



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

---

# Competency Guidelines

Endorsement for Culturally  
Sensitive, Relationship-  
Focused Practice  
Promoting Infant and Early  
Childhood Mental Health<sup>®</sup>

# Competency Guidelines<sup>®</sup>

10/05/18

Shared framework across disciplines and service delivery systems of the infant and family field

A **map** that can show you where you have been so you know where you still need to go



# 8 Competency Domains

Competency Domain	Knowledge/Skill Area
Theoretical Foundations	Pregnancy & early parenthood; infant development & behavior; infant/family-centered practice; relationship-based therapeutic practice; family relationships & dynamics; attachment, separation, trauma & loss; disorders of infancy & early childhood; cultural competence
Law, Regulation, Policy	Ethical practice; government, law & regulation
Direct Service Skills	<b>Observation &amp; listening, screening &amp; assessment; advocacy</b>
Working with Others	Building relationships, collaborating
Communicating	Listening, speaking, writing
Systems Expertise	Service delivery systems
Thinking	Solving problems, analyzing information
Reflection	<b>Contemplation, self awareness, curiosity</b>

# What is Endorsement<sup>®</sup>?

**The Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health<sup>®</sup> is:**

- A credential
- Intended to recognize experiences that lead to competency
- Based on the Competency Guidelines<sup>®</sup>
- Evidence of a specialization
- Documents that the individual applies IECMH principles to his/her practice



# Categorized by scope of practice

Scope of practice	Four current categories	Coming Soon
Promotion	Infant Family Associate	Early Childhood Family Associate
Prevention/ Early Intervention	Infant Family Specialist	Early Childhood Family Specialist
Treatment/ Intervention	Infant Mental Health Specialist	Early Childhood Mental Health Specialist
Leadership	Infant Mental Health Mentor <ul style="list-style-type: none"><li>Clinical, Policy, Research/Faculty</li></ul>	Early Childhood Mental Health Mentor <ul style="list-style-type: none"><li>Clinical, Policy, Research/Faculty</li></ul>

# Endorsement<sup>®</sup>: 4 Career Pathways

10/12/17

	IFA or ECFA PROMOTION	IFS or ECFS PREVENTION/ EARLY INTERVENTION	IMH Specialist TREATMENT/ INTERVENTION	IMH Mentor Clinical, Faculty, or Policy LEADERSHIP
Education	Any academic degree and/or Minimum 2 yrs. in infant/family field	Bachelors or Masters	Masters or Post-Graduate	Masters, Post-Graduate
Work Experience* <a href="http://www.mi-aimh.org">www.mi-aimh.org</a>		Minimum 2 yrs. in infant/family field, minimum 10 families	Minimum 2 yrs. post-masters IMH practice	Minimum 3 years as IMH practice leader (Clinical must also meet IMHS work criteria)
In-Service Training	Minimum 30 hrs., average 40 hrs.	Minimum 30 hrs., average 50 hrs.	Minimum 30 hrs., average 75 hrs.	Minimum 30 hrs., average 90 hrs.
References	3	3	3	3
Reflective Supervision	Not required	Minimum: 24 hours	Minimum: 50 hours	Clinical: Minimum 50 hours
Code of Ethics & Agreement	Signed	Signed	Signed	Signed
Written Exam	No	No	Yes	Yes
Membership	Yes	Yes	Yes	Yes

Promoting Optimal Relationships Prenatal to 3

# Reflective Supervision/Consultation (RS/C)

- A trusting relationship between supervisor and practitioner
- Consistent and predictable
- Questions that encourage details about the infant, parent and emerging relationship
- Both commit to remain emotionally present
- Teach/guide
- Nurture/support
- Apply the integration of emotion and reason
- Explore the parallel process and to allow time for personal reflection
- Attend to how reactions to the content affect the process
- The baby is central to the discussion



