

A photograph of a woman with long dark hair, wearing a black quilted vest over a grey and white patterned shirt, smiling warmly. She is holding a young child with dark hair in a bun, wearing a grey t-shirt and blue jeans. The child is looking towards the camera with a slight smile. The background is a soft-focus green field with a white structure in the distance.

# Crosswalk

between

Competency Guidelines for Endorsement  
for Culturally Sensitive, Relationship-Focused  
Practice Promoting Infant and Early Childhood  
Mental Health

and

Center of Excellence for Infant and Early  
Childhood Mental Health Consultation  
Competencies

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## Acknowledgement

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# Introduction to the Crosswalk between *Competency Guidelines for Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health* and *Center of Excellence for Infant and Early Childhood Mental Health Consultation Competencies*

## Background

The mission of the [Alliance for the Advancement of Infant Mental Health](#) (Alliance) is to build and sustain a diverse workforce, informed by infant and early childhood mental health (IECMH) principles, that strengthens early relationships. The mission is accomplished through advancing social and economic justice and becoming an antiracist organization, supporting professional development and research, and engaging Associations for Infant Mental Health (AIMHs) as partners.

The Alliance is an international organization including [AIMHs from 35 U.S. states and 2 countries](#) who currently use the Competency Guidelines for Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health (Endorsement). The [Endorsement credential](#) is part of a strategy that supports workforce development in the infant, young child, and family field. It promotes specialized experiences, such as coursework, in-service training, and reflective supervision, that lead to competent application of infant and early childhood mental health principles and practices.

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The Competency Guidelines for Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health were created and copyrighted by the [Michigan Association for Infant Mental Health](#) (MI-AIMH). MI-AIMH contracts with the Alliance for the Advancement of Infant Mental Health to manage the licensing and quality assurance of their use across the world.



The Endorsement credential provides evidence that an individual can successfully put this knowledge into practice and has been earned by over 5,000 professionals to date. There are currently 2,500 additional professionals in the process of applying.

The Center of Excellence for Infant and Early Childhood Mental Health Consultation (CoE) aims to impact the field of infant and early childhood mental health consultation by supporting the growth and advancement of the profession. IECMH consultants support professionals in early childhood education, home visiting, early intervention, and other early childhood settings. The CoE provides technical assistance to programs, communities, states, territories, and tribal communities, and professional development support for individual mental health consultants, to increase access to high-quality mental health consultation throughout the country.

The CoE has three areas of focus:

- To serve as a clearinghouse for best practice resources related to developing, implementing, and maintaining an IECMH consultation program at a state, territorial, community, or tribal level
- To provide technical assistance to states, territories, programs, communities, or tribal nations in any stage of IECMH consultation program development
- To provide professional development to IECMH consultants nationally

The [Association for Infant Mental Health in Hawaii](#) (AIMH-HI) partnered with the Alliance to grow and strengthen its IECMH-informed workforce. Hawai'i has a particular need to grow its capacity to deliver skilled IECMH consultation and received support from the [Hawai'i Community Foundation](#) and other partners to support this project. This crosswalk has been created by the Alliance in collaboration with the CoE, with support from AIMH-HI.

## Purpose

This crosswalk is intended to inform individuals; state, tribal, and territorial leaders; mental health agencies; IECMH consultation program directors; and IECMH system leaders about





the overlapping and complementary competencies that define best practice for IECMH consultation and the broader competencies defined for the Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health. Endorsement is a credential available to all disciplines and sectors of the infant-family workforce to document a specialization in infant/early childhood mental health. The Center of Excellence for Infant and Early Childhood Mental Health Consultation Competencies define the knowledge and skills specific to mental health consultation.

The crosswalk can be used to illuminate an individual's or system's strengths and gaps in professional development in their efforts to meet best practice standards. For those interested in pursuing Endorsement, generally speaking, IECMH consultation work experience fits best in the prevention scope of practice and is therefore a good fit for work requirements for Infant/Early Childhood Family Specialist Endorsement (IFS/ECFS). Although the work of IECMH consultation is preventative in nature, these multilayered competencies address the complexity and depth of skill required to meet the equally complex needs of infants, young children, caregivers, and families. Therefore, several of the Infant and Early Childhood Mental Health Mentor (MHM/ECMHM) competencies are linked to the competencies the CoE has defined for IECMH consultation.

