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# **Workforce Transformation Video**

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**Supervisor Version**

**Instructors Manual**

NYS OPWDD  
April 6, 2015

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## Instructions for Trainer

**Purpose:** The purpose of this video training program is to provide Front Line Supervisors (FLSs) with a system for providing observation, feedback and supervision to their Direct Support Professionals (DSPs) as the DSPs learn how to implement the Core Competencies and the Code of Ethics in their daily work. By the end of the training, the FLSs will have:

- 1) Learned essential strategies and skills in providing feedback and supervision.
- 2) Learned how to organize a supervision session focused on providing feedback.
- 3) Seen two video models of supervision.
- 4) Taken part in three practice exercises.

**Video:** This manual is to be only be used in conjunction with the "Supervision Version of the Workforce Transformation Video".

### **Handouts:**

- NYS DSP Core Competencies which includes the NADSP Code of Ethics
- Empowerment Strategies
- Supervision Feedback Strategies including STAR/WAR
- Staff Feedback Form
- Staff Feedback Exercise

**Target Audience:** FLSs and their supervisors.

**Time Frame:** The recommended time frame is approximately **3 hours** but can vary according to size of group, and amount of ensuing discussion. The **last hour** should be spent on the practice exercises.

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## Introduction

**Give out handout – Supervision Feedback Strategies including STAR/WAR and review following each corresponding part after it plays on the video.**

**Say:** Front Line Supervisors (FLSs) have one of the most important and challenging positions in the field of Developmental Disabilities. It is through their leadership, dedication and expertise that services provided to individuals are successful. They often play a dual role, supervising staff and also performing direct support work themselves. One cannot overstate the importance of the supervisor in helping staff to grow professionally. Towards the end of this training session, you will have opportunities to practice providing feedback in small group exercises.

### **Start video**

**Video says:** The purpose of this video training program is to enhance the skills of supervisors in providing feedback to DSPs, specifically focusing on the NADSP Code of Ethics, the NY State Core Competencies, and the Empowerment Strategies. Feedback is essential if DSPs are to grow and develop skills so they can best support individuals with disabilities. You will be learning suggested strategies and a format for providing feedback. You will see various scenes where a seasoned supervisor is giving feedback and is demonstrating how the strategies and the format can be used.

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Video is continuing...

## Part I: Feedback Strategies Including STAR/WAR

**Video Says:** You are about to see a scene where a staff person is having difficulty working with an individual. You as the supervisor need to give the staff feedback.

### Pause & Discuss after viewing scene

**Say:** This training program is for supervisors to learn how to provide feedback to their good to excellent staff. This is not a training session on how to work with staff who are underperforming. That is a different issue. Staff who are underperforming can take up way too much time for a supervisor. Perhaps the 20% of staff who are underperforming may take up 80% of the supervisor's time. Rather 80% of a supervisor's time should be utilized in providing feedback and supervision to their good to excellent staff so they will grow and develop skills, provide better support to individuals and perhaps, through more job satisfaction, stay longer.

**Say:** Now, here are the Feedback Strategies. Refer to your handout Supervisor Strategies.

### **Start video**

**Thank them for their effort:** *Optional information for clarification/discussion*  
If the staff are overall good to excellent workers, you always want to thank them for their efforts, even if there are problems or concerns. The reason behind this is that you want to maintain their morale while learning new skills.

**Pause & Discuss:** Highlight the following points:

- DSPs have a very challenging and important job.
- You always want to establish a positive tone in the supervision session.

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- The number one reason DSPs leave their positions is their relationship with their supervisor.
  - You cannot thank good to excellent staff enough.

### **Start video**

#### **Ask the staff about their interactions with an individual to gain their perspectives. *Optional information for clarification/discussion***

This is especially important if you did not directly observe the interaction. It is best to encourage staff to talk first rather than tell them what you have observed. By hearing their perspective, you should learn what they were thinking and experiencing. It also builds trust.

#### **Pause & Discuss: Highlight the following points**

**Ask:** Why is it important to ask them first?

- To show you are listening.
- It is best to encourage staff to talk first rather than tell them what you have observed.
- By hearing their perspective, you should learn what they were thinking and experiencing.
- It also builds trust.

