

Standard 10

Supervision of Paraprofessionals



Standard 10 requires the student:

- A. Delineate roles and responsibilities of the supervisor and the paraprofessional in the DDA.
- B. Describe a multifaceted approach to staff training.
- C. Describe strategies used to monitor staff performance.
- D. Describe ways to change staff performance.
- E. Describe staff management consequence procedures.

Key Terms for Standard 10:

Paraprofessionals: Direct staff that help people with special needs. An aide or therapy technician who is qualified to assist professionals in providing services.



Student Note: Refer to 16.04.11 "Rules Governing Developmental Disabilities," Sections 900 and 902 (Appendix D).

A. Understand how to delineate roles and responsibilities of the supervisor and paraprofessional in the Developmental Disability Agency.

Clarifying roles and responsibilities is critical to efficient and effective service delivery. Lack of clarity manifests itself in potentially serious problems. For paraprofessionals, lack of clarity lends itself to situations in which they either overstep their bounds or hesitate to take responsibility. For specialists, it lends itself to situations in which paraprofessionals assume too much or not enough authority. For administrators, it creates potential liability problems. Indeed, clarifying roles and responsibilities is critical to organizational management.

According to 1604.11, Section 900 paraprofessionals work under the supervision of a Developmental Disabilities Professional, such as a Developmental Specialist. As supervisors, developmental specialists have two primary responsibilities.

First, they must meet with paraprofessionals on a weekly basis or more often, if necessary, to give instructions, review progress, and provide training on programs and procedures.

Second, they must also observe and review the work performed by the paraprofessional **at least** once monthly. Specialists must assure that the paraprofessional has adequate training and demonstrates skills to correctly implement programs.

 **Student Note:** Refer to 16.04.11 “Rules Governing Developmental Disabilities,” Section 902 for the types of training that must be delivered (Appendix D).

Roles and responsibilities typically reserved for specialists.

What are the more specific roles and responsibilities of specialists? Although roles may vary within different Developmental Disability Agencies, tasks for which specialists usually maintain primary responsibilities include:

- Conducting developmental evaluations,
- Analyzing and compiling developmental evaluation data,
- Writing developmental evaluation reports,
- Writing recommendations based on developmental evaluation data,
- Writing behavioral objectives based on recommendations from developmental evaluation data,
- Establishing Individual Program Plans (IPPs),
- Writing Instructional Programs for IPPs,
- Writing Behavioral Intervention Plans for IPPs,
- Consulting with other professionals regarding learners’ problems,
- Attending (and serve as chairperson for) IPP meetings, and
- Meeting with paraprofessionals to review learner performance and to provide feedback to paraprofessionals on the quality of their direct service.

Roles and responsibilities typically performed by paraprofessionals.

Again, tasks vary within Developmental Disability Agencies, however, tasks for which paraprofessionals generally maintain primary responsibilities include:

- Carrying out individual or group instruction activities with learners.
- Documenting results of instructional activities.
- Carrying out behavioral intervention programs with learners.
- Reinforcing learned skills through individualized or small group practice.
- Summarizing data from instructional or behavioral programs.
- Meeting with specialists to review learner performance.

Exclusions: Roles and responsibilities that paraprofessionals should NOT perform.

Pickett (1981) lists activities that paraprofessionals must avoid due to training, certification/licensure, or district/state policy requirements. These activities include analysis of standardized test results, preparing IPPs, and taking full responsibility for supervising/planning learners' activities. Paraprofessionals who perform these activities may violate regulations or place themselves and their Developmental Disability Agency at risk for liability problems.

Understanding Job Descriptions

Most Developmental Disability Agencies will have written job descriptions for specialists and paraprofessionals. Understanding one's job description is a necessary first step to clarifying roles and responsibilities. Vasa and Gerlach (1992) present several questions to address in regards to one's job description:

- Does the description indicate duties and responsibilities?
- Are qualifications, time and hours, and duration of the position clearly stated?
- Does the description indicate who evaluates and supervises the paraprofessional (and for what responsibilities)?
- Does the job description include sufficient detail about expectations (i.e., what the paraprofessional will be doing and for whom)?
- Is the description of the specialist-paraprofessional relationship sufficiently detailed? Are relationships with other line staff described?
- Is it clear how and by whom the paraprofessional will be supervised?
- Is information included on the method of evaluation to be used?
- Does the job description describe specific paraprofessional training plans (including competencies to be acquired, training goals, or schedules for training sessions)?

