



Alliance for the Advancement of
Infant Mental Health

**INFANT MENTAL HEALTH ENDORSEMENT® (IMH-E®)
REFERENCE FORM
APPLICANT'S WAIVER CERTIFICATE**

Name of Endorsement® Applicant: _____
Please Print: (Last) (First)

TO THE APPLICANT: You may voluntarily waive your right to have access to a specific Professional Reference Form written about you in accordance with The Federal Family Education Rights and Privacy Act of 1974, by signing and dating this certificate.

I waive, relinquish and disclaim all my rights to have access to the Professional Reference Form for Endorsement®.

Applicant's Signature

Date

**PROFESSIONAL REFERENCE FORM FOR ENDORSEMENT®
AS AN INFANT MENTAL HEALTH MENTOR – CLINICAL
(IMHM-C)**

To be completed by supervisor/mentor/consultant/teacher/colleague (circle).

Name of individual serving as reference: _____

Category of Endorsement® for which individual is applying: _____

You have been selected to complete the reference form for a service provider/professional applying for Endorsement® from a member infant mental health association (IMHA) of the Alliance. The information that you provide will help to establish the applicant's eligibility for Endorsement®. Please provide a rating on each item based on the context of your work with the applicant. It is not necessary to have directly observed the applicant perform his/her role if you are familiar with the applicant's knowledge & skill based on his/her descriptions, affect, reflections, and changes over time. Please note that if the applicant does not waive his or her rights to have access to this Reference Rating, the information you provide may be shared with the applicant, if requested. Thank you for your contribution to maintaining high standards for service providers and professionals promoting infant mental health.

For more information about the Endorsement® requirements and *Competency Guidelines*®, please go to allianceaimh.org.

Name of Applicant: _____

Applicant's Address: _____

Applicant's Daytime Telephone (including area code): _____

The rating scale is:

- 0 – I do not have enough information to rate/comment
 1 – Minimal Ability
 2 – Below Average Ability
 3 – Average Ability
 4 – Above Average Ability
 5 – Exceptional Ability
-
-

Theoretical Foundations

1. Demonstrates knowledge and supports knowledge in others in the areas of pregnancy, prenatal development and early parenthood roles. (*Pregnancy & Early Parenthood*)

0 1 2 3 4 5

2. Demonstrates the ability and supports the development of others to observe and assess the infant/toddler, parent, and their relationship to identify landmarks of typical child development; behavior; and healthy, secure relationships. (*Infant/Young Child Development & Behavior*)

0 1 2 3 4 5

3. Demonstrates the ability and supports the development of others to support and reinforce parent's strengths, emerging parenting competencies, and positive parent-infant/toddler interactions. (*Infant/Young Child and Family Centered Practice*)

0 1 2 3 4 5

4. Demonstrates knowledge and supports knowledge in others of infant and toddler development and behavior within a relationship context. (*Relationship-Focused Therapeutic Practice*)

0 1 2 3 4 5

5. Demonstrates capacity and supports developing capacity in others to nurture and promote early developing parent-child relationships. (*Family Relationships & Dynamics*)

0 1 2 3 4 5

6. Identifies and supports development in others to identify emerging competencies of the infant/ toddler within a relationship context; recognizes risks related to histories of separation, trauma, and/or loss that may require assistance of other professionals. (*Attachment, Separation, Trauma, Grief & Loss*)

0 1 2 3 4 5

7. Demonstrates ability and supports the development of others to apply understanding of cultural competence to communicate effectively, establish positive relationships with families, and show respect for uniqueness of each client family's culture. (*Cultural Competence*)

0 1 2 3 4 5

8. Demonstrates the ability and supports the development of others to identify risks and delays that threaten the emotional well-being of the infant/toddler and parent(s) or caregiver(s). (*Disorders of Infancy/Early Childhood*)

0 1 2 3 4 5

9. Develops and supports others in developing service plans that take into account individual needs, desires, histories, lifestyles, concerns, strengths, resources, culture, and priorities. (*Psychotherapeutic & Behavioral Theories of Change*)

0 1 2 3 4 5

10. Demonstrates the capacity and supports the development of others to identify/diagnose mental illness in family members, as appropriate, using diagnostic tools. (*Mental and Behavioral Disorders in Adults*)

0 1 2 3 4 5

11. Demonstrates the ability and supports the development of others to promote, develop, and deliver effective learning interventions as part of conferences, workshops, university courses, and other opportunities to educate on effective infant mental health principles and practice. (*Adult Learning Theory & Practice*)

0 1 2 3 4 5

12. Demonstrates the ability and supports the development of others to encourage use of data to improve infant mental health practice. (*Statistics*)