### **Start video**

#### **What staff did well: *Optional information for clarification/discussion***

It is highly recommended to build a positive framework that supports the feedback. You can do so by asking the staff what they think they did well, and after, then tell them what you think they did well. Be careful to stay focused on the positive. Avoid making a "yes-but" statement such as, "You did a great job with running the group activity because you used material that the individuals could understand, **but** you could have involved more of the participants." The "but" will often negate what was said before it and this will set a negative tone to the session.

#### **Pause & Discuss: Highlight the following points**

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**Say:** You have to be careful – you have to mean it. Don't combine what they did well with what you're giving as developmental feedback. For example imagine saying to a person, "Your scarf looks great but it doesn't match your outfit." The BUT negates the compliment. It is a set-up and a poor way to provide supervision. They will only hear the negative. It sets a negative tone for the supervision session.

**Ask:** Why do you want to tell them what they did well first?

- It's reinforcing.
- They will be more open to hearing developmental feedback.
- Maintain staff morale.

### **Start video**

**What the staff believe the problems are and to identify any belief systems that are keeping them stuck. *Optional information for clarification/discussion***

Sometimes the staff's belief regarding their role, the policies of their agency or about the limitations of learning potential of the individuals might keep them stuck and not performing correctly. It is imperative that you **gently** challenge that faulty belief system. Often it is useful to begin by offering the perspective of the individual in order for the staff to see it from a different angle. If the staff is very emotional, address that first. It is difficult for a staff to listen rationally while feeling emotional.

**Pause & Discuss:** Highlight the following points

**Ask:** Have you ever seen your staff emotional? What might they say/show?

- crying
- frustrated
- angry

**Say:** If they are emotional, it is recommended that you don't start talking at this point about what they need to do to improve. They need reassurance. You need to be supportive of staff and their emotions. Sometimes staff get overwhelmed with the work, especially when they are supporting individuals who exhibit challenging behaviors.

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**Say:** When supervising staff listen for any faulty belief systems they may be carrying that negatively impact on their performance. In the video the staff person made a comment that “It is my job to make sure you don’t eat too much.”

**Ask:** What is the problem with that belief system?

- If he truly believes that, he will get into power struggles with the individual and ultimately feel that he has failed.
- You need to remind the staff person, that the individual who functions on the level indicated in the video has the final say on his food choices even though we are trying to influence him to eat healthier.

## **Start video**

**Pause & Discuss:** Highlight the following points

**Explanation of developmental feedback** - At this point, if the staff does not understand what developmental feedback is, you need to highlight that developmental feedback helps the staff to:

- Become more highly skilled.
- Provide better support to people with disabilities.
- Grow as a professional.

**Say:** This terminology is important. How many of you like to hear “constructive criticism?” What word do you hear? Criticism. We recommend you use the word developmental feedback. “We are here to help you grow and become a more highly skilled worker.” Is there anything negative about that statement? Developmental feedback is positive not negative. Staff may not be used to receiving it. Educate your staff as to why it is essential for them to receive it. If you place it in that framework, there is nothing negative.

## **Optional Exercise:**

Ask 1 person to come up and pretend they are a new DSP and that you are giving them developmental feedback.

- Say to them that you are doing this to help them become more highly skilled.
- Ask them if that is positive or negative?
- Say to them that you are doing this to help them provide better support to people with disabilities.
- Ask them if that is positive or negative?

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- Say to them that you are doing this to help them grow as a professional.
  - Ask them if that is positive or negative?

### **Start video**

**Use of tools in supervision** - You have been provided with various tools to support you in supervision to pinpoint where the staff are doing well and where they can grow. The use of these tools will help keep focus on the work. These tools include:

- The NADSP Code of Ethics
- The NYS DSP Core Competencies
- The Empowerment Strategies
- Any other supporting documentation

**Pause & Discuss:** Review each document with staff.

**Say:** When you implement the competencies, it has to be done on a regular basis. It has to be a part of your program. You need to use the documents on-going to pinpoint what staff are doing well and how they can improve.

*Helpful Hint: It's important to use and refer to these documents during times when individuals are being discussed i.e. clinical meetings, ISP meetings, team meetings, etc.*

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## STAR/WAR Feedback System\*

**Ask:** What is one of the biggest challenges in supervising staff?

- providing feedback.

### Start video

Video says: We are now introducing the STAR/WAR Feedback System for how to provide feedback to staff.

