

Effective Supervision of Your Child's Support Staff: A Special Webinar for Parents

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Overview

- Importance of Effective Supervision
- Challenges
- Understanding Scope of Responsibility
- Key Characteristics of Effective Supervisors
- Target Employee Training/Development Areas and Methods
- DSP Core Competency Resources

Importance of Effective Supervision

- Risk Mitigation
- Achieving Best Outcomes
- Longevity/Consistency of Staff Support
(Reduction of Turnover)

Challenges

- Severe workforce shortage in our field
- Workforce generational / cultural issues
- Hours work is needed are often less preferred work hours (weekends, evenings)

Key Characteristics of Effective Supervisors



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Communication

- Works when it is really a two way street:
 - Clearly defined and discussed parental/supervisory expectations
 - Basic/essential information
 - Expected actions (proactive and reactive)
 - Acceptable and not acceptable locations/actions/use of time
 - Process/forum for employee sharing of experiences for awareness and problem solving
 - What did you do? How did it go? What went well? What was problematic or might be a problem in the future? Did anything unexpected come up? What other supports/resources should I be looking at building in to our work?



Support

- Being approachable, helpful, and concerned about the employee (especially when there are issues/problems)
- Subordinates in any work environment are never eager to give a boss bad news; adding the parent/vulnerable child relationship can make this type of communication extremely difficult (in a way that could irreparably damage trust or impede safety)
- Defining range of flexibility (decision rights and limits)
- Know employee's circumstances (hours at other jobs, school obligations, etc.)

Model/script difficult conversations

- “It doesn’t matter how hard it might be to let me know if something bad happens... I need you to let me know if something bad happens”
- “John had a very difficult time at the mall the other day with my husband and I – he was very aggressive, and we needed to physically escort him to the car. I’m not sure if we could have prevented it if we had taken his token board, but we were in such a rush we just forgot it.”

Respect

- Delegating authority (for a range of activities) and listening to what the worker has to say, plus:
 - Honoring and limiting the role to the defined role
 - Employee development
 - EEO issues / preventing harassment, etc.

Fairness

- Giving credit/praise and objectively identifying problems when they exist
 - Daily or weekly check ins
 - Periodic more formal (written) evaluation.
- Recommendation:
 - 1st two weeks/month (after approx. 4-6 service opportunities)
 - 3 months
 - 6 months
 - Annually thereafter

Performance Evaluation Can be Simple!

Name:

Date:

Evaluation Period:

6/1/21-9/1/21

Key Accomplishments/Performance Highlights:

Areas to Target for Improvement:

Summary Statement:

Supervisor's Signature:

Employee Signature:

Predictability

- Being dependable, and keeping promises
- Model only behavior you would like employee to perform
- If progressive discipline is needed, start with open/honest discussion (“I need....”, “It’s important that...”)
- Use scheduled check-ins for feedback when possible and feedback is not urgent (more open, available, receptive)

Competence

- Knowing your own “job” and scope of responsibility as a supervisor, and doing it well
 - Presence
 - Boundaries
 - Unambiguous direction where needed
 - Negotiation of expected actions when appropriate

Target Employee Training / Development Areas and Methods



General principles/mission/goals/ expectations relating to the care and treatment of individuals with disabilities



Safety and security procedures/expectations

Program implementation and monitoring



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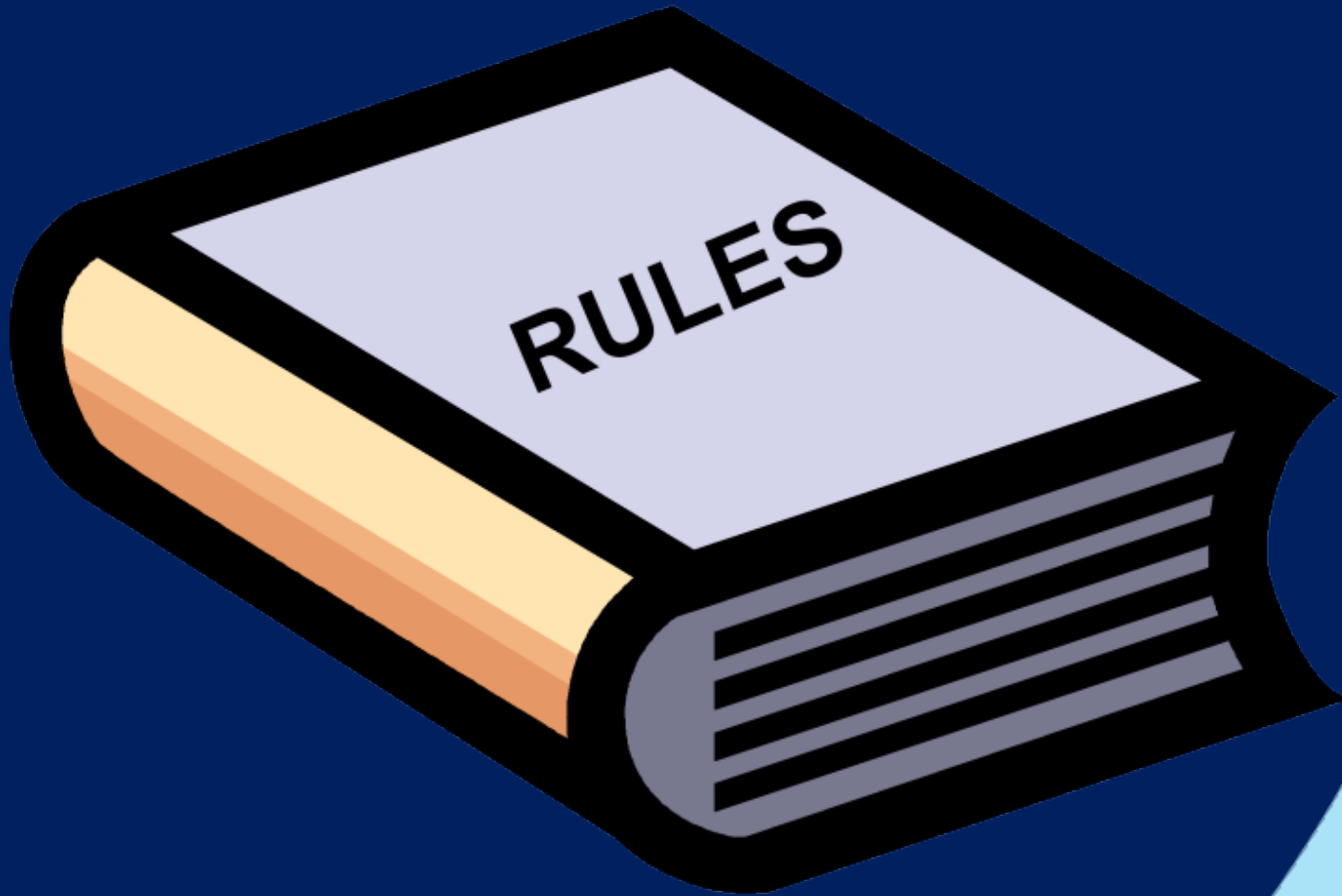
Record maintenance and management



