

Below you will find an outline of crosswalk between the WV Infant Toddler Mental Health Competency Guidelines and Endorsement System. This document is intended to be a resource guide only.

Area of Expertise	Knowledge Areas	2015 CKC
Theoretical Foundations	Pregnancy and early parenthood <i>Demonstrates knowledge in the areas of pregnancy, prenatal development and early parenthood roles</i>	1.1 - Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities 5.1 – Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families 5.5 – Understands the importance of good nutrition and food safety to support healthy growth in children and families 5.7 – Understands the necessity of maintaining records related to the health, safety, and nutrition of children and families
	Infant/very young child development and behavior <i>Demonstrates the ability to observe and assess the infant/toddler, parent, and their relationship to identify landmarks of typical child development; behavior; and healthy, secure relationships</i>	<ul style="list-style-type: none"> 1.1 - Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood 1.2 – Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices 1.3 – Encourages children's development of social and emotional skills 1.4 – Helps children achieve self-regulation and develop coping skills 1.5 – Encourages the development of self-help skills to promote independence 1.6 – Supports children's gross and fine motor development 1.7 – Supports children's cognitive development 1.8 – Promotes emergent literacy including speaking, listening, reading, and writing through play and interaction with children 1.9 – Encourages and supports Dual Language Learners 1.10 – Facilitates children's play to encourage development across domains 3.1 – Uses observation and assessment to support children's development and learning 3.2 – Practices appropriate child assessment 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors
	Infant/young child & family-centered practice <i>Supports and reinforces parent's strengths, emerging parenting competencies, and positive parent-infant/toddler interactions</i>	<ul style="list-style-type: none"> 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community 2.4 – Helps connect families with needed resources and services 4.1 – Develops and models genuine, supportive relationships 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families

	<p>Relationship-focused practice</p> <p><i>Demonstrates knowledge of infant and toddler development and behavior within a relationship context</i></p>	<ul style="list-style-type: none"> • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 2.4 – Helps connect families with needed resources and services • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 4.1 – Develops and models genuine, supportive relationships
	<p>Family relationships & dynamics</p> <p><i>Demonstrates capacity to nurture and promote early developing parent-child relationships</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 4.1 – Develops and models genuine, supportive relationships • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Attachment, separation, trauma & loss</p> <p><i>Identifies 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</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 1.3 – Encourages children's development of social and emotional skills • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 5.1 – Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families
	<p>Cultural Humility</p> <p><i>Demonstrates ability to apply understanding of cultural humility to communicate effectively, establish positive relationships with families, and show respect for uniqueness of each client family's culture</i></p>	<ul style="list-style-type: none"> • 1.9 – Encourages and supports Dual Language Learners • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 4.1 – Develops and models genuine, supportive relationships • 6.1 – Upholds relevant ethical standards and professional guidelines • 6.4 – Exhibits commitment to ongoing growth and learning • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture

	<p>Relationship focused therapeutic practice (IMHS)</p> <p><i>Demonstrates the ability to follow the clinical practice criteria delineated in the IMH guidelines</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 1.3 – Encourages children's development of social and emotional skills • 1.4 – Helps children achieve self-regulation and develop coping skills • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities
	<p>Psychotherapeutic & behavioral theories of changes (IMHS)</p> <p><i>Develops service plans that take into account individual needs, desires, histories, lifestyles, concerns, strengths, resources, culture, and priorities</i></p>	<ul style="list-style-type: none"> • 1.2 – Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 3.6 – Engages in additional practices to support formal evaluation and reporting procedures when determining support services • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors
	<p>Disorders of infancy/early childhood (IMHS)</p> <p><i>Demonstrates the ability to identify risks and delays that threaten the emotional well-being of the infant and parent/caregiver</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 1.2 – Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices
	<p>Mental & behavioral disorders in adults (IMHS)</p> <p><i>Demonstrates the capacity to identify/diagnose mental illness in family members, as appropriate, using diagnostic tools</i></p>	<ul style="list-style-type: none"> • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families
	<p>Adult theory & practice (IMHM)</p> <p><i>Promotes, develops, and delivers effective learning interventions as part of conferences, workshops, university courses, and other opportunities to educate on effective infant mental health</i></p>	<ul style="list-style-type: none"> • T&TA Competencies

