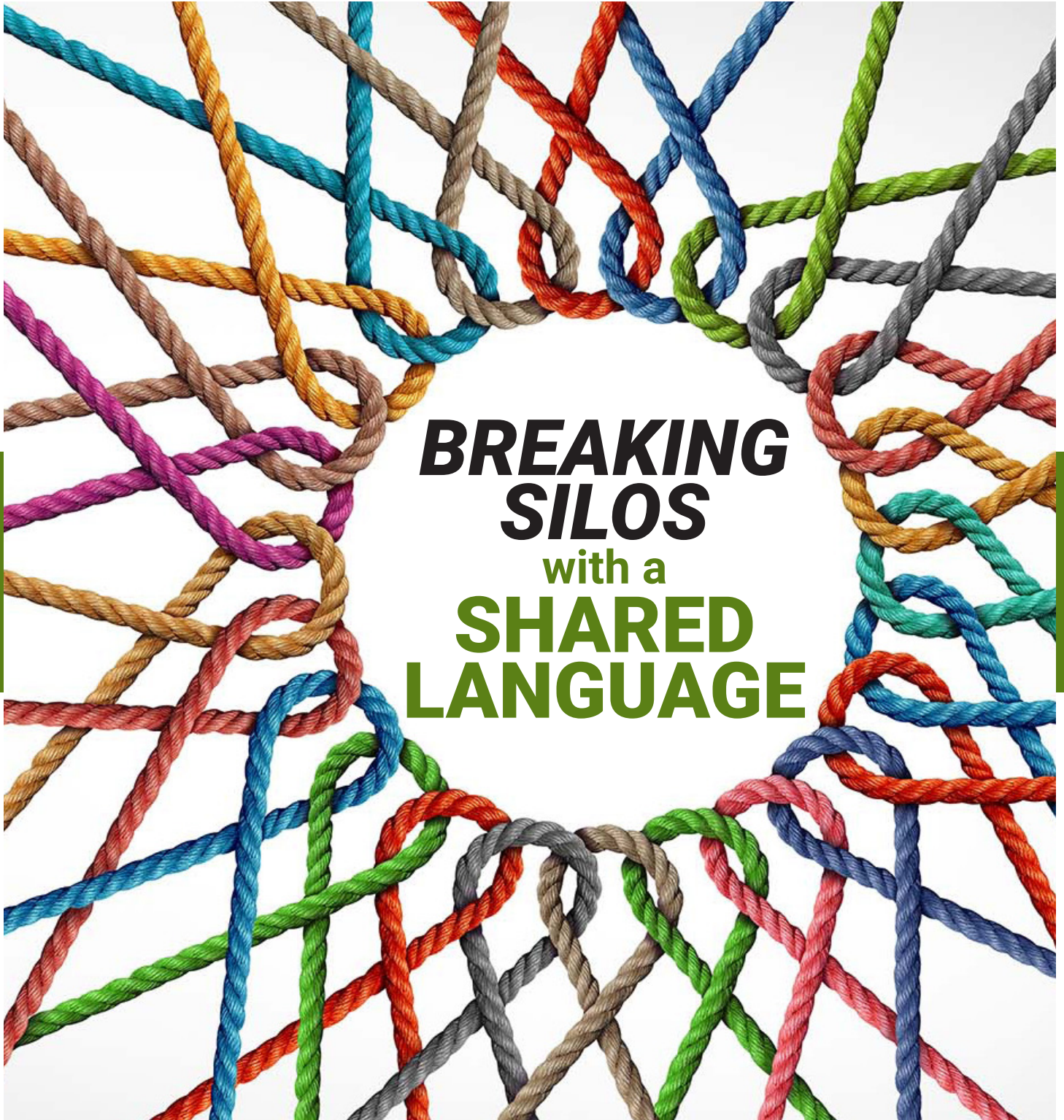




Nebraska Center on  
**Reflective Practice**

# 2020 - 2021 Annual Report





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# BREAKING SILOS WITH A SHARED LANGUAGE

Since its inception in 2016, the Nebraska Center on Reflective Practice (NCRP) has been working across different systems in Nebraska to provide reflective practice training, consultation, and post-training support to individuals and organizations. These systems include early childhood, child welfare, legal and human services.

