

Table 1: Key Themes driving the acceptability and feasibility of the *Reflecting in Relationships* training

| Theme | Description | Quotation |
|---|--|---|
| 1. Resonance of content with Early Intervention work | The training material resonated strongly with participants' daily Early Intervention practice, receiving positive responses. | <p>“I think it's super helpful... I can't find a lot of trainings, that... go into so much depth... I can find a CEU class on reflexes or motor or whatever. But there's not a lot about that background information to build relationships with parents. And some of them there are [only] an hour long. You don't really delve into anything.”</p> <p>“I am using like some of the terminology like ‘I wonder,’... to be more open-ended and, and reflective.”</p> |
| 2. Connection between the participants and facilitators | Feedback was overwhelmingly positive, with participants appreciating the facilitators' understanding of the ground realities and challenges inherent in Early Intervention work. | <p>“But it's so helpful for us to... have this closeness with a pediatrician.”</p> <p>“One of my favorite things... was she really made us aware that this is something to enhance our work, not to add to our plate.”</p> |
| 3. Improvement of content and format | Participants requested additional resources, including more detailed information about the Mothering from Inside Out approach and enhanced visual handouts to support learning. Participants also felt that the workshop was appropriately paced as a 2-day workshop. | <p>“I feel like we talked a lot about secure attachment. I feel like 90% of the families we work with don't have [that]... We didn't talk about so much like the insecure attachment. Yeah, the fearful avoidant.”</p> <p>“Maybe something that could be added is how to set boundaries a little bit better... knowing how to set those boundaries [when clients are opening up] or help them get the resources they need instead of being a therapist.”</p> <p>“I think role play... case study [would help]. I don't know that we need new material. I think strengthening what we've already learned because there was so much.”</p> |
| 4. General relational dynamics within EI | The workshop effectively tackled the barriers and challenges faced by Early Intervention professionals. Discussions covered cultural obstacles as well as practical constraints that limit reflective practice, such as situations requiring the administration of formal questionnaires to clients. | <p>“We see the kids in foster care, and they're either various amounts of bonded or not with their foster parents, and then going for visits with the bio parent that was using [drugs], and we don't see them because they are not within our area, so we don't have a relationship with the parent, we just have a relationship with the foster parent, so that's like a whole different other kind of dynamic.”</p> <p>“I think having kids that are in childcare where we have limited contact with the parents because their hours are the same as our hours. Oftentimes it's a Zoom, phone call or, a text or whatever. So we kind of lose that whole opportunity to apply any of this in that situation.”</p> <p>“And I think some of the partners that are not on board—sometimes I think it was with a social worker and the dad was like, ‘We don't need a social worker’ because of that stigma.... So maybe reflecting with that parent, if you have the opportunity, as to why they feel like that to help us understand better and for them to understand us better.”</p> |