Beyond Job Descriptions: Clarifying Potentially Confusing Roles and Responsibilities

Although descriptions of specialists' and paraprofessionals' responsibilities should clarify some activities, circumstances will undoubtedly arise that will create confusion. This is because community environments are lively dynamic settings with a myriad of different activities, individuals, groups, behaviors, thoughts, emotions, cultures, and backgrounds. We wouldn't want it any other way!

The following checklist allows specialists to work together with supervisors and paraprofessionals to delineate responsibilities. The specialist should fill out the checklist by indicating who is responsible for each activity. The specialist's supervisor should be consulted. The paraprofessional(s) should assist in completing the checklist. List all of the "other" activities so that the checklist is tailored specifically to the situation. Write notes in the space provided regarding specific responsibilities.

Delineating Specific Responsibilities

Fill in the blank that corresponds with your role to indicate your specific responsibilities. Your designated responsibilities and those of paraprofessionals should be based on information from your job description and on consultation with your supervisor. Some activities are already checked to correspond with the Rules Governing Developmental Disability Agencies.

<u>Activity</u>	<u>Specialist's Responsibility</u>	<u>Paraprofessional's Responsibility</u>	<u>Notes</u>
Planning Instruction			
Preparing Instruction			
Scheduling Instruction			
Gathering Materials for Instruction			
Constructing "Checklist" Assessments	x		

Delineating Specific Responsibilities (continued)

<u>Activity</u>	<u>Specialist's Responsibility</u>	<u>Paraprofessional's Responsibility</u>	<u>Notes</u>
Conducting Standardized Evaluations (norm-referenced tests, etc)	x		
Writing Task Analyses			
Communicating/Interpreting Evaluation Results (and to Whom?)			
Analyzing Learner's Performance Errors			
Identifying Functions of Learner's Behaviors	x		
Writing Behavioral Objectives	x		
Writing IPP's	x		
Writing Behavioral Intervention Plans	x		
Noting Progress on IPPs			
Attending/Participating in IPP Meetings			
Communicating with Parents/Guardians			
Communicating with School District Professionals			

Delineating Specific Responsibilities (continued)

<u>Activity</u>	<u>Specialist's Responsibility</u>	<u>Paraprofessional's Responsibility</u>	<u>Notes</u>
Communicating with Other Local Professionals (e.g., Service Coordinators)			
Delivering Instruction to Teach Skills			
Delivering Instruction to Practice Previously Taught Skills			
Other:			
Other:			
Other:			
Other:			
Other:			



Student Note: Part of a supervisor's responsibility is to set an example of professionalism and maintain high ethical standards. They should instruct the paraprofessional to:

- 1) Consider all aspects of a learner's instruction and behavior management confidential.
- 2) Refer important information from parents, guardians, or the learner to the appropriate person (e.g., issues with abuse).
- 3) Carry out only those activities (such as delivery of instruction) for which they are qualified and trained.
- 4) Use behavioral intervention procedures that are respectful and consistent with agency and state policies.
- 5) Take responsible action to ensure that the welfare of the learner.
- 6) Represent the agency in a positive and professional manner.
- 7) Respect the dignity, individuality, and privacy of each learner.

B. Describe a multifaceted approach to staff training.

Each agency should have procedures in place for orienting staff to their roles and responsibilities, training staff to develop competencies in job-related skills, evaluating their performance and providing feedback.

The management of staff is critical in an effort to provide high quality and consistent service provision (LaVigna et al., 1994; Reid et al., 1989) to individuals with disabilities. Effective supervision of staff requires that an agency have a system of organization, training, observation and feedback techniques that are beneficial to all staff members.

Orientation of Staff

Each new staff member should be provided with information that orients him or her to the agency as a whole. Orientation should focus on giving new staff information on organizational practices and policies. Christian and Reitz (1983) suggest that an initial workshop for new staff should include orientation to topics such as (a) program policy, procedure, and philosophy of treatment; (b) professional and paraprofessional functions, job descriptions and expectations; (c) health care and medical procedures; (d) behaviors exhibited by the children/adults; (e) children/adult rights and legal safeguards; (f) office protocol; (g) data collection methods, graphing, and analysis; (h) planning; (i) individual and group treatment (behavior change) methodology; (j) team meeting protocol; (k) behavioral observation and recording; (l) research design; and (m) generalization and maintenance of behavior change. Additional areas during an orientation sessions might include work schedules, levels of advancement, pay scale, disciplinary procedures, emergency rules and precautions.

