



**safeguarding supervision**  
**DAY 2 – am**

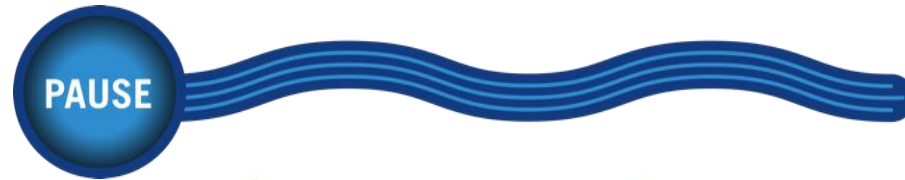
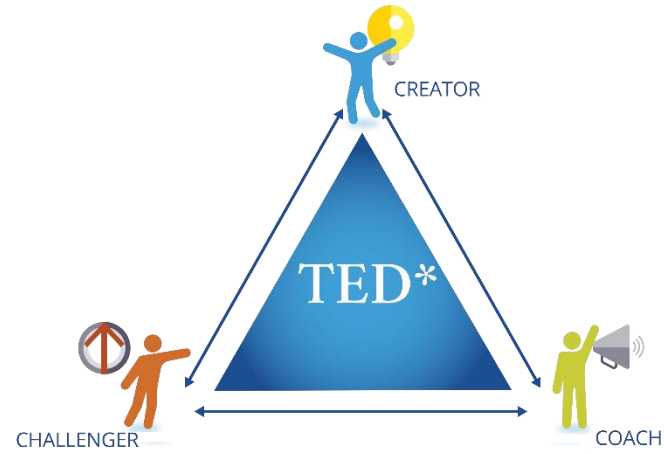
RUBY PARRY

# Aims of this session

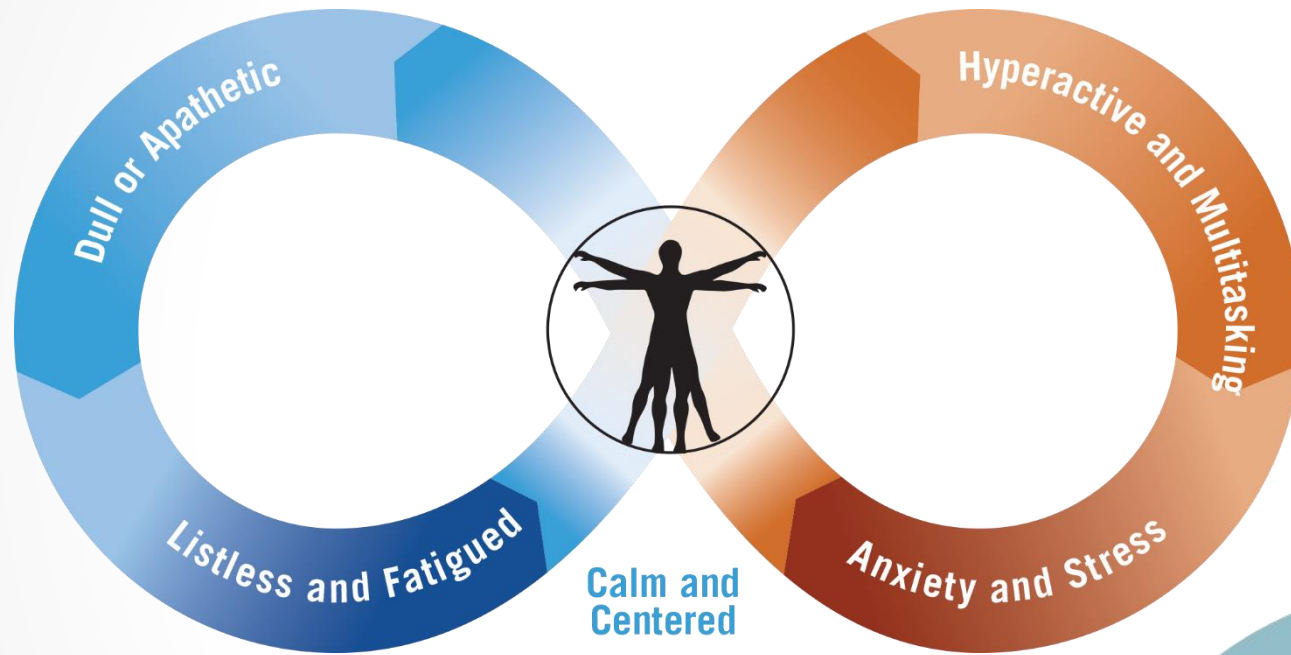
- *Further explore the use of ecological transactional analysis and practice skills in managing supervision to promote good safeguarding behaviour and outcomes for children and adults at risk*



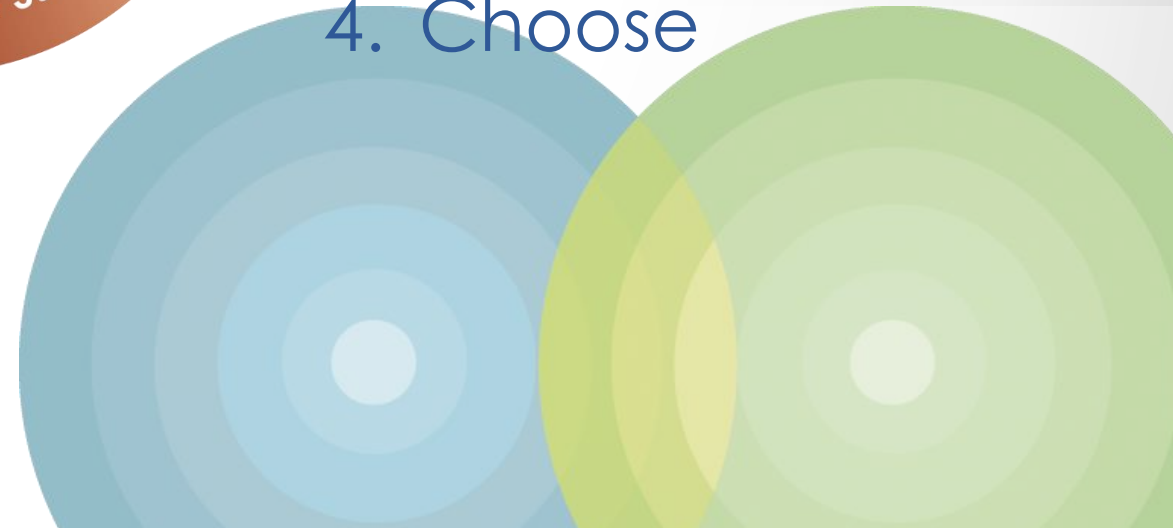
# Above the Waterline



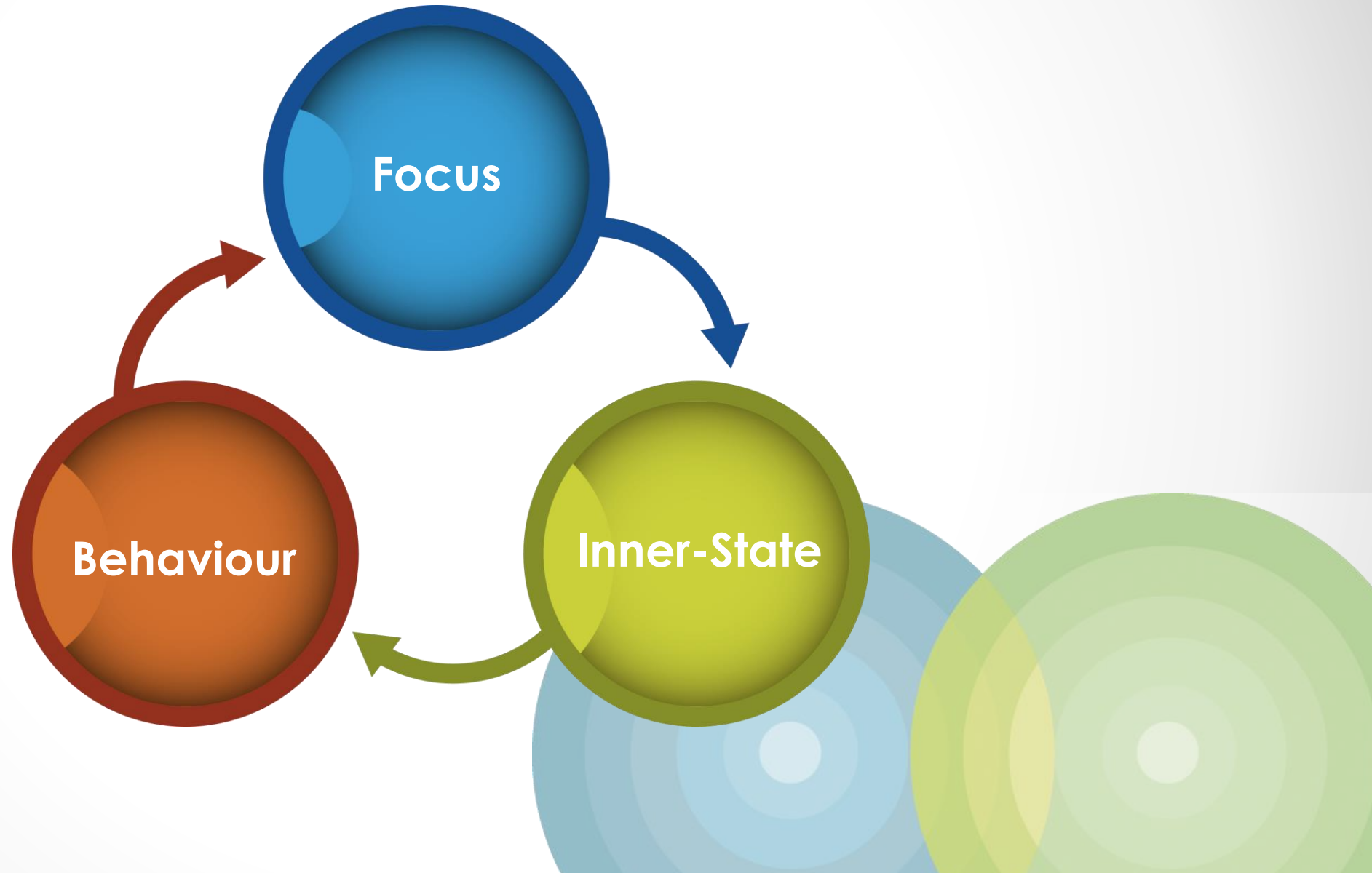
# TED\* Pause Practice



1. Pause
2. Ground
3. Center
4. Choose



# The FISBE Mental Model

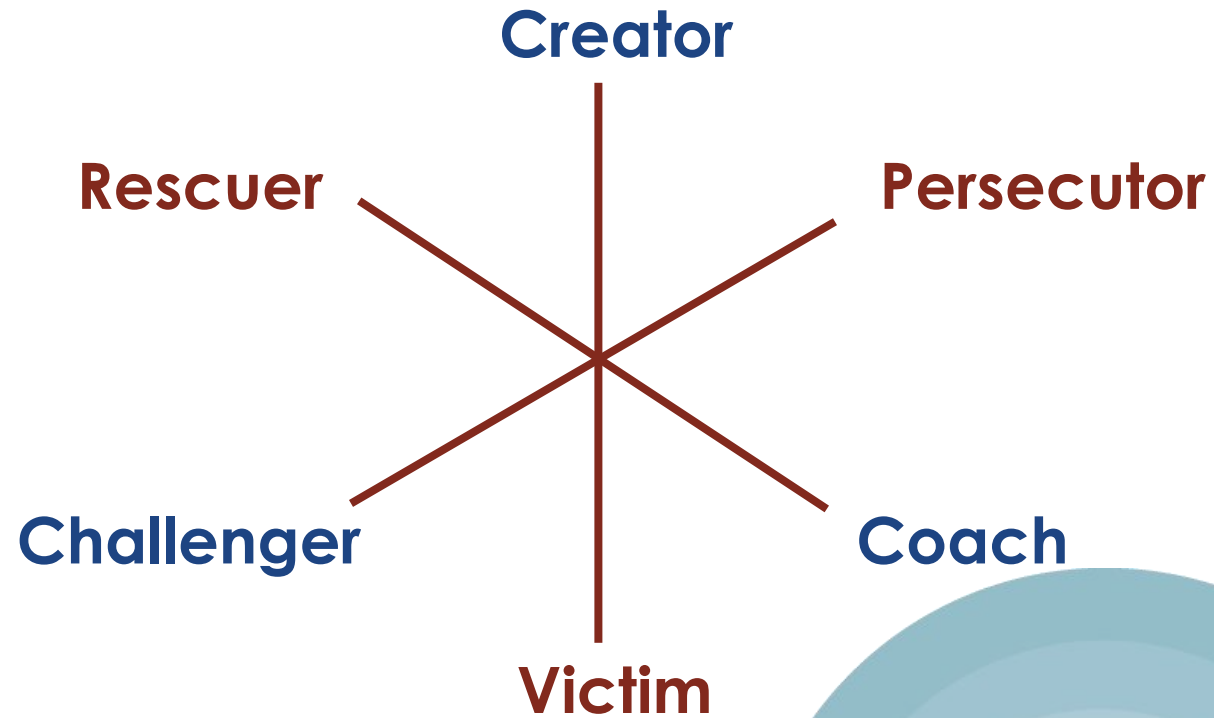


# Primary Orientations



Adapted from Bob Anderson—*The Leadership Circle*. [www.theleadershipcircle.com](http://www.theleadershipcircle.com) Used with permission.

# DDT and TED\* Roles



# Shifts Happen at Two Levels

**Internal:** within yourself; how you “meet” your experience


**External:** your relationship to others; how you interact with others

**We cannot force others to *make shifts happen* in their own lives!**



# To make a shift you have to recognize your **Reactive Triggers**

## These may be:

- Part of the environment or physical space (a stuffy room, noisy background).
  - Part of the situation (time constraints, challenging tasks).
  - Derived from another person (strained collaborations, aggressive attitudes, unrealistic expectations from your manager or Board).
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# Reactive Strategies

**Reactive *Strategies* may be:**

- Withdrawing and going silent.
- Speeding up efforts when faced with a Reactive Trigger.
- Stalling.
- Procrastinating.



# Reactive Triggers Exercise

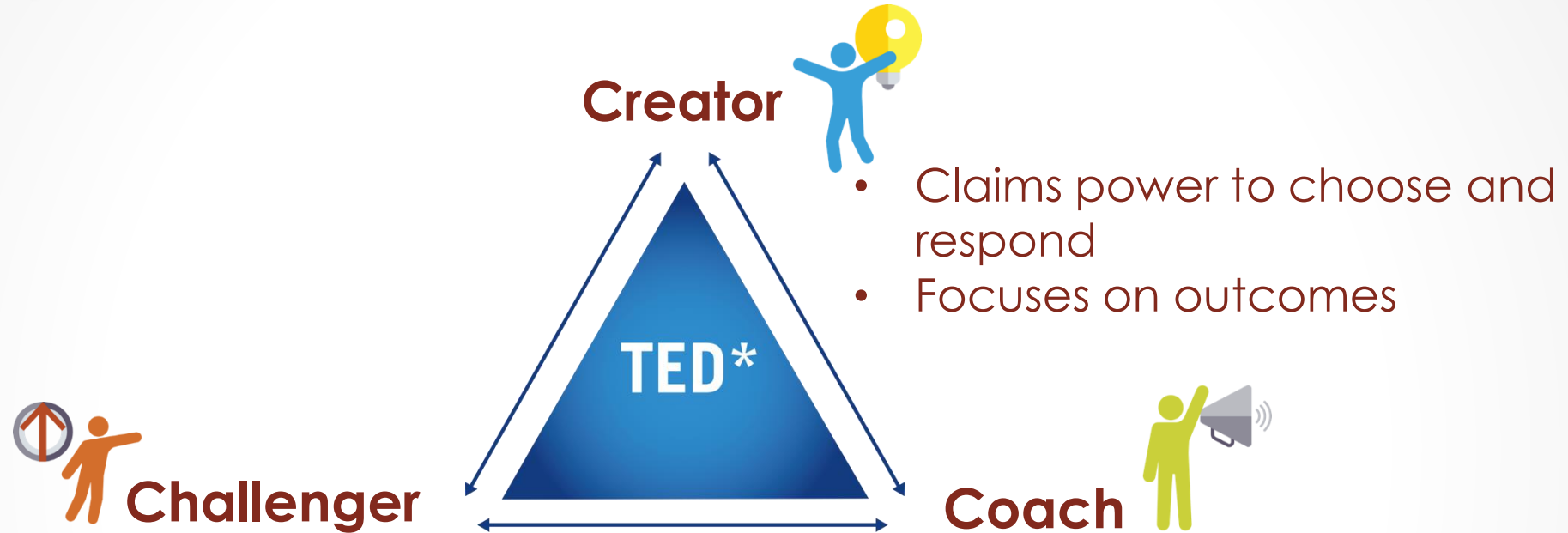
- List at least 3 of your reactive triggers.
- Identify the strategies you use to deal with that trigger.

## What is the commitment behind the complaint?

- Look at your reactive triggers and identify what it is that **you care about** that has caused you to be triggered.
- Discuss in groups!



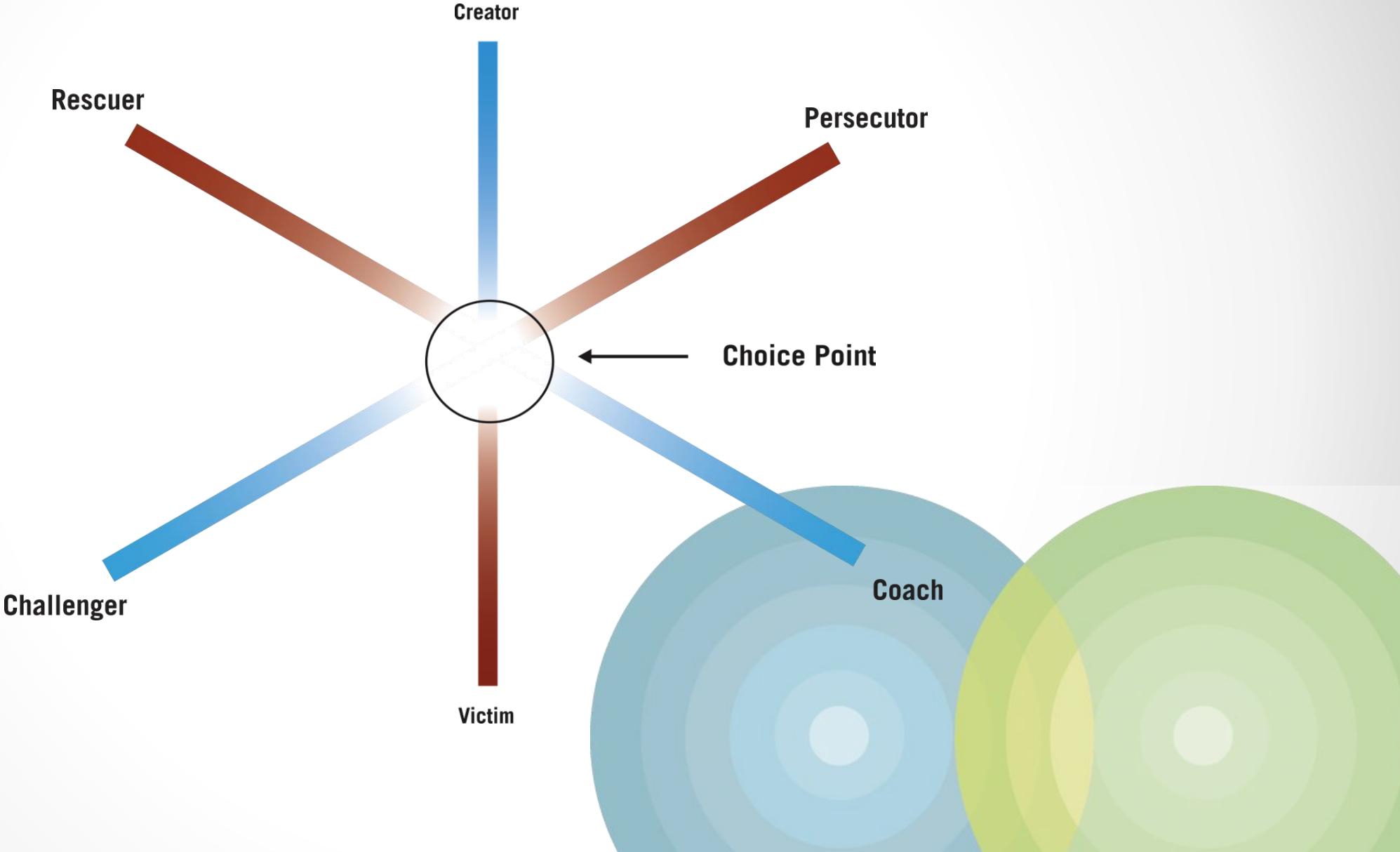
# TED\* (THE EMPOWERMENT DYNAMIC)®



- Calls forth learning and growth
- Provokes/evokes action
- Conscious/constructive
- Unconscious/deconstructive

- Supports and assists
- Facilitates clarity by asking questions
- Listens deeply with curiosity

# Making Shifts Happen: Choice Points



# Facilitating the Shift



## Internal:

- What do I want?
- How do I choose to respond?
- What is my responsibility?

## External:

- What is the *dream denied/thwarted*?
- What do you/they *really* want?
- Reframe the “problem” that feeds the Victim perspective into an “outcome” the Creator can begin to move toward.
- **Shift from *hopelessness* to *possibility*.**
- **Move from *reacting* to *choosing*.**

# Facilitating the Shift



## Internal:

- How do I take responsibility for my self-care?
- How can I appreciate myself more fully?
- What support do I need?

## External:

- How are you seeing the other—as a problem to fix or as ultimately capable and resourceful?
- What questions could you ask to clarify an outcome, current reality, or generate possible Baby Steps?
- **Shift from *fixing* to *letting go*.**
- **Move from *telling* to *asking*.**

# Facilitating the Shift

**Challenger**



**Persecutor**

## **Internal:**

- What has this person, condition, or situation come into my life to teach me?
- How can I grow and develop?

## **External:**

- What is your intention?





# Intention Mindsets

## “Looking Good” Intent

*To look good to others*

- Look good—even at others’ expense
- Be right; be the hero
- Be smart; be the winner
- Base on judgment/control
- Use your energy to protect how you are seen
- Connect only if it is useful to your own agenda and/or “fake” connection
- Make others wary, reluctant to engage or forgive error
- Put self above (belittle)

## “Learning” Intent

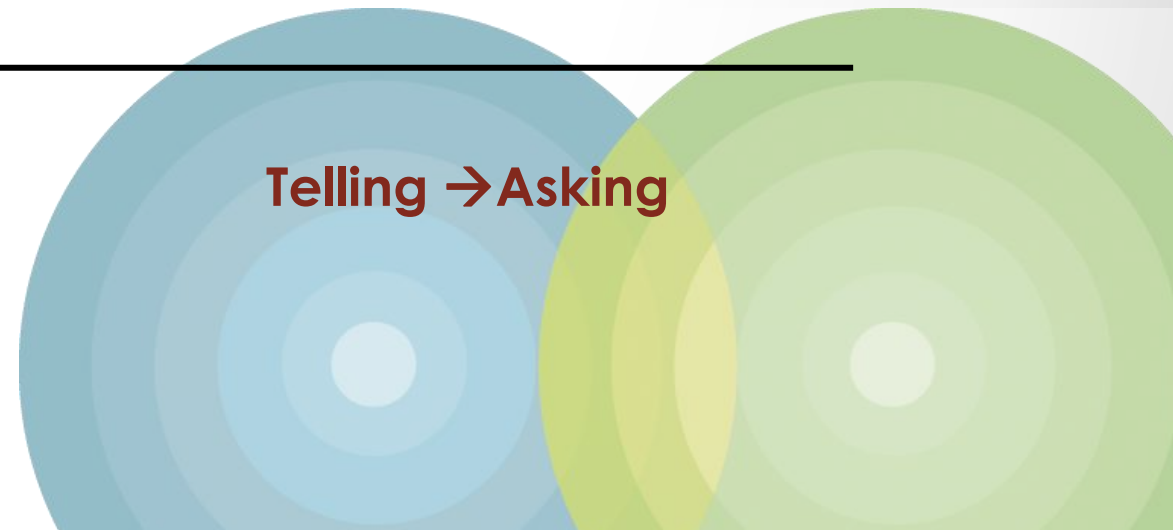
*To create learning with others*

- Focus on learning
- Enhance capacity and capability
- Maintain integrity—no hidden agenda
- Base on respect and care
- Use energy to create safe space
- Create and sustain connection even when there are differences/obstacles
- Help others be willing to engage or forgive
- Build others up

Derived from work of Diana Cawood. Used with Permission

# “Making Shifts Happen” Summary

	<u>Central Question</u>	<u>Essential Shift</u>
Creator ↑ Victim	What do I want?	Reacting → Choosing
Challenger ↑ Persecutor	What is my intention?	Putting down → Building up/Learning
Coach ↑ Rescuer	How am I seeing the other?	Telling → Asking



# Making shifts happen

- Consider either a scenario you started the day with, or one the group identifies as being a common DDT
- Use the model to consider how you might shift the situation by asking –
  - How do I see the other person?
  - What is my intention?
  - What do I WANT as an outcome?



# Break

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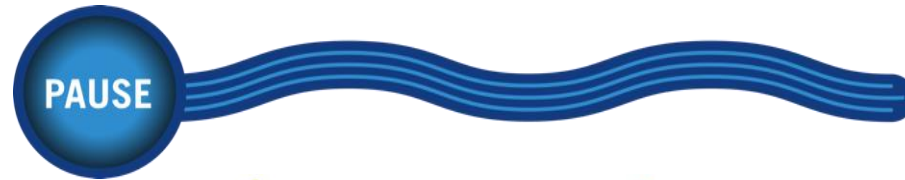
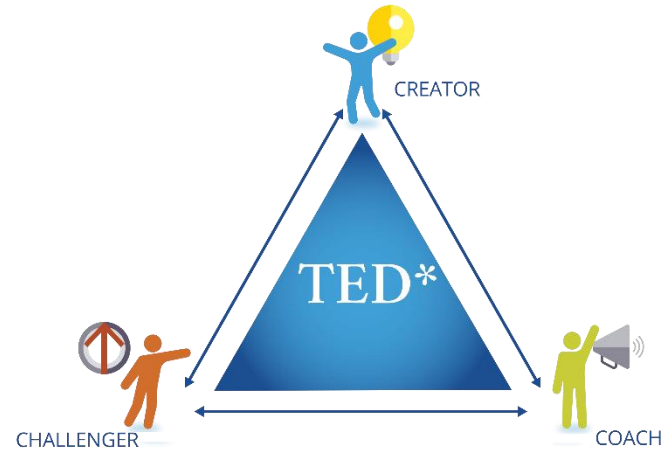
15 minutes please!

# Tackling **unhealthy processes**

- Don't disqualify your gut feelings.
- Remember we all get caught up in such processes.
- Analyse what's going on.
- Develop a strategy to interrupt it.
- Acknowledge space for feelings.
- Use open questioning
- Think TED\*!
- Use of good clear contracts.



# Above the Waterline



# Morrison's 4 x 4 x 4 model

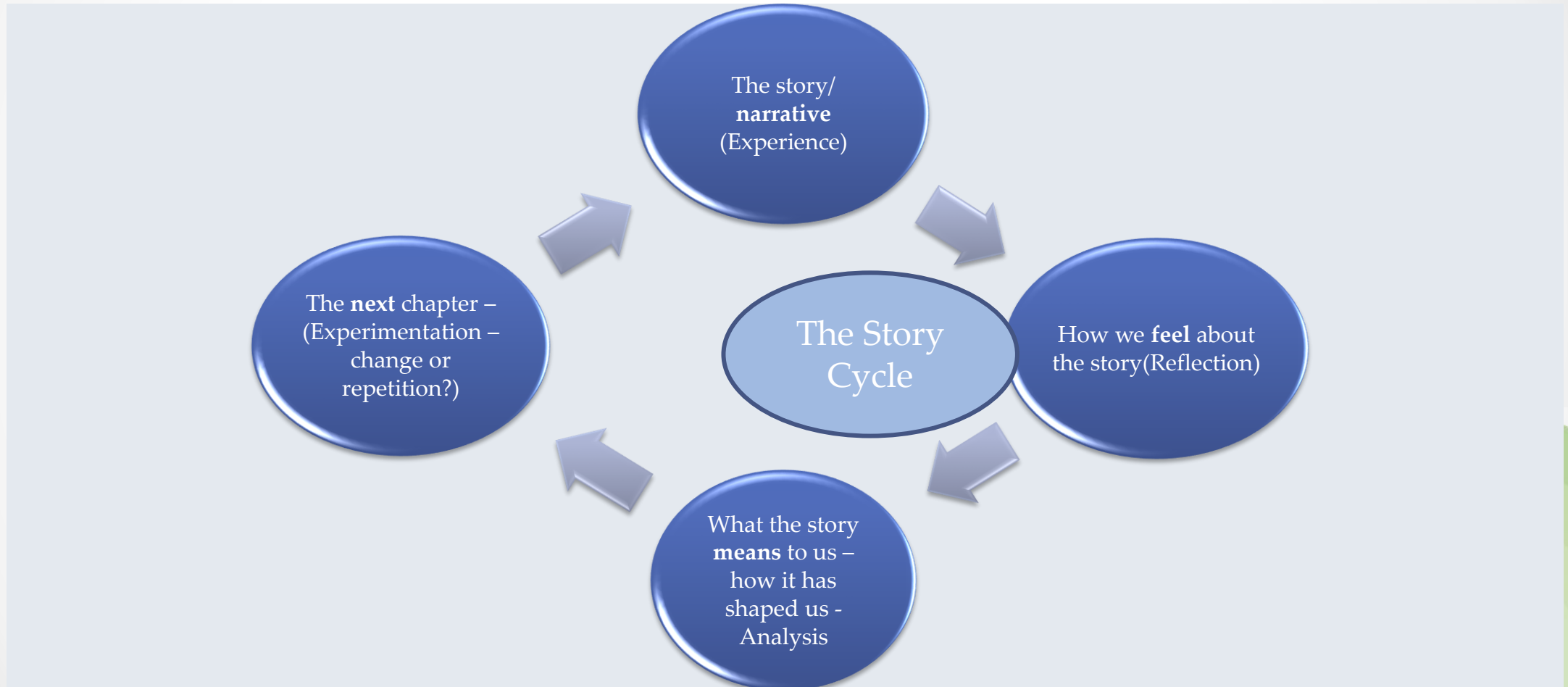


# Morrison's 4 x 4 x 4 model





# KOLB'S LEARNING CYCLE AND MORRISON'S STORY CYCLE – GAMES AND DRAMA IN ACTION...



# Experience

- Engagement in the experience 'being there'
- Accurate observations of what happened
- Engagement with the child/young person
- Open ended questions by supervisor important to establish quality of practitioners ability to 'be in the experience' – recognise DDT dynamics and address them



# Reflection

- Without reflection benefits of experience can be lost or misunderstood
- Need to clarify source of emotional/moral/value responses
- How much are responses impacted on by personal experiences
- Helps to recognise common elements in different situations-develop practice wisdom

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# Analysis

- Reflection should lead to analysis
- Without analysis erroneous and subjective conclusions may be drawn
- Ensures that evidence and feelings are located within external body of knowledge – threshold, multi-agency safeguarding
- Translates into professional evidence
- Interrogating and probing info for discrepancies
- Justifying and explaining interventions
- Basis for wider learning
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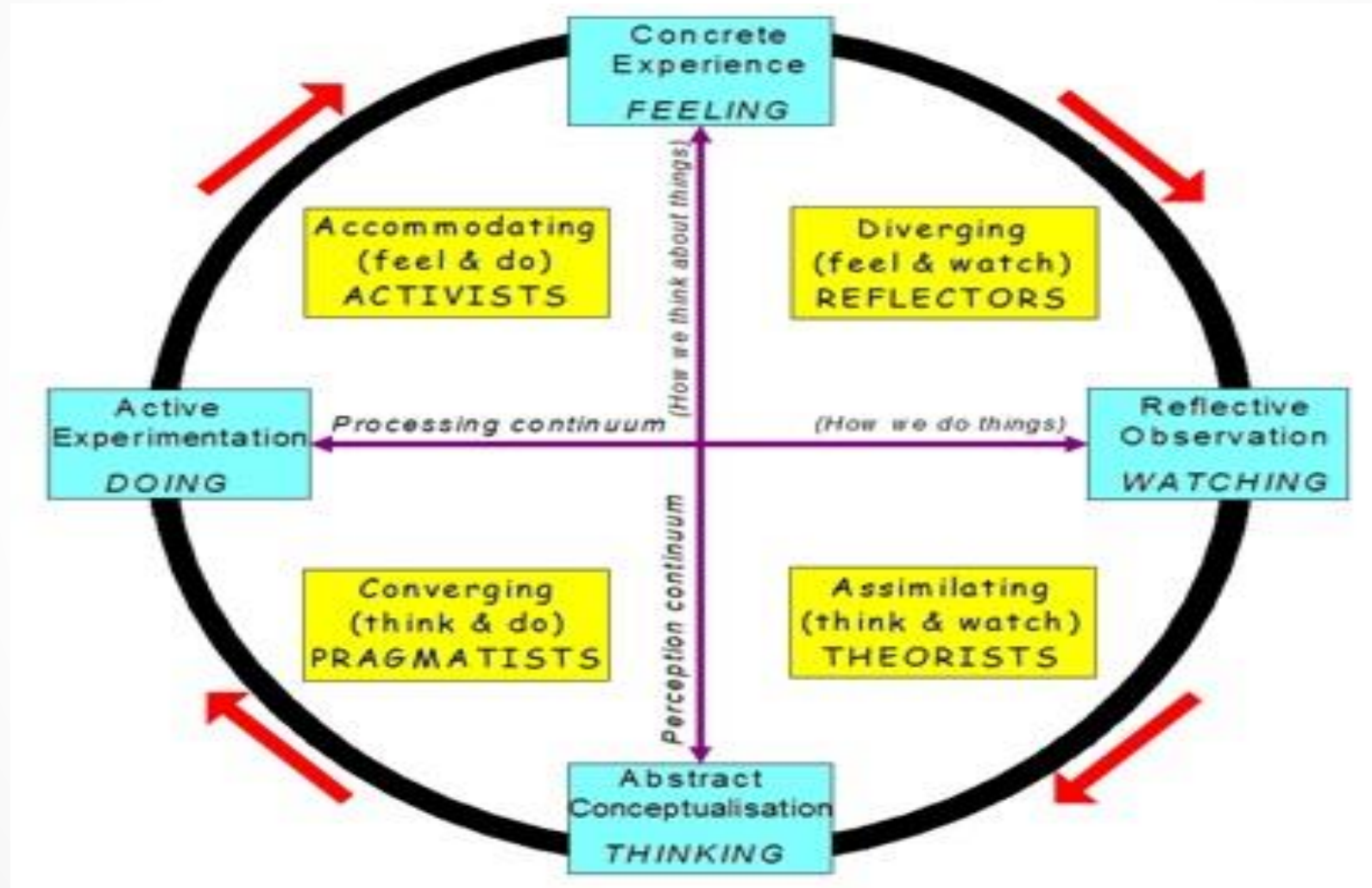


# Action Planning

- Planning preparation and rehearsal of strategies
- Setting goals
- Options examined
- Explore detail of plan
- Identify contingency plans
- Leads into new experience and new learning cycle



# Honey and Mumford's learning styles



# What is your learning style?

<https://www.mint-hr.com/mumford.html>.



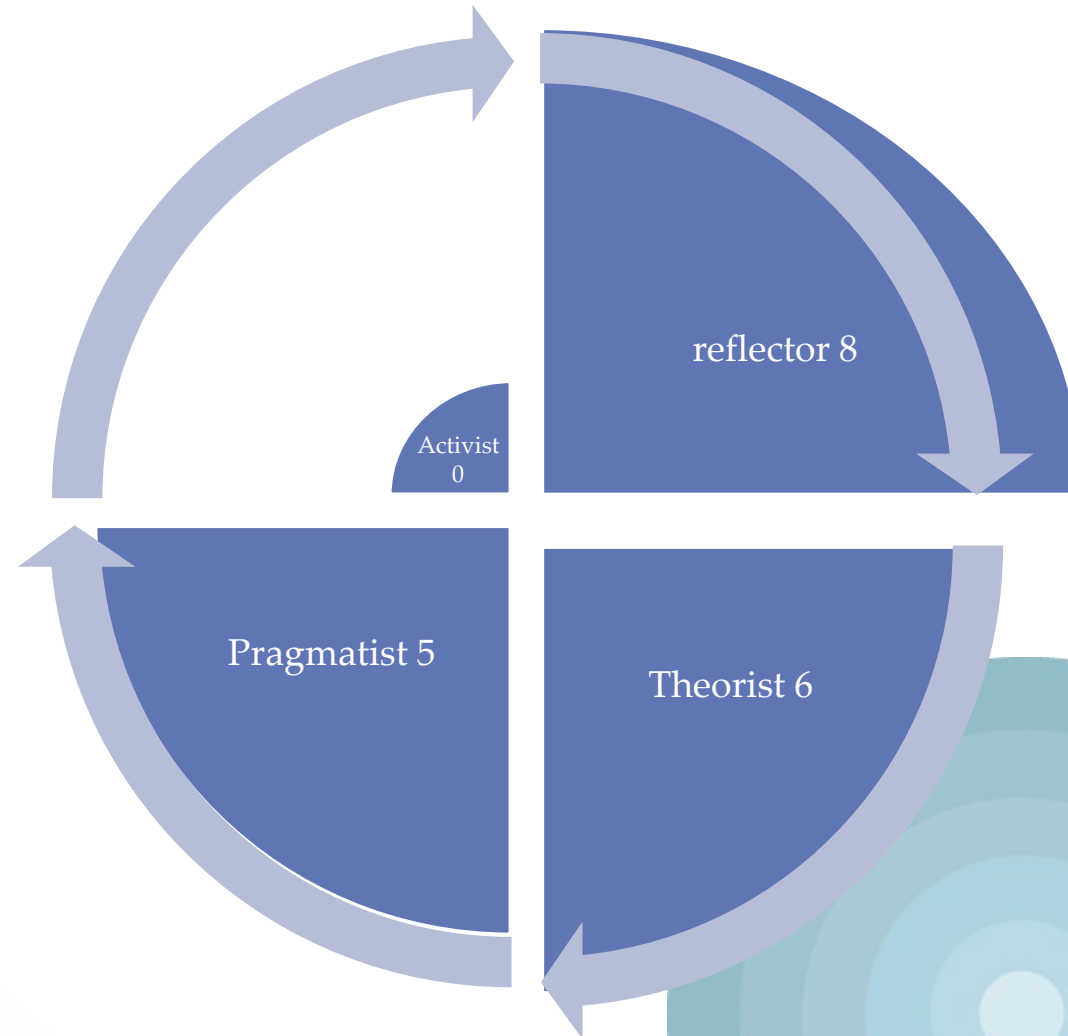
# What is your learning style?

- Share your top 2
- What do you think are the advantages and disadvantages of these for the people you supervise?

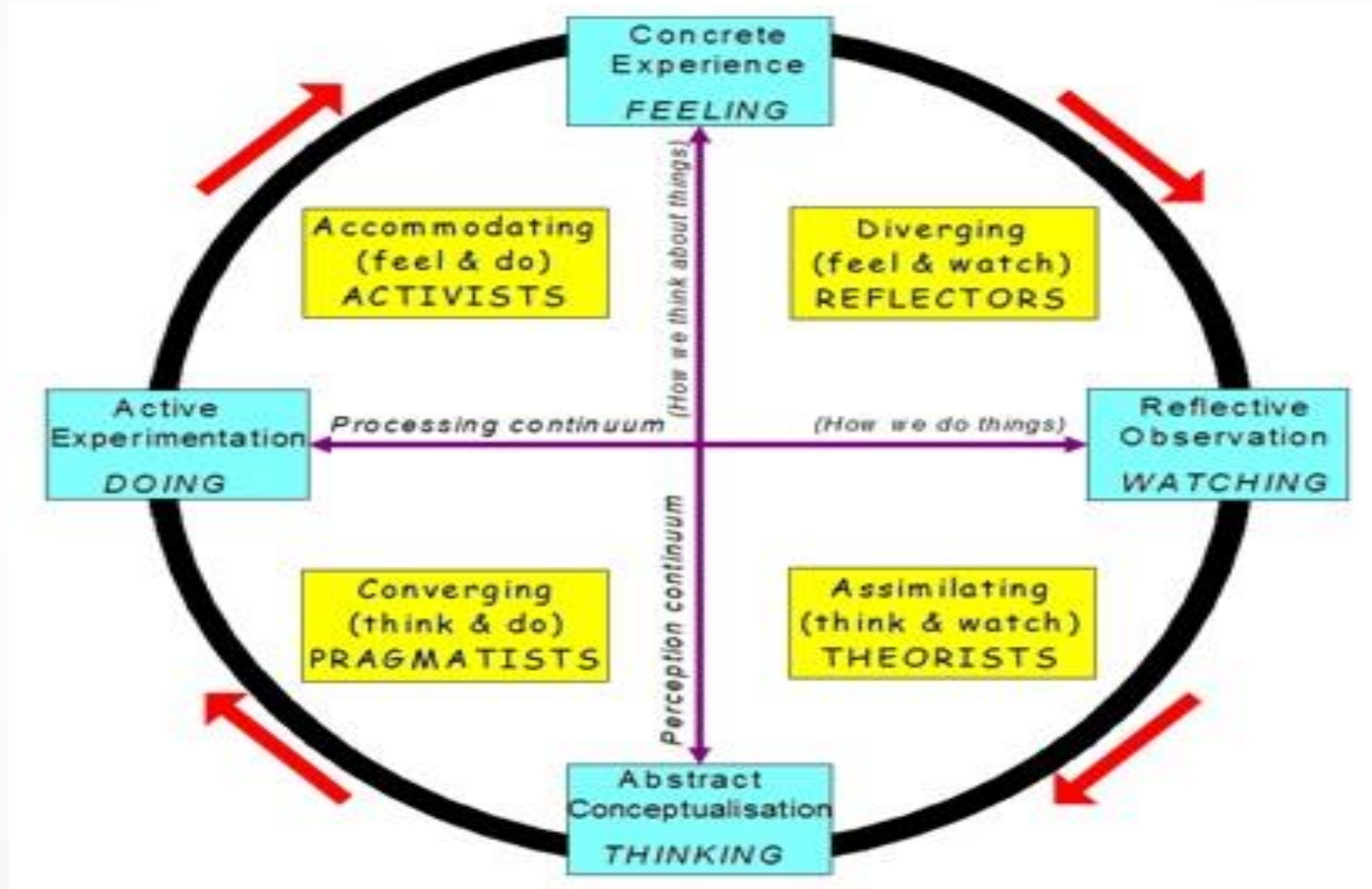




# Group learning styles summary



# 'stuck' behaviour

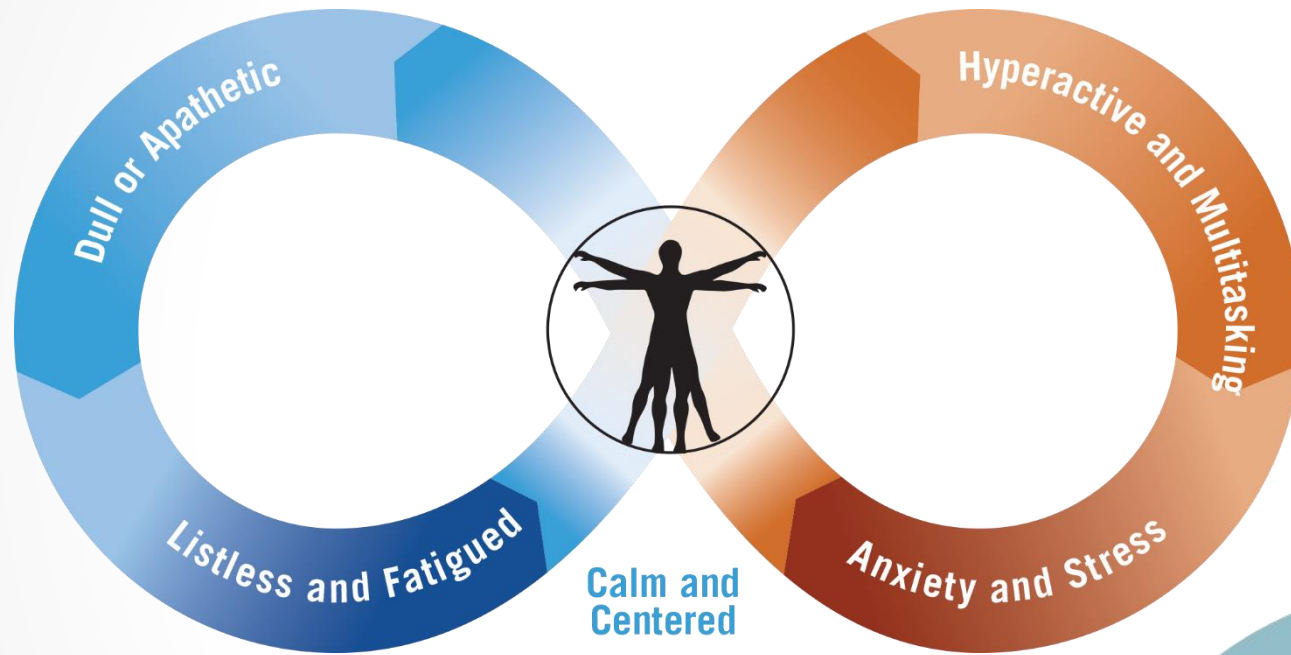


# Learning styles – ‘stuck behaviour’

- Refer to the handout– the ‘behaviour of people stuck in the learning cycle’
- Identify a person you supervise, or a colleague whose behaviour appears in one of the ‘stuck’ descriptions – try to relate to your understanding of drama and how this might help to move this person to a more positive place
- Discuss with your group and agree how you might work better with this person



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