



CROSSWALK: NEAR@Home Facilitated Learning & the Alliance for the Advancement of Infant Mental Health Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health[®].

What is NEAR@Home?

Experienced home visitors/practitioners know it is not enough to talk about risk. We also must talk about resilience. And brain science. And the generational impact of our life stories. Adding up to NEAR: Neuroscience, Epigenetics, ACEs, and Resilience. NEAR@Home is a two-generation process that provides home visitors with the skills and support to safely, effectively, and respectively discuss ACEs and resilience with parents, focusing on hope and avoiding labeling.

NEAR@Home Facilitated Learning

NEAR@Home Facilitated Learning offers home visiting programs experiential and reflective learning and implementation support. Facilitated Learning occurs over 8-12 months in a safe, supported small group process led by a specially trained NEAR Facilitator with deep experience in home visiting and infant mental health.

Goals of the NEAR@Home Facilitated Learning:

- Access to NEAR related resources to support work with families
- Opportunity to explore feelings, concerns and ambivalence about doing NEAR home visits
- The felt experience of being supported and co-regulated by a facilitator while exploring complex and sensitive topics
- Each program's unique knowledge about their model, the families they support, and the communities and cultures they live and work within is honored and incorporated into NEAR@Home learning
- NEAR@Home learning is paced and adapted to meet the needs of varying levels of capacity such as relatively new programs, paraprofessional staff, and highly experienced and credentialed staff



Participants in NEAR@Home Facilitated Learning will:

- Understand why we bring NEAR into home visits with families
- Be able to teach the NEAR sciences briefly and accurately
- Learn the steps of a NEAR home visit
- Learn specific trauma sensitive strategies and skills in working with families
- Use the core principles of NEAR@Home to adapt the process to be culturally responsive to families and communities
- Reflect on complex feelings and begin to integrate or build upon their trauma informed, relationship-based practices into their work

The Alliance for the Advancement of Infant Mental Health

The Alliance for the Advancement of Infant Mental Health (Alliance) partners with the associations for infant mental health (AIMHs) so that AIMHs can support, grow, diversify, and advocate for their local infant and early childhood mental health – informed workforce through the use of workforce development initiatives like the Competency Guidelines (MI-AIMH Copyright® 2017) and the Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health® (Endorsement). Endorsement is an internationally recognized credential for professionals working with or on behalf of pregnant people, infants, young children, and their families and is supported through the Alliance. Growing evidence indicates that endorsed professionals are better prepared to support the foundational early development of babies and young children, in the context of their caregiving relationships.

Infant/Early Childhood Mental Health Endorsement

Infant and Early Childhood Mental Health Endorsement (IMH-E®/ECMH-E®) requires that professionals within this specialized workforce demonstrate skills and educational experience across multiple domains. As such, Endorsement offers an opportunity to recognize the specialized skillset required to work with pregnant people, infants and young children as well as an acknowledgement that the professional appreciates and implements best practice when working with this specialized population.

Scope of Work Aligns with Category of Endorsement.

Meaning, it is common for those who work within the **promotion** scope of work to apply for Endorsement as an Infant/Early Childhood Family Associate. A majority of those who have work experience within the **prevention/early intervention** scope apply for Infant/Early Childhood Family Specialist Endorsement. Whereas those who work within the **treatment/clinical**



intervention scope most often apply for Endorsement as an Infant/Early Childhood Mental Health Specialist. And finally, those who find themselves working in **macro** positions most often apply for Infant/Early Childhood Mental Health Mentor Endorsement. **All categories recognize those who work with IECMH principles in mind and all categories are applicable to many disciplines.**

- **Promotion:** Infant Family Associate (IFA) & Early Childhood Family Associate (ECFA)
- **Prevention/Early Intervention:** Infant Family Specialist (IFS), Early Childhood Family Specialist (ECFS), Infant Family Reflective Supervisor (IFRS), and Early Childhood Family Reflective Supervisor (ECFRS)
- **Treatment/Clinical Intervention:** Infant Mental Health Specialist (IMHS) & Early Childhood Mental Health Specialist (ECMHS)
- **Macro:** Infant Mental Health Mentor (IMHM) & Early Childhood Mental Health Mentor (ECMHM) - Clinical, Policy, & Research/Faculty

NEAR@Home and the Alliance Share Certain Values:

- Infants and young children develop to their full potential when supported by sensitive and responsive caregivers.
- Caregivers who feel heard, understood, and accepted through a safe and respectful relationship with their provider are better able to engage with community supports, to develop parenting skills, manage stress, and build resilience for themselves and their children.

