

Supervisor Facilitation Guide

Run purposeful scenario discussions, short huddles, and one-on-one coaching with the Performance Lab.

Supervisor role

The supervisor adds context, policy, observation, and follow-through that a self-guided application cannot provide.

1. Start with the learning contract

Tell staff that practice is for calibration and growth. A scenario choice is evidence for a coaching conversation, not a complete measure of job competence.

Before the first session, confirm:

- Which written policies control the situations you plan to discuss.
- Where staff find emergency, medical, release, transportation, privacy, and reporting procedures.
- Who has decision authority at each escalation threshold.
- How participation records will and will not be used.
- Which situations should not be role-played because they require certified or jurisdiction-specific training.

Do not use the app as a shortcut

Completion does not clear a person for independent responsibility. Pair learning with direct observation, supervised practice, required credentials, and documented site readiness.

2. Choose the right mode

Mode	Best use	Supervisor role
Diagnostic - 6 situations	Reveal starting instincts across all six competencies before instruction.	Avoid teaching the answer first; discuss patterns after all six.
Guided Practice - 24 situations	Teach reasoning, retry, and six consequence branches.	Ask what the learner noticed, missed, and would do when the situation changes.
Staff Judgment Challenge - 18 situations	Independent application after learning; three decisions per competency.	Review evidence counts and item reasoning without treating the result as certification.
Targeted Practice	Refresh one competency through new targeted situations plus retrieval of coached situations.	Connect practice to observed work and schedule follow-up.
Coach Mode	Huddles and group calibration.	Facilitate disagreement and identify local policy differences.

3. Three ready-to-run session formats

10-minute pre-shift calibration

- 1 minute: Name the decision focus and relevant local policy.
- 2 minutes: Read one scenario and let everyone choose silently.
- 3 minutes: Ask two people to explain which risk they prioritized.
- 2 minutes: Reveal the strongest response and framework connection.
- 2 minutes: Each person states one phrase or action they will use today.

20-minute staff huddle

- 2 minutes: Connect the topic to a recent pattern without identifying a child or employee.
- 4 minutes: Individual choice and pair reasoning on scenario one.
- 5 minutes: Whole-group comparison and coaching notes.
- 5 minutes: Scenario two with a changed condition or branch.
- 4 minutes: Team commitment, policy location, and follow-up owner.

25-minute one-on-one coaching

- 4 minutes: Describe one observed behavior and effect.
- 4 minutes: Ask what the staff member noticed and intended.
- 7 minutes: Complete one matched guided scenario.
- 5 minutes: Rehearse a stronger line or action twice.
- 5 minutes: Define what the supervisor will observe next, when, and how feedback will be delivered.

4. Facilitate judgment, not answer hunting

- Ask "What risk are you prioritizing?" before "Which answer is right?"
- Ask what new problem each plausible option could create.
- Separate the best first move from every later step.
- Invite staff to identify where local policy changes the response.
- Do not reward confident speed over careful noticing.
- Use the explanation and transfer question after the decision, not before.

When disagreement is useful

Two options can both contain a sound instinct. Compare the tradeoffs, authority, sequence, and likely downstream effects. The internal 2 / 1 / 0 logic preserves nuance; the learner-facing results report evidence counts rather than an unvalidated competence percentage.

5. What to listen for by competency

Competency	Listen for
Behavior	Private observable language; dignity plus boundary; realistic choice; calm follow-through; re-entry.
Safety	Named counts; adult positioning; closed-loop handoffs; prompt procedure use; no adult responsibility delegated to youth.
Conflict	Immediate stabilization; reduced audience effect; separate hearing when needed; repair tied to impact; no forced reconciliation.
Engagement	Actual barrier; meaningful role; adapted means without automatically lowering the goal; visible re-entry.
Communication	Full listening; fact/inference separation; privacy boundary; specific owner and follow-up time.
Judgment	Immediate protection; exact factual record; role limits; current procedure; required internal notice and any direct reporting duty.

6. Correct weak patterns without shaming

Pattern	Coaching move
Command-and-control	"You protected the expectation. What did the public correction add to the risk? Try the same boundary with less audience and more choice."
Avoidance or delay	"You prevented escalation in the moment. What important boundary or safety condition remained unresolved?"
Escalating too early	"Support matters. What reasonable frontline action could happen before transfer, and what threshold would make transfer necessary?"
Overpromising	"You showed urgency. Which part can you own, and which outcome belongs to someone else?"
Investigating beyond role	"You took the concern seriously. What is the minimum information needed before moving into the required procedure?"
Privacy drift	"You wanted to be transparent. Which facts belong to this person, and which information is protected?"

7. Debrief the Staff Judgment Challenge

Use three layers: **Pattern** - Which competencies and decision habits recur? **Reasoning** - What was the learner trying to protect, and what did they overlook? **Transfer** - Which real work moment will demonstrate a stronger response?

Read the evidence honestly

The challenge now reports counts of strongest responses, defensible tradeoffs, and priority-review responses. Do not convert those counts into a competence percentage. A same-item repeat after feedback is practice, not an independent reassessment.

8. Safety and reporting boundaries

- Do not create a real supervision gap, emergency, disclosure, or medical event for practice.
- Use verbal simulation for rare safety decisions. Label simulated evidence separately from direct observation.
- Avoid detailed reenactment of traumatic content. Practice decision steps and communication boundaries.
- If a real concern emerges during practice, stop the exercise and use the required procedure.
- Document learning records separately from confidential incident records.

9. Shared-device and record boundary

Use only an organization-approved staff identifier. Do not place youth names, incident details, medical information, or other confidential participant information in the Lab record. On a shared device, save progress if needed and start a new learner record before the next staff member begins.

10. Follow-up record

Staff member	Focus	Observed evidence	Practice completed	Next observation / owner

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Use the Observation & Coaching Field Guide for a fuller evidence record.