

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 and supports the development of knowledge of pregnancy & early parenthood roles in reflective supervision/consultation provided to others. (*Pregnancy & Early Parenthood*)

0 1 2 3 4 5

2. Demonstrates and supports the development of knowledge of infancy and toddler development and behavior within a relationship context in reflective supervision/consultation provided to others. (*Infant/Very Young Child Development & Behavior*)

0 1 2 3 4 5

3. Demonstrates and supports the ability to identify and acknowledge infant and parent (caregiver) strengths and to follow the parent or caregiver's lead in reflective supervision/consultation provided to others. (*Infant/Very Young Child-Family Centered Practice*)

0 1 2 3 4 5

4. Demonstrates and supports the development of others to follow the clinical practice criteria delineated in MI-AIMH's IMH Guidelines in reflective supervision/consultation provided to others. (*Relationship-Focused Therapeutic Practice*)

0 1 2 3 4 5

5. Demonstrates and supports the development of others to nurture and promote early developing parent-child relationships in reflective supervision/consultation provided to others. (*Family Relationships & Dynamics*)

0 1 2 3 4 5

6. Accurately interprets information from informal and formal observations & assessments to identify capacities and strengths, as well as relationship disturbances, disorders, and risks in early childhood families in reflective supervision/consultation provided to others. (*Attachment, Separation, Trauma, & Loss*)

0 1 2 3 4 5

7. Demonstrates ability and supports the development of others to understand and respect ethnicity, culture, individuality, and diversity in reflective supervision/consultation provided to others. (*Cultural Competence*)

0 1 2 3 4 5

8. Demonstrates the ability and supports the development of others to identify risks that threaten the emotional well being of the infant/very young child as well as developmental delays, disturbances, and disorders of infancy in reflective supervision/consultation provided to others. (*Disorders of Infancy/Early Childhood*)

0 1 2 3 4 5

9. Develops and teaches others to develop service plans that take into account individual needs, desires, histories, lifestyles, concerns, strengths, resources, culture, and priorities in reflective supervision/consultation provided to others. (*Psychotherapeutic & Behavioral Theories of Change*)

0 1 2 3 4 5

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

0 1 2 3 4 5

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

0 1 2 3 4 5

Law, Regulation, and Policy

12. Demonstrates and encourages behaviors that reflect the MI-AIMH Code of Ethics in service provision; demonstrates and/or teaches the understanding of and respect for individual values and beliefs in reflective supervision/consultation provided to others. (*Ethical Practice*)

0 1 2 3 4 5

13. 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 in reflective supervision/consultation provided to others. (*Government, Law, & Regulation; Agency Policy*)

0 1 2 3 4 5

Systems Expertise

14. Demonstrates the ability and supports the development of others to identify, obtain and use available resources for infants and families, *i.e.*, food, housing, baby items, childcare, medical care, and protection in reflective supervision/consultation provided to others. (*Community Resources*)

0 1 2 3 4 5

Direct Service Skills

15. Demonstrates ability and supports the development of others to promote parental competence in facing challenges, resolving & reducing likelihood of future crises, solving problems of basic needs and familial conflict in reflective supervision/consultation provided to others. (*Life Skills*)

0 1 2 3 4 5

16. Demonstrates ability and supports the development of others to observe the parent(s) or caregiver(s) and infant/very young child together to understand the nature of their relationship, developmental strengths, and capacities for change in reflective supervision/consultation provided to others. (*Observation & Listening*)

0 1 2 3 4 5

17. Demonstrates ability and supports the development others to conduct observations, discussions, and formal & informal assessments of infant/very young child development, in accordance with established practice in reflective supervision/consultation provided to others. (*Screening & Assessment*)

0 1 2 3 4 5

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

0 1 2 3 4 5

19. Demonstrates ability and teaches others to recognize environmental and caregiving threats to the health and safety of the infant/very young child and parents, and take appropriate action. (*Advocacy; Safety*)

0 1 2 3 4 5

20. Demonstrates the ability and supports the ability of others to incorporate what is seen, heard, and discussed with parents or other caregivers into a mutually agreed upon service. (*Intervention/Treatment Planning*)

0 1 2 3 4 5

21. Demonstrates the ability and supports the development of others to offer appropriate developmental guidance to parents and other caregivers on behalf of their very young children in reflective supervision/consultation provided to others. (*Developmental Guidance*)

0 1 2 3 4 5

22. Understands and demonstrates the ability to offer emotional support to supervisee/consultee in a manner that strengthens his/her relationships with the families of infants and very young children served. (*Supportive Counseling*)

0 1 2 3 4 5

23. Demonstrates capacity and supports the development of others to engage in parent-infant/very young child relationship-based therapies & practices to parental histories of attachment, separation, and unresolved losses as they affect the development, behavior, and care of the infant/young child. (*Parent-Infant/Very Young Child Relationship-Based Therapies & Practices*)