Reflective practice helps create a shared language amongst professionals and systems. This has built and enhanced relationships amongst colleagues and across systems. The enhanced collaboration and relationships enable professionals to begin breaking the silos that often exist within and between systems.







## ➤ What is Reflective Practice?

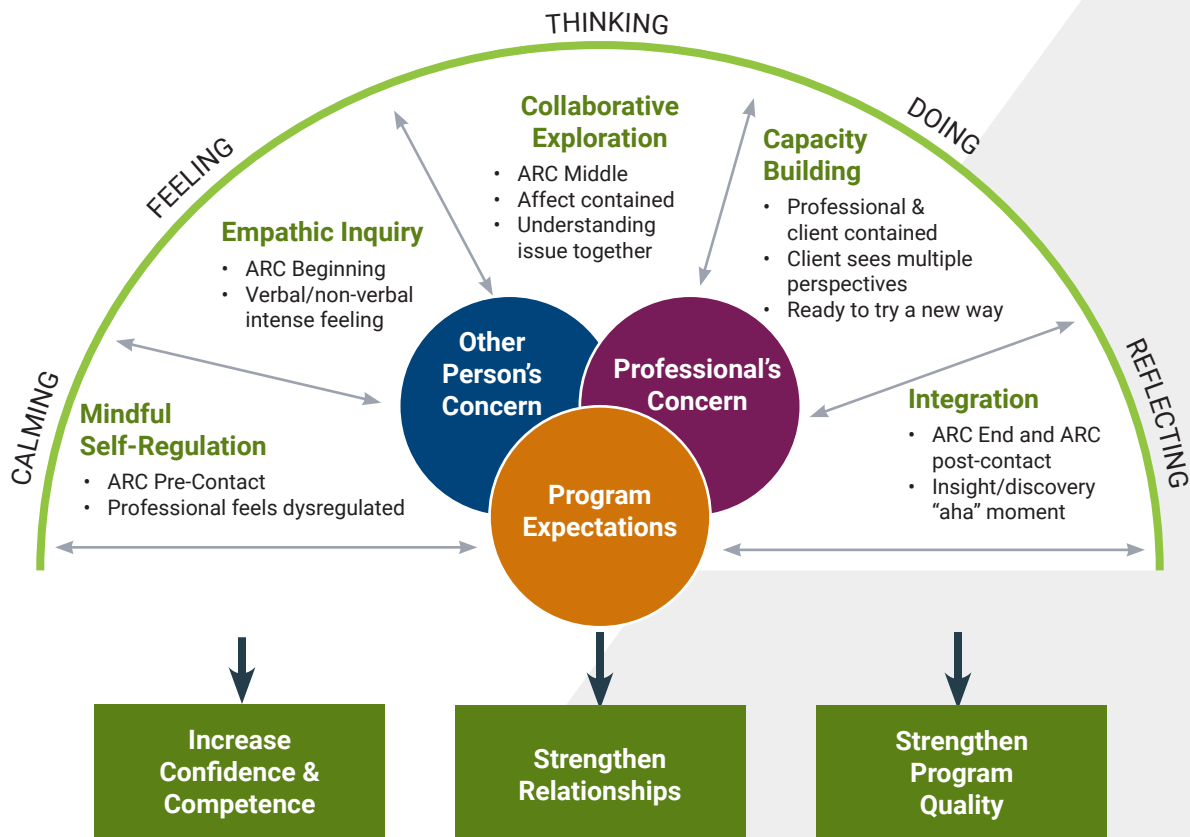
Reflective practice is a relationship-based practice that assists in mitigating the effects of emotionally intrusive work by helping individuals examine their current and past actions, emotions, experiences, and responses to evaluate their performance and learn to improve in the future. This process relies on using people's own experiences to help them become more resilient in the face of work stress.

