



From the Playroom

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Supervision: A process of growth

Child associates bring tremendous dedication, skill, empathy, and warmth to children that participate in Primary Project programs. High quality associates may cause supervisors to question the need for ongoing supervision and support of the child associate. However, in Primary Project, this support is the foundation for a strong supervisory process of the child associate by the school-based mental health professional.

The supervisory process begins with the entrance of a child associate into the program and continues until the associate separates from the project. Supervision is referred to as a process that is developmental for each child associate. As the child associate grows and changes during their time with the program, supervision must also evolve. While activities engaged in during supervision may be similar, the specific nature of the supervisory session will vary for each child associate depending upon their needs. These needs change at times in the workplace depending upon the specific children a child associate sees, areas identified for their own personal growth, and are based on the dynamics of the school building and its overall staff.

Primary Project recognizes two major areas of supervision in the work with child associates; one being a child-centered approach and the other being an associate-centered approach. Each represents an overall process unto itself, but simultaneously they are interconnected by an interactive web which is monitored by the supervisor. The supervisor must possess the ability to shift the focus of supervision through the use of their clinical skills between these two areas as needed.

Child-centered supervision speaks to the individual children the associate sees. This occurs through helping the child associate process feelings that children may be expressing through their weekly play sessions and keeping the associate rooted in child-led play skills. Associate-centered supervision is a focus on the individual child associate. Time is spent processing the associate's own feelings

Supervision can be thought of as a capacity to define oneself to others in a way that clarifies and expands a vision of the future.

—Edwin H. Friedman



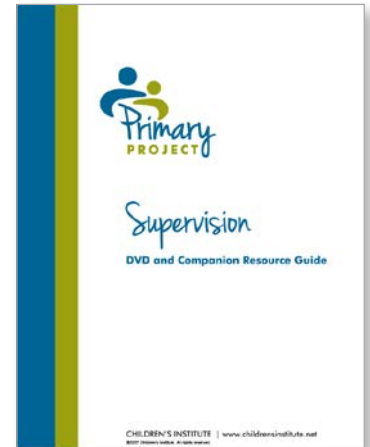
around working with specific students in the playroom and continuing to develop and refine skills in the child-led play intervention.

Best practices require that formal weekly supervision is scheduled and a minimum of 24 hours of supervision occurs over the school year.

While quality child associates are critical to the success of a Primary Project program, supervision within the program is essential to the overall success of the child associate. The two go together, hand in hand.



Two-day supervision training, November 12 & 13, 2015. Supervisors pictured (L-R): Kim Fischer, RCSD School No. 9; Evadney Nesmith, RCSD School No. 7; Kelly Montanez, RCSD School No. 42; Kim Bender, Southside Charter (Syracuse); Trina Luttinger, Groton Elementary; Mary Dickerson, RCSD School No. 25; Carole Wiles, South Buffalo Charter School; Sabrina Campbell, RCSD School No. 5; Shelley Sanyshyn, Children's Institute; Kelley Davis, RCSD School No. 29; Terri Reeves, Gowanda Elementary.



Supervision DVD and Companion Resource Guide

This DVD discusses the many components of effective supervision in a Primary Project program. Using real-life clips from actual sessions, as well as interviews with supervisors and child associates, you will learn why supervision is such a critical foundational component to the success of your program. Topics reviewed include:

- Individual and group supervisory moments
- Discussion of characteristics, roles, and skills of effective supervisors
- Best practices to make supervision sessions meaningful and productive

When combined with a comprehensive resource guide that offers discussion questions and activities, this DVD is a perfect complement to ongoing Primary Project training.

