

OHIO INFANT MENTAL HEALTH CREDENTIAL OIMHP-III

Self-Reflective Assessment

Ohio Infant Mental Health Practitioner Level III (OIMHP-III) Self-Assessment

Rate yourself on the competencies in each of the five domains by placing a check mark under the rating that best describes your degree of mastery.

M (Mastered): I feel very confident in this competency

D (Developing): I am actively working to improve this competency

P (Potential): This is a skill that I have not yet begun to develop

Only choose ONE of the above ratings for each competency.

In addition, check the I (Improvement) if you have demonstrated improvement in this competency since completion of your last Skills Inventory (N/A for initial Skills Inventory).

Social Emotional Growth and Development	M	D	P	I
Understands that social/emotional development is linked to brain development and understands how to use this information to develop appropriate strategies and interventions for an individual child's learning style.				
Understands that healthy children develop skills and abilities through the natural medium of play and at times play must be developed for the best results to occur.				
Understands and identifies the basic developmental sequences, stages, and milestones of social/emotional development in typical children.				
Understands child temperament and attachment in a broader context of family dynamics and systems.				
Understands principles of growth and development of young children and their relationship to later wellness.				
Understands the impact of group environment and social demands on a young child's social/emotional development.				
Recognizes that families and caregivers are essential to promoting social/emotional growth and development of young children.				
Identifies the components of a rich environment that promotes healthy social/emotional development.				
Coaches and mentors' families and caregivers to nurture young children's social emotional growth and development.				
Describes societal influences on child development (multiple identities, violence, drug use, exposure to trauma etc.) and their possible impact on a child's social/emotional development.				
Demonstrates knowledge of the impact of risk factors to overall development (atypical family factors, teen parents, maternal depression, substance exposure in utero, family violence, etc.).				
Social Emotional Growth and Development Total				

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Assessment	M	D	P	I
Demonstrates knowledge of ECMH disorders, risk factors and attachment issue and uses data and assessments to develop appropriate plans for assistance.				
Demonstrates knowledge of ECMH disorders, risk factors and attachment issues and uses data and assessments to develop appropriate plans for assistance.				
Assesses environments (i.e. DECA reflective checklists, ECERS, etc.) and uses this information in a sensitive manner, discerning when assistance is needed or when differences are due to cultural or other factors.				
Recognizes the need for additional assessment, refers for further evaluation and remains an active team member and information source.				
Recognizes ways to develop a relationship with a child before observation and assessment procedures are implemented and can problem-solve strategies when culture, developmental level, disabilities or other factors provide barriers to the child's comfort and security.				
Demonstrates the ability to seek information in a supportive and non-intrusive manner during the interview process and utilize family and caregiver knowledge about the child in a respectful manner.				
Works collaboratively and cooperatively with the family, caregivers and other involved specialists regarding assessment results.				
Gathers additional information when observation and assessment data is conflicting in nature.				
Uses specific standardized tools/ best practice processes to assess social and emotional development in young children which may include specialized techniques and assessments for children with developmental concerns.				
Integrates contributions from families and other professionals into observations, assessments and reports.				
Examines multiple factors including culture, environment and learning styles that may influence the observation and assessment data.				
Identifies, collects and interprets observation data utilizing knowledge of basic recording techniques to identify strengths and needs of the children/families and caregivers.				
Facilitates the sharing and reporting of observation and assessment results used to determine the next steps for an individual child in collaboration with family, caregivers and other professionals that may be involved.				
When appropriate, refers children to other community resources for further evaluation and remains an active team member and information source until additional assessments are completed.				
Communicates results to families in an appropriate, objective, understandable and supportive manner.				
Develops reports to be shared with family/caregivers/staff/administrators and other involved professionals using communication avenues appropriate for everyone to receive a full understanding of the child's needs.				
Considers multiple factors including multiple identities, environments and learning styles that may influence the observation/assessment data and provides additional supporting information when data from multiple sources is conflicting in nature.				
Assessment Total				

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Self-Reflective Assessment

Intervention/Treatment	M	D	P	I
Recognizes attachment and separation intervention theory as a basis for child/family interactions and can develop strategies to strengthen relationships and maintain security both in the home and in learning environments outside the home.				
Recognizes and reinforces each individual child's strengths, building on these to heighten the child's capacity to manage their behavior.				
Understands best practices for treatment of young children, including behavioral interventions.				
Understands that challenging behavior has environmental and developmental causes and can use this information to modify the environment, activities, and expectations to improve the behavioral outcomes.				
Understands the role of consultation as a prevention service that helps reduce the amount of personal/social difficulties later in life.				
Applies direct observation and knowledge of children's development as a framework for therapeutic change.				
Provides support and guidance in consistent, non-threatening, and positive ways that reinforce feelings of competence and confidence.				
Models problem solving skills in the context of children's interactions and play.				
Directly teaches and supports development of a variety of social/emotional skills.				
Assists to enhance and adapt environments and experience based on needs of individual children including children with special developmental learning and /or emotional needs.				
Establishes working relationships with young children by approaching them with an attitude of interest, respect and value.				
Uses play based interactions to support the child's development of problem solving and social skills to both develop and extinguish behavior.				
Integrates activities and philosophies in group settings that infuse mental health principles.				
Implements best practice strategies to intervene with children who have been impacted by atypical early relationships.				
Creates plans and helps implement individualized child/family/program-based intervention plan.				
Develops plans to match the child's individual developmental level, cognitive and language style, strengths and cultural attributes.				
Analyzes, evaluates, and applies current therapeutic research practice and implements changes to enhance children's growth and development including practices from diverse disciplines working with young children.				
Recognizes attachment and separation behaviors and responds in a knowledgeable manner.				
Recognizes and provides information about how and when to access appropriate community resources and problem solves continued action when appropriate resources and supports cannot easily be obtained.				
Recognizes when outside consultation is needed and solicits and accepts this feedback in order to assist teams in meeting the needs of children and families.				
Understands family systems in intervention theory as a basis for child/family interventions.				