## ➤ Why Use Reflective Practice?

The human service and early childhood workforce is engaged in work that is both rewarding and taxing. Everyone has thoughts, feelings, and experiences they carry into their interactions with others. The purpose of reflective practice is to seek out those internal processes and see how they impact decision making. Once people are aware of their own internal processes, they are able to make more thoughtful decisions that benefit those they work with. When we are unaware of our own internal processes, we make decisions based upon assumptions, personal feelings, and biases that often go unrecognized without this type of practice.

## > Facilitating Attuned Interactions (FAN)

The NCRP utilizes the FAN model for reflective practice in both training and consultation services. The FAN model was developed by the Erikson Institute and serves as an overall framework for engaging with people. The FAN model is a practical tool for building relationships and reflective practice. It is based on the concept of attunement and is generalizable to any helping relationship. Reflective practice helps create attunement amongst individuals where they feel connected and understood. When people feel connected and understood, the attunement creates the space where individuals are open to trying new ways of relating.



### ERIKSON INSTITUTE FACILITATING ATTUNED INTERACTIONS (FAN) APPROACH

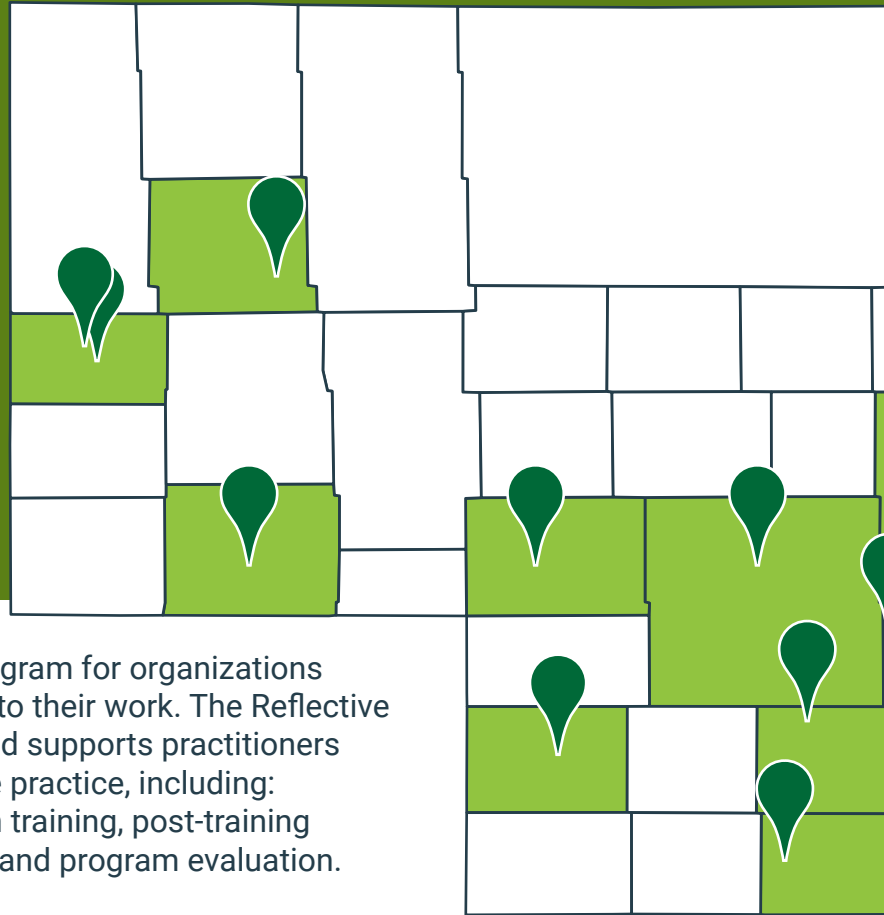
©Copyright Gilkerson, 2010, rev. 2019

“

*Reflective practice has impacted the way I relate to colleagues and clients, and my own emotional health. It has helped me to be aware of, monitor, respect, and respond to my own feelings/emotions that come up in my work. Reflective practice has helped me identify my own responses to situations and given me skills to respond to those responses. I have techniques for managing my emotions before, during, and after client interactions. Reflective practice has made me more aware of the emotions and experiences of my coworkers. It has changed the way I interact with others in all areas of my life. It has made me a better listener and given me perspective on my work.*