Video will go through each step of the STAR/WAR

**ST** – Situation or task being reviewed

**A** – Action taken by staff

**R** – Results on individual

**W** – What Alternative Actions will be taken by staff

**AR** – Alternative Result on individual

**Pause & Discuss:** Go through each step of the STAR/WAR

**ST** - You first mention the **situation or task** such as: "Yesterday you were supporting JT to eat less for breakfast."

**A** - Then comment on what **action** was taken by the staff such as: "You mentioned that your job was to keep him from eating too much."

**R** - "The **result** of the action is that JT got upset and did not want any more of your advice." What was the reaction of the individual to the comment? (He felt badly, stopped listening and got defensive.)

**W**–At this point, ask the staff **what alternative actions** could have been taken. If the staff person is having trouble thinking of an alternative, you can brainstorm ideas together.

Why is it a good idea to first ask staff for their ideas?

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- If they come up with the idea, they are less likely to be resistant and more invested in carrying it out.
  - There are times when you might have a very strong suggestion based upon your expertise and experience. It is OK to share it first under those circumstances.

**AR** - Hopefully, you both come up with an idea that produces a more positive **alternative result**.

What might be the alternative result for JT?

- He might be more willing to try healthier options.
- Have a better relationship with the staff person.
- Remember, it is ultimately his choice in this situation.

### **Start video**

**Ending the supervision session** - you should ensure that both you and the staff are in agreement going forward. Ask the staff to summarize both their strengths and future actions that will enable them to become even better support professionals.

### **Pause & Discuss:**

**Ask:** Why would you do this?

- You want to end on a positive note.
- You also want to ensure that both of you have a solid agreement on how to proceed.
- The STAR/WAR side of the Supervision Form should be handed out at this time for future reference.

**Ask:** Any feedback on this model?

\*Adapted from Development Dimensions International STAR/AR system which is a core part of their excellent management training programs.

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## Part II: Demonstration of Supervision

### Start video

### Pause & Review the form:

#### Staff Feedback Form

- This form will help you organize your thoughts, not just for your supervision session but when completing the evaluation tool
  - You might want to focus on a different goal area each session if you don't need to follow up on any other issues

### Start video: Supervision Demonstration

### First Scene

**Video Says:** Now we will watch a supervision session by a seasoned manager with the staff person who was having difficulty supporting the individual who didn't want to eat less food for breakfast. Refer to the Supervision Feedback Strategies handout, taking note of the subtitles that highlight the supervisor's use of the strategies you have just learned.

### Pause & Discuss: Highlight the following points

**Ask:** What is your reaction to the supervision meeting you have just seen?

- Stress that everything was positive including developmental feedback.
- Note that the supervisor was supporting the professional growth on the staff person which in turn should result in a positive interaction with the individual.
- Notice how the supervisor pointed out that the staff person's mistaken belief system was having a detrimental effect on his relationship with the individual. When supporting an individual who has the ability to understand the ramifications of his decisions, the ultimate responsibility rests with the individual. The DSP should report to his supervisor that the plan is not working. A team meeting, including the individual, should meet to discuss alternatives.

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- We also support individuals who are not able to understand the ramifications of their decisions and the DSP, as a part of the team and their decision, will need to carry out a more significant role in guiding or limiting, as instructed by the plan.

**Say:** You are now going to see the staff utilize the recommendations that were made in supervision.

**Start video:** Play scene of staff using the support professional principles learned in supervision.

**Continue video:** Play the scene of follow-up supervision.

**Video Says:** You will now see a follow-up supervision meeting regarding how the staff followed the suggestions. Once again, subtitles will come up.

**Pause & Discuss:** Highlight the following points

**Ask:** What did you learn watching this supervision session?

- The staff person had difficulty letting go of his mistaken belief that he is successful only if he gets the individual to eat less.
- The staff person needed a lot of support from the supervisor in understanding that his performance has improved.

**Start Video:** Supervision Demonstration

**Second Scene**

**Video Says:** You are now going to see another scene of how the staff can benefit from effective supervision. As you watch this scene, refer to the Core Competencies Handout and Empowerment Strategies and try to determine what the staff did well and where she can benefit from developmental feedback.