Available for purchase at www.childrensinstitute.net/store/primary-project/supervision-DVD

\$90.00

*Supervision is practiced
not so much in words as in
attitude and in actions.*

-Harold S. Geneen

A Fond Farewell

I can still remember finding my way to an elementary school in Berkeley, California over 30 years ago to learn about a program called Primary Mental Health Project. If I recall correctly, Emory Cowen was there along with a couple of other folks from Rochester, New York. I was working as a school psychologist in northern California serving three K-8 schools with a combined enrollment of 350 students. Three years later, I had the opportunity to implement the program in a town called Paradise and two years after that I went to work for the California Department of Mental Health. In seven years, the Primary Intervention Program grew from 17 to 800 schools.

Twenty-two years ago, I sold my house and many of my belongings, hopped in a car, and drove 2,700 miles only to arrive to snow, a workshop on stress reduction, and an office at 575 Mt. Hope Avenue. My name changed to Deb, I got a dog, and I settled in to make Rochester, New York home. I have lived here and worked in the same place longer than anywhere else in my life. It is time to move on.

Needless to say, these years have been filled with joy and sorrow and everything in-between. It is my hope that I have contributed positively to Children's Institute, Primary Project, and most importantly to the children that it works to build up. Most of all, I will miss time in the field with those who work with children, who understand the power of positive relationships, who know the value of slowing down, and who day-by-day give children time to be children—to laugh, play, sing, and dance. I will also miss training, strategic planning, and play dates when staff practiced what we taught.



Pictured at National Services team outing: (R-L) Deb Johnson, Lynn Smith, Shelley Sanyshyn, Ellen Leopold, and Arlene Bobin.

I thank you for your unending support and the grace extended to me on numerous occasions. I have learned from you as well as from many others. I take with me new skills and ways of thinking "organization." I wish only the best for Children's Institute and Primary Project. In these days of unrest and uncertainty, I am convinced that the only way to return and rebuild a civilized world and society is through taking time to slow down and build relationships.

It is time to pass the baton to others as I move on to new ventures. While I am leaving Children's Institute, I will not be retiring. I entered Seminary two years ago in January 2014, and in March I will begin to serve as an intern (Vicar, they say) in a Lutheran church south of Rochester. I will also continue to work with schools in downstate New York through to the end of the year. A formal communication will follow in March as decisions are finalized. I will maintain my Children's Institute e-mail account for business purposes through June 30, 2016, or for personal contact I can be contacted at dbjrochester@gmail.com.

Thank you for your commitment in being with children, reflecting their emotions, and letting them lead your time together.

—Deborah Johnson, Ed.D.

Director of Programs and Services, Children's Institute

Bringing the Lessons Home

Children learn by example

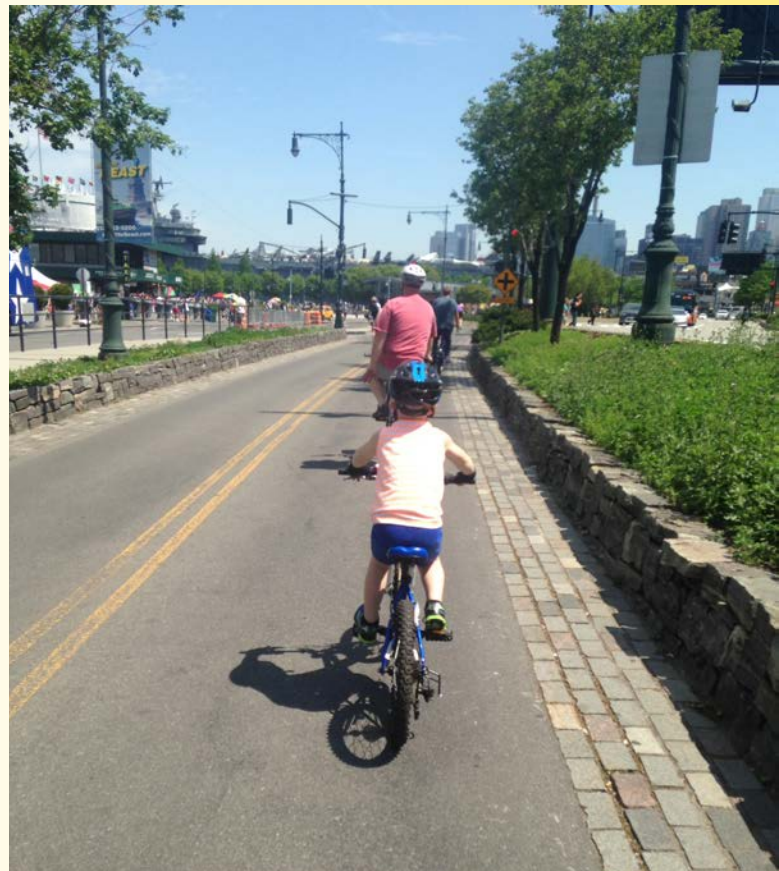
Perhaps the most basic way that children learn from their parents is by observing them interact with others. They notice how we handle/react to stress, solve problems, use social skills, and manage feelings. As a parent of a six-year-old, I find that his brain is like a sponge and he watches everything that I do! For example, he is quick to remind me that I am driving too fast when he notices that the speedometer is higher than the posted speed limit sign. He notices how patient I am (or perhaps am not) while standing in long lines. He also is aware of how I react, including the tone of my voice, when I'm frustrated or surprised. This past summer I remember not wearing my bike helmet, thinking that we weren't going very far. As I was rolling down the driveway Kyle said, "Mommy, where is your helmet?" Feeling a bit embarrassed that I was "caught" I quickly remedied my mistake. The list goes on from there!