0 1 2 3 4 5

13. Demonstrates the ability and supports the development of others to incorporate current research and evaluation to increase knowledge regarding infant mental health, early development, and effective intervention strategies. (*Research & Evaluation*)

0 1 2 3 4 5

Law Regulation, & Policy

14. Demonstrates and encourages behaviors that reflect the Endorsement® Code of Ethics in service provision. (*Ethical Practice*)

0 1 2 3 4 5

15. Demonstrates capacity and teaches others to work within the letter and spirit of federal and state law, agency policies and practices, and professional code of conduct. (*Government, Law, & Regulation*)

0 1 2 3 4 5

16. Demonstrates ability and supports the ability of others to maintain appropriate personal boundaries with infants/toddlers and families served, as established by the employing agency. (*Agency Policy*)

0 1 2 3 4 5

Systems Expertise

17. Demonstrates the ability and supports the development of others to collaborate and communicate with other service agencies to ensure that the child(ren) and family receive services for which they are eligible and that the services are coordinated. (*Service Delivery Systems*)

0 1 2 3 4 5

18. Demonstrates the ability and supports the development of others to identify, obtain and use available resources for infants, toddlers and families, *i.e.*, food, housing, baby items, child care, medical care, and protection. (*Community Resources*)

0 1 2 3 4 5

Direct Service Skills

19. Demonstrates the ability and supports the development of others to formally and informally observe the parent(s) or caregiver(s) and infant/toddlers to understand the nature of their relationship, developmental strengths, and capacities for change. (*Observation & Listening*)

0 1 2 3 4 5

20. Demonstrates ability and supports the development of others to formally and informally assess the development of infants/ toddlers within the context of parent/child interactions and relationships. (*Screening & Assessment*)

0 1 2 3 4 5

21. Demonstrates capacity to respond with emotional sensitivity to the infant/toddler, the parent/caregiver, and the supervisee/consultee, promoting and enhancing social and emotional well-being. (*Responding with Empathy*)

0 1 2 3 4 5

22. Advocates and supports the ability of others to advocate for services needed by infants, toddlers and families with the supervisor, agencies, and programs when appropriate. (*Advocacy*)

0 1 2 3 4 5

23. Demonstrates ability and supports the ability of others to recognize environmental and caregiving risks to the health of the infant/toddler and parents and takes appropriate action. (*Safety*)

0 1 2 3 4 5

24. Interprets and synthesizes information (including family perception and priorities) from observations, discussions, and formal and informal assessments to develop mutually agreed upon service plans incorporating explicit objectives and goals, and supports the ability in others to do this as well. (*Intervention & Treatment Planning*)

0 1 2 3 4 5

25. Uses and supports others to use multiple strategies to help parents or caregivers understand what they can do to promote health, language, and cognitive development in infancy. (*Developmental Guidance*)

0 1 2 3 4 5

26. Promotes and supports the capacity of others to promote parental competence in facing challenges, resolving crises and reducing likelihood of future crises, and solving problems of basic needs and familiar conflict. (*Supportive Counseling*)

0 1 2 3 4 5

27. Demonstrates the capacity and supports the development of others to engage in parent-infant/ toddler relationship-based therapies and practices to address parental histories of attachment, separation, grief, and unresolved losses as they affect the developing relationship and the development, behavior, and care of the infant/ toddler. (*Parent-Infant/ Young Child Relationship-based Therapies & Practices*)

0 1 2 3 4 5

28. Provides reflective supervision/consultation that enables supervisees/consultees to use the supervisory/consultative relationship to reflect upon direct work with families, including: observation of own feelings and thoughts and effects of treatment relationships. (*Reflective Supervision*)

0 1 2 3 4 5

Working with Others

29. Promotes supervisory relationship in which the supervisee can explore ideas, reflect about cases and grow. (*Supporting Others*)

0 1 2 3 4 5

30. Provides guidance and feedback to novice staff, graduate students, and other colleagues as requested. (*Coaching and Mentoring*)

31. Builds and maintains effective interpersonal relationships with a broad range of people including families, supervisees, colleagues, agency and community representatives, and/ or legislators, as the individual role requires. (*Building & Maintaining Relationships*)

0 1 2 3 4 5

32. Actively participates and works cooperatively with interagency teams, planning committees, and ongoing work groups. (*Collaborating*)

0 1 2 3 4 5

33. Deals with all people in a tactful and understanding manner. (*Resolving Conflict*)

0 1 2 3 4 5

34. Demonstrates ability to address urgent incidents quickly with the objective to eliminate the crisis and restore calm and order to the situation. (*Crisis Management*)

35. Demonstrates capacity to respond with emotional sensitivity to the infant, the parent/caregiver, and the supervisee/consultee, promoting and enhancing infant mental health. (*Empathy & Compassion*)

