Instrument 5 : Measures to Examine Convergent and Concurrent Validity

NOTE to OMB: Participants in the developmental sample will complete these instruments after they complete the participant and contextual characteristics questionnaire (Instrument 1), the reflective supervision measure (Instrument 3), and the participant perspectives of the reflective supervision measure (Instrument 4). Introductory and consent language is provided in Instrument 1. The items below are example items from existing measures that may be asked of participants. The Study Team will pilot test select items within existing instruments will fewer than 10 participants and make minor adjustments to language as needed to improve clarity and accessibility.

1. What were the primary functions or goals of your supervision with this home visitor today (rank)?
    - Education
    - Communication
    - Support
    - Motivation
    - Role model/parallel process
    - Reflection
    - Program fidelity and monitoring

2. Overall, given all of the tasks you need to complete in supervision, how would you rate your commitment to a reflective supervision approach?
    - Low
    - Moderate
    - Considerable
    - High

3. Overall, how would you rate your use of skills in implementing a reflective supervision approach?
    - Low
    - Moderate
    - Considerable
    - High

4. Overall, I would describe my orientation to supervision in this session as (slider bar)

Nondirective Collaborative Directive

Supervisory Styles Inventory

Indicate your perceptions of your style as a supervisor on each of the following descriptors. Circle the number on the scale, from 1 to 7, that best reflects your view of yourself.

		1 Not Very	2	3	4	5	6	7 Very
1.	Goal-oriented	1	2	3	4	5	6	7
2.	Perceptive	1	2	3	4	5	6	7
3.	Concrete	1	2	3	4	5	6	7
4.	Explicit	1	2	3	4	5	6	7
5.	Committed	1	2	3	4	5	6	7
6.	Affirming	1	2	3	4	5	6	7
7.	Practical	1	2	3	4	5	6	7
8.	Sensitive	1	2	3	4	5	6	7
9.	Collaborative	1	2	3	4	5	6	7
10.	Intuitive	1	2	3	4	5	6	7
11.	Reflective	1	2	3	4	5	6	7
12.	Responsive	1	2	3	4	5	6	7
13.	Structured	1	2	3	4	5	6	7
14.	Evaluative	1	2	3	4	5	6	7
15.	Friendly	1	2	3	4	5	6	7
16.	Flexible	1	2	3	4	5	6	7
17.	Prescriptive	1	2	3	4	5	6	7
18.	Didactic	1	2	3	4	5	6	7
19.	Thorough	1	2	3	4	5	6	7
20.	Focused	1	2	3	4	5	6	7
21.	Creative	1	2	3	4	5	6	7
22.	Supportive	1	2	3	4	5	6	7
23.	Open	1	2	3	4	5	6	7
24.	Realistic	1	2	3	4	5	6	7
25.	Resourceful	1	2	3	4	5	6	7
26.	Invested	1	2	3	4	5	6	7
27.	Facilitative	1	2	3	4	5	6	7
28.	Therapeutic	1	2	3	4	5	6	7
29.	Positive	1	2	3	4	5	6	7
30.	Trusting	1	2	3	4	5	6	7
31.	Informative	1	2	3	4	5	6	7
32.	Humorous	1	2	3	4	5	6	7
33.	Warm	1	2	3	4	5	6	7

Supervisory Working Alliance Inventory: Supervisor Form

Instructions: Please indicate the frequency with which the behavior described in each of the following items seems characteristic of your work with your supervisee. After each item, check (X) the space over the number corresponding to the appropriate point of the following seven-point scale:

		1 Almost Never	2	3	4	5	6	7 Almost Always
1.	I help my supervisee work within a specific service plan with their client or family.	1	2	3	4	5	6	7
2.	I help my supervisee stay on track during our meetings	1	2	3	4	5	6	7
3.	My style is to carefully and systematically consider the material that my supervisee brings to supervision.	1	2	3	4	5	6	7
4.	My supervisee works with me on specific goals in the supervisory session.	1	2	3	4	5	6	7
5.	In supervision, I expect my supervisee to think about or reflect on my comments to them.	1	2	3	4	5	6	7
6.	I teach my supervisee through direct suggestion.	1	2	3	4	5	6	7
7.	In supervision, I place high priority on our understanding the client or family's perspective.	1	2	3	4	5	6	7
8.	I encourage my supervisee to take time to understand what the client or family is saying and doing.	1	2	3	4	5	6	7
9.	When correcting my supervisee's errors with a	1	2	3	4	5	6	7