**Pause & Discuss:**

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**Ask: What did she do well?**

- Nice tone. Respectful. (Goal #1, Comp. Area A; Skill 1 – c & b)
- Good relationship (Goal #2, Comp. Area G; Skill 3 – a)

**Ask: Where can she benefit from developmental feedback?**

- Gives her too many directions rather than having her figure it out for herself ( Goal #1, Comp. Area D - Skill 3 & Empowerment Strategies #3)

**Start video - Play until pause button**

**Video Says:** Watch the supervisor providing supervision. Instead of subtitles being shown, there will be pauses throughout this session. After each pause appears, as a learning exercise, you will identify which strategies are being demonstrated as delineated on the Supervisor Feedback Strategies handout.

Supervision Scene: Pause at each pause button and ask participants to identify which strategies are being demonstrated.

- Pause #1: Thanking staff and reviewing what the staff did really well.
- Pause #2: Asking if there are any concerns.
- Pause #3: Defining developmental feedback, giving developmental feedback and completing the STAR.
- Pause #4: Completing WAR
  - Point out that in this case, the supervisor, instead of asking to staff person what she could have done differently, did have specific suggestions.
  - What were the supervisor's suggestions?
    - Ask her to step back
    - Ask her to be quiet
    - Ask her to only ask questions rather than give directions/commands

**Start the Video:** Supporting individual making tea after staff received supervision.

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**Video Says:** Now watch the staff person support the individual in making tea after receiving supervision.

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Video is continuing...

## Part III: Practice Observing And Giving Feedback

### Instructions:

After viewing the scene:

1. You will break up into groups of 3 by forming a group with people with whom you don't normally work.
2. You will role play up to 3 different scenes, changing roles each time.
  - If time is limited, you can choose not to role play all 3 scenes.You will begin after watching the scene by role playing scene 1 (choose 1 of the 3 options listed below).

One of you will be:

  - supervisor
  - DSP
  - Observer
3. The goal of each role play is for the supervisor to help the DSP understand that he/she was being a caregiver rather than a support professional and help him/her to understand how he/she can do it better.
4. Before each role play, the 3 participants will **together** fill out the "Staff Feedback Form" using the STAR/WAR Feedback, Core Competencies, Code of Ethics and Empowerment Strategies. The participant role playing the supervisor will fill out the Feedback Form during the discussion amongst the three participants. Fill out the STAR/WAR side second after filling out the other side.
5. Choose who will play what role and begin role play.
6. After each role play the instructor will lead a discussion regarding the use of the strategies.

**\*You may need to pause the video and repeat instructions to ensure everyone understands**

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**Play video (if paused)**

**Scene 1: Individual learning how to set a table.**

**Pause & Fill out the Form**

**Exercise:** Give group 10-15 minutes to fill out the Staff Feedback Form together. They will only need to fill out #3 and #5 and only the STAR part of the form. Ask some of the groups what they came up with on the form.

- Have each group role play the supervision session (after following instructions above).

**Start video**

**Video says:** Ask the staff who played the supervisor to give their opinion on the use of the feedback form.

**Pause video: Discuss with larger group**

**Scene 2: Staff supporting individual who was upset that another individual took her work.**

**Start video**

**Pause & Fill out the form**

**Exercise:** Give group 10-15 minutes to fill out the Staff Feedback Form together.

- Have each group role play the supervision session after completing the form
- \*Remember to switch roles

**Start video**

**Video says:** Ask the staff who played the DSPs to give feedback on how if felt to be supervised in this manner?

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**Pause video: Discuss with larger group**

**Scene 3: Staff supporting individual in the supermarket.**

**Start video**

**Exercise:** Give group 10-15 minutes to fill out the Staff Feedback Form together.

- Have each group role play the supervision session after completing the form

\*Remember to switch roles

**Start video**

**Video says:** Ask the staff who were the Observers – How did being an observer help you grow and develop as a supervisor?

**Pause video: Discuss with larger group**

**Start the Video:** Until end of training including the credits.

**Say:** Front Line Supervisors play a key role in ensuring a high quality of service for individuals. They directly support and train their staff and are role models for the delivery of service. You have just learned a system for providing observation, feedback and supervision to improve your staff's skills. Your utilization of the strategies taught in this session will greatly enhance your effectiveness. Thank you for your dedication and hard work!!