

## **Group Supervision Guide**

success & safe <b>BEXLEY</b> independence Trusted by Reality Sectory Sectory			
It's RELATIONSHIPS THAT MAKE THE CHANGE!	Roles	Champion/ATM/TM: acts as the facilitator leading the supervision. Talks directly to the caseworker and clarifies anything during the process and about the case Caseworker: Presents a case. The Team: brings their knowledge, experience, hypothesis & learning	
DOK FOR DOK FOR NETWORKS NETWORKS DO O	Genogram and Ecomap	Genogram: outlining the family members, note families' ethnicity, faith and culture Ecomap: friends and professional network Systemic: several generations, supporting family networks	
HARM DANGER	Three - five minute overview	<b>Caseworker:</b> case overview without interruptions <b>Team &amp; facilitator:</b> make notes using A4, draw a cross to create 4 boxes, <b>Harm, Complicating</b> <b>Factors, Strengths, Safety</b> . No discussion or questioning of caseworker	
What are your goals?	Set the goal	Facilitator asks: What do you want get out of this consultation/conversation about your case? Set a clear specific goal: What would the family want to change? What would success in this session look like?	
LET'S WORK	Danger Statement and Safety Goal	<b>Everyone:</b> Draft an initial danger statement and a connected safety goal to reflect and analyse the information. Everyone shares these (if big group facilitator chooses and gives theirs inc. caseworker)	
	After this step only use the elements t	that will best reach the goal	
What 's working well?	What's working well?	<b>Everyone:</b> Writes questions for the caseworker as if being asked directly to the family, network or professionals. Use miracle and exception questions and questions that will help build the network. Share your best questions.	
ColLABORATIVE SAFETY Pormis Transis The state States Collaboration Collaboration Collaboration Collaboration Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Collaborative Colla	Safety and scaling	<b>Everyone:</b> Works on safety scaling questions and share. E.g. If 10 is you always know when your child will be home and can contact them; and 0 is you have no idea where they are; not in school and stay out all night; where would you be today?	
HARM DAVIGER COMPLICATING	What are we worried about?	<b>Facilitator</b> : Supports group to agree <b>harm</b> or uses the harm matrix. <b>Everyone</b> : Considers <b>hypothesis</b> for the caseworker to test out and writes questions written for the caseworker as if being asked directly to the family. network or professionals.	
SAFETY PLAN USING WORDS & PICTORES	Safety planning	Facilitator supports group to draft a) Safety plan (day to day), and how it will be fire tested. If services are needed record what the objective is. Or b) Words & Pictures for the caseworker to take away	
LEARNING FROM EACH OTHER ! Sharing experience	Review & reflection	<b>Facilitator:</b> Scale with the caseworker: 'Thinking about your goal, how helpful has this process been on a scale of 0-10 where; 10 - this process really helped me, 0 - We haven't done anything to help me at all; where would you scale today?'	
	ES S MAKE LOND TIME FOR GROUP SUPERVISION	ONR UP!	

For further information and support contact: SignsofSafety@bexley.gov.uk



Group

Facilitator

Worker - Problem / Issue / Case

## Using EARS in Appreciative Inquiry

ndependence			
Elicit	Amplify	Reflect	Start-Over
<ul> <li>Vorking /ell / roudest</li> <li>Vork / iggest ifference</li> <li>Thinking about your work</li> <li>what's the piece of work you feel proudest of in the last month?</li> <li>Tell me about a challenging situation and how you came over it?</li> <li>What would you say is the most positive thing you have done?</li> <li>What is the biggest difference you have seen in your work since using Signs of Safety in Bexley?</li> </ul>	<ul> <li>Use 5Ws and H: Who, What, When, Where, Why and How</li> <li>Who else was involved?</li> <li>What would they say they noticed about you after this event?</li> <li>Bring out 'I' not 'We' – what did you do?</li> <li>If I had been, there what would I have seen?</li> <li>Who was involved in this with you?</li> <li>What happened that makes you most proud of this work?</li> <li>Who knows about this work that you respect? What would that person say was most important about this piece of work?</li> <li>What are the most important things you did to make this happen?</li> <li>What was the hardest thing you had to do to achieve this success?</li> <li>What would they say was most important about what you did?</li> <li>What was the most important difference that happened because of this piece of work?</li> </ul>	<ul> <li>When you think about this piece of work that you are proud of what is the biggest learning for you?</li> <li>When you think about what you have achieved what have you learned about yourself as a professional doing this work?</li> <li>What has surprised you about what you have been able to achieve?</li> <li>What difference did it make for x?</li> <li>What learning did you have that you could use in other situations?</li> <li>When you think about this change in your?</li> <li>What have you learned about the use of Signs of Safety from this change?</li> </ul>	Allow the conversation to flow, but try and think about when you have used amplifying and reflecting questions. You can re-start with a further eliciting question Look for other examples with behaviour and meaning detail And what else has gone well?
CouAbork	BUILDING BUILDING RELATIONSHITS RELATIONSHITS Ifeel SAFE b sugget, gu A chaute	<ul> <li>Problem Solvin</li> <li>1 - The issue: The issue to It with is clearly outlined by son without any interruption e group. (1-4mins)</li> <li>Stage 2 - Clarification only stage where the group and the person are allowed to ask cl subject, typically, "will they?", "who is it is key that no solut enquiries are made a may have been tried want to establish a distance.</li> </ul>	ion Questions: This is there is dialogue between the n with the issue. The grout arification questions on the does this?", "how of involved?" etc. At this stations are offered or any about things/interventions

UNEXPECTI

**Stage 3 – Solutions:** This phase of the process requires the person with the issue to sit with paper and a pen to list the solution/ways forward offered by their colleagues. They must take care not to respond to any of the suggestions, even if they have been tried before, they must just listen and note the suggestions. (1-4mins)

**Stage 4 – Selection:** The subject of the process will sit, reflect and select the two (or so) suggestions that they will action and use in the future. They then share these with the group so that the group can check in with them at a future date to ensure they have been actioned.

Reproduced with kind permission from: L30 Relational Systems