In support of these values, both frameworks highlight the importance of the following:

- Professional development that is relationship based and experiential.
- Professional development that prioritizes cultural respect and inclusion.
- Professional development that increases knowledge, skills and supports the development of intra- and interpersonal capacities of self-awareness, self-regulation, and co-regulation.
- Reflective process and support is essential.

To do this, the two organizations partnered to develop a crosswalk across the NEAR@Home training curriculum and the Competency Guidelines.



The crosswalk will serve as a valuable resource for NEAR@Home home visitors (clinicians and care coordinators), supervisors, and program administrators who wish to apply for and earn Endorsement. It will highlight both commonalities and differences to illuminate the ways these two systems complement one another.

The crosswalk identifies the knowledge/skill areas, as identified in the Competency Guidelines, that are addressed or met for each category of Endorsement, across the NEAR@Home curriculum. One knowledge/skill area is listed per clock hour of training. For members of the Alliance: this crosswalk has been approved as a Tier 4 crosswalk in accordance with the Alliance Crosswalk Policy¹.

The NEAR@Home training curriculum was reviewed specifically for the purpose of addressing competencies that professionals applying for, or renewing Endorsement would require in their training record. Please see the Notes columns of the crosswalk for information about whether the identified knowledge/skill areas were met or partially met and for which Endorsement categories. Recommended supplemental training is also listed in Notes.

The NEAR@Home training curriculum covers a majority of the knowledge/skill areas for Infant/Early Childhood Family Associate, Infant/Early Childhood Family Specialist, and Infant/Early Childhood Family Reflective Supervisor with less being covered for Infant/Early Childhood Mental Health Specialist and Infant/Early Childhood Mental Health Mentor.

For Endorsement Applicants:

Within the final column of the crosswalk, you will use an X to indicate the portions of the curriculum you attended. Once you have completed the NEAR@Home training curriculum and accompanying crosswalk, you can submit a copy of your crosswalk to your AIMH's Endorsement Coordinator. This will be uploaded to your Endorsement application.

It is important to note that the knowledge/skill areas that make up the Competency Guidelines are the same for both IMH-E[®] and ECMH-E[®]; the competencies encompass a range of knowledge and skill areas that drive best practice with or on behalf of pregnant people, children ages 0 up to 6 years old, and their caregivers/families. IMH-E[®] applicants are required to demonstrate competency from prenatal up to 36-months of age. Training experience specific to 3 up to 6-years old can be added to an IMH-E[®] application, however, the bulk of the training experience must be specific to prenatal up to 36-months of age. ECMH-E[®] applicants are required

¹ Member AIMHs of the Alliance will have access to the Crosswalk Policy which outlines the crosswalk tiers.



to demonstrate competency prenatal up to 6-years of age. This supports our core understanding that the first three years of life are the foundation for all subsequent development. Additionally, we believe that we come to understand better the needs of older children when we more fully understand infancy and toddlerhood.

How To Use:

1. For Endorsement purposes an applicant can claim up to one competency for each Facilitated Learning contact hour in the Training section of their Endorsement application. Endorsement Applicants will submit a copy of the NEAR@Home Learning crosswalk to their Association Endorsement Coordinator.
2. Applicants will create an entry under Education titled “NEAR@Home Crosswalk”
3. Applicants will create an entry under TRAINING titled “NEAR@Home Crosswalk” entering the total number of contact hours completed (add hours for each Phase) and may select up to 1 competency for each hour of training using the crosswalk.

Additional Considerations:

- Because the length of learning days/phases may vary, the number of competencies claimed may also vary.
- Additional follow-up contacts with the trainer may also be included in learning hours.
- Applicants are responsible for maintaining records of their training hours.
- Applicants choose competencies from the list below which most reflect the applicant’s learning.



PHASE 1: Exploration and Readiness Discussion: Exploration of the NEAR@Home Facilitated Learning process with a NEAR Facilitator so home visitors/practitioners, supervisors and managers decide if Facilitated Learning is in alignment with the goals of their home visiting team and if it is the right time and fit for their unique program.