This crosswalk serves as a tool that identifies the commonalities of the Alliance and CoE competencies in order to:

- Provide IECMH consultants with a map to the Endorsement credential
- Lay out a professional development direction for IECMH-informed professionals who may wish to provide mental health consultation
- For states/countries whose AIMHs are members of the Alliance:
  - Identify qualified IECMH consultants
  - Determine additional professional development opportunities (e.g., specialized in-service training) that may be needed to grow the number of qualified IECMH consultants

## Using the Crosswalk

Individuals may find it useful to print out the PDF version of the crosswalk and check off areas of strength—that is, competencies that they have already addressed or achieved through college coursework, in-service training, conferences, on-the-job experience, and/or other life experience. Then they may wish to highlight those areas that they have not yet addressed or achieved.

The richness of the competencies defined by this crosswalk reflects that the work of consultation is multilayered and intricate as well as clinical and systemic. Because of the depth of knowledge required to do this work well,



the list of competencies may appear long and could feel overwhelming at first. Therefore, we have marked with an asterisk (\*) the Essential competencies to review first. The **Essential** competencies are those that most urgently need to be mastered in order for a consultant or team of consultants to begin their work.

The additional competencies are marked with ellipses (...) and categorized as **Important**. The Important competencies, though also key to high-quality services, can be learned through ongoing training, reflective supervision/consultation, and support as consultants get settled into their roles over time.

Note that the competencies marked as Essential are more heavily represented at the beginning of the crosswalk, so they can be completed sooner than it might first seem.

For individuals who have earned Endorsement (IMH-E® or ECMH-E®) and are seeking to fill gaps to achieve competence as an IECMH consultant, note that areas marked with an equal sign (=) boxed in green have already been documented through the Endorsement application process. The areas marked with an approximately equal to sign (≈) boxed in yellow have been partially met or addressed through earning Endorsement but may require additional training and/or reflective supervision/consultation. Those marked with a not equal to sign (≠) boxed in blue are unique to mental health consultation and have not been documented through the Endorsement application process.



For individuals who have been working as an IECMH consultant and are interested in earning the Endorsement credential, a comparison of the crosswalk to one's training record will identify strengths as well as highlight gaps that need to be addressed before submitting an application for Endorsement.



## Addressing Gaps

There are a number of ways that individuals can participate in professional development opportunities that will fully address competencies needed for provision of IECMH consultation and/or required for Endorsement. The [Center of Excellence for Infant and Early Childhood Mental Health Consultation website](#) is an excellent resource. It is recommended that any individual interested in becoming an IECMH consultant first complete the [CoE IECMH Consultant Self Assessment](#) to get a more comprehensive understanding of their own strengths and gaps, specific to the CoE competencies. Additionally, the [Training Hub on the Alliance for the Advancement of Infant Mental Health website](#) provides more resources to support these unique IECMH competencies. Further, it's recommended that all professionals who work with or on behalf of infants, young children, caregivers, and families be connected with their state's/country's association for infant mental health (AIMH). The Alliance provides [links to 35 US state AIMHs](#), each of whom also provides relevant training and professional development. [ZERO TO THREE \(ZTT\)](#) offers myriad resources focused on supporting infants, toddlers, families, and the adults who care for them. As a member organization, ZTT provides a vibrant, connected community for professionals in diverse disciplines who are focused on child development, grounded in infant and early childhood mental health, and committed to advancing their knowledge and skills.



## Summary

Babies, children, caregivers, and families deserve high-quality services from professionals who are informed by infant and early childhood mental health principles and have a relationship-focused approach. This crosswalk is a helpful tool to identify the knowledge, skills, and experiences that lead providers to feel competent and well prepared to meet the complex relational needs of infants, young children, caregivers, and families.



## KEY



Direct correlation between the Center of Excellence (CoE) for Infant and Early Childhood Mental Health Consultation and the Alliance for the Advancement of Infant Mental Health (Alliance)

This competency is a match



Same/similar concept between CoE and Alliance

Some parts of this competency may need to be separately addressed/documentated



Unique to CoE

Competency must be separately addressed/documentated



Essential

The most critical competencies required for the consultant to have before beginning to provide IECMH consultation services



Important

Competencies that are required for the consultant to have that are acceptable to learn while simultaneously providing IECMH consultation services