Training Staff

There are a variety of ways to train new staff but it is recommended that trainers use a "multifaceted" approach. This kind of training uses verbal instructions, written instructions, performance modeling, performance practice, and feedback to staff. (Reid et al., 1989).

Verbal instruction involves talking to staff about job skills. Sometimes this kind of instruction is accomplished through an actual training that has been provided by the DDA itself or an outside consultant. This may be given to a group of people or presented in a one-to-one format with different staff members. Verbal instructions have been found to work best when teaching verbal skills to staff (i.e. the ability to discuss a topic) rather than performance skills that are needed to accomplish a job.

Presenting information in this manner is advantageous in that communication can be established between the trainer and the staff member(s) about a particular topic. Staff can ask questions and the training can be individualized to meet staff needs. Verbal instruction is frequently used as a training approach. Although this kind of format is

important there are several disadvantages for trainers to keep in mind as they design their agency systems. Verbal instructions do not always result in satisfactory levels of skill acquisition in part, because the trainer may not be an effective presenter and/or the staff member(s) may not always be actively listening to the trainer.

Written Instructions

Using written instructions is another method of staff training. Written instructions can be done in a variety of ways including self-study manuals that are written to train a job skill to staff or commercially published materials on training general work skills. Job responsibilities can also be written on a **performance checklist** (Reid et al., 1989) or **task analysis checklist** (Christian & Reitz, 1983). These kinds of checklists are created to document specific behaviors the staff member must perform in order to complete a task. They are easy to read, focus on the actions that are to be completed, and are a permanent product of specific work duties.

Written instructions eliminate the need for an on-site trainer. Staff can study on their own time and at their own pace. Written instructions can provide a more detailed description of job skills and provide a permanent referent to staff to review information on an as-needed basis.

A disadvantage to this format is that staff needs to be able to read and comprehend the written information. Also, some commercial programs may be too general for a specific work setting. Finally, if written instructions are used as the only method for training there is no opportunity for discussion or clarification of questions between a staff member and a trainer or supervisor.

Performance modeling: Verbal and written instructions rely on the skills of the trainer and the staff member to speak clearly, listen attentively, and/or read and write proficiently. In contrast, performance modeling looks at the performance skills of the trainer and the staff member. The trainer must be able to sufficiently demonstrate the targeted task and the staff member must be able to observe the performance. This format can be done on-site or, the staff member can watch a video that models the performance.

This type of format relies on the skills of the trainer and the availability of personnel for training purposes. Performance modeling may be conducted in a simulated setting where the staff member and the trainer role-play an individual's behavior and skill level. The trainer may use a script to demonstrate each skill. Performance modeling may also be done in a real setting (e.g., home, school) with a child or young adult for whom the staff member is responsible.

A performance modeling strategy can be helpful for staff in that they can see firsthand, the skills that are needed to work with an individual. The staff member can watch the trainer adjust to environmental influences and unanticipated behaviors. Observing

someone else demonstrate the skills and routine offers the staff member an opportunity to ask questions and clarify misconceptions.

One disadvantage of performance modeling is that an experienced person must be available to perform the task in a particular setting. Also, some practitioners may not feel comfortable training in this manner. Also, using video demonstrations can be problematic if the proper equipment is not available or if the trainee or the DDA as a whole is not skilled at developing training videos.

Performance practice relies on the demonstration of skills by the staff member rather than the trainer. This kind of strategy usually follows training that has been given through verbal instruction, written instruction, and/or performance modeling as part of an entire staff-training program. A staff member may practice skills when working with an individual child or young adult or they may practice in a simulated environment.

This kind of training format is valuable in that it allows the trainer to observe the skills of the trainee. This is the most effective way for the trainer to know if the staff member is competent and can actually perform a skill(s). When appropriate feedback is given to a staff member it may also help build confidence in his or her ability to perform a task.

The disadvantage of performance practice is that the one-to-one contact allows for fewer staff to be trained at any one particular time. Staff members may also be uncomfortable with someone watching them. This issue requires the trainer to not only have good observation skills but also be able to provide appropriate encouragement and feedback. The final component of a multifaceted approach to training is **performance feedback**. This refers to the information given to the staff member about their performance on a skill or task being trained. Feedback should be given to a staff member immediately following an observation by the trainer.

