorming of ideas for improvement
 3. End with a summary of overall growth since the start of supervision



Ongoing



Communication

- Feedback and planning together
- Communicate with others
- Discuss areas of concern

Adjusting Goals

- Discuss progress on established goals
- Scaffold as needed
- Owning your half of the supervisory experience

Use Your Questioning Skills



Ask questions that require the use of:

- Metacognitive skills, "What do you think went well?" "How did it work?" "What could you do differently next time?"
- Thoughtful questioning can lead a supervisee to the goal/next step without your having to direct him/her.

Michael & Durnay 2014

Use Listening Strategies



- Listen without interrupting
- Listen with mutuality and understanding
- Use Active Listening components:
 - Attending
 - Responding
 - Restate
 - Reflect
 - Reframe
 - Summarize

Michael & Durnay 2014

Conversation Tools



- Pause – silence is golden, wait time
- Paraphrase – So..., In other words...
- Inquiring – Tell me more..., What do you mean when...
- Probing – What would it look like if..., What’s another way you might....
- Extending Thinking – provide additional information and resources

Michael & Durnay 2014

Be Aware of Cultural Differences



- Just as we consider our students’ cultural differences, we must do it with each other (supervisor & supervisee)
- You may discuss differences in cultures and the effect of the differences
- Adjustments in clinical approaches and interactions
- Gain an understanding of cultural norms and linguistic profiles
- Give thoughtful attention to issues related to who speaks which language(s)
- Be clear in evaluation criteria, including the influence of each person’s cultural background

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Be Aware of Generational Differences



Four distinct generations are currently working together in the same work places:

- Traditionalists (1900 – 1945)
- Baby Boomers (1946 – 1964)
- Generation Xers (1965 – 1980)
- Millennials (1981 – 1999)
- Gen Z (2000 – present)

Different expectations and values between and among generations can result in misinterpretations and misunderstandings.

- Increase knowledge and understanding of potential generational differences
- Avoid the assumption that all members of a particular generation have a “collective personality”
- Develop an appreciation of potential strengths of each generation

www.asha.org

Be Aware of Generational Differences

Michael & Durney 2014

<p>Boomers Characteristics: adaptive, goal orientated, positive attitude, focus on individual choices and freedom Goals: individual choice, prosperity, ownership, self-actualizing, health/wellness</p>	<p>Gen X Characteristics: adaptive, independent, flexible, productive, technically competent, pragmatic Goals: Career security, self-reliance, build a repertoire of skills they can take with them</p>
<p>Millennials Characteristics: Made to feel special, sheltered, confident, optimistic, achieving, pressure Goals: Well paying job, strong relationship with parents, family, owning a business</p>	<p>Gen Z Characteristics: human connections are important, need support with work habits, crave honesty & security Goals: flexible job, work that matters, job security, change the world</p>



Communication Styles - Tips

<p>Action Orientated</p> <ul style="list-style-type: none"> • Focus on results first • State best recommendation • Brevity • Emphasize practicality of ideas • Use visuals 	<p>People Orientated</p> <ul style="list-style-type: none"> • Allow for small talk prior to start • Show how it worked well in the past • Use informal writing style • Emphasize relationships • Show how well ideas worked
<p>Process Orientated</p> <ul style="list-style-type: none"> • Be precise, state facts • Logical order for discussion • Break down recommendations • Include options/alternatives • Don't rush • Outline proposal 	<p>Idea Orientated</p> <ul style="list-style-type: none"> • Allow time for discussion • Be patient if he/she goes on tangent • Stress uniqueness of topic • Emphasize future value • Put in writing

Casse, Pierre 1979



Communication Styles



- What do you think is your style?
- How could that impact your conversations, sharing of information?
- At your convenience, we recommend you complete the profile to determine your communication style!



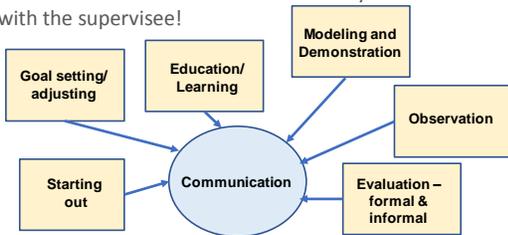
Discuss some situations where expectations are not being met or there are challenges to your supervisory skills! What are some options for responding to the supervisee?



Designing the Supervisory Experience



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



We hope this helps you to develop the best supervisory experience!



- Questions?
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Thank you for joining us today!



NEXT STEPS:

1. Take the online **quiz** and complete the short survey to complete this course.
2. View our **ANYTIME** webinar calendar and the next upcoming **LIVE** webinar. Both are posted on your Bridge Academy Dashboard.
3. Questions? – Contact Bridge@thestepstonesgroup.com



Resources



American Speech-Language-Hearing Association (2016). *From A Plan for Developing Resources on Training Opportunities in Clinical Supervision* (Final report of the ASHA Ad Hoc Committee on Supervisions Training). May 2016. Retrieved from www.asha.org.

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Resources



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Wheat, K. (2019). *Supervising Speech-Language Pathology Assistants and Support Personnel with Competence and Confidence*. ASHA Connect 2019. <https://www.asha.org/Practice-Portal/Professional-Issues/Clinical-Education-and-Supervision/>

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