*Unless otherwise noted, the IECMH competencies in the green columns refer to Infant Family Specialist and Early Childhood Family Specialist. If an "MHS" is noted, this competency is related to Infant Mental Health Specialist and Early Childhood Mental Health Specialist. "MHM" refers to Infant Mental Health Mentor and Early Childhood Mental Health Mentor.*

























## 1. Role of the IECMH Consultant



Understands and can convey how IECMHC is a mental health specialization and service that is distinct from other activities in which mental health professionals may engage. Demonstrates an ability to strengthen the capacity of staff working in programs and other settings serving infants, young children, and families to support the social, emotional, and relational health of infants, young children, and families in a range of settings. (In the context of this document, unless otherwise noted “relational health” describes the mutual




emotional connections established by healthy interactions between or among infants or young children, early childhood providers, caregivers, family members, and program and other setting staff that contribute to infants’ or young children’s overall mental and physical well-being.) Partners with families and staff in working to prevent mental health problems from developing or worsening and/or in responding effectively to existing mental health concerns. Partners with staff and program or other setting and systems leaders to build more equitable systems by addressing implicit bias, increasing positive relationships between early childhood providers and infants and children with different abilities and from diverse racial/ethnic and language backgrounds, monitoring and using disaggregated data to reduce disparities, and developing and implementing new policies that support positive and equitable experiences for all young children.













IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>1A.</b> Distinguishes IECMHC from Other Related Endeavors</p>	<p>1A.1. Demonstrates an understanding of IECMHC as an indirect service that helps to build the reflective capacities and relational health of families; staff, and others who work in programs or other settings serving infants, young children, and families; and others who care for or provide services to infants and young children. Grasps and can convey the difference between IECMHC and modes of intervention that involve direct mental health treatment for infants, young children and/or families.</p>	<p></p>	<p> Unique</p>	<p> Unique</p>	<p> Unique</p>
<p><b>1A.</b></p>	<p>1A.2. Understands and can convey the distinction between the role of the IECMH consultant and that of other professionals who support the development of early childhood staff and family capacities (e.g., professional development coaches, health service managers, healthcare consultants, home visitors, early interventionists, therapists, disability coordinators, pediatricians, foster care workers).</p>	<p></p>	<p> Unique</p>	<p> Unique</p>	<p> Unique</p>
<p><b>1A.</b></p>	<p>1A.3. Embraces the idea that IECMHC focuses on promoting infants' and young children's positive social and emotional development and behavioral health and reducing racial/ethnic, gender, language, or disability-based disparities in infant and young child outcomes using a wide-ranging knowledge base that draws from numerous fields of study.</p>	<p></p>	<p> Unique</p>	<p> Unique</p>	<p> Unique</p>
<p><b>1B.</b> Exhibits an Ability to Work in Natural Settings</p>	<p>1B.1. Demonstrates an ability to work in diverse early childhood programs or other settings.</p>	<p></p>	<p> Direct Service Skills</p>	<p>Supportive Counseling (MHS)</p>	<p>Works with the parent(s) and the infant/young child together, often in the home, in accordance with accepted practice</p>





IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
1B.	1B.2. Considers the influence of program or other setting and organizational functioning on early childhood providers, families, infants, and young children, and service provision and how this may differ based on race/ethnicity, primarily language or abilities.	✳	 Theoretical Foundations	Cultural Humility	Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family's culture
1B.	1B.3. Suggests and/or supports interventions that align with the particular program or other setting in which IECMHC is delivered, which may include programmatic and/or infant- or young child- and family-specific activities.	✳	 Unique	 Unique	 Unique
1B.	1B.4. Offers consultation that reflects and respects the philosophy and model of the program or other setting in which IECMHC is delivered and the community and cultural and historical contexts in which that program or other setting is located and/or functions.	✳	 Unique	 Unique	 Unique
1C. Understands and Engages in the Consultative Process	1C.1. Demonstrates an organized approach to the stages of the consultative process (e.g., entering the new environment, establishing mutual expectations for the work, gathering information from and the perspectives of all involved, facilitating the establishment of goals, supporting and assessing progress, righting the course of consultation when necessary, transitioning, ending).	✳	 Thinking	Planning & Organizing	Defines, creates a sequence for, and prioritizes tasks necessary to perform role and meet the needs of families

