



Alliance for the Advancement of  
**Infant Mental Health**

**PROFESSIONAL REFERENCE FORM FOR ENDORSEMENT®  
AS AN INFANT MENTAL HEALTH MENTOR – RESEARCH/FACULTY  
(IMHM-R/F)**

You have been selected to complete the reference form for a professional applying for Endorsement® from a member infant mental health association of the Alliance. The information that you provide will help to provide insight into the applicant’s “way of being”. Please provide a rating on each item based on the context of your professional relationship with the applicant. It is not necessary to have directly observed the applicant perform their role. It is enough if you are familiar with the applicant’s knowledge & skills, based on their descriptions, affect, reflections, and changes over time. It is required that you rate each item and then provide comments that can be given back to the applicant to support their further professional development.

Before completing this reference form, please review the **Competency Guidelines®** for the applicant’s category to inform or refresh your understanding of what is being assessed. [Click here to review the Competency Guidelines.](#)

Thank you for your contribution to maintaining high standards for professionals promoting infant and early childhood mental health.

I attest that I have read the description above and understand what is being asked of me as a reference rater.

I attest that I have reviewed the Competency Guidelines of the Endorsement category this applicant is applying for.

NOTED

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The rating scale is:

**0- No/Not Yet / 1- At Times/Emerging / 2- Consistently/Effectively**

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**Theoretical Foundations**

1. Empirically studies and/or teaches others knowledge in the areas of pregnancy, prenatal development and early parenthood roles. (*Pregnancy & Early Parenthood*)

0      1      2

2. Empirically studies and/or teaches others knowledge of typical and atypical infant/toddler development and behavior within a relationship context. (*Infant/ Young Child Development & Behavior*)

0      1      2

3. Empirically studies and/or teaches others about policy and practice intended to increase the extent or effectiveness of infant mental health interventions. (*Infant/ Young Child-Family Centered Practice*)

0      1      2

4. Empirically studies and/or teaches others about services that reinforce and nurture the caregiver-infant/ toddler relationship. (*Relationship-Focused Therapeutic Practice*)

0      1      2

5. Empirically studies and/or teaches knowledge of family relationship development. (*Family Relationships & Dynamics*)

0      1      2

6. Empirically researches and/or teaches others about emerging competencies of the infant/ young child within a relationship context; and about 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

7. Applies understanding of culture competence to communicate effectively and establish positive relationships with a wide range of people and organizations. (*Cultural Competence*)

0      1      2

8. Empirically studies and/or teaches others about informal and formal observations and assessments to identify capacities and strengths, as well as developmental delays and/or emotional disturbance in infant/toddler. (*Disorders of Infancy/Early Childhood*)

0      1      2

9. Empirically studies and/or teaches others about the development of service plans that account for unique needs, desires, history, lifestyle, concerns, strengths, resources, and priorities of each infant/toddler and family. (*Psychotherapeutic & Behavioral Theories of Change*)

0      1      2

10. Empirically studies and/or teaches others about accepted diagnostic tools and classification systems for adult mental disorders and substance abuse. (*Mental and Behavioral Disorders in Adults*)

0      1      2

11. Promotes, develops, and delivers 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

12. Encourages use of data to improve infant mental health practice. (*Statistics*)

0      1      2

13. Facilitates monitoring and evaluation of service process and outcomes OR promotes research projects intended to increase the body of knowledge on infant mental health, early development, and effective interventions. (*Research & Evaluation*)

0      1      2

**Law Regulation, & Policy**

14. Demonstrates and promotes behaviors that reflect the Endorsement® Code of Ethics. (*Ethical Practice*)  
0      1      2

15. Understands, utilizes, and facilitates adherence to provisions and requirements of federal, state, and local laws affecting infants/young children and families (eg, early intervention, child protection). (*Government, Law, & Regulation*)  
0      1      2

16. When consulting/providing expert testimony to agencies, service systems, legislative bodies, and programs, develops conclusions and recommendations that reflect the needs and best interests of the infant/young child within the context of family. (*Agency Policy*)  
0      1      2

**Systems Expertise**

17. Utilizes an expert knowledge of the formal delivery systems and community resources to make decisions and recommendations. (*Service Delivery Systems*)  
0      1      2