Abuse and maltreatment identification and prevention

- Reporting methods
- Allowable conduct vs. abuse/mistreatment
- Reporting requirements for minor injuries/incidents (and major ones)

Laws, regulations, requirements



First Aid/CPR

- Plus..

- Choking prevention?
- Physical intervention techniques?
- Individual-specific monitoring or support needs?



Provide Explicit Yes's, No's, (and Maybe-So's?)...

- Personal phone use?
- Personal money use?
- Acceptable places to eat, visit, etc.?
- Running errands?
- Spending time in employee home or at employee family parties or with employee friends?
- When to call vs. report later
- Parent/service recipient preference conflicts?

– Include the “why’s” when you can... understanding the rationale for a limit or requirement helps adult learners tremendously!

Supporting development of professional boundaries in paraprofessional staff

- Clarification of scope of responsibilities of employee and supervisor(s), including:
 - Job description for employee
 - Documented expectations/responsibilities

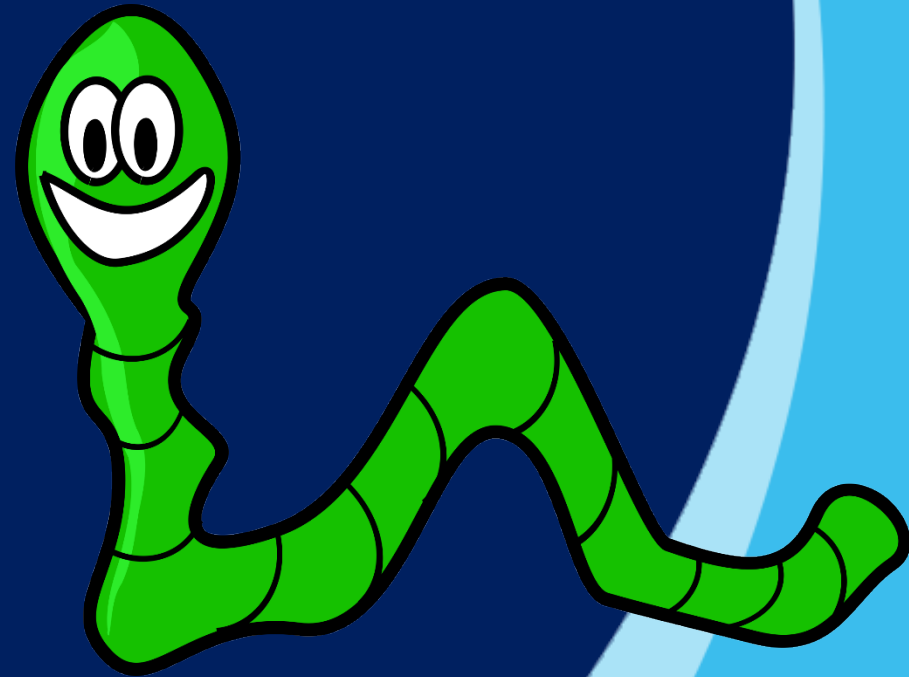


“Good fences make good neighbors”

- Clear boundaries assist, rather than impede, communication
- Supervisors can be warm, supportive, encouraging, and kind, but still keep a professional distance that facilitates a good working relationship

Outcomes / Assessment / Monitoring

- Eagles and worms...both important perspectives!



Outcomes/Assessment/ Monitoring

- Eagles - Taking the broad view (and long view) and supporting others in doing so
 - dreams, aspirations, “best life”
- Worms – Looking close up and focus on key and specific areas of importance
 - Clinical assessment - agreeing on key metrics (frequency/variety of successful outings; rates of specific challenging behaviors, etc.)
 - Important for employees to see they are effective in helping the individual with important accomplishments)

DSP Core Competency Resources

- NYS DSP Core Competencies Resources – What Supervisors Need to Know | Regional Centers for Workforce Transformation
- [nys_core_competencies_and_nadsp-code_of_ethics-complete_text.pdf](#)

There are no secrets to success. It is the result of preparation, hard work, and learning from failure.

- Colin Powell

Thank you!

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