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
1C.	1C.1. See above.	...	 Direct Service skills	Intervention/Treatment Planning (MHS)	Interprets and synthesizes information (including family perceptions and priorities) from observations, discussions, and formal & informal assessments to: a) Identify and share with the parent(s) or caregiver(s) the strengths, capacities, needs, and progress of the infant/young child and family/caregiver(s), b) Develop mutually agreed upon service plans incorporating explicit objectives and goals, and c) Formulate clinical recommendations to guide best practice
1C.	1C.2. Demonstrates an ability to support the emotional well-being and relational health of infants and young children, and their caregivers, and promotes a shared and accurate understanding of infant, young child, family, and provider needs. Demonstrates an understanding of how needs may vary based on families' experiences with racial/ethnic, language or ability inequities.	*	 Theoretical Foundations	Infant Young Child Development/ Behavior	Supports provision of information, guidance, and support to families related to the development and care of infants and young children to further develop parenting capabilities and the attachment relationship







IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
1C.	1C.2. See above.	...	 Theoretical Foundations	Cultural Humility	Supports development of service plans that account for the unique needs, desires, history, lifestyle, concerns, strengths, resources, and priorities of each infant/young child and family
1C.	1C.3. Maintains accurate and timely records, provides professional documentation, and engages in substantive disaggregated data collection in accordance with a program's or other settings requirements.	*	 Law, Regulation, and Agency Policy	Agency Policy	Personally works within the requirements of: Federal and state law, Agency policies & practices, Professional code of conduct
1C.	1C.4. Recognizes when additional mental health and/or other services are warranted, and is able to make culturally responsive, appropriate, and effective referrals across multiple systems.	*	 Systems Expertise	Service Delivery Systems	Works collaboratively with and makes referrals to other service agencies to ensure that the child(ren) and family receive services for which they are eligible and that the services are coordinated





IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
1C.	1C.4. See above.	...	 Theoretical Foundations	Disorders of Infancy/Early Childhood	Recognizes risks and disorders of infancy/early childhood conditions that require the assistance of other professionals from health, mental health, education, and child welfare systems
1D. Embraces the Consultative Stance and Reflective Practice	1D.1. Can articulate the elements of the “consultative stance,” <sup>2F[1]</sup> and demonstrates the demeanor and skills embodied by this stance. [1] <i>Johnston, K., &amp; Brinamen, C. (2006). Mental Health Consultation in Child Care: Transforming Relationships with Directors, Staff, and Families. Washington, DC: Zero to Three Press.</i>	covered in 1C1	 Unique	 Unique	 Unique
1D.	1D.2. Demonstrates the ability to engage in a flexible and varied “use of self” based on the unique needs of a program or other setting, its context, and the relationships involved (i.e., in a range of situations, is able to serve as an observer, listener, facilitator, problem-solver, and/or educator).	*	 Thinking	Solving Problems	Generates new insights and workable solutions to issues related to effective relationship-focused, family-centered care
1D.	1D.2. See above.	...	 Reflection	Self Awareness	Seeks a high degree of agreement between self-perceptions and the way others perceive him/her

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
1D.	1D.3 Understands implicit bias and its manifestations, and systemic racism, and how they affect adult behavior and the experiences of infants, young children, and families from historically marginalized and oppressed communities. Explores how principles of racial equity are inextricably linked and aligned to the 10 elements of the consultative stance.	✱	 Direct Service Skills	Parent-Infant/Young Child Relationship-Based Therapies & Practices (MHS)	Attends and responds to parental histories of loss as they affect the care of the infant/young child, the parents' development, the emotional health of the infant/young child, and the developing relationship
1D.	1D.3. See above.	...	 Theoretical Foundations	Psychotherapeutic & Behavioral Theories of Change	See above.
1D.	1D.4. Recognizes and maintains appropriate professional boundaries and role as defined by discipline (e.g., psychology, social work, counseling) and scope of practice.	✱	 Law, Regulation and Agency Policy	Ethical Practice	Maintains appropriate personal boundaries with infants/young children and families served, as established by the employing agency
1E. Deepens Knowledge and Skills Through Active Participation in Supervision or Consultation	1E.1. Actively participates in clinical consultation and/or reflective supervision that includes a) Analysis of the dynamic interactions between participants (e.g., family members, teachers, administrators, early childhood providers, consultants, institutions), b) Analysis of how race/ethnicity, primary language, culture, abilities, disposition, and life circumstances influence those interactions, and c) Engagement in explorations of the possible challenges to developmentally supportive activities.	✱	 Reflection	Contemplation	Consults regularly with supervisor, consultants, peers to understand own capacities and needs, as well as the capacities and needs of families

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
1E.	1E.1. See above.	...	 Reflection	Self Awareness	Regularly examines own thoughts, feelings, strengths, and growth areas; discussed issues, concerns, actions to take with supervisor, consultants, or peers
1E.	1E.2. Participates in regular administrative supervision that includes broad discussion of job-related responsibilities, work quality, documentation, disaggregated data collection, data collection, and other related issues.	*	 Law, Regulation & Agency Policy	Government, Law, & Regulation	Personally works within the requirements of: Federal and state law, Agency policies and practices, Professional code of conduct
1E.	1E.2. See above.	...	 Communicat- ing	Writing	Writes clearly, concisely, and with the appropriate style (business, conversational, etc) in creating notes, reports, and correspondence
1F. Adheres to Ethics and Standards of Professional Conduct	1F.1. Adheres to the ethics and standards of professional conduct (e.g., the National Association of Social Workers' Code of Ethics), and, if licensed, adheres to the requirements for maintenance of licensure.	*	 Law, Regulation & Agency Policy	Government, Law, & Regulation	Personally works within the requirements of: Federal and state law, Agency policies and practices, Professional code of conduct






IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
1F.	1F.2. Discusses confidentiality and the limits of confidentiality with program or other setting staff and families at the start of services, and, as circumstances indicate, revisits these topics during the course of consultative work.	...	 Law, Regulation & Agency Policy	Ethical Practice	Practices confidentiality of each family's information in all contexts with exception only when making necessary reports to protect the safety of a family member (eg, Children's Protective Services, Duty to Warn)
1F.	1F.3. Carries out the mandate to report suspected child abuse and neglect, and supports others in their responsibilities as mandated reporters.	*	 Law, Regulation & Agency Policy	Government, Law & Regulation	Promptly and appropriately reports harm or threatened harm to a child's health or welfare to Children's Protective Services
1F.	1F.4. Seeks continuing education experiences to enhance knowledge and skills, and stays apprised of new research, scholarship, and promising practices in IECMHC.	*	 Reflection	Personal/ Professional Development	Utilizes training and research resources to enhance service effectiveness; Keeps up-to-date on current and future trends in infant/ young child development and infant mental health practice
1F.	1F.5. Understands and explores how IECMHC aligns with the 'Diversity-Informed Tenets for Work with Infants, Children and Families.'	*	 Unique	 Unique	 Unique




IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>1G.</b> Collaborates Respectfully with Other Agencies</p>	<p>1G.1. Establishes and maintains partnerships with programs and agencies within the community serving infants, young children, and families (e.g., those involving Early Head Start, Head Start, child care, family support, early intervention, mental health treatment, child welfare) to collaborate on behalf of infants, young children, and families.</p>		 Working with Others	Collaborating	Collaborates and shares information with staff of child care, foster care, community-based programs, and other service agencies to ensure effective, coordinated services
<p><b>1H.</b> Explicitly and Intentionally Promotes Equity – from the Individual Level to the Systemic Level</p>	<p>1H.1. Partners with staff, program, other setting, and systems leaders to build more equitable systems for infants and young children by understanding the role and importance of ongoing, personal transformation; discussing explicit and implicit bias and intervening to address its behavioral manifestation; increasing positive relationships between early childhood providers, infants, young children, and families with different abilities and from different racial/ethnic and language backgrounds; continuously monitoring and using disaggregated data to identify and address disparities; and advocating for and supporting the development and implementation of policies that support positive and equitable experiences for all infants and young children.</p>		 Administration (MHM)	Program development (MHM)	Promotes relationship-focused service and infant/young child- and family-centered practice by identifying options and opportunities; Partners with agencies, programs, legislative bodies, and/or service systems to develop new services and/or achieve improvements; Advocates for funds/programming for effective service delivery to families outside of the dominant culture; Applies research findings to culturally sensitive, relationship-focused policies promoting infant mental health; Utilizes statistics and other data to assess service effectiveness and appropriate use of resources





## 2. Foundational Knowledge






Draws from a broad and diverse knowledge base to understand infants, young children, families, and program or other setting staff from diverse racial/ethnic and language backgrounds, and how they relate to one another. Turns to a variety of disciplines and theories to inform the direction of consultation.









IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>2A.</b> Understands the Multidisciplinary Body of Knowledge that Informs Consultation</p>	<p>2A.1. Appreciates and embraces multidisciplinary approaches to working with infants, young children, families, caregivers, and staff who work in programs or other settings serving infants, young children, and families, drawing on areas of study that include professional consultation, mental health, early education, early childhood development, infant and early childhood mental health, family and/or systems functioning, culture, race and equity, and antiracism approaches.</p>	<p>•••</p>	<p> Administration (MHM)</p>	<p>Program Evaluation (MHM) Program Evaluation (MHM)</p>	<p>Applies research findings to culturally sensitive, relationship-focused policies promoting infant mental health</p>
<p><b>2A.</b></p>	<p>2A.2. Understands that an infant's or young child's physical environment, experience of attachment, social relationships, race/ethnicity, primary language, culture, abilities, disposition, and life circumstances all impact behavior and social and emotional well-being. Uses this knowledge to support change in one or more of these realms to improve infant and young child outcomes.</p>	<p>* </p>	<p> Theoretical Foundations</p>	<p>Infant/Young Child Development &amp; Behavior (MHS)</p>	<p>Understands both typical and atypical development during pregnancy, infancy, and early childhood through formal observation, assessment, and in day-to-day interactions with the infant/young child and family; Understands the conditions that optimize early infant brain development Supports provision of information, guidance, and support to families related to the development and care of infants and young children to further develop parenting capabilities and the attachment relationship</p>







IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2A.	2A.2. See above.	...	 Theoretical Foundations	Cultural Humility (MHS)	Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family's culture
2A.	2A.2. See above	...	 Theoretical Foundations	Attachment, Separation, Trauma, Grief, & Loss	Supports provision of information, guidance, and support to families related to the development and care of infants and young children to further develop parenting capabilities and the attachment relationship
2A.	2A.3. Understands mental health concepts and psychological processes related to adults and adult functioning, including how caregivers' current and historical access to opportunities and resources and their experiences with discrimination impact mental health. Understands parallel process (i.e., how relationships between an IECMH consultant and staff or caregivers impacts relationships between staff or caregivers and infants, young children, and families), the ways in which a caregiver's experiences can affect their interpretation of an infant's or young child's behavior, and experiences with or responses to trauma.	...	 Theoretical Foundations	Psychotherapeutic and Behavioral Theories of Change (MHS)	Develops service plans that take into account the unique needs, desires, history, lifestyle, concerns, strengths, resources, cultural community, and priorities of each infant/young child and family




IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2A.	2A.3. See above.	...	 Reflection	Parallel Process	Recognizes and responds appropriately to parallel process
2A.	2A.4. Understands the impact of trauma (including racialized, historical trauma and family violence) on infant/young child and family development and can educate others about trauma-informed approaches as needed.	*	 Theoretical Foundations	Attachment, Separation, Trauma, Grief, & Loss	Supports parent-infant/young child relationship-based therapies and practices to explore issues including attachment, separation, trauma, and loss that affect the development and care of the infant/young child
2A.	2A.4. See above.	...	 Working with Others	Consulting (MHM)	Training/coaching of caregivers and/or other professionals (eg, child care teacher, foster parent, health, mental health, legal)
2A.	2A. 5. Understands the impact of systemic racism, discrimination, and individual prejudices and microaggressions on infants', young children's, and families' experiences, and can educate others about anti-racism approaches.	*	 Theoretical Foundations	Attachment, Separation, Trauma, Grief, & Loss	Supports parent-infant/young child relationship-based therapies and practices to explore issues including attachment, separation, trauma, and loss that affect the development and care of the infant/young child







IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2A.	2A.6. Understands how caregiver attitudes and behaviors influence infants and young children, and works to ensure that caregivers understand the potential consequences of their attitudes and behaviors.	✱	 Theoretical Foundations	Relationship-Focused, Therapeutic Practice (MHS)	Engages in parent-infant/young child relationship-based therapies and practices to explore issues (including attachment, separation, trauma, loss) that affect the development and care of the infant/young child
2A.	2A.6. See above.	...	 Direct Service Skills	Developmental Guidance (MHS)	Uses multiple strategies to help parents/caregivers to a) understand their role in the social and emotional development of infants and young children, b) understand what they can do to promote health, language, and cognitive development in infancy and early childhood, and c) find pleasure in caring for their infants/young children
2A.	2A.7. Understands the root causes of the disparities in the ways that infants and young children are disciplined. Understands how