0 1 2 3 4 5

36. Demonstrates ability and supports the ability of others to provide training or coaching to parents or caregivers and/or to other 0 – 6 professionals (eg childcare teacher, foster parent, mental health provider, child protective services). (*Consulting*)

0 1 2 3 4 5

Leading People

37. Models personal commitment and empathy in promotion of all aspects of the practice of infant mental health. (*Motivating*)

0 1 2 3 4 5

38. Uses influencing and persuading skills, backed by own and others' expert knowledge, to promote effective infant mental health principles, practices and programs. (*Advocacy*)

0 1 2 3 4 5

39. Coaches novice practitioners, students, colleagues, reporting employees, and clients in a range of skills to help them become highly effective infant mental health practitioners, positively contributing human beings and culturally sensitive individuals. (*Developing Talent*)

0 1 2 3 4 5

Communicating

40. Demonstrates ability and supports the ability of others to actively listen to others and ask questions for clarification. (*Listening*)

0 1 2 3 4 5

41. Demonstrates ability and supports the ability of others to communicate clearly, honestly, sensitively, and diplomatically. (*Speaking*)

0 1 2 3 4 5

42. Demonstrates ability and supports the ability of others to write clearly, concisely, and with appropriate style in creating books, policy memoranda, contracts, articles, research, web content, grant applications, instructional and meeting materials, reports and correspondence. (*Writing*)

0 1 2 3 4 5

43. Effectively facilitates small groups (eg, interdisciplinary or interagency teams). (*Group Process*)

0 1 2 3 4 5

Thinking

44. Demonstrates capacity and encourages others to see and explain the interaction of multiple factors & perspectives to understand the "big picture" when analyzing situations. (*Analyzing Information*)

0 1 2 3 4 5

45. Demonstrates capacity and supports the ability of others to generate new insights and workable solutions to issues related to effective relationship-focused, family-centered care. (*Solving Problems*)

0 1 2 3 4 5

46. Demonstrates capacity and supports the ability of others to integrate all available information, consult with others, and evaluate alternatives when making important decisions. (*Exercising Sound Judgment*)

0 1 2 3 4 5

47. Demonstrates ability and supports the ability of others to consider difficult situations carefully. (*Maintaining Perspective*)

0 1 2 3 4 5

48. Defines, creates a sequence for, and prioritizes tasks necessary to perform role and achieve goals. (*Planning & Organizing*)

0 1 2 3 4 5

Reflection

49. Regularly examines own thoughts, feelings, strengths, and growth areas and discusses issues and/or concerns with supervisor or mentor, and supports the development of this process in the reflective supervision/consultation provided to others. (*Contemplation*)

0 1 2 3 4 5

50. Demonstrates the ability to seek out and use reflective supervision/consultation to understand own needs and capacities, as appropriate. (*Self-Awareness*)

0 1 2 3 4 5

51. Remains and supports others to remain open and curious. (*Curiosity*)

0 1 2 3 4 5

52. Keeps up-to-date on current and future trends in infant/toddler development and infant mental health practice. *(Professional/Personal Development)*

0 1 2 3 4 5

53. Uses reflective practice to understand own emotional response to infant/toddler and family work and to understand own emotional response to the work with supervisees/consultees. *(Emotional Response)*

0 1 2 3 4 5

54. Demonstrates ability to recognize and respond appropriately to parallel process and encourages the development of this skill in the reflective supervision/consultation provided to others. *(Parallel Process)*

0 1 2 3 4 5

Comments:

NOT FOR OFFICIAL USE

**ALLIANCE FOR THE ADVANCEMENT OF INFANT MENTAL HEALTH
INFANT MENTAL HEALTH ENDORSEMENT® (IMH-E®)
PROFESSIONAL REFERENCE RATING FORM
TEACHER, SUPERVISOR, CONSULTANT, COLLEAGUE**

Applicant's Name

Your Name:

Your Address:

Email address:

Daytime Telephone (including area code):

Credentials/Discipline/Education:

Years of Work with infants, young children, caregivers, and families:

Current Position:

You are which in relationship to applicant?:

Reflective Supervisor/Consultant Program Supervisor Teacher Supervisee Colleague

Briefly describe the nature of your work together or your professional relationship:

Name and Address of agency or organization where mentoring/supervision/consultation/training took place:

You worked with the applicant from (mo./yr.) _____ to (mo./yr.) _____

If you are/were applicant's reflective supervisor/consultant, did you meet (circle all that apply)

Weekly Biweekly Monthly For a total of _____ hours

Other _____

I hereby _____ recommend _____ do not recommend this applicant for Endorsement®.

The information I have provided on this form is correct to the best of my knowledge and belief.

Signature: _____ Date: _____