

OHIO INFANT MENTAL HEALTH CREDENTIAL OIFA-I Self-Reflective Assessment

Ohio Infant Family Affiliate Level I (OIFA-I) 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).

Child 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.).				
Child Growth and Development Total				

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Self-Reflective Assessment

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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Self-Reflective Assessment

Professionalism	M	D	P	I
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 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.				
Exhibits respect by suspending judgment and communicating that staff are valued yet can recommend supportive but corrective action when needed.				
Establishes and practices effective communication and reflection among professionals, colleagues, and families.				
Teaches family and staff strategies for promoting children's social/emotional development and language.				
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.				
Seeks reflective supervision for self in order to maintain perspective, gain support and receive mentoring.				
Maintains professional credential by seeking continuing education in areas related to IMH.				
Professionalism 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
Child Growth and Development				
Family and Community Relations				
Professionalism				
Total				

OIFA-I Professional Signature and Date

Supervisor Signature and Date

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Supervisor Summary Statement

OIMHP-III Professional Comments

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