

Appendix 1

The Five Anchor principles applied to Supervision to support critical reflection

Anchor principles	Encourage the practitioner to:
What is the assessment or intervention for?	<p>Reflect prior to action</p> <ul style="list-style-type: none"> ➤ <i>What does the practitioner hope to achieve from the assessment?</i> ➤ <i>What might the family, child/young person be hoping for/worried about?</i> ➤ <i>What might the organisation be hoping for/worried about?</i> ➤ <i>How might the practitioner feel about carrying out the assessment?</i> ➤ <i>How might the child feel about being assessed?</i> ➤ <i>Is there a better/different way to achieve an understanding of the situation?</i> ➤ <i>Is all the information collected useful and relevant?</i> ➤ <i>What skills and support might the practitioner need to carry out the assessment?</i>
What is the story?	<p>Explore what is known so far.</p> <ul style="list-style-type: none"> ➤ <i>What are the facts?</i> ➤ <i>Are there any grey areas or unknowns?</i> ➤ <i>How does the story make the practitioner feel, has the practitioner thought about how their own past experience influences the story?</i> ➤ <i>Can the practitioner tell the story from the viewpoint of the child?</i> ➤ <i>Or the family members?</i> ➤ <i>Or another professional?</i> ➤ <i>How has the practitioner used the story to make sense of the child's lived life?</i> ➤ <i>What tools has the practitioner used to help focus and explore the story?</i>
What does the story mean?	<p>Analyse the story, using research, practice wisdom and the family's expertise.</p> <ul style="list-style-type: none"> ➤ <i>What hypotheses have been developed & what are the alternatives?</i> ➤ <i>What does the practitioner know about stories like this?</i> ➤ <i>What tools could help the practitioner test the meaning?</i> ➤ <i>What is the impact of the story on the child?</i> ➤ <i>Does the practitioner understand the resilience the child brings to their story?</i> ➤ <i>Imagine the child is in this room – what would they say about the meaning being made of their life?</i> ➤ <i>Are there any meanings the practitioner may have missed because of their own story (think about gender, ethnicity and religion, for example)?</i> ➤ <i>Does the practitioner understand what and who is helping the child grow well and what or who is holding the child back?</i>

<p>What needs to happen?</p>	<p>Explore options for direct work and support: from the point of view of the child and from the point of view of the practitioner</p> <ul style="list-style-type: none"> ➤ <i>What does the practitioner think will be the best outcome and why?</i> ➤ <i>What would be the worst outcomes and why?</i> ➤ <i>What would the child say about that?</i> ➤ <i>What would the family say about that?</i> ➤ <i>How will this be helpful to the child's current situation?</i> ➤ <i>What would have to happen for this child for the practitioner to stop being involved with the child and family?</i> ➤ <i>Does everyone involved agree about what needs to happen for the child?</i> ➤ <i>Is the family clear about what has to happen next?</i> ➤ <i>Is the child or young person clear about what has to happen next?</i>
<p>How will we know we are making progress?</p>	<p>Think about the practitioner's role in delivering meaningful interventions.</p> <ul style="list-style-type: none"> ➤ <i>How does the practitioner feel about the progress of the case?</i> ➤ <i>What would the child/family say?</i> ➤ <i>What did the practitioner hope would have happened by now?</i> ➤ <i>What is different?</i> ➤ <i>How does the practitioner know they are being helpful?</i> ➤ <i>How is the child's lived life different this week?</i> ➤ <i>What is the practitioner still worried about?</i> ➤ <i>What is the family still worried about?</i> ➤ <i>What is the child still worried about?</i> ➤ <i>Does the practitioner know what will happen for the child if there is no progress?</i> ➤ <i>Does the practitioner have a plan to challenge family or other professionals involved, should there be no change for the child?</i> ➤ <i>Has the hypothesis been disproved?</i> ➤ <i>Did the practitioner start the intervention with the wrong need?</i>

Source: Adapted by the RIP Development Group from the Anchor Principles, five questions that outline the characteristics of a sound analytical assessment (Brown and Turney, 2014: 33-51)