18. Empirically researches and/or teaches about the services available through formal service delivery systems, through community resources, and through informal supports. (*Community Resources*)  
0      1      2

**Direct Service Skills**

19. Empirically studies and/or teaches others how to formally and informally observe the parent(s) or caregiver(s) and infant/young child to understand the nature of their relationship, developmental strengths, and capacities for change. (*Observation & Listening*)  
0      1      2

20. Empirically studies and/or teaches others about the importance of infant and young childhood service system delivery that includes screening, referral assessment and use of diagnostic tools. (*Screening & Assessment*)  
0      1      2

21. Empirically studies and/or teaches professionals to respond with emotional sensitivity to the infant/young child, the parent/caregiver, and/or the supervisee/consultee, promoting and enhancing social and emotional well-being. (*Responding with Empathy*)  
0      1      2

22. Empirically studies and/or teaches others about services needed by infants/young child(ren) and families and encourages the use of data to improve practice. (*Advocacy*)  
0      1      2

23. Empirically studies and/or teaches others to recognize environmental and caregiving risks to the health of the infant/young child and parents and takes appropriate action. (*Safety*)  
0      1      2

24. Empirically studies and/or teaches others about the importance of infant and young childhood mental health service system delivery that includes assessment, development of trusting relationships, and service planning. (*Intervention & Treatment Planning*)  
0      1      2

25. Empirically studies and/or teaches others about what systems and professionals can do to promote health, language, and cognitive development in infancy. (*Developmental Guidance*)  
0      1      2

26. Empirically studies and/or teaches others to support 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

27. Empirically studies and/or teaches others about infant and young childhood mental health service system delivery that includes relationship-based therapeutic parent-infant/young child interventions. (*Parent-Infant/ Young Child Relationship-based Therapies & Practices*)

0 1 2

28. Empirically studies and/or teaches others about reflective supervision. (*Reflective Supervision*)

0 1 2

**Working with Others**

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

0 1 2

30. Works effectively with colleagues across agencies in promoting services for infants/young children and their families. (*Supporting Others*)

0 1 2

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

0 1 2

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

0 1 2

33. Demonstrates ability to work constructively to find “win-win” solutions to conflicts. (*Resolving Conflict*)

0 1 2

34. Interacts with other professionals in a tactful and understanding manner. (*Empathy & Compassion*)

0 1 2

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

0 1 2

36. Provides expert advice, testimony, and /or recommendations to programs, agencies, legislative bodies, and service systems, taking into account needs, goals, context, and constraints to develop policy and procedure that support relationship-focused work, advocate for policy, program, and/or system improvements and to obtain funding and other resources. (*Consulting*)

0 1 2

**Leading People**

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

0 1 2

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

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

**Communicating**

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

0 1 2

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

0 1 2

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

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

0      1      2

### 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

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

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

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

0      1      2

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

0      1      2

### Reflection

49. Regularly examines own thoughts, feelings, strengths, and growth areas and discusses issues and/or concerns with supervisor or mentor. (*Contemplation*)

0      1      2

50. Seeks a high degree of congruence between self-perception and the way others perceive him/her. (*Self-Awareness*)

0      1      2

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

0      1      2

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

0      1      2

53. Uses results of reflection to identify areas for personal development. (*Emotional Response*)

0      1      2

54. Recognizes and responds appropriately to parallel process. (*Parallel Process*)

0      1      2

### Research and Evaluation

55. Generates research questions related to OR teaches others about infant/toddler relationships and attachment that promote infant mental health. (*Study of Infant and Early Childhood Relationships and Attachment*)

0      1      2

56. Generates new knowledge and understanding of infants, young children, parents, and caregivers based on sound research. (*Study of Infant and Early Childhood Development and Behavior*)

0      1      2

57. Generates research questions related to OR teaches others about the study of families. (*Study of Families*)

0      1      2

We **HIGHLY** value your comments as they help inform feedback to applicants intended to guide their continued development as an IECMH professional.

Please note one significant strength observed:

Please note one area for growth observed:

Comments:

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

Your Name:

Professional relationship to applicant?:

Reflective Supervisor/Consultant    Program Supervisor    Teacher    Supervisee    Colleague    Other

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

*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: \_\_\_\_\_

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