	<i>principles and practice</i>	
	Statistics (IMHM) <i>Demonstrates an understanding of and encourages use of data to improve infant mental health practice</i>	<ul style="list-style-type: none"> • 7.6 – Establishes and integrates program philosophy and continuous quality improvement through all aspects of the program
	Research & evaluation (IMHM) <i>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</i>	<ul style="list-style-type: none"> • 3.1 – Uses observation and assessment to support children's development and learning • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.4 – Exhibits commitment to ongoing growth and learning • 6.6 – Advocates for children, families, and the early childhood profession • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
Law, Regulation & Agency Policy	Ethical Practice <i>Demonstrates behaviors that reflect the Endorsement® Code of Ethics in service provision</i>	<ul style="list-style-type: none"> • 4.1 – Develops and models genuine, supportive relationships • 4.2 – Creates an environment that is predictable, promotes interaction and learning, and is responsive to the needs of all children • 5.7 – Understands the necessity of maintaining records related to the health, safety, and nutrition of children and families • 6.1 – Upholds all relevant ethical standards and professional guidelines • 7.1 – Maintains procedures and systems that adhere to all applicable federal law, state, and local regulatory requirements and quality standards • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	Government, law & regulation <i>Demonstrates capacity to work within the letter and spirit of federal and state law, agency policies and practices, and professional code of conduct</i>	<ul style="list-style-type: none"> • 3.6 – Engages in additional practices to support formal evaluation and reporting procedures when determining support services • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 5.7 – Understands the necessity of maintaining records related to the health, safety, and nutrition of children and families • 6.1 – Upholds all relevant ethical standards and professional guidelines • 7.1 – Maintains procedures and systems that adhere to all applicable federal law, state, and local regulatory requirements and quality standards

		<ul style="list-style-type: none"> • 7.4 - Applies sound financial planning and management to the program's operation
	Agency policy <i>Demonstrates capacity to work within the letter and spirit of federal and state law, agency policies and practices, and professional code of conduct</i>	<ul style="list-style-type: none"> • 5.2 – Understands the appropriate precautions and applicable procedures to ensure a safe learning environment • 5.3 – Understands the appropriate procedures for emergencies and injuries • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies • 7.1 – Maintains procedures and systems that adhere to all applicable federal law, state, and local regulatory requirements and quality standards • 7.2 – Develops, implements, and revises management policies and procedures • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.4 – Applies sound financial planning and management to the program's operation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
Systems Expertise	Service delivery systems <i>Understands and incorporates systems thinking in policy and practice development (Policy)</i>	<ul style="list-style-type: none"> • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 2.4 – Helps connect families with needed resources and services • 2.5 – Supports families through transitions within and between programs and environments • 3.6 – Engages in additional practices to support formal evaluation and reporting procedures when determining support services • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies • 7.1 – Maintains procedures and systems that adhere to all applicable federal law, state, and local regulatory requirements and quality standards • 7.2 – Develops, implements, and revises management policies and procedures • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.4 – Applies sound financial planning and management to the program's operation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
	Community resources	<ul style="list-style-type: none"> • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities

	<i>Demonstrates the ability to identify, obtain and use available resources for infants, toddlers and families, i.e., food, housing, baby items, child care, medical care, and protection</i>	<ul style="list-style-type: none"> • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 2.4 – Helps connect families with needed resources and services • 5.1 – Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 5.5 – Understands the importance of good nutrition and food safety to support healthy growth in children and families • 6.7 – Collaborates among agencies • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
Direct Service Skills	Observation & listening <i>Demonstrates the ability 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</i>	<ul style="list-style-type: none"> • 1.2 – Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices • 1.3 – Encourages children's development of social and emotional skills • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum
	Screening & assessment <i>Demonstrates ability to formally and informally assess the development of infants/ toddlers within the context of parent/child interactions and relationships</i>	<ul style="list-style-type: none"> • 1.2 – Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices • 3.1 – Uses observation and assessment to support children's development and learning • 3.2 – Practices appropriate child assessment • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 3.4 – Uses data to share children's developmental progress with families and other pertinent team members • 3.5 – Uses observations and assessments to inform instruction and guide planning • 3.6 – Engages in additional practices to support formal evaluation and reporting procedures when determining support services • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 4.6 – Designs and implements activities and strategies to help meet the individual needs to all children in an integrated curriculum • 7.2 – Develops, implements, and revises management policies and procedures

	<p>Responding with empathy</p> <p><i>Demonstrates capacity to respond with emotional sensitivity to both the infant/toddler and the parent/caregiver, promoting and enhancing social and emotional well-being</i></p>	<ul style="list-style-type: none"> • 1.3 – Encourages children's development of social and emotional skills • 1.4 – Helps children achieve self-regulation and develop coping skills • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 4.1 – Develops and models genuine, supportive relationships • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 7.5 – Implements policies and procedures that support partnership with families and respects their diverse needs and culture
	<p>Advocacy</p> <p><i>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</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 2.4 – Helps connect families with needs resources and services • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Safety</p> <p><i>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</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 4.2 – Creates an environment that is predictable, promotes interaction and learning, and is responsive to the needs of all children • 5.1 – Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families • 5.2 – Understands the appropriate precautions and applicable procedures to ensure a safe learning environment • 5.3 – Understands the appropriate procedures for emergencies and injuries • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic, violence on children and families

	<p>Life Skills</p> <p><i>Demonstrates ability to promote parental competence in facing challenges, resolving & reducing likelihood of future crises, solving problems of basic needs and familial conflict</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 2.4 – Helps connect families with needed resources and services • 2.5 – Supports families through transitions within and between programs and environments • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 3.6 – Engages in additional practices to support formal evaluation and reporting procedures when determining support services • 4.1 – Develops and models genuine, supportive relationships • 5.1 – Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families • 5.2 – Understands the appropriate precautions and applicable procedures to ensure a safe learning environment • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 5.5 – Understands the importance of good nutrition and food safety to support healthy growth in children and families • 5.6 – Understands the importance of healthy lifestyles to support healthy growth in children and families • 6.6 – Advocates for children, families, and the early childhood profession • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Intervention/treatment planning (IMHS)</p> <p><i>Demonstrates the ability to incorporate what is seen, heard, and discussed with parents or other caregivers into a mutually agreed upon service</i></p>	<ul style="list-style-type: none"> • 1.2 – Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 3.5 – Uses observations and assessments to inform instruction and guide planning • 3.6 – Engages in additional practices to support formal evaluation and reporting procedures when determining support services • 4.2 – Creates an environment that is predictable, promotes interaction and learning, and is responsive to the needs of all children • 4.3 – Works to effectively promote social and emotional development and prevent

		<p>challenging behaviors</p> <ul style="list-style-type: none"> • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.7 – Collaborates among agencies
	<p>Developmental guidance (IMHS)</p> <p><i>Demonstrates the ability to offer appropriate developmental guidance to parents and other caregivers on behalf of their very young children</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 1.2 – Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices • 1.3 – Encourages children's development of social and emotional skills • 1.4 – Helps children achieve self-regulation and develop coping skills • 1.5 – Encourages the development of self-help skills to promote independence • 1.6 – Supports children's gross and fine motor development • 1.7 – Supports children's cognitive development • 1.8 – Promotes emergent literacy including speaking, listening, reading, and writing through play and interaction with children • 1.9 – Encourages and supports Dual Language Learners • 1.10 – Facilitates children's play to encourage development across domains • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 3.5 – Uses observations and assessments to inform instruction and guide planning • 4.1 – Develops and models genuine, supportive relationships • 4.2 – Creates an environment that is predictable, promotes interaction and learning, and is responsive to the needs of all children • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum • 5.1 – Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families • 5.2 – Understands the appropriate precautions and applicable procedures to ensure a safe learning environment • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 5.5 – Understands the importance of good nutrition and food safety to support healthy growth in children and families • 5.6 – Understands the importance of healthy lifestyles to support healthy growth in