Total Hours: range from 1 to 4 hours²

PHASE 2: Connection and Foundations: Exploration of the NEAR@Home theory of change, foundational principles of social justice, and trauma sensitive processes for both the home visitor and family.

Total Hours: range from 2 to 4 hours

PHASE 3: NEAR@Home Core Elements: Learn and practice, step-by-step, how to do a NEAR home visit including discovering an ACEs history with parents/caregivers, being self-aware and self-regulation during home visits, and prioritizing safety and respect for home visitor and the parent/caregiver.

Total Hours: range from 6 to 8 hours²

PHASE 4: Implementation and Integration Reflective Groups: Home visitors and supervisors reflect on successes, dilemmas, questions and concerns with their NEAR Facilitator as they integrate NEAR@Home into their home visiting practice.

Total Hours: average 9 hours³

Supervisor Reflective Consultation: NEAR Facilitator provides monthly reflective consultation throughout the Facilitated Learning process. Applicants may choose to enter reflective consultation hours as in-service training OR may utilize these hours as reflective supervision depending on the nature of the consultation, scope of work, and endorsement designation of their NEAR Facilitator. It is recommended supervisors receiving NEAR reflective consultation consider the following questions AND consult with their Association Endorsement Coordinator to decide the most appropriate in an endorsement application: Is your NEAR facilitator IMH-E® or ECMH-E® endorsed? What is their endorsement designation? What endorsement category are you applying for?

Total Hours: average 6 hours

² total hours individualized for each cohort/program

³ typically six 90-minute groups (option for additional Phase 4 sessions)



PHASE 1: Exploration & Readiness Discussion											
Mutual exploration of the NEAR@Home Facilitated Learning process to decide if Facilitated Learning is in alignment with the home visiting team goals and the right time and fit for a program.										LEGEND ■ Partially Met ● Met	
KNOWLEDGE/SKILL AREAS COVERED	IMH-E®					ECMH-E®					ENTER DATE COMPLETED
	IFA	IFS	IFRS	IMHS	IMHM	ECFA	ECFS	ECFRS	ECMHS	ECMHM	
Analyzing Information	■	■	■	■	■	■	■	■	■	■	
Contemplation	■	■	■	■	■	■	■	■	■	■	
Curiosity	■	■	■	■	■	■	■	■	■	■	
	Recommended additional training related in areas not fully met, specific to 0 to 3 years old.					Recommended additional training related in areas not fully met, specific to 0 to 6 year olds.					
ENTER TOTAL HOURS COMPLETED FOR PHASE 1 >>>											



PHASE 2: Connection & Foundations											
NEAR@Home theory of change, foundational principles of social justice, trauma sensitive processes, attachment, ACEs as attachment trauma, mandating reporting and privacy.										LEGEND ■ Partially Met ● Met	
KNOWLEDGE/SKILL AREAS TO SELECT	IMH-E®					ECMH-E®					ENTER DATE COMPLETED
	IFA	IFS	IFS	IFRS	IMHM	ECFA	ECFS	ECFRS	ECMHS	ECMHM	
Cultural Humility	■	■	■	■	■	■	■	■	■	■	
Attachment, Separation, Trauma, Grief & Loss	■	■	■	■	■	■	■	■	■	■	
Ethical Practice	■	■	■	■	■	■	■	■	■	■	
Agency Policy	■	■	■	■	■	■	■	■	■	■	
	Recommended additional training related in areas not fully met, specific to 0 to 3 years old.					Recommended additional training related in areas not fully met, specific to 0 to 6 year olds.					
ENTER TOTAL HOURS COMPLETED FOR PHASE 2 >>>											