There are several ways to give feedback to staff as part of a training program. These range from computer-generated performance sheets to informal comments given by the trainer or supervisor. Feedback is a very valuable way to improve staff performance. This is true for training purposes but also for providing information to staff who already know how to perform a task but do not perform the work for a variety of reasons.

C. Describe strategies used to monitor staff performance.

An effective DDA must have a systematic method for not only the initial training of staff but also ongoing monitoring of staff performance. These observations can help a supervisor make informed decisions about a staff member's performance and provide the appropriate feedback.

It is important to design a monitoring system that provides frequent, consistent, and useful feedback to staff. A supervisor should not rely on other people to provide information about a staff member's performance but make the time and effort to observe

individual staff members to gain representative and informed evaluation information. A supervisor should also try and use the same system with all staff members in an effort to avoid any discontent or issues about fairness in the evaluation process.

There are two types of monitoring systems: formal and informal. **Formal monitoring systems** use highly systematic procedures. There are certain behaviors that staff must perform and the occurrence or nonoccurrence of those behaviors are observed and documented on a regular basis. Formal observation sheets are used to assist the supervisor in monitoring staff performance. Several formal monitoring strategies include time sampling, duration and permanent product monitoring systems (Reid et al., 1989).

A **time sampling** system is used to make brief observations and recordings of what a staff member is doing at different times during an activity. This kind of monitoring does not require a great deal of time but can provide specific information about staff performance. This type of system provides flexibility for the supervisor in that intermittent samples are observed rather than an entire activity.

Duration monitoring involves observing staff performance throughout the entire time the staff member is engaged in an activity. This kind of system can be used when a staff member is expected to complete a specific, time-limited activity during part of a period of time. For example, a duration observation form may be used to monitor a staff member's response to a child or young adult during a seizure. Does the staff member follow the procedural steps that have been put in place? Is he/she consistent in their response each time a child or young adult has a seizure? This kind of a system is helpful when the entire routine must be observed in order to evaluate the performance of the staff member. The supervisor must be present at the time the staff person is to perform a task and therefore is not as flexible a system as time sampling.

Another kind of monitoring system consists of using a **permanent product**. This kind of monitoring requires staff to keep a written record or complete a document. A supervisor can monitor staff performance by reviewing a written product for accuracy and quality. Permanent products might involve information pertaining to a child or young adult's program, written notes, or data collection procedures. This kind of a system does not require the supervisor to be present and the product does not need to be reviewed at a specific time.

Although creating a system of formal monitoring is critical for consistency and fulfilling an agency's overall purpose it is important to also have an **informal** method of gathering information. A supervisor is informally gathering information about a staff member's work performance each time they interact with the person. The supervisor must decide what constitutes acceptable performance whenever she/he observes the staff member engage in a task or activity. The supervisor should also be able to observe all of the staff so she/he has a clear picture of overall staff performance. For example, a supervisor may enter a room and make a quick observation of how many people are engaged in an appropriate activity. This kind of informal observation can help the supervisor and agency gather information about how efficient their staff is functioning.

There are several ways a supervisor can conduct frequent informal observations and accomplish other tasks. For example, the supervisor can schedule time throughout the day to interact with staff and return phone calls in person rather than through e-mail or phone calls. The supervisor can create a log of strategies and maintain a record of how often she/he conducts informal observations. Although monitoring staff takes a substantial amount of time it is important to remember that it is the supervisor's role to "change or maintain staff work behavior, and frequently monitoring staff performance is a necessary step in successfully performing that job on a routine basis" (Reid et al., 1989, p. 34).

It is a fact that not all staff likes to be monitored on a regular basis. This can occur for a variety of reasons including the staff feeling uncomfortable with anyone watching them or being insulted that their performance must be observed. It may therefore be necessary for the supervisor to take action in order to prevent or minimize this kind of discontent.

Talking about supervision in an initial staff orientation can help prepare people for the agency's style of supervision. This is nice opportunity to inform new employees that supervision is not spying but rather a process to improve skills and services. They should understand that it is to their advantage to receive ongoing feedback about their performance.

Besides informing staff of why and how supervision will take place it is helpful to conduct any supervision in a manner that is quiet and unobtrusive. Following someone around and writing on a clipboard will probably make the staff member feel more uncomfortable than joining in on an activity. The staff member should always understand the monitoring schedule as well as the strategies that can be employed that are not punishing and allow the person to demonstrate his/her skills in a relaxed setting.

