***Placement Supervisor Observation of Trainee form***

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| ***Doctorate in Professional Educational, Child and Adolescent Psychology***  *Programme Director: Vivian Hill* |  |

**Placement Supervisor’s Observation of Trainee on Placement**

***Please refer to the Criteria for the Assessment of Developing Professional Skills when completing this form***

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| Trainee’s Name:  Patrick Langford | | PS Name:  Jennifer Eyre | |
| Date:  22.3.21 | Time  4pm | | Location:  Virtual meeting (using Zoom) |
| Observation of:  Parent consultation for EHCP assessment | | | |
| **Organizational, Consultation and Interpersonal skills that the TEP applied well:**  Patrick:   * Demonstrated genuine interest in the parents’ views and insights. He asked questions, left spaces for their contributions, and acknowledged and reflected back their views. The mother appeared comfortable in sharing her thoughts. * Highlighted the pupil’s strengths and areas that were going well, alongside areas of need. The meeting felt positive in tone and future-focused. * Demonstrated active listening skills by clarifying and paraphrasing examples of behaviours discussed by parents * Opened and finished the meeting by providing time for the parents to ask questions. * Maintained a flow to the meeting. He is fluent in recording notes or referring to his own records to ensure that these do not disrupt the meeting pace or rapport. The pace of the meeting was maintained throughout.   **Organizational, Consultation and Interpersonal Skills that the TEP should develop further:**  Patrick may want to consider:   * Providing clarity of structure to the meeting by making sure that parents know what you are planning to cover and in what order. This can help make sure that all areas are covered, and provide a more containing space for parents. * Being open in discussing the areas of need. It felt like there was sometimes a hesitancy in identifying areas of difficulty, and there were occasional instances where concerns were raised by parents and these were met with reassurance or not followed up. For example, the parents at one point said that they were struggling with the child’s behaviour, but I didn’t hear what behaviours they were talking about (or what worked/didn’t work when managing these behaviours at home). The meeting should also be used to ensure that parents are aware of the areas of need that you have identified through your assessment, and are able to give their views on these. * Supporting parents to feel comfortable to clarify or respond to your summaries or acknowledgements of what they say by maintaining your curiosity. For example, when you summarise or reflect back what the mother said, this was often followed by a “definitely”, “absolutely” or “completely”. I can see that this helps to validate parents’ views, but I think it may also stop them from adding further clarifying detail or amending something if you have interpreted it in a different way to their intent.   **Other points for consideration**  These are not identified as particular points for development, but are questions that occurred to me during the observation that I think would be interesting to reflect on and discuss in supervision. I don’t think there are easy answers to either!   * Normalising a child’s behaviours – When is it helpful/unhelpful for a parent to hear that the behaviours are typical/experienced by many children? * Disclosure of personal views and experience – as EPs, when do we choose to do this? What are the advantages and disadvantages of this type of information sharing?   **Grade: Please circle:** 1 Very strong progress – no early development needs  **2 Strong progress – few/minor early development needs**  3 Capable sound progress – some competencies need attention in this area  4 Weak unsatisfactory progress – development of competencies a high priority  **Trainee’s Reflections on Observation Feedback** | | | |