Using polite manners, handling everyday stresses (i.e. car won't start, late for work, etc.), managing the solutions, and acknowledging our own feelings are all subject of the watchful eye of our children. They take it all in! Whether you are a teacher, Primary Project supervisor, parent, or caregiver, children are influenced by those closest to them, so it is important for you to be the kind of person that you want them to become.

—Lynn Smith, LMSW
Social Worker, Children's Institute

Example is not the main
thing in influencing others
it is the only thing.

—Albert Schweitzer



Please feel free to copy this page and share it with Primary Project parents.

Trayendo las Lecciones al Hogar

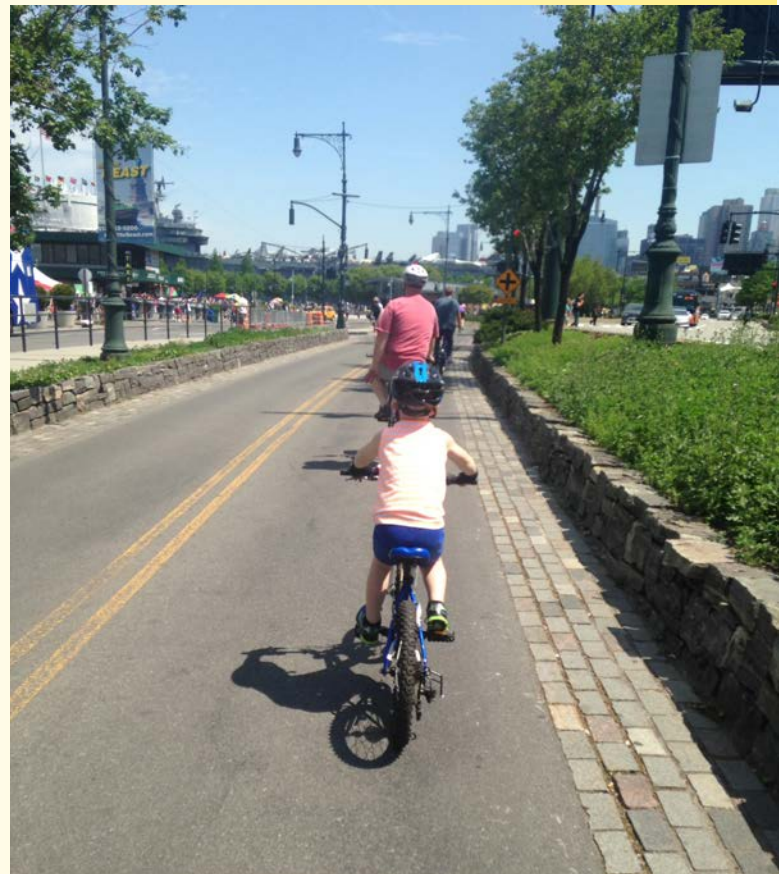
Los niños aprenden del ejemplo

Tal vez la manera más básica como los niños aprenden de los padres es observando cómo ellos interactúan con otros. Ellos se dan cuenta de cómo manejamos/reaccionamos al estrés, resolvemos problemas, usamos las destrezas sociales y manejamos los sentimientos. Como madre de un niño de seis años de edad, me doy cuenta de que su cerebro es como una esponja y ¡que él observa todo lo que hago! Por ejemplo, él no pierde tiempo en dejarme saber que estoy conduciendo muy rápido cuando el marcador de velocidad es más alto que lo indicado en la señal de límite de velocidad. Él observa lo paciente que soy (o quizás no soy) cuando estoy esperando en una fila larga. También él está consciente de mis reacciones, incluyendo el tono de mi voz, cuando estoy frustrada o sorprendida. Recuerdo que el verano pasado no estaba usando mi casco de bicicleta, pensando que no iríamos muy lejos. Cuando iba rodando por el camino de entrada Kyle dijo, "Mami, ¿dónde está tu casco?" Sintiéndome un poco avergonzada porque me había "atrapado" rápidamente remedíé mi error. ¡Y la lista sigue!