PHASE 3: NEAR@Home CORE ELEMENTS											
Learn and practice, step-by-step, how to do a NEAR home visit including discovering an ACEs history with parents/caregivers, being self-aware, utilizing self-regulation during home visits, and prioritizing safety and respect for home visitor and the parent/caregiver.										LEGEND ■ Partially Met ● Met	
KNOWLEDGE/SKILL AREAS COVERED	IMH-E®					ECMH-E®					ENTER DATE COMPLETED
	IFA	IFS	IFRS	IMHS	IMHM	ECFA	ECFS	ECFRS	ECMHS	ECMHM	
Relationship-Focused Practice	●	N/A	N/A	N/A	N/A	●	N/A	N/A	N/A	N/A	
Relationship-Focused Therapeutic Practice	N/A	●	●	■	■	N/A	●	●	■	■	
Observation & Listening	●	●	●	■	■	●	●	●	■	■	
Responding with Empathy	●	●	●	●	●	●	●	●	●	●	
Family Relationships & Dynamics	●	●	●	■	■	●	●	●	■	■	
Empathy & Compassion	●	●	●	●	●	●	●	●	●	●	
Supporting Others	●	●	●	●	●	●	●	●	●	●	
Building & Maintaining Relationships	●	●	●	●	●	●	●	●	●	●	
Curiosity	●	●	●	●	●	●	●	●	●	●	
Listening	●	●	●	●	●	●	●	●	●	●	
Safety	●	●	●	●	●	●	●	●	●	●	
Advocacy	●	●	●	●	●	●	●	●	●	●	
Self-Awareness	●	●	●	●	●	●	●	●	●	●	
	Recommended additional training related in areas not fully met, specific to 0 to 3 years old.					Recommended additional training related in areas not fully met, specific to 0 to 6 year olds.					
ENTER TOTAL HOURS COMPLETED FOR PHASE 3 >>>											



PHASE 4: Implementation & Integration Reflective Groups											
Reflection regarding NEAR home visits, experiences, dilemmas, stuck places, questions, and concerns. Reflective support integrating NEAR@Home into practice.										LEGEND ■ Partially Met ● Met	
KNOWLEDGE/SKILL AREAS COVERED	IMH-E®					ECMH-E®					ENTER DATE COMPLETED
	IFA	IFS	IFRS	IMHS	IMHM	ECFA	ECFS	ECFRS	ECMHS	ECMHM	
Self-Awareness	●	●	●	●	●	●	●	●	●	●	
Planning & Organizing	●	●	●	■	■	●	●	●	■	■	
Analyzing Information	●	●	●	■	■	●	●	●	■	■	
Maintaining Perspective	●	●	●	●	●	●	●	●	●	●	
Exercising Sound Judgment	●	●	●	●	●	●	●	●	●	●	
Emotional Response	●	●	●	●	●	●	●	●	●	●	
Supporting Others	●	●	●	●	●	●	●	●	●	●	
Contemplation	●	●	●	●	●	●	●	●	●	●	
Parallel Process*	N/A	N/A	●	●	●	N/A	N/A	●	●	●	
	Recommended additional training related in areas not fully met, specific to 0 to 3 years old.					Recommended additional training related in areas not fully met, specific to 0 to 6 year olds.					
ENTER TOTAL HOURS COMPLETED FOR PHASE 4 >>>											

*indicates competency areas specific to IMHS, ECMHS, IMHM, ECMHM



SUPERVISOR REFLECTIVE CONSULTATION:											
Participants may choose to enter these hours as in-service training or as reflective supervision. Consider the following questions/consult with your association endorsement coordinator to decide the best use in your application. <ol style="list-style-type: none"> 1. Is your NEAR facilitator IMH-E® or ECMH-E® endorsed? 2. What is their endorsement designation? 3. What endorsement category are you applying for? 										LEGEND ■ Partially Met ● Met	
KNOWLEDGE/SKILL AREAS COVERED	IMH-E®					ECMH-E®					ENTER DATE FOR FINAL GROUP
	IFA	IFS	IFRS	IMHS	IMHM	ECFA	ECFS	ECFRS	ECMHS	ECMHM	
Contemplation	●	●	●	●	●	●	●	●	●	●	
Self-Awareness	●	●	●	●	●	●	●	●	●	●	
Curiosity	●	●	●	●	●	●	●	●	●	●	
Emotional Response	●	●	●	●	●	●	●	●	●	●	
Parallel Process*	N/A	N/A	●	●	●	N/A	N/A	●	●	●	
Supporting Others	●	●	●	●	●	●	●	●	●	●	
Emotional Response	●	●	●	●	●	●	●	●	●	●	
Collaborating	●	●	●	●	●	●	●	●	●	●	
	Recommended additional training related in areas not fully met, specific to 0 to 3 years old.					Recommended additional training related in areas not fully met, specific to 0 to 6 year olds.					
ENTER TOTAL HOURS COMPLETED FOR SUPERVISOR REFLECTIVE CONSULTATION >>>											

*indicates competency areas specific to IMHS, ECMHS, IMHM, ECMHM