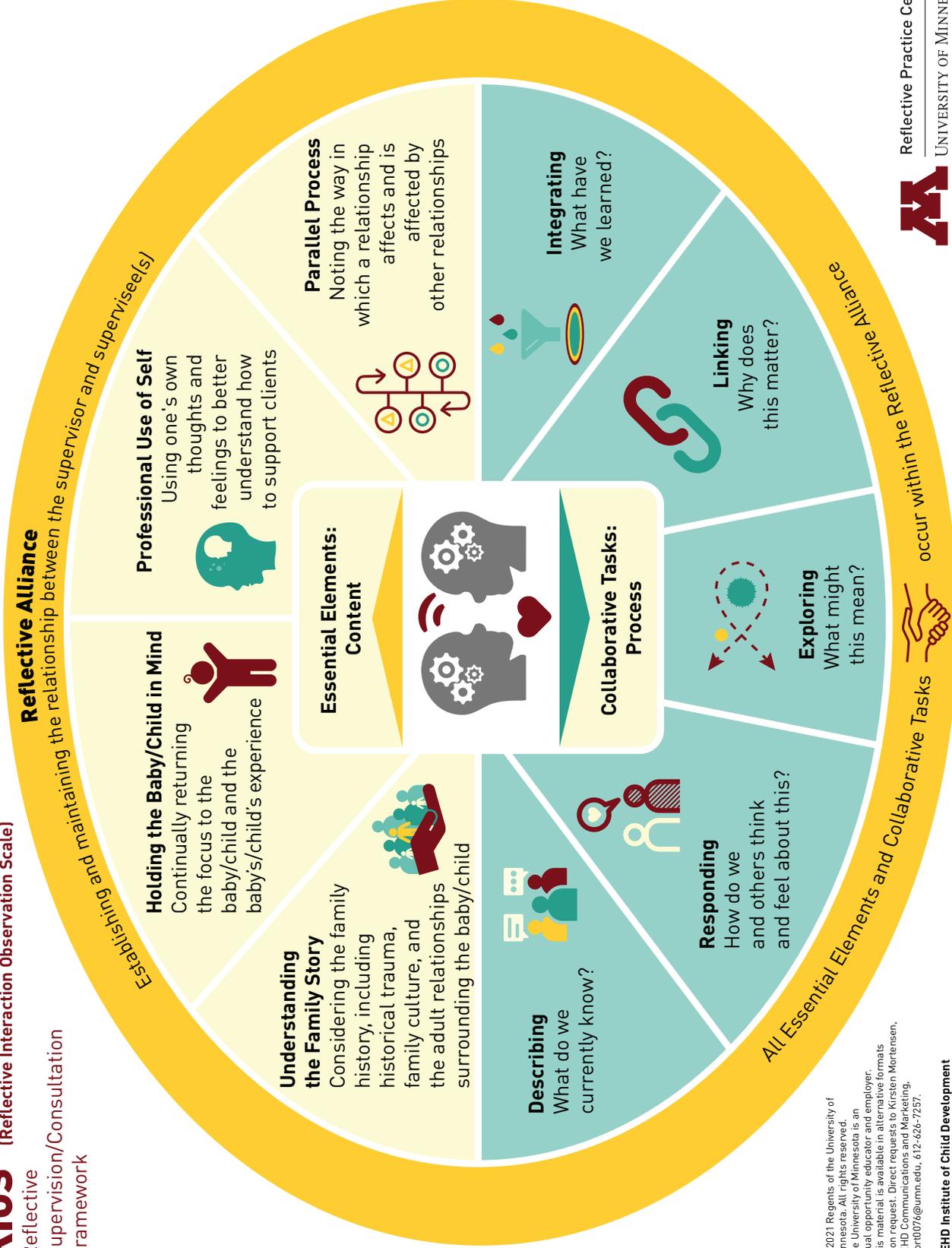


# RIOS™ (Reflective Interaction Observation Scale)

Reflective Supervision/Consultation Framework



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**CEHD Institute of Child Development  
Center for Early Education and Development**



Copyright © 2022 by ZERO TO THREE. Watson, C. (with Harris, M., Hennes, J., Harrison, M., & Meuwissen, A.J. [2022]. *RIOS™ guide for reflective supervision and consultation in the infant and early childhood field*. ZERO TO THREE. [Original edition published 2017.]) For a downloadable PDF, go to the following link [www.zerotothree.org/RIOS-RSC](http://www.zerotothree.org/RIOS-RSC)

# RIOS™ Reflective Interaction Observation Scale

The RIOS defines and operationalizes the process of reflective supervision/consultation (RS/C) by identifying its unique components. It helps articulate what occurs in the complex relationship between supervisor and supervisee(s) and differentiates RS/C from other forms of relationship-based professional development.

## **ESSENTIAL ELEMENTS**

*The Essential Elements are based on infant and early childhood mental health principles and practice.*

### **Reflective Alliance**

Paying attention to **how** the supervision happens, indicating the quality of the relationship between supervisor and supervisee(s)

*The content of reflective supervision conversations is grouped into four additional defining constructs.*

### **Understanding the Family Story**

Attending to the family and others in the baby's/child's caregiving environment, their relationships, and the impact of ancestry and historical trauma

### **Holding the Baby/Child in Mind**

Attending to the baby's/child's experience, well-being, and relationships with others

### **Professional Use of Self**

Practicing critical self-awareness regarding one's subjective experiences, thoughts, beliefs, biases, emotional responses, and relationships with others—all of which are important information in better understanding how to support clients

### **Parallel Process**

Drawing comparisons between different individuals' experiences or relationships, recognizing the ways in which one relationship—present or past—can affect another

The RIOS was developed in collaboration with the Alliance for the Advancement of Infant Mental Health. The Reflective Practice Center offers a range of online professional development options for early childhood practitioners. **Visit [ceed.umn.edu/reflective-practice-center](http://ceed.umn.edu/reflective-practice-center) to learn more!**

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## **COLLABORATIVE TASKS**

*The reflective process encompasses a cumulative and overlapping progression of Collaborative Tasks that the supervisor and supervisee(s) engage in together.*

### **Describing—“What do we currently know?”**

Discussing observed and reported facts and perceptions as well as clarifying and organizing details of what the supervisee saw and heard

### **Responding—“How do we and others think and feel about this?”**

Speculating about the thoughts and emotional experience of the baby/child and adults' involved as well as expressing thoughts and feelings about the family and the issue at hand

### **Exploring—“What might this mean?”**

Focusing on gaining a deeper understanding and possible new insights into the emotional experience of oneself and others, including the baby/child, which may involve acknowledging and attempting to address difficult issues and concerns

### **Linking—“Why does this matter?”**

Co-creating connections between the baby's/child's and family's experience and relevant infant mental health theory and practice, which includes considering one's role, boundaries, and purpose of the work

### **Integrating—“What have we learned?”**

Co-creating a summary of what has been discovered and exploring the implications of the work going forward