Staff reactivity (Reid et al., 1989) to systematic monitoring, that is the staff member performs differently (i.e., more appropriately) when the supervisor is present, can be avoided by:

- 1) Conducting frequent observations
- 2) Conducting unobtrusive observations
- 3) Letting the staff member know that observations will occur but not necessarily when
- 4) Conducting a quick time sample of staff performance immediately upon entering a particular setting.

The results of any monitoring should be given to staff as quickly as possible. If a staff member consistently receives feedback following an observation then he/she will feel more knowledgeable about why the observation has been conducted. This kind of immediate feedback can dispel misconceptions about why an observation has been conducted. The old adage "honest is the best policy" is important to implement as a

policy with regard to monitoring staff performance. There should be no reason to conduct covert monitoring which can cause discontent among staff members and affect performance and morale across the agency. The exception to this policy may involve staff that is suspected of inappropriate activity that occurs when a supervisor is not present (Reid et al., 1989)

D. Describe staff management feedback procedures.

As stated above, it is important to provide staff the results of his/her performance as soon as possible. Research has shown that providing feedback to employees enhances the likelihood that they will change and/or maintain their performance (Reid et al., 1989). There are a variety of feedback procedures that have proven effective in managing staff performance including verbal feedback, written feedback gestures, and facial expressions.

Verbal feedback is probably the most common type of performance feedback. This kind of feedback can be given to an individual or to a group and is readily available to a supervisor in a variety of settings (e.g. weekly group meeting, during an individual observation). It provides an opportunity for the supervisor and the staff member to enhance their relationship through a face-to-face encounter. Getting to know and understand staff can help the supervisor design a management system that is acceptable and beneficial to staff members.

Written feedback. Another way to provide information to staff is through written feedback. Sometimes written feedback is given via a memorandum from the supervisor, which maintains the staff member's privacy and offers a permanent record of the feedback. It can provide the staff member with information they can refer to in the future and does not require particular interpersonal skills on the part of the supervisor.

Although easy to use this management strategy has some distinct disadvantages. Written feedback does not involve any face-to-face interaction between a staff member and a supervisor. It is therefore difficult to establish a relationship, which can and may enhance the staff member's performance. Additionally, this kind of an approach does not allow to those supervisors who feel comfortable writing to a staff member about his/her performance.

Christian and Hannah (1983) suggest some guidelines for giving verbal and written feedback that is positive and educational for the staff member.

1. *Express affection* by smiling, greeting.
2. Acknowledge what has been accomplished by giving *positive feedback* first.
3. *Describe behaviors* that need improvement, getting to the point but using "I-messages," for example, "I would like you to..." instead of "You have a problem with...."
4. Describe *improvement needed* and how it can be achieved, maybe offering to help.
5. Give *rationale* for the desired alternative.

6. Describe the *present consequences*.
7. Request *acknowledgement*, for example, "Do you understand what I want you do?"
8. Prompt *practice* of improved performance.
9. Give *feedback* for improved performance
10. Deliver *consequences*.

The person receiving the feedback should 1) Maintain eye contact and acknowledge by saying something to the supervisor.

Delivering consequences: A "reward" or other kind of consequence is delivered to the staff member depending upon the quality of their performance. If the staff member's performance is acceptable then he or she will be praised or rewarded with some other kind of positive consequence. Rewards can sometimes be established by staff and include everything from increased pay, letters of commendation, attendance at conferences, and an opportunity for making policy decisions.

A staff member who is not performing at an acceptable level should receive an undesirable consequence like a verbal or written reprimand. Staff members who violate established standards of conduct and job performance can cause discontent and threaten the morale within the agency. Prompt corrective action should be taken in these kinds of situations. One strategy would be to conduct a **corrective interview** (Christian & Hannah, 1983) as an informal disciplinary procedure. The supervisor would use the general feedback guidelines (see above) and specify a plan for improvement of the staff member's behavior as well as establish a timeline for improvement or more formal corrective action. This kind of an interview can also establish a record if any further action is necessary. The staff member should always be provided a copy of this record.

When immediate action is needed or the corrective procedure has not been effective the supervisor should take more formal corrective action and follow the procedures of the particular agency.