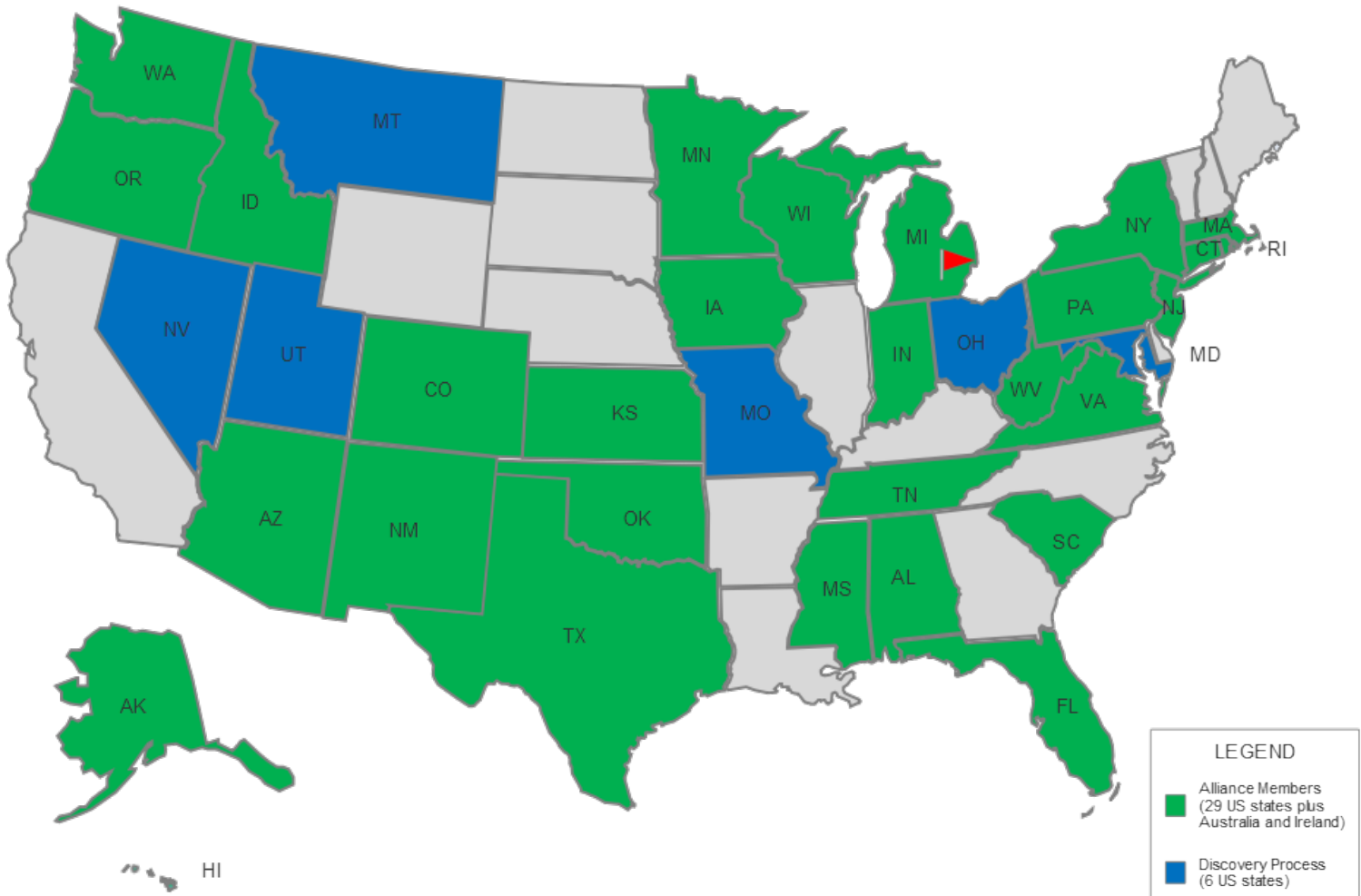
# Quotes about RS/C

- “When it’s going well, supervision is a holding environment, a place to feel secure enough to expose insecurities, mistakes, questions and differences.”  
Rebecca Shahmoon Shanok (1992)
- Supervision is “the place to understand the meaning of your work with a family and the meaning and impact of your relationship with the family.” Jeree Pawl, public address
- “Do unto others as you would have others do unto others.” Jeree Pawl (1998)





# Who is the Alliance?





Alliance for the Advancement of  
Infant Mental Health

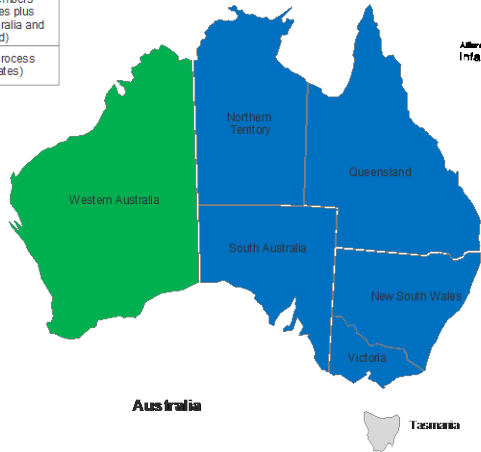
IMH Association - Alliance Member  
IMH Association - Discovery Process