– Educational Navigator –

**221**  
**PEOPLE**  
**COMPLETED**  
**INITIAL FAN**  
**TRAINING**



The NCRP provides an in-depth training program for organizations committed to infusing reflective practice into their work. The Reflective Practice FAN Training Program prepares and supports practitioners during all stages of implementing reflective practice, including: pre-training reflective consultation, in-depth training, post-training mentoring and consultation, model fidelity, and program evaluation.

**22**  
Trainings

**13**  
Cohorts

**12**  
Mentors

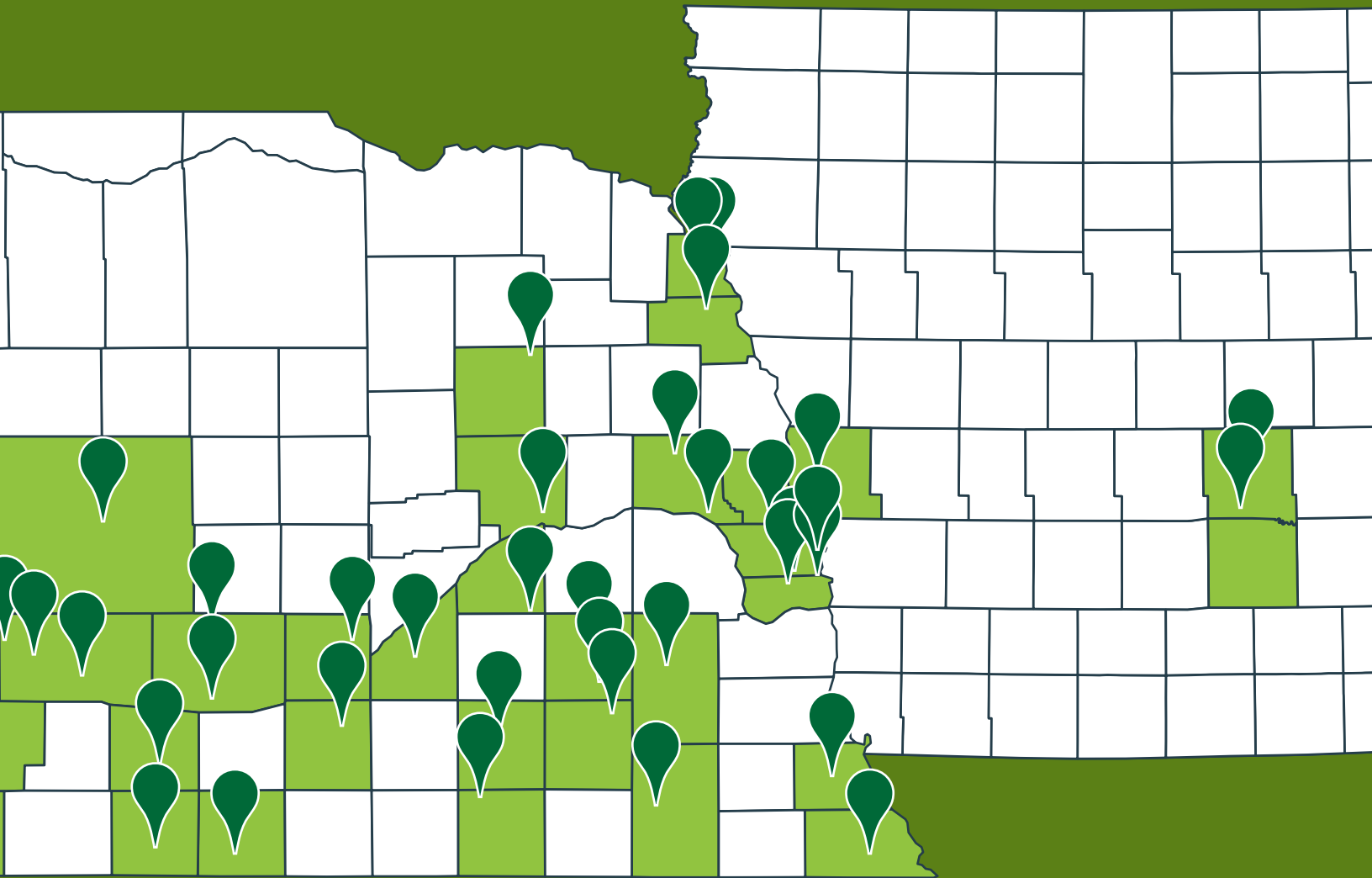
Training  
Participants  
from  
**66**  
Different  
Agencies