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Self-Reflective Assessment

Intervention/Treatment CONT.	M	D	P	I
Understands the concept of resiliency and its application in home and community settings.				
Helps create environments and experiences that affirm and respect cultural and linguistic diversity.				
Helps create environments with appropriate supports that empower children to communicate, negotiate, and problem-solve including strategies for children with developmental issues, disabilities or language barriers.				
Assists families to understand and be aware of their own communication styles and helps them in developing other approaches if their intent is being misconstrued or not fully understood.				
Arranges opportunities for appropriate contact between families and the ECMH professional.				
Provides developmental guidance to assist parents in understanding their child's behaviors and developmentally appropriate expectations and discipline strategies.				
Provides mentoring, modeling, coaching, and empathy as supports to families to enhance their understanding of child development, temperament and strength-based interventions as applied to their own child.				
Provides education and consultation on the impact of temperament and attachment on children's social/emotional development in the broader context of family dynamics and systems.				
Demonstrates the capacity to create interventions based on knowledge of the impact that parental relationships, expectations, fears and hopes as well as other stressors have on the child's attachment with the caregiver.				
Communicates with children and models for adults in ways that facilitate relationship building.				
Interacts with families in a manner that communicates respect, highlights strengths and displays sensitivity to cultural diversity.				
Educates families and provides consultation about transitions and possible responses to them.				
Engages families as partners in the development of intervention plans, attending to the family's preferences regarding target behaviors, identified strengths, intervention strategies and desired outcomes.				
Coaches families on ways to nurture young children's social and emotional development.				
Empowers families to become independent problem solvers capable of creating their own solutions to current and future problems as well as to actively advocate for their child and themselves.				
Develops and implements strategies to enhance attachment.				
Develops protocols for transition planning across settings and can adjust scope, duration and other program practices for cases in which standard practices are not effective or supportive enough to assist the child, family or providers in the receiving program.				
Understands, utilizes and teaches others to use basic observation strategies, tools, and recording techniques.				

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Self-Reflective Assessment

Intervention/Treatment CONT.	M	D	P	I
Recognizes how and when to access appropriate community resources and problem solves continued action when appropriate resources and supports cannot easily be obtained.				
Helps caregivers to establish and modify programs that provide consistency, developmentally appropriate environments, expectations and responses based on a child's individual needs and specialized considerations.				
Helps to implement programs designed to enhance children's sensory processing and/or manage a child's sensory needs, including conferring with specialists as needed.				
Helps create learning environments and experiences that affirm and respect cultural and linguistic diversity, promote resiliency, and support respectful relationships between home and school.				
Assists caregivers to understand and be aware of their own communication styles.				
Assists to enhance and adapt environments and experiences based on needs of individual children including children with special developmental learning and /or emotional needs.				
Assists caregivers to integrate activities in group settings that infuse mental health principles throughout the child's daily schedule.				
Encourages caregivers to be reflective in assessing the curriculum, environment and child interaction patterns from the perspective of enhancing social and emotional development.				
Empowers caregivers to grow in their knowledge of the children in their care and to effectively apply this knowledge to their decision making and problem-solving process.				
Uses a variety of approaches to effectively support the mental health of children/families in group settings.				
Utilizes and trains others to use and evaluate various social skills curricula and intervention models or approaches.				
Establishes a pattern of consistent and regular contact/accessibility between caregivers and the ECMH consultant based on the needs of the individual early childhood setting.				
Enhances the capacity of caregivers to effectively promote the social and emotional wellbeing of the young children in their care via relationship building, training, modeling, coaching and positive reinforcement.				
Provides training and consultation on the impact of temperament, attachment, self-control, initiative and other developmental factors on children's social/emotional developmental functioning within the early childhood setting.				
Provides training and mentoring of caregivers in attending to the developmental social and emotional need of young children as they transition from one activity to another, from one class grouping to another and from their current educational setting to another.				
Builds relationships of trust and respect with caregivers that create an environment conducive to creativity, change and growth.				
Builds caregiver capacity to solve future problems by applying generalized skills.				
Plans, implements, and monitors collaborative work across disciplines, caregivers, and families.				