**LEGEND**



- Alliance Members (29 US states plus Australia and Ireland)
- Discovery Process (6 US states)
- Developed and owned by MI-AIMH

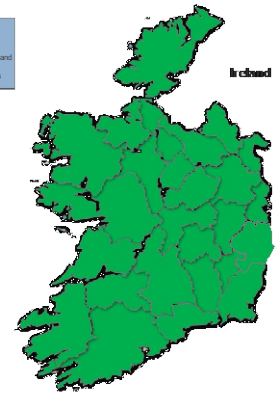
# International members of the Alliance

LEGEND	
	Alliance Members (29 US states plus Western Australia and Ireland)
	Discovery Process (5 US states)



Japan

LEGEND	
	Alliance Members (29 US states plus Western Australia and Ireland)
	Discovery Process (5 US states)



# Benefits: Specialized Training



Competency Guidelines<sup>®</sup> provide to individual and organizations a guide to determine what has been achieved and what is missing. This then drives the development of specialized training...

- Conferences
- Workshops
- Webinars
- Modules
- Webinars

...to fill the gaps and build the capacity of the infant-family workforce



# Benefits: Higher Education

**Individual course work** at the associate, bachelor, or graduate levels

- EXAMPLE: University of Minnesota co-developed modules, for use by faculty across disciplines, specific to IMH principles



## Graduate certificate programs

- EXAMPLE: Ball State University (Indiana) Undergraduate Certificate in Infant Toddler Specialization
- EXAMPLE: University Wisconsin Infant, Early Childhood & Family Mental Health Capstone Certificate Program



## Degrees

- EXAMPLE: Rhode Island College's Early Childhood Education new Birth to 3 Bachelor's degree program



# Benefits: Reflective Supervision/Consultation (RS/C)

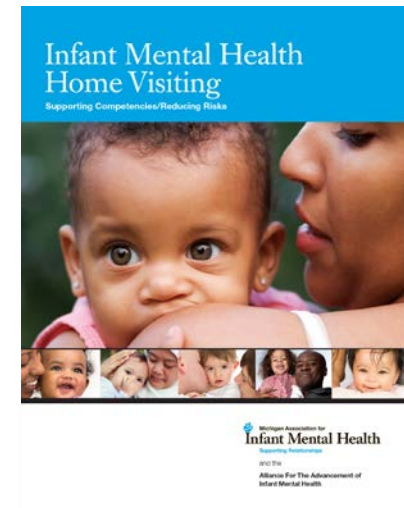
## Build capacity for reflective supervision/consultation (RS/C)

- EXAMPLE: Collaboration between HFA and Alliance to develop and deliver training and RS/C groups for program supervisors
- EXAMPLE: WI-AIMH collaboration with state departments to “train trainers” to expand capacity for skilled RS/C for home visitors in rural regions and with tribal communities



# Benefits: Addresses barrier to expanding IECMH services

- The Competency Guidelines<sup>®</sup> offer a map that can better assure behavioral health providers have the knowledge, skill, and reflective capacity to provide relationship-focused services to pregnant women and families of children birth to six
- Endorsement<sup>®</sup> can play in role in identifying who is qualified to provide infant and early childhood mental health consultation



# Benefits: Promoting IECMH principles across systems

Professionals from across the service spectrum can use this system to demonstrate a specialty in IECMH including, but not limited to:

- Behavioral health
- Child welfare
- Early care & education
- Early intervention
- Health
- Home visiting
- Infant & Early Childhood Mental Health Consultation



## Completed

- ZERO TO THREE Critical Competencies for Infant-Toddler Educators
- Facilitating Attuned Interactions (FANI) Model from Fussy Baby

## In progress

- Healthy Families America (HFA)
- Center of Excellence's Infant and Early Childhood Mental Health Consultation: Competencies
- Pyramid





# KAIMH: Competency Guidelines and Endorsement to integrate IMH in Kansas

- **KAIMH**
- **Original Purpose**
- **Connection to Part C**
- **Professional Development Opportunities**
- **Crosswalks**
- **Partnership Evolving**



# For more information:

**Nichole Paradis**, LMSW, IMH-E®

Alliance for the Advancement of Infant Mental Health

Executive Director

[nparadis@allianceaimh.org](mailto:nparadis@allianceaimh.org)

734.785.7705; 7210

**Peggy Kemp**, IMH-ET® (IV), Ph.D.

**Division for Early Childhood**

*Executive Director*

[peggy@dec-sped.org](mailto:peggy@dec-sped.org)

785-383-4188



Alliance for the Advancement of  
Infant Mental Health