

Supervision resource handout pack:

Box 14.1. Supervision questions to hold in mind and explore when drawing up an expectation, agreements, plan, or a way of working commitment document. It can be helpful to write down, sculpt, collage, diarise, or draw your responses and reflections. Adapted from Dr Treisman's book on trauma-informed organizations.

- 🧐 *What is your optimum learning and processing style?*
- 🧐 *What are your needs, preferences, aims, hopes, wishes, worries, fears, and apprehensions about and for supervision, for the work, and for your role?*
- 🧐 *What are aspects of your identity and life experiences which are important for the supervisor to hold in mind and vice versa? (of course, those which the person is comfortable to share. See chapter on cultural humility 9).*
- 🧐 *What expectations are there, of the supervisor about the supervisee, and the supervisee about the supervisor? What are some of your commitments to supervision? What do you need from each other? How will supervision work and what will it look like? This includes practicalities, such as, time and timings, the day, the length, the room and location, the frequency of supervision, note taking, how actions will be followed, having an agenda, bringing documents to read, being prepared, bringing things to the space etc; as well as the more emotional and relational elements, such as around the boundaries and limitations of supervision.*
- 🧐 *What are your passions, interest areas, motivators, driving values, ambitions, strengths, skills, resources, and so forth? Who inspires you? What matters to you? What supports you? What is important to you? What are you hoping for from this job/space?*
- 🧐 *What has been your experience of supervision in the past? What was helpful and unhelpful about these experiences? What specific skills, qualities, contributions, or events did you find helpful and unhelpful in these supervision experiences? What would you like to be different/similar?*
- 🧐 *How, if any, has supervision contributed to your practice and way of working? How have your supervision needs and wants changed over time? What do you feel you need/want now?*
- 🧐 *How will we jointly and openly check, voice, and feedback on whether supervision is happening in a helpful way? What will we do if there are conflicts or if it is not helpful?*
- 🧐 *How will we be mindful and reflect on differences and similarities? How are we going to hold in mind issues of power within the work and within the supervisor-supervisee relationship? (see chapter 9) How will we be mindful of parallel and mirroring processes?*

- ?? *What supports you to feel safe, supported, listened to, regulated, and so forth? What does this mean and look like to you? (This might include thinking about cultural, moral, psychological, and physical safety and trust).*
- ?? *Are there things I (supervisor) need to look out for around your wellbeing? How will I know if things are feeling too much, difficult, or when you would benefit from some more support? In these times, what is most helpful and supportive to you? (it might also be helpful to go through the wellbeing plan on chapter 15). This might also include conversations about triggers, hotspots etc.*
- ?? *What are other support options which you can utilise outside of supervision? (holding in mind professional boundaries and supervision not being a replacement for therapy).*
- ?? *A helpful activity to support the above, is to use reverse “brain-storming/ thought-showering”. For example, “What would the worst supervision ever be and look like?”, “What could we do to make supervision super unhelpful/ a waste of time/ stressful/ trauma-inducing?” and then to the other way around (This is magnified in Worksheet 4.1 or 16.2).*
- ?? *What is your understanding of the values and principles of trauma-informed practice? It may be helpful for us to go through these, and think about what they mean to you and us, which jar, which resonate, which you would add etc?*

Behaviour is communication- the behaviour kaleidoscope - Adapted from Dr Treisman's book on trauma-informed organizations.

Box 7.5. Value and Principle. Behaviour is Communication Expanded (Not an exhaustive or prescriptive list). Each one of these is hugely multi-layered, so try to select one or two and take your time to really reflect and enrich on them.

These questions are mainly focused on organisational behaviour/dilemmas/difficulties/situations/conflict to support a lens of curiosity and seeing behaviour as more than just behaviour. For behaviour in a clinical/child context please see the behaviour kaleidoscope worksheet on www.safehandsthinkingminds.co.uk

- ?? What function, need, and purpose might the difficulty, behaviour, situation, dilemma, or conflict be filling or trying to communicate or achieve? What might the story and hidden messages be behind the behaviour and underneath the surface? (Think about an onion, Russian Dolls, or layers on an iceberg. It can be really powerful to draw these or to use props to support these discussions).*
- ?? If the behaviour, difficulty, dilemma, and conflict could talk what would/might it say? What is it trying to share or communicate?*
- ?? What are different people's meaning-making, sense-making, attributions, interpretations, attitudes, expectations, values, feelings about the conflict, behaviour, difficulty, and dilemma; and responses and reactions to it? Where do these come from and how are these influencing and impacting them?*
- ?? What are some of the wider contextual, cultural, community, system, and societal factors, values, discourses, and dynamics, including power, which might be useful to consider? What else has been happening? What else is important?*
- ?? What triggers, hotspots, factors (e.g. Environmental, sensory, autobiographical, physical, cognitive, relational, emotional, and contextual) make the behaviour, difficulty, or situation bigger, smaller, absent, present etc.? What fuels, amplifies, changes, or calms it? (see chapter 1 on triggers and chapter 2 on trauma-inducing experiences).*
- ?? Are there particular patterns, links, or themes? If the behaviour was a puzzle, what pieces do you think it might be made up out of, and what picture might it form when put together? (it can be helpful to track these, chart these, diarise them, or make a visual representation such as a chain of events) Have you thought about the possible mirroring, echoing, and parallel processes?*
- ?? What happens in the times when the behaviour, difficulty, or dilemma is absent or less present? What is different and why? Are these times noticed, and acknowledged and reflected on? What can be learned about these times?*

?? *What might be the story and history of the behaviour, and how, when, and why might it have developed? Why might it needed to have developed? Be protective? Be as a response to something, such as, pain or fear?*

?? *What might it look like/ feel like (Advantages and disadvantages) if the behaviour disappeared, packed its bags and left, or was less present? What might be missed/ lost? What might it be transferred to?*

?? *What strategies, interventions, and discussions have been tried already? What bits of these were helpful or less helpful, and why? Were these in keeping with the values of trauma-informed practice e.g. safety, trust, curiosity, strengths, relational, collaboration, choice, voice, cultural humility etc?*

Having chosen a particular behaviour or signal and gone through the above. Think about the following questions:

?? *How does knowing a bit more about what the behaviour might be communicating shape your feelings, thoughts, conceptualisations, descriptions about the person, situation, dilemma, conflict, or difficulty?*

?? *How does the behaviour change when viewed from a different angle and lens? How might this lens impact on your way of understanding, responding, and supporting change?*

?? *Is there a particular behaviour that really pushes your buttons, or gets under your skin? (We all have some!) What is your story of, experience of, history to, and relationship to that difficulty, feeling, value, or theme? (see chapters 1 and 2).*

?? *Which of your values or beliefs are being challenged by the behaviour? What, if anything, is being triggered, resurfaced, pushed in you/the team/the organisation? Which of your/the team/ the organisation/ societies own stories, values, beliefs, and experiences are influencing your meaning-making of the behavior and your response to it?*

?? *How can we be curious instead of furious?*