		<p>children and families</p> <ul style="list-style-type: none"> • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.7 – Collaborates among agencies • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Supportive counseling (IMHS)</p> <p><i>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</i></p>	<p>Found no corresponding competencies</p>
	<p>Parent-infant/very young child relationship-based therapies and practice (IMHS)</p> <p><i>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</i></p>	<p>Found no corresponding competencies</p> <p>I understand as an early childhood provider, I need to look for community resources that assist this parent in past trauma, etc....</p>
	<p>Reflective supervision (IMHM)</p> <p><i>Provides reflective supervision/consultation that enable 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.</i></p> <p><i>Understands importance, and supports in policy, use of</i></p>	<ul style="list-style-type: none"> • 4.1 – Develops and models genuine, supportive relationships • 6.3 – Displays professionalism in practice • 6.4 – Exhibits commitment to ongoing growth and learning • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture

	<i>reflective supervision (Policy)</i>	
Working With Others	Building & maintaining relationships <i>Demonstrates ability to establish trusting working relationships with parents and other caregivers by following the parents' leads, following through consistently on commitments and promises, providing regular communications and updates and understanding and respecting the beliefs and practices of the family's culture</i>	<ul style="list-style-type: none"> • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 4.1 – Develops and models genuine, supportive relationships • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.3 – Displays professionalism in practice • 6.5 – Shows leadership skills • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies • 7.2 – Develops, implements, and revises management policies and procedures • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	Supporting others <i>Demonstrates the capacity to work as a partner/team member within program by modeling appropriate behavior and interventions</i>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 1.3 – Encourages children's development of social and emotional needs • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 2.4 – Helps connect families with needed resources and services • 2.5 – Supports families through transitions within and between programs and environments • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 4.2 – Creates an environment that is predictable, promotes interaction and learning, and is responsive to the needs of all children • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 5.2 – Understands the appropriate precautions and applicable procedures to ensure a safe learning environment • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 5.5 – Understands the importance of good nutrition and food safety to support healthy growth in children and families • 6.5 – Shows leadership skills

		<ul style="list-style-type: none"> • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	Collaborating <i>Demonstrates the capacity to collaborate with other professionals and/or community service programs as needed for effective and coordinated services for infants, toddlers and families</i>	<ul style="list-style-type: none"> • 1.2 – Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices • 2.2 – Communicates regularly, respectfully, and effectively with families • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 2.4 – Helps connect families with needed resources and services • 3.2 – Practices appropriate child assessment • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum • 5.1 – Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families • 5.2 – Understands the appropriate precautions and applicable procedures to ensure a safe learning environment • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.5 – Shows leadership skills • 6.7 – Collaborates among agencies • 7.2 – Develops, implements, and revises management policies and procedures • 7.4 – Applies sound financial planning and management to the program's operation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
	Resolving Conflict <i>Demonstrates ability to work constructively to find "win-win" solutions to conflicts with colleagues (eg, interagency, peer-peer, and/or supervisee/supervisor conflicts)</i>	<ul style="list-style-type: none"> • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.3 – Displays professionalism in practice • 6.5 – Shows leadership skills • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	Empathy & compassion	<ul style="list-style-type: none"> • 2.1 – Respects families and is responsive to language, culture, family characteristics,

