

# CHECK-IN: SUPERVISION

Please take a moment to reflect. Responses are not intended to be an end point but rather to provide consideration on how to be supportive. Self-reflection and learning are ongoing components of cultural and clinical competence.

## Environment and Accessibility

- I consider the space from an accessibility viewpoint, examining ways to maximize effective communication.
- I do not penalize a supervisee for using approved accommodations.
- I do what I can to minimize interruptions by silencing notifications, closing the door, or setting clear boundaries.
- I set up space to the best of my ability that feels comfortable and welcoming—this includes minimizing physical, visual, or auditory distractions.
- I am mindful of how disability or ability may affect productivity.
- I talk in a space and manner where feedback feels safe and allows for open, confidential discussions.

## Giving Feedback

- I ask each supervisee how they prefer to receive feedback—written or verbal, during the session or after it—and strive to offer this when possible within the work setting.
- I avoid labeling personal style or identity-based expression as “unprofessional.”
- I consult resources when giving feedback about service delivery to a person who communicates in a language I do not use. These resources (1) help me adapt my support and expectations to the supervisee’s linguistic and cultural reality and (2) ensure client safety.
- I end my sessions by collaborating on what changes may be made moving forward.
- I identify and make sure to share strengths alongside opportunities for growth. I ensure that I share specific situations, along with observable behaviors and their impact.
- I invite my supervisees to share their expertise, and I talk through treatment plans in a way that models strong professional teaming.

## Effective Communication

- I focus on the meaning of messages rather than how closely my supervisee’s communication style follows specific norms—regardless of neurotype, language, dialect, or accent.
- I verify the correct pronunciation of each person’s name.
- I recognize dialects, accents, and communication styles; I do not equate differences with a lack of professionalism.
- I use each person’s name and pronouns as they’ve shared them with me.

## Scheduling and Preparation

- I ask supervisees about their time constraints prior to scheduling regular meetings and therapy sessions.
- I keep my supervisee’s religious or spiritual practices in mind when thinking about availability.
- I come prepared—bringing notes, reflections, examples/observations, and questions—and I am explicit in asking supervisees to do the same.
- I consider my supervisee’s work, caregiving, and family responsibilities when scheduling meetings.
- I make it a priority to honor time, allow for flexibility to make adjustments, and end on time.
- I recognize the power difference in supervision. I am committed to mutually learning, inviting questions, and engaging in discussion—so we can learn from one another and build shared understanding.
- I stay open if someone sees things differently than I do, and I am ready to listen, consider their perspective, and talk about it.
- I welcome questions about my feedback and stay open to that conversation.

## Privacy and Confidentiality

- If I need to share parts of feedback conversations, I do not share them without first informing the supervisee and following required policies about disclosure.

\* Although several sources were consulted in the development of this checklist, the following document inspired its design: Goode, T. D. (2002). Promoting cultural and linguistic competence self-assessment checklist for personnel providing services and supports in early intervention and childhood settings (Rev. ed.). National Center for Cultural Competence, Georgetown University Center for Child and Human Development, University Center for Excellence in Developmental Disabilities Education, Research & Service.

### REFERENCE THIS MATERIAL AS FOLLOWS:

American Speech-Language-Hearing Association. (2026).

Cultural competence check-in/Check In: Supervision

<https://www.asha.org/siteassets/uploadedfiles/multicultural/Check-In-Supervision.pdf>



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