El uso de buenos modales, manejo de las tensiones cotidianas (esto es, el coche no arranca, estamos tarde para el trabajo, etc.), cómo lidiamos con las soluciones y reconocemos nuestros sentimientos están todos sujetos a la mirada atenta de nuestros hijos. ¡Ellos absorben todo! Ya sea que usted es un maestro, supervisor del Proyecto Primario, p/madre o cuidador/a, los niños son influenciados por las personas más cercanas a ellos, por eso es importante que usted sea el tipo de persona que usted quiere que ellos sean.

—Lynn Smith, LMSW
Trabajadora Social, Children's Institute

El ejemplo no es la cosa principal que influye en otros, es la nica cosa.
—Albert Schweitzer



Siéntase en libertad de copiar esta página y compartirla con los padres del Primary Project.



Attention schools in New York State

Show your support for Primary Project!

Write to your local legislators requesting an increase in the New York State Governor's upcoming budget.

For more information and instructions, visit www.childrensinstitute.net/programs/primary-project/support

Thank you, every voice counts!

The Foundation for Academic Success



ATTENDANCE

Chronic attendance problems interfere with learning



ENGAGEMENT

1 in 5 children have behavior problems that prevent learning



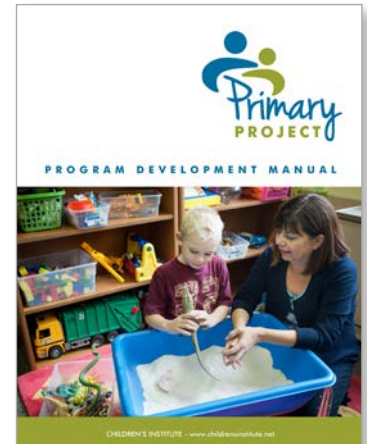
ATTENDANCE

improved 22%

SOCIAL SKILLS

improved in 6 of 10 children

Help New York State's Children Succeed in School and Life!



Program Development Manual

A blend of two of our most popular resources, the Primary Project Program Development Manual and Creating Connections DVD provide programs with what they need to support Primary Project implementation in their school/district. The manual outlines the core components along with useful resources that can be used in programs. The DVD is a tool that can be shared with staff, administrators, and parents around what Primary Project is about, who the program serves, and how it is implemented in schools.

Available for purchase at www.childrensinstitute.net/store/primary-project/program-development-manual

\$150.00

children's
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STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

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