*25% more than  
in 2019*

### Training Participants' Professions

- Director
- Associate Public Guardian
- Manager/Supervisor
- Advocacy Coordinator/Supervisor
- Home Visitor
- Specialist
- Recruitment/Program Coordinator
- Therapist/Counselor
- Teacher
- Attorney
- Judge
- Coach
- Administrative Assistant





**Training participants came from 43 cities in Nebraska and 3 cities in Iowa**

**NEBRASKA**

Alliance  
Alma  
Auburn  
Aurora  
Beatrice  
Bellevue  
Bennington  
Broken Bow

Carleton  
Columbus  
Cozad  
Crete  
Curtis  
Falls City  
Franklin  
Fremont  
Geneva  
Gering

Gothenburg  
Grand Island  
Gresham  
Hastings  
Holdrege  
Imperial  
Kearney  
LaVista  
Lexington  
Lincoln

McCook  
Milford  
Norfolk  
North Platte  
Ogallala  
Omaha  
Papillion  
Pleasanton  
Scottsbluff  
Scribner

Seward  
Sidney  
Sioux City  
South Sioux City  
Winnebago

**IOWA**

Des Moines  
Missouri Valley  
Norwalk

# IMPACT ON FAN GRADUATES

Training participants complete surveys assessing their reflective ability, burnout, vicarious trauma, empathy, turnover intentions, and perceptions of reflective practice at multiple points during their training.

## > Burnout

Training participants report a significant **decrease** in burnout



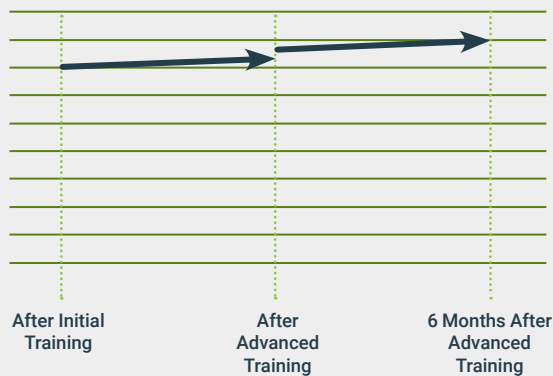
## > Interpersonal Reactivity

Training participants report a statistically significant **increases** in interpersonal reactivity, indicating that they are more empathic

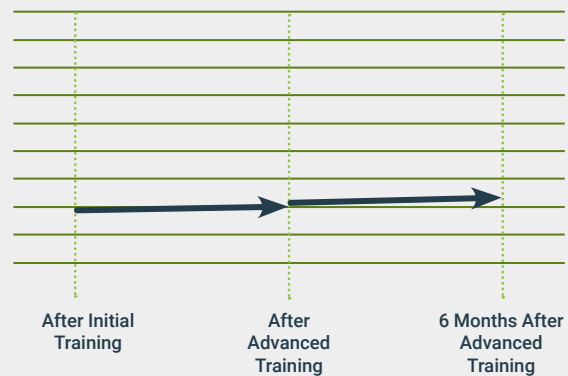


## > Emotional Intelligence and Appraisal of Others

Training participants demonstrate **higher levels** of emotional intelligence 6 months after advanced training



Training participants demonstrate significant **increase** in one's ability to identify and understand emotions of others





use reflective practice at least monthly with half doing so every week

**“ I really enjoy my reflective practice sessions. After they are completed each month, I always feel revived in a sense to want to perform better at my job and to be more optimistic towards my job, coworkers, and the families I work closely with. Without reflective practice, I feel I would never take the time to connect with my feelings and truly learn to appreciate my feelings.**

– Educare Staff –

## FAN TRAINERS

› Training participants gave very high ratings for the clarity of the trainings. They were particularly satisfied with their trainer.