0 1 2 3 4 5

24. Provides reflective supervision/consultation that enables supervisees/consultees to use the relationship to reflect upon direct work with families including observation of feelings & thoughts and effects of treatment relationships and specific interventions. (*Reflective Supervision/Consultation – Level IV*)

0 1 2 3 4 5

Working with Others

25. Demonstrates ability and supports the development of others to work with and respond to families and colleagues in a tactful and understanding manner in reflective supervision/consultation provided to others. (*Supporting Others*)

0 1 2 3 4 5

26. Demonstrates ability to establish and supports the ability of others to enter into trusting working relationships with parents and other caregivers on behalf of social and emotional development of infants/toddlers and families in reflective supervision/consultation provided to others. (*Building & Maintaining Relationships*)

0 1 2 3 4 5

27. Demonstrates the capacity and supports the development others to collaborate with other professionals and/or community service programs as needed for optimal services for infants, young children and families. (*Collaborating*)

0 1 2 3 4 5

28. Generates new insights and workable solutions to issues related to effective, culturally sensitive, relationship-based practice and supports the development of this skill in reflective supervision/consultation provided to others. (*Resolving Conflict*)

0 1 2 3 4 5

29. Demonstrates capacity and supports the development in others to balance compassion against expectation of change when working to promote infant mental health in reflective supervision/consultation provided to others. (*Empathy & Compassion*)

0 1 2 3 4 5

30. Demonstrates the capacity and supports the development of others to work as a partner/team member with program and agency representatives to enhance/establish programs and/or to educate the community. (*Mentoring*)

0 1 2 3 4 5

Communicating

31. Demonstrates ability and supports the development of others to actively listen in reflective supervision/consultation provided to others. (*Listening*)

0 1 2 3 4 5

32. Demonstrates ability to establish and supports the development of others to establish a capacity to communicate clearly, honestly, sensitively, and diplomatically in reflective supervision/consultation provided to others. (*Speaking*)

0 1 2 3 4 5

Thinking

33. Demonstrates capacity and encourages others to balance feeling and thinking, using one to fuel or foster the other in reflective supervision/consultation provided to others. (*Analyzing Information*)

0 1 2 3 4 5

34. Demonstrates capacity and supports the development of others to generate multiple hypotheses that might explain a particular dilemma or trouble facing an infant or family member in reflective supervision/consultation provided to others. (*Solving Problems*)

0 1 2 3 4 5

35. Demonstrates capacity and supports the development of others to make good judgments, to be firm, fair and clear, as well as nurturing and supportive in response to complexities of infant mental health work. (*Exercising Sound Judgment*)

0 1 2 3 4 5

36. Demonstrates capacity and supports the development of others to hold multiple viewpoints, considering simultaneously the infant, the parent and the service provider/professional in reflective supervision/consultation provided to others. (*Maintaining Perspective*)

0 1 2 3 4 5

Reflection

37. Regularly examines own thoughts, feelings, strengths, and growth and supports the development of this skill in reflective supervision/consultation provided to others. (*Contemplation*)

0 1 2 3 4 5

38. Maintains appropriate personal boundaries with all infants, families, and supervisees/consultees served. (*Self-Awareness*)

0 1 2 3 4 5

39. Demonstrates capacity and supports the development of others to wonder about a baby or relationship or parent, noticing details and remaining grounded in the factual data gathered through observation and inquiry in reflective supervision/consultation provided to others. (*Curiosity*)

0 1 2 3 4 5

40. Enrolls and completes trainings or coursework to continue development in the infant/family field and encourages this in reflective supervision/consultation provided to others. (*Professional/Personal Development*)

0 1 2 3 4 5

41. Uses reflective practice to understand own emotional response to infant/family work and facilitates this in reflective supervision/consultation provided to others. (*Emotional Response*)

0 1 2 3 4 5

42. Recognizes and responds appropriately to parallel process and encourages this in reflective supervision/consultation provided to others. (*Parallel Process*)

0 1 2 3 4 5

Comments:

**MI-AIMH ENDORSEMENT (IMH-E®)
PROFESSIONAL REFERENCE RATING FORM
TEACHER, SUPERVISOR, CONSULTANT, COLLEAGUE, OR SUPERVISEE**

Name of Applicant

Your Name:

Your Address:

Email address:

Daytime Telephone (including area code):

Credentials/
Discipline/Education:

Years of Work with infants, toddlers, caregivers, and families:

Current
Position:

You are which in relationship to applicant: Supervisor Teacher Consultant 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

Group Individual

I hereby recommend do not recommend this applicant for MI-AIMH Endorsement.

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

Signature: _____ Date: _____

Please return completed form to the applicant in a sealed envelope with your signature over the flap.