	client or family, I offer alternative ways of intervening.							
10.	I encourage my supervisee to formulate their own interventions with their clients or families.	1	2	3	4	5	6	7
11.	I encourage my supervisee to talk about the work in ways that are comfortable for them.	1	2	3	4	5	6	7
12.	I welcome my supervisee's explanations about their client or family's behavior.	1	2	3	4	5	6	7
13.	During supervision, my supervisee talks more than I do.	1	2	3	4	5	6	7
14.	I make an effort to understand my supervisee.	1	2	3	4	5	6	7
15.	I am tactful when commenting about my supervisee's performance.	1	2	3	4	5	6	7
16.	I facilitate my supervisee's talking in our sessions.	1	2	3	4	5	6	7
17.	In supervision, my supervisee is more curious than anxious when discussing their difficulties with me.	1	2	3	4	5	6	7
18.	My supervisee appears to be comfortable working with me.	1	2	3	4	5	6	7
19.	My supervisee understands client behavior and treatment techniques similar to the way I do.	1	2	3	4	5	6	7
20.	During supervision, my supervisee seems able to stand back and reflect on what I am saying to them.	1	2	3	4	5	6	7
21.	I stay in tune with my supervisee during supervision.	1	2	3	4	5	6	7
22.	My supervisee identifies with me in the way they think and talks about their clients or families.	1	2	3	4	5	6	7

23.	My supervisee consistently implements suggestions made in supervision.	1	2	3	4	5	6	7

Reflective Supervision Self-Assessment Scale (Shea et al., 2012, adapted for non-clinical home visitors)

Instructions: Please respond to the following statements by identifying the appropriate number that corresponds to your level of confidence.

1 - If you have NO CONFIDENCE
2 - If you have LOW CONFIDENCE
3 - If you have AVERAGE CONFIDENCE
4 - If you have HIGH CONFIDENCE
5 - If you have EXTREMELY HIGH CONFIDENCE

Based upon your reflective supervision experiences, how confident are you that you can…

	1 No confidence	2 Low confidence	3 Average confidence	4 High Confidence	5 Extremely High Confidence
1. Create a supervisory environment in which the supervisee feels safe to explore their thoughts and feelings related to work with parents and infants?	1	2	3	4	5
2. Build a trusting relationship with the supervisee?	1	2	3	4	5
3. Provide meaningful support that enhances the supervisee's self-worth and sense of competence?	1	2	3	4	5
4. Regularly examine your own thoughts, feelings, strengths, and growth areas?	1	2	3	4	5
5. Pay close attention to the emotional state of the supervisee?	1	2	3	4	5
6. Function, when appropriate, as a teacher and a guide, as well as a facilitator?	1	2	3	4	5
7. Facilitate the supervisee's ability to describe/discuss and use	1	2	3	4	5

	observations of the infant/toddler as well as stories shared by the parent, to assess capacities, strengths, risks, and needs to plan for home visiting services/activities or the use of reflective strategies?					
8.	Help the supervisee explore the parallel process that may exist by using emotional responses and experiences as means of understanding the experiences of the infant and family?	1	2	3	4	5
9.	Attend to both the content and the process?	1	2	3	4	5
10.	Consult with another professional to understand your own capacities and needs?	1	2	3	4	5
11.	Facilitate the discussion of the supervisee's emotional responses regarding difficult or challenging experiences with infants and families in the context of supervision?	1	2	3	4	5
12.	Provide containment for the supervisee's emotional experiences expressed in the context of supervision?	1	2	3	4	5
13.	Address conflicts or misunderstandings that have occurred with your supervisee in the context of supervision?	1	2	3	4	5
14.	Facilitate the supervisee's description/discussion of observations of the parent(s), attentive to strengths and concerns/risks?	1	2	3	4	5
15.	Provide opportunities to explore issues related to diversity, race, ethnicity, culture, and equity?	1	2	3	4	5
16.	Facilitate the supervisee's description/discussion of the interaction(s) and the developing relationship between parent and young child?	1	2	3	4	5
17.	Facilitate the supervisee's understanding of the reason(s)	1	2	3	4	5

for service to the infant and family and facilitate the supervisee's ability to out into words what is at the center of their work with the family?					
18. Remain open, emotionally available, and curious?	1	2	3	4	5