“ *I appreciate the support provided to us from the trainers and the reassurance that reflective practice is something that will progressively become natural as we use it more.*

**Jamie Bahm**

University of Nebraska-Lincoln, Center on Children, Families, and the Law, Nebraska Resource Project for Vulnerable Young Children

**Carrie Gottschalk**

University of Nebraska-Lincoln, Nebraska Extension

**Kari Price**

University of Nebraska Medical Center, Munroe Meyer Institute

**Lynne Cook**

Nebraska Department of Education

**Samantha Byrns**

University of Nebraska-Lincoln, Center on Children, Families, and the Law, Nebraska Resource Project for Vulnerable Young Children

**Stephanni Renn \***

Nebraska Children and Families Foundation

**Karen Pinkelman \***

Nebraska Children and Families Foundation

**Lindsey Ondrak \***

University of Nebraska-Lincoln, Center on Children, Families, and the Law, Nebraska Resource Project for Vulnerable Young Children

**Tracey Kock \***

University of Nebraska-Lincoln, Center on Children, Families, and the Law, Nebraska Resource Project for Vulnerable Young Children

**Chad Gressley \***

University of Nebraska-Lincoln, Center on Children, Families, and the Law, Nebraska Resource Project for Vulnerable Young Children

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\* denotes a FAN Train-the-Trainer Candidate (going through the process)



## COMMUNITY OF PRACTICE

NCRP maintains a Community of Practice - a supportive network for individuals who have completed Reflective Practice FAN training. The Community of Practice helps FAN Graduates to continue to refine their reflective practice skills through booster training sessions, access to the FAN Library, and a listserv.

➤ Training participants report an **increased** desire for more support in general as the training program ends.





# REFLECTIVE PRACTICE IS GENERALIZABLE TO THE HELPING RELATIONSHIP

## > A TESTIMONIAL FROM A FAN GRADUATE

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*“One thing that made me hesitant was that I’m not a mental health professional, and that will never be my role. So even if you are in more of a supervisory role like me, the skills you learn are applicable in many different settings – you will use them even if you aren’t a counselor!”*

Rita, an early childhood coordinator based in Grand Island, NE, has found her FAN training helpful in many contexts. The FAN helps her be a source of support in helping staff members manage the challenges of early childhood education in a pandemic. Conducting teacher evaluations has become a more meaningful experience for both her and her teachers. Rita is especially happy with the impact she’s seeing in the new teachers she works with and is confident their engagement and satisfaction in the workplace is growing, hopefully leading to longer term employment and happier employees.

The FAN has even guided her through some difficult situations:

*“We’ve had some internal things come up in our program related to equity, so there were some intense conversations with staff that were emotionally challenging to talk through. The FAN and that process was extremely helpful in talking through it. It took time, but it was helpful. I literally had my [FAN tool] copy with me to guide that discussion with the teachers. We went back and forth through the phases of the FAN, but we ultimately reached resolution in a really charged situation.”*

Her future plans for using the FAN include scheduling monthly reflective practice sessions with her teachers and focusing less on big staff meetings. She would like to move toward more reflective conversations in smaller groups based on experience, as well as groups of para-educators who also deal with the challenges of low pay and heavy workload expectations.