Follow-up procedures should also be established as a way to assess the effectiveness of feedback and the delivery of positive and negative consequences on staff performance. For example, at different times during the year results of verbal feedback sessions might be used to follow-up written feedback evaluations, which are then shared with the staff member.

E. Describe ways to change staff performance.

The major task of supervision and organizational management is to change staff performance and ensure that staff members have the skills to provide quality services. There are a number of performance change strategies and are similar to staff training strategies in that they combine approaches to create a multifaceted management program.

Antecedent supervisory procedures (Reid et al., 1989) are strategies that are implemented before a staff member is expected to participate in an activity. These kinds of strategies are put in place to increase the likelihood that the staff member will

complete the activity or task in an efficient manner. These kinds of procedures help staff understand what they are expected to do and include instructional strategies, increasing job structure, and performance modeling.

Instructional strategies are ways in which a supervisor tries to influence staff performance either in writing or verbally regarding what the staff member is expected to do. When used to change staff performance, rather than teach a new skill, this kind of approach may provide the staff member less information about the job. For example, during training instructional strategies may inform the staff member of *what* kind of activity he/she should do with a child or young adult as well as *how* to conduct the activity. But, when instructions are part of staff management procedures these kinds of instructions may only *direct and/or remind* staff members as to who is responsible for conducting an activity.

Using instructions is a typical way to change staff performance. Instructions may be provided in writing, a meeting, through e-mail or telephone. Providing instruction in this way is an easy way to try and change someone's behavior. One simply tells the other person what they want them to do. They do not necessarily require any preparation or planning on the part of the supervisor.

This kind of approach by itself has not proven to be consistently effective when trying to make a major change to the staff member's behavior. Instructional strategies have proven more effective when combined with other staff management procedures (Reid et al., 1989)

Increasing job structure is another antecedent management procedure. The approach increases the amount of direction a staff member receives. For example, there may be increased documentation regarding *what* the staff member is to do, *when* and *how often* something should be done, *where* and with what *materials* should be involved. This kind of procedure requires more work on the part of the supervisor than does simply giving instructions. It requires that a job be broken down into the discrete behaviors that are required of the staff member.

A disadvantage to this approach, which is similar to other antecedent strategies, is that it is not consistent in changing staff behavior. This approach may also bring about discontent among staff in that they are not able to have as much flexibility in performing a task/activity. It is therefore the supervisor's responsibility to understand when this approach may be useful. It may be that a staff member performs his/her job without a lot of job structure unless the work is unsatisfactory at which time the supervisor uses an increase in job structure as a consequence until an appropriate level of performance has been observed.

A supervisor can use **performance modeling** to demonstrate for a staff member the task/activity the supervisor wants the staff member to perform. When used as a staff management procedure, modeling is different than when used as a training strategy. In training, modeling is used to teach someone how to perform a task they are learning and

do not know who to do, whereas in staff management, modeling is used to prompt a staff member to perform a task/activity they know how to perform but are not doing.

Modeling has proven to be more effective than other antecedent management strategies (Reid et al., 1989). It is has been better received by staff in that the supervisor is actually demonstrating his/her knowledge about the task/activity that is required by the staff. Modeling also gives the supervisor some additional insight into the actual workings of the staff member's work, which can help with performance feedback and performance. Therefore using this approach requires the supervisor to actually be able to perform the targeted task/activity in a proficient manner. Although this can be an effective strategy it also requires a considerable amount of time that needs to be factored into the supervisor's schedule.

Points to Remember

- ✓ A developmental specialist and a paraprofessional have certain roles and responsibilities.
- ✓ Be an active listener
- ✓ Use a variety of instructional approaches.



Student Project: Each student should write a paper that includes the following components:

- 1) Define the role and specific responsibilities of the developmental specialist in an agency.
- 2) Define the role and specific responsibilities of the paraprofessional in an agency.
- 3) Describe what kind of supervision plan you would develop for a paraprofessional – include training schedules, timelines for observation, and ways you would typically provide supervision (e.g., modeling training). - how would you like to be supervised

Seven Steps of the Assertive Communication Approach

Step 1: Identify the problem.

Step 2: Brainstorm or identify several possible solutions.

Step 3: Actively listen to the other person.

Step 4: Restate/reflect on the other persons' point of view.

Step 5: State your position using statements that included the word "I" not "you."

Step 6: Offer solutions you think everyone might accept.

Step 7: Be persistent.