	<p><i>Works with and responds to families and colleagues in a tactful and understanding manner</i></p>	<p>needs, concerns, and priorities</p> <ul style="list-style-type: none"> • 2.2 – Communicates regularly, respectfully, and effectively with families • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 4.1 – Develops and models genuine, supportive relationships • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.5 – shows leadership skills
	<p>Supporting others/mentoring (IMHS)</p> <p><i>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</i></p>	<ul style="list-style-type: none"> • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.5 – Shows leadership skills • 6.6 – Advocates for children, families, and the early childhood profession • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Consulting (IMHS)</p> <p><i>Demonstrates ability to provide training or coaching to parents or caregivers and/or to other 0 – 3 professionals (eg. childcare teacher, foster parent, mental health provider, child protective services). (Clinical)</i></p> <p><i>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. (Research/Faculty and Policy)</i></p>	<ul style="list-style-type: none"> • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 6.4 – Exhibits commitment to ongoing growth and learning • 6.5 – Shows leadership skills • 6.6 – Advocates for children, families, and the early childhood profession
	<p>Coaching & mentoring (IMHM)</p>	<ul style="list-style-type: none"> • 2.3 - Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 6.1 – Upholds all relevant ethical standards and professional guidelines

	<i>Provides and/or seeks out consultation, as appropriate, including professionals from other disciplines</i>	<ul style="list-style-type: none"> • 6.3 – Displays professionalism in practice • 6.4 – Exhibits commitment to ongoing growth and learning • 6.5 – Shows leadership skills
	<p>Crisis Management (IMHM)</p> <p><i>Demonstrates ability to address urgent incidents quickly with the objective to eliminate the crisis and restore calm and order to the situation</i></p>	<ul style="list-style-type: none"> • 4.3 - Works to effectively promote social and emotional development and prevent challenging behavior • 5.2 – Understands the appropriate precautions and applicable procedures to ensure a safe learning environment • 5.3 – Understands the appropriate procedures for emergencies and injuries • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.5 – Shows leadership skills • 7.1 – Maintains procedures and systems that adhere to all applicable federal law, state, and local regulatory requirements and quality standards
Communicating	<p>Listening</p> <p><i>Demonstrates ability to actively listen to others and ask questions for clarification</i></p>	<ul style="list-style-type: none"> • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 4.1 – Develops and models genuine, supportive relationships • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.4 – Exhibits commitment to ongoing growth and learning • 6.7 – Collaborates among agencies •
	<p>Speaking</p> <p><i>Demonstrates ability to communicate clearly, honestly, sensitively, and diplomatically</i></p>	<ul style="list-style-type: none"> • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 2.2 – Communicates regularly, respectfully, and effectively with families • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 3.4 – Uses data to share children's developmental progress with families and other pertinent team members • 4.1 – Develops and models genuine, supportive relationships • 5.1 – Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families • 5.2 – Understands the appropriate precautions and applicable procedures to ensure a safe learning environment • 6.4 – Exhibits commitment to ongoing growth and learning • 6.5 – Shows leadership skills • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation

		<ul style="list-style-type: none"> • 7.5 – Implements policies and procedures that support partnerships with families and their diverse needs and culture
	Writing <i>Contributes to the practice literature through policy memoranda, manuals, publications and presentations</i>	<ul style="list-style-type: none"> • 2.2 – Communicates regularly, respectfully, and effectively with families • 3.3 – Builds positive, productive partnerships with families and colleagues to enhance the assessment process • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 5.7 – Understands the necessity of maintaining records related to the health, safety, and nutrition of children and families • 6.4 – Exhibits commitment to ongoing growth and learning • 7.2 – Develops, implements, and revises management policies and procedures • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	Group process (IMHM) <i>Effectively facilitates small groups (eg, interdisciplinary or interagency teams)</i>	<ul style="list-style-type: none"> • 3.6 – Engages in additional practices to support formal evaluation and reporting procedures when determining support services • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum • 6.7 – Collaborates among agencies • 7.2 – Develops, implements, and revises management policies and procedures • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program • T&TA Competencies
Thinking	Analyzing information <i>Demonstrates capacity to see and explain the interaction of multiple factors & perspectives to understand the "big picture" when analyzing situations</i>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 1.3 – Encourages children's development of social and emotional skills • 1.4 – Helps children achieve self-regulation and develop coping skills • 2.2 – Communicates regularly, respectfully, and effectively with families • 3.4 – Uses data to share children's developmental progress with families and other pertinent team members • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.5 – Implements policies and procedures that support partnerships with families and