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Intervention/Treatment CONT.	M	D	P	I
Shapes program planning, teaching roles, and strategies that support relationship building as a primary intervention in the consultation process.				
Intervention/Treatment Total				

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Family and Community Relations	M	D	P	I
Recognizes the quality of a child's early relationships considering different cultural, religious and social norms.				
Establishes nurturing relationships with children, staff, and parents and adjusts behavior and practices based on social, cultural and religious expectations and norms of the family				
Establishes partnerships with family, involving them in all aspects of the program, including advocating for their own children both within the program and in the public sector.				
Communicates respectfully and responsibly with families, caregivers and colleagues by exhibiting warmth, using listening skills and demonstrating care and commitment.				
Respects families by valuing their opinions, nurturing their involvement and maintaining a relationship even when family opinion contradicts best practice or realistic possibilities.				
Teaches and supports families to act as advocates for their children.				
Assists with locating services in the community and increases family and caregiver awareness of and access to mental health consultation in the community.				
Creates partnerships among and between professionals from different disciplines with parents / caregivers.				
Family and Community Relations Total				

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Professional Development	M	D	P	I
Possesses knowledge of licensing regulations and their implication in developing useable interventions including variations that must interface with other licensure-dependent facilities.				
Possesses knowledge of the communities' childcare initiatives regarding quality and curricula and can imbed these concepts into comprehensive plans to improve both educational and mental health outcomes.				
Possesses in-depth knowledge and broad-based expertise in ECMH necessary to communicate with diverse cultures, disciplines and other non-mental health entities.				
Possesses knowledge about community resources and can problem-solve alternative support when needed resources are not readily available.				
Possesses basic knowledge of other professions working with young children and recognition of some of the barriers that may hinder open working relationships.				
Possesses knowledge of basic recording techniques and can adapt to various settings and skill levels.				
Recognizes the importance of confidentiality in reporting child observation and assessment results.				
Demonstrates knowledge and skills to address cultural differences, and the ability to discern between stereotypes and truly useful, family-based information.				
Demonstrates problem solving, negotiation, conflict resolution, and mediation strategies and can determine courses of action and assistance if typical strategies are not effective.				
Demonstrates knowledge of early childhood professional organizations and accreditations.				
Demonstrates effective communication skills and is aware and can adjust when alternative methods must be used (i.e. family members who are deaf, developmentally delayed, etc).				
Exhibits empathy by conveying that the consultant understands staff and families' subjective experience and continually monitors signs that indicate how valid that perception may be.				
Utilizes adult learning principles to help caregivers strengthen relationships with children in their care through training, modeling, intervention and showing the ability to adjust approach when differing perspectives, professional demands and other factors cause caregivers to actively reject offered information.				
Designs learning opportunities that reflect principles of child and adult learning and takes into consideration specialized issues (i.e. developmental profiles, learning styles, special education issues, cultural differences, etc.)				
Exhibits respect by suspending judgment and communicating that staff are valued yet can recommend supportive but corrective action when needed.				
Demonstrates the ability to synthesize research into practice while maintaining the ability to discern and reject new trends that are counterproductive or conflicting with best practice.				
Establishes and practices effective communication and reflection among professionals, colleagues, and families.				

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Professional Development CONT.	M	D	P	I
Informs others about research and current knowledge related to the impact of high-quality programs for all young children and families, and in turn, accepts research and guidance from team members outside the mental health sector (i.e. education, special education, etc.).				
Promotes and informs others of the need to support emotional, social, physical, and intellectual needs of every child, and can adjust the description of techniques and avenues for this support in relation to the receiving party's expertise, discipline and education.				
Teaches family and staff strategies for promoting children's social/emotional language .				
Analyzes ethical dilemmas and determines appropriate course of action.				
Designs training to assist parents learn about child development and deal with the influence of their own child rearing practices without causing embarrassment or feelings of failure.				
Examines own values and biases in working with children, families, and ECE professionals and takes steps to inform and/or correct misconceptions.				
Establishes relationships with other professionals in other early childhood and mental health disciplines.				
Works as a liaison to other health professionals and community organizations as needed, and in turn, can use these outside professionals as a liaison to support their own practice when needed.				
Provides mentoring support to colleagues to enhance their understanding of child growth and development.				
Assumes early childhood leadership role in the community, in the state, and in national professional organizations and advocates for services and legislation for all young children, families, and the early care and education profession.				
Seeks reflective supervision for self in order to maintain perspective, gain support and receive mentoring.				
Maintains professional licensure by seeking continuing education in areas related to ECMH.				
Professional Development Total				

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SUMMARY PAGE

Insert the totals from the previous pages into this chart. Please update only the summary page to your Ohio Infant Mental Health Credential application for review.

This information will be used for data gathering purposes only.

Total Number of checkmarks from each competency	M	D	P	I
Social Emotional Growth and Development				
Assessment				
Intervention/Treatment				
Family and Community Relations				
Professional Development				
Total				

OIMHP-III Professional Signature and Date

Supervisor Signature and Date

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Self-Reflective Assessment

Supervisor Summary Statement

OIMHP-III Professional Comments

Action steps needed for improvement (include description and timelines for additional training, supervision, mentoring, etc.)