



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 of early parenthood roles. (*Pregnancy & Early Parenthood*)

0      1      2      3      4      5

2. Demonstrates knowledge of infancy and toddler development and behavior within a relationship context. (*Infant/Very Young Child Development & Behavior*)

0      1      2      3      4      5

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

0      1      2      3      4      5

4. Demonstrates to follow the clinical practice criteria delineated in MI-AIMH's IMH Guidelines. (*Relationship-Focused Therapeutic Practice*)

0      1      2      3      4      5

5. Demonstrates capacity to nurture and promote early developing parent-child relationships. (*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. (*Attachment, Separation, Trauma, & Loss*)

0      1      2      3      4      5

7. Demonstrates ability to understand and respect ethnicity, culture, individuality, and diversity. (*Cultural Competence*)

0      1      2      3      4      5

8. Demonstrates the ability 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. (*Disorders of Infancy/Early Childhood*)

0      1      2      3      4      5

9. Develops to develop 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 capacity to identify/diagnose mental illness in family members, as appropriate, using diagnostic tools. (*Mental & Behavioral Disorders in Adults*)

0      1      2      3      4      5

11. Demonstrates the ability 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 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. (*Ethical Practice*)

0      1      2      3      4      5

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

0      1      2      3      4      5

### Systems Expertise

14. Demonstrates the ability to identify, obtain and use available resources for infants and families, *i.e.*, food, housing, baby items, childcare, medical care, and protection. (*Community Resources*)

0      1      2      3      4      5

### Direct Service Skills

15. Demonstrates ability to promote parental competence in facing challenges, resolving & reducing likelihood of future crises, solving problems of basic needs and familial conflict. (*Life Skills*)

0      1      2      3      4      5

16. Demonstrates ability 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. (*Observation & Listening*)

0      1      2      3      4      5

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

0      1      2      3      4      5

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

0      1      2      3      4      5

19. Demonstrates ability 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 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 to offer appropriate developmental guidance to parents and other caregivers on behalf of their very young children. (*Developmental Guidance*)

0      1      2      3      4      5

22. Understands and demonstrates the ability to offer emotional support to parents or other caregivers in a manner that strengthens early relationships with infants and very young children. (*Supportive Counseling*)

0      1      2      3      4      5

23. Demonstrates capacity to engage in parent-infant/very young child relationship-based therapies & practices to address 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

**Working with Others**

24. Demonstrates ability to work with and respond to families and colleagues in a tactful and understanding manner. (*Supporting Others*)

0      1      2      3      4      5

25. Demonstrates ability to establish and/or teaches others to enter into trusting working relationships with parents and other caregivers on behalf of social and emotional development of infants/toddlers and families. (*Building & Maintaining Relationships*)

0      1      2      3      4      5

26. Demonstrates the capacity 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

27. Generates new insights and workable solutions to issues related to effective, culturally sensitive, relationship-based practice. (*Resolving Conflict*)

0      1      2      3      4      5

28. Demonstrates capacity to balance compassion against expectation of change when working to promote infant mental health. (*Empathy & Compassion*)

0      1      2      3      4      5

29. Demonstrates the capacity 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**

30. Demonstrates ability to actively listen to others. (*Listening*)

0      1      2      3      4      5

31. Demonstrates ability to establish others to establish a capacity to communicate clearly, honestly, sensitively, and diplomatically. (*Speaking*)

0      1      2      3      4      5

**Thinking**

32. Demonstrates capacity to balance feeling and thinking, using one to fuel or foster the other. (*Analyzing Information*)

0      1      2      3      4      5

33. Demonstrates capacity to generate multiple hypotheses that might explain a particular dilemma or trouble facing an infant or family member. (*Solving Problems*)

0      1      2      3      4      5

34. Demonstrates capacity 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

35. Demonstrates capacity to hold multiple viewpoints, considering simultaneously the infant, the parent and the service provider/professional. (*Maintaining Perspective*)

0      1      2      3      4      5

**Reflection**

36. Regularly examines own thoughts, feelings, strengths, and growth. (*Contemplation*)

0      1      2      3      4      5

37. Understands to maintain appropriate personal boundaries with all infants and families served. (*Self-Awareness*)

0      1      2      3      4      5

38. Demonstrates capacity to wonder about a baby or relationship or parent, noticing details and remaining grounded in the factual data gathered through observation and inquiry. (*Curiosity*)

0      1      2      3      4      5

39. Enrolls and completes trainings or coursework to continue development in the infant/family field. (*Professional/Personal Development*)

0      1      2      3      4      5

40. Uses reflective practice to understand own emotional response to infant/family work. (*Emotional Response*)

0      1      2      3      4      5

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

0      1      2      3      4      5

Comments:

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

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.**