		<p>respects their diverse needs and culture</p> <ul style="list-style-type: none"> • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
	<p>Solving problems</p> <p><i>Demonstrates capacity to generate new insights and workable solutions to issues related to effective relationship-focused, family-centered care</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 1.3 – Encourages children's development of social and emotional skills • 1.4 – Helps children achieve self-regulation and develop coping skills • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum • 5.2 – Understands the appropriate precautions and applicable procedures to ensure a safe learning environment • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.4 – Exhibits commitment to ongoing growth and learning • 6.5 – Shows leadership skills • 6.7 – Collaborates among agencies •
	<p>Exercising sound judgment</p> <p><i>Demonstrates capacity to integrate all available information, consult with others, and evaluate alternatives when making important decisions</i></p>	<ul style="list-style-type: none"> • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 3.2 – Practices appropriate child assessment • 3.4 – Uses data to share children's developmental progress with families and other pertinent team members • 4.2 – Creates an environment that is predictable, promotes interaction and learning, and is responsive to the needs of all children • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 6.3 – Displays professionalism in practice • 6.5 – Shows leadership skills • 7.4 – Applies sound financial planning and management to the program's operation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Maintaining perspective</p> <p><i>Demonstrates ability to consider difficult situations carefully</i></p>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 2.1 – Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities • 4.3 – Works to effectively promote social and emotional development and prevent

		<p>challenging behaviors</p> <ul style="list-style-type: none"> • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.6 – Advocates for children, families, and the early childhood profession • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Planning and organizing</p> <p><i>Assigns priorities to needs, goals, and actions</i></p>	<ul style="list-style-type: none"> • 1.2 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 2.2 – Communicates regularly, respectfully, and effectively with families • 2.3 – Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community • 2.4 – Helps connect families with needed resources and services • 2.5 – Supports families through transitions within and between programs and environments • 3.4 – Uses data to share children's developmental progress with families and other pertinent team members • 3.5 – Uses observations and assessments to inform instruction and guide planning • 3.6 – Engages in additional practices to support formal evaluation and reporting procedures when determining support services • 4.3 – Works to effectively promote social and emotional development and prevent challenging behaviors • 4.6 – Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum • 5.3 – Understands the appropriate procedures for emergencies and injuries • 5.4 – Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families • 5.7 – Understands the necessity of maintaining records related to the health, safety, and nutrition of children and families • 6.5 – Shows leadership skills • 6.7 – Collaborates among agencies • 7.2 – Develops, implements, and revises management policies and procedures • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.4 – Applies sound financial planning and management to the program's operation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
Reflection	Contemplation	<ul style="list-style-type: none"> • 4.1 – Develops and models genuine, supportive relationships

	<p><i>Regularly examines own thoughts, feelings, strengths, and growth areas</i></p>	<ul style="list-style-type: none"> • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.4 – Exhibits commitment to ongoing growth and learning • 6.5 – Shows leadership skills • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Self-awareness</p> <p><i>Demonstrates the ability to seek out and use reflective supervision/consultation to understand own needs and capacities, as appropriate</i></p>	<ul style="list-style-type: none"> • 4.1 – Develops and models genuine, supportive relationships • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.3 – Displays professionalism in practice • 6.4 – Exhibits commitment to ongoing growth and learning • 6.5 – Shows leadership skills • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Curiosity</p> <p><i>Remains open and curious</i></p>	<ul style="list-style-type: none"> • 4.1 – Develops and models genuine, supportive relationships • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.3 – Displays professionalism in practice • 6.4 – Exhibits commitment to ongoing growth and learning • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	<p>Professional/personal development</p> <p><i>Enrolls and completes trainings or coursework to continue development in the infant/family field</i></p>	<ul style="list-style-type: none"> • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.3 – Displays professionalism in practice • 6.4 – Exhibits commitment to ongoing growth and learning • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies
	<p>Emotional response</p> <p><i>Uses reflective practice to understand own emotional response to infant /family work</i></p>	<ul style="list-style-type: none"> • 4.1 – Develops and models genuine, supportive relationships • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.3 – Displays professionalism in practice • 6.4 – Exhibits commitment to ongoing growth and learning • 6.7 – Collaborates among agencies • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture

	Parallel process (IMHS) <i>Recognizes and responds appropriately to parallel process</i>	<ul style="list-style-type: none"> • 6.2 – Demonstrates dispositions necessary to effectively support children and families
Leading People	Motivating (IMHM) <i>Models personal commitment and empathy in promotion of all aspects of the practice of infant mental health</i>	<ul style="list-style-type: none"> • 6.1 – Upholds all relevant ethical standards and professional guidelines • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.3 – Displays professionalism in practice • 6.5 – Shows leadership skills
	Advocacy (IMHM) <i>Uses influencing and persuading skills, backed by own and others' expert knowledge, to promote effective infant mental health principles, practices, and programs (Policy)</i>	<ul style="list-style-type: none"> • 6.4 – Exhibits commitment to ongoing growth and learning • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies
	Developing talent (IMHM) <i>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</i>	<ul style="list-style-type: none"> • 6.5 – Shows leadership skills • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
	Program management (IMHM) <i>Identifies opportunities and needs for program improvements, expanded services, and new service</i>	<ul style="list-style-type: none"> • 7.2 – Develops, implements, and revises management policies and procedures • 7.3 – Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation • 7.4 – Applies sound financial planning and management to the program's operation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
	Program development (IMHM)	<ul style="list-style-type: none"> • 6.2 – Demonstrates dispositions necessary to effectively support children and families • 6.4 – Exhibits commitment to ongoing growth and learning • 6.5 – Shows leadership skills

	<i>Partners with agencies, programs, legislative bodies, and/or service systems to develop new services and/or achieve improvements</i>	<ul style="list-style-type: none"> • 6.6 – Advocates for children, families, and the early childhood profession • 6.7 – Collaborates among agencies • 7.2 – Develops, implements, and revises management policies and procedures • 7.4 – Applies sound financial planning and management to the program's operation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
	Program evaluation (IMHM) <i>Establishes and monitors process and outcomes measures for continuous quality improvement; feeds information back to agencies</i>	<ul style="list-style-type: none"> • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
	Program funding (IMHM) <i>Assists agencies, programs, legislative bodies, and service systems in obtaining funding, including grant development and preparation</i>	<ul style="list-style-type: none"> • 7.4 – Applies sound financial planning and management to the program's operation • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program
Research & Evaluation	Study of infant relationships & attachment (IMHM) <i>Generates research questions related to OR teaches others about infant/toddler relationships and attachment that promotes infant mental health</i>	<ul style="list-style-type: none"> • 1.1 – Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood • 2.2 – Communicates regularly, respectfully, and effectively with families • 7.6 – Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program • T&TA competencies
	Study of infant development & behavior (IMHM) <i>Generates new knowledge and understanding of infants, young children, parents, and caregivers based on sound research</i>	<ul style="list-style-type: none"> • 2.2 – Communicates regularly, respectfully, and effectively with families • 6.2 – Demonstrates dispositions necessary to effectively support children and families
	Study of families (IMHM)	<ul style="list-style-type: none"> • 2.2 – Communicates regularly, respectfully, and effectively with families

	<p><i>Generates research questions related to OR teaches others about the study of families</i></p>	<ul style="list-style-type: none"> • 7.5 – Implements policies and procedures that support partnerships with families and respects their diverse needs and culture
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