**“ One thing that made me hesitant was that I’m not a mental health professional, and that will never be my role. So even if you are in more of a supervisory role like me, the skills you learn are applicable in many different settings – you will use them even if you aren’t a counselor!**

*– Rita, Early Childhood Coordinator –*

# 227 PROFESSIONALS PARTICIPATED IN REFLECTIVE CONSULTATION



**42**  
Groups

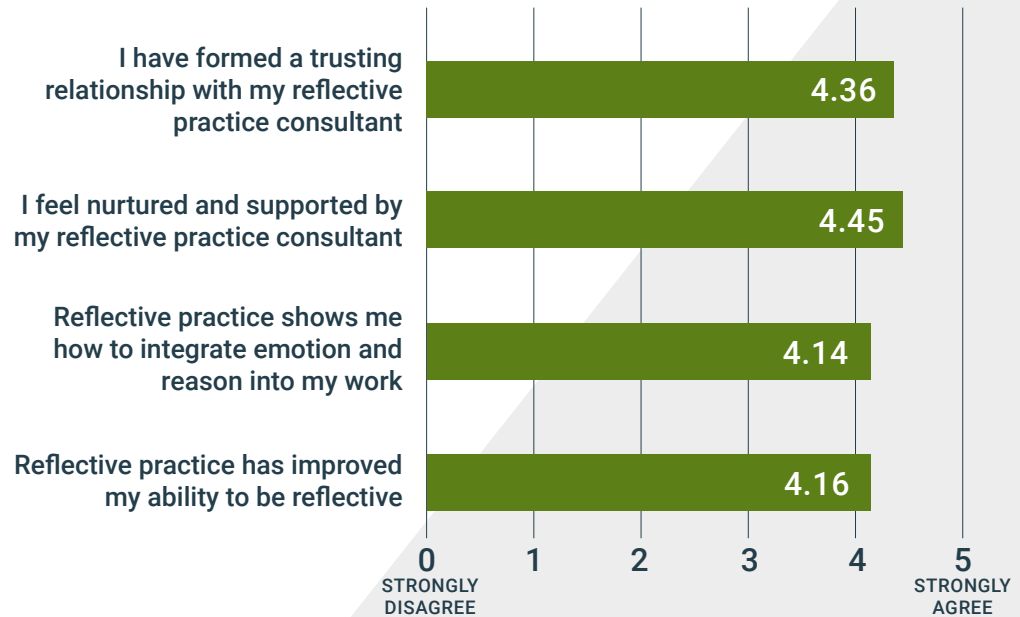
**18**  
Facilitators

**10**  
Professions

*72% have been  
working in their  
profession for at  
least 10 years*

The NCRP partners with a network of consultants and staff to facilitate reflective consultation to individuals or groups of people within an organization. During these reflective consultation sessions, reflective practitioners help attendees examine their past actions, emotions, experiences, and responses to better understand the context of their work. Reflective consultation aims to enhance team collaboration and cohesiveness by promoting an environment of mutual respect and shared understanding.

## > Consultation Group Experiences



**“ I have been exposed to other like-minded professionals in the area; a source of support. I’m able to leave supervision feeling ‘lighter’ and like I have a good handle on my work. I’m feeling more secure as a professional using supervision/consultation services.**

– Private Practice Therapist/Owner –

ACKNOWLEDGMENT OF PARTNERS

**WE COULD  
NOT HAVE  
DONE IT  
WITHOUT  
OUR  
PARTNERS**

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# Thank You

**Erikson  
Institute**



nebraskachildren  
AND FAMILIES FOUNDATION



Rooted in Relationships  
nebraskachildren



# REFLECTIVE PRACTICE AWARENESS WEBINARS

Learn about what the Nebraska Center on Reflective Practice offers. Gain a deeper awareness of what reflective practice is and why it's important for the human services and early childhood workforces.

2021

DEC  
**2**

2pm - 3pm

2022

MAR  
**1**

9am - 10am

JUN  
**6**

12pm - 1pm

SEPT  
**14**

1pm - 2pm

DEC  
**1**

12pm - 1pm

*All times listed are Central Time*

**Register at**

[nebraskababies.com/events/upcoming-trainings](https://nebraskababies.com/events/upcoming-trainings)



Nebraska Center on  
**Reflective Practice**



NEBRASKA RESOURCE PROJECT  
FOR VULNERABLE YOUNG CHILDREN



**CENTER ON CHILDREN,  
FAMILIES, AND THE LAW**

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Lincoln, NE 68588-0227

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