

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

Name of MI-AIMH 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 MI-AIMH Endorsement®.

 Applicant's Signature

 Date

**MICHIGAN ASSOCIATION FOR INFANT MENTAL HEALTH
PROFESSIONAL REFERENCE FORM FOR
ENDORSEMENT® AS AN INFANT MENTAL HEALTH MENTOR –
POLICY (IMHM-P)**

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 the Michigan Association for Infant Mental Health (MI-AIMH). The information that you provide will help to establish the applicant's eligibility for MI-AIMH 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 www.mi-aimh.org and click on Endorsement.

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

0 1 2 3 4 5

2. Demonstrates knowledge of and communicates to others typical and atypical infant and toddler development and behavior within a relationship context. (*Infant/ Young Child Development & Behavior*)

0 1 2 3 4 5

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

0 1 2 3 4 5

4. Supports and promotes services that reinforce and nurture the caregiver-infant/ toddler relationship. (*Relationship-Focused Therapeutic Practice*)

0 1 2 3 4 5

5. Has knowledge of family relationship development. (*Family Relationships & Dynamics*)

0 1 2 3 4 5

6. Demonstrates knowledge of and communicates to others 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. 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 3 4 5

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

0 1 2 3 4 5

9. Supports and promotes 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 3 4 5

10. Understands and promotes in policy accepted diagnostic tools and classification systems for adult mental disorders and substance abuse. (*Mental and Behavioral Disorders in Adults*)

0 1 2 3 4 5

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 3 4 5

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

0 1 2 3 4 5

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 3 4 5

Law Regulation, & Policy

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

0 1 2 3 4 5

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

0 1 2 3 4 5

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/toddler within the context of family. (*Agency Policy*)

0 1 2 3 4 5

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 3 4 5

18. Understands the services available through formal service delivery systems, through community resources, and through informal supports. (*Community Resources*)

0 1 2 3 4 5

Direct Service Skills

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

0 1 2 3 4 5

20. Promotes infant/ toddler service system delivery that includes screening, referral assessment and use of diagnostic tools. . (*Screening & Assessment*)

0 1 2 3 4 5

21. Promotes policy that supports the capacity of professionals to respond with emotional sensitivity to the infant/toddler, the parent/caregiver, and/or the supervisee/consultee, promoting and enhancing social and emotional well-being. (*Responding with Empathy*)

0 1 2 3 4 5

22. Advocates for services needed by infants/toddlers and families and encourages the use of data to improve practice. (*Advocacy*)

0 1 2 3 4 5

23. Demonstrates ability 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. Promotes infant mental health service system delivery that includes assessment, development of trusting relationships, and service planning. (*Intervention & Treatment Planning*)

0 1 2 3 4 5

25. Demonstrates an understanding of what systems and professionals can do to promote health, language, and cognitive development in infancy. (*Developmental Guidance*)

0 1 2 3 4 5

26. Promotes services and programs that 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 3 4 5

27. Promotes infant mental health service system delivery that includes relationship-based therapeutic parent-infant/toddler interventions. (*Parent-Infant/ Young Child Relationship-based Therapies & Practices*)

0 1 2 3 4 5

28. Promotes reflective supervision. (*Reflective Supervision*)

0 1 2 3 4 5

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 3 4 5

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

0 1 2 3 4 5

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

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

0 1 2 3 4 5

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

0 1 2 3 4 5

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 3 4 5

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 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 others to actively listen to others and ask questions for clarification. (*Listening*)

0 1 2 3 4 5

41. Demonstrates ability and supports 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. (*Contemplation*)

0 1 2 3 4 5

50. Seeks a high degree of congruence between self-perception and the way others perceive him/her. (*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 results of reflection to identify areas for personal development. (*Emotional Response*)

0 1 2 3 4 5

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

0 1 2 3 4 5

Administration

55. Identifies opportunities and needs for program improvements, expanded services, and new service. (*Program Management*)

0 1 2 3 4 5

56. Partners with agencies, programs, legislative bodies, and/or service systems to develop new services and/or achieve improvements. (*Program Development*)

0 1 2 3 4 5

57. Establishes and monitors process and outcomes measures for continuous quality improvement; feeds information back to agencies. (*Program Evaluation*)

0 1 2 3 4 5

58. Assists agencies, programs, legislative bodies, and service systems in obtaining funding, including grant development and preparation. (*Program Funding*)

0 1 2 3 4 5

Comments:

Not For Official Use

**MI-AIMH 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, toddlers, 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 MI-AIMH Endorsement®.

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

Signature: _____ Date: _____