

Reflective Practice Discussions

Engaging in reflective practice is an essential part of Positive Behaviour Support as well as being a pillar of effective service design and delivery.

Our ability to remain open to exploration, to remain curious as to what is happening and what a person might be experiencing lays the foundation for really understanding what a person's needs may be and therefore how we can develop skills and strategies to support them.



Purpose of Reflective Practice

The reflective process is a strategy to not only support our thinking and planning but to:

- Remove ourselves from being immersed in the day to day stress of supporting people with complex needs or other stressors
- Seek support for ourselves
- Take the time to reflect on the bigger picture in a safe space
- Be neutral, curious without the pressure of solving

Reflective practice is **NOT** about reporting, justifying, presenting for the purpose of seeking feedback. We are not seeking to report on strategies tried and what strategies can also be tried.

True reflective practice seeks to understand and build insight. Without insight, strategies are often ineffective and misaligns with actual underlying needs.



It is an ongoing process of joint learning, planning and insight building.

Reflective practice is an **ongoing embedded practice**, not 'as needed'.

Effective support teams and person centred approaches to support ALL embed and plan for regular reflective practice approaches.

Even when things are going well, reflective practice helps us remain curious and open to continuing to share knowledge, reflect on what we understand about a person's needs, how we are going supporting the person, what we are learning and what we need to adjust.

There are different models for reflective practice that are readily available with the Gibbs Cycle being the most common. However, many models such as these are geared towards reflecting on a 'point in time', 'event' or 'incident'. These models are very important and effective, however we would like people to consider different ways of engaging in reflective practice and ways to do so.

Gibbs' Reflective Cycle

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1. Description

What happened?
Keep it relevant, to the point
necessary background information.

6. Action Plan

If the situation arose again, what
would you do? Anything you need to
know, or improve?

5. Conclusion

What else could you have done?
What you learned?
What can you change in future?



2. Feelings

How did you feel?
What were you thinking?
(at the time + looking back)

3. Evaluation

How did things go? (Good + Bad)
Reactions from yourself + others
involved.

4. Analysis

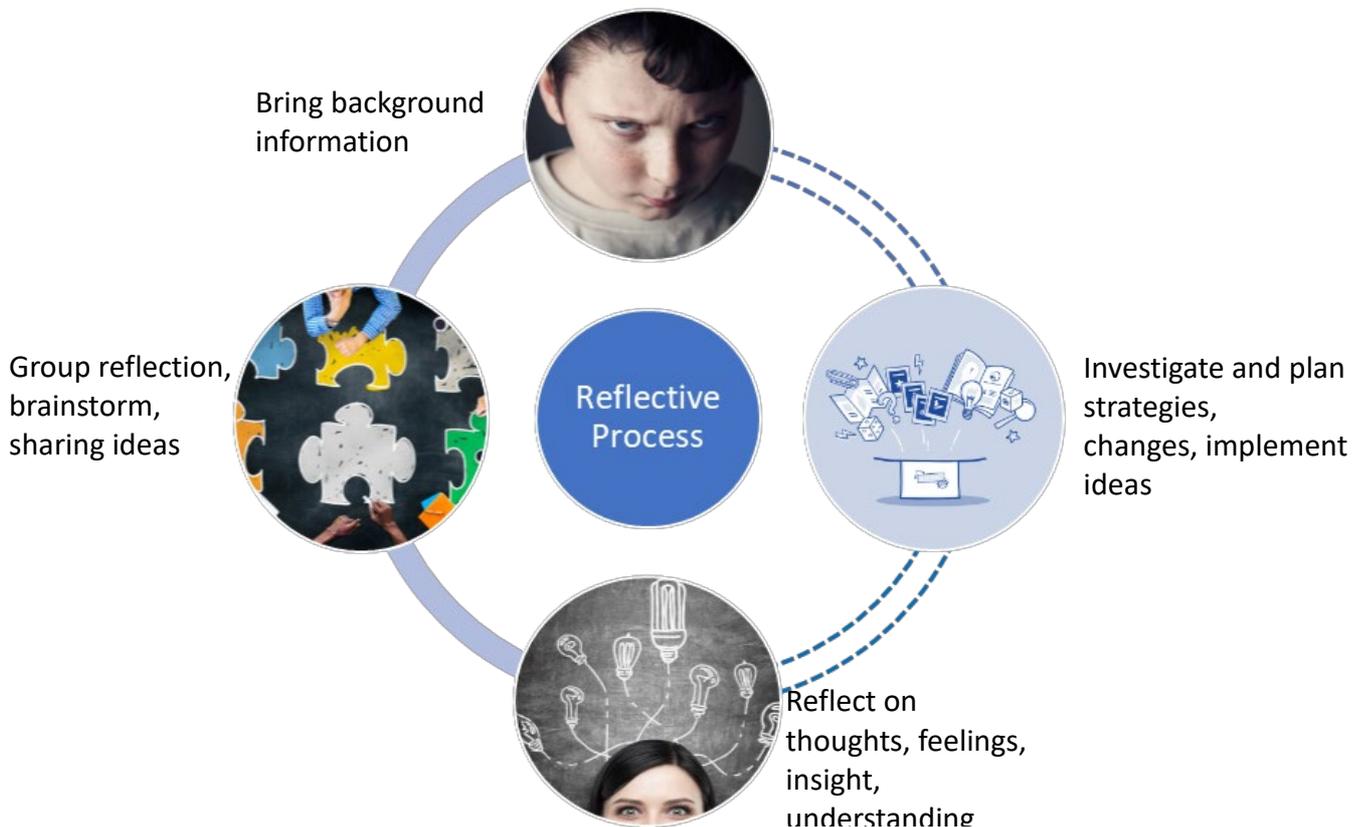
What sense can you make of the
situation?
What might have helped?
What might have hindered?

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Other robust and effective models of Reflective Practice build in exploration and insight building in an ongoing manner looking at what we are thinking and learning about a person's general underlying needs. **What makes them tick and how their experiences adjust and shift over time.**

Within ITABW we will use the following processes to guide our process of exploration, insight building, and review of how we might develop and embed supports.



The reflective process can help to:

- Gain further momentum if feeling “stuck”
- Remain open to new meanings and ideas
- Avoid marrying hypotheses
- Continue to explore and reflect on potential hypotheses, working towards a shared understanding with the team
- Create a deeper level of insight
- Bring together collective lens’, wisdom and ideas
- Continuously review how support is meeting a person’s needs
- Look at systemic and relational needs

Some tips when engaging in reflective practice

- Task is to create and broaden our understanding and lens
- Discuss the person through the neutral inquisitive position - allow the conversations to unfold to create new ideas
- Be imaginative in your thinking and questioning. Follow what you may be curious about or what triggers what you may want to know more about.
- Be speculative, e.g. “I’m not sure...”, “It occurred to me...”, “Maybe...”, “I had the feeling that...”,
- Talk to the reflective team, we are not giving feedback to the presenter
- Reflections must have the quality of tentative offerings, not pronouncements, interpretations or supervisory remarks
- No lens or ideas is “right” or “wrong”, there are many possible meanings
- Remember not to be married to the hypotheses, we are exploring how we understand needs and experiences
- Strengths based, highlighting the positives
- Use underlying needs frameworks which helps to explore possible meanings and in-sight into experiences

Engaging in Reflective Practice within ITaBW for Professionals and Providers

Preparation

1. Prepare a summary of some key points related
2. Focus on a brief back ground and the main concerns or summary of underlying needs.

Within the reflective space

- Start with about up to 10 mins of info sharing about the scenario from your prepared notes.
- Group to ask clarifying questions if it helps – up to 10 mins
- Clarifying questions are not generally focused on what the presenter has done to implement support. The focus is mainly on understanding the needs of the person and context.
- Use the space to then be curious about your thinking. What are your hunches? What are you curious about? How does the discussion trigger your thinking about what could be happening for the person or support network and what they may be needing?
- Curiosity is open and to the group not directly to the presenter.
- Sit with your temptation to offer solutions and strategies. It's amazing the creativity in relation to support strategies that arises from focusing on our understanding.
- There might be times its appropriate to enquire about the presenter's thoughts and reflections but keep this in balance.
- The presenter can contribute to the discussion but the magic happens when the group do most of the talking and reflecting.

For the presenter/s:



Try to remain quiet, no matter how much you want to guide the discussion. This will allow the reflective team to 'spiral', and create space for curiosity based ideas.

Some example framing statements.....



I wonder if....

It seems as though....

What would the context look like for at that time?

When is he coping well?

I wonder how he makes sense of (e.g. predictability) at that time, because when I think of...

I'm curious about.....

That makes me think more about

"I have a hunch that _____ is impacting on _____, + _____, + _____ and therefore would like to further explore _____, + _____, + _____"

References

Anderson, T. (1987). The reflecting team: dialogue and meta-dialogue in clinical work. *Family Process*, Vol 26, 415-427.

Young, J., Perlesz, A., Paterson, R., O'Hanlon, B., Newbold, A., Chaplin, R., Bridge, S. (1989). The reflective team process in training. *A.N.Z. Journal of Family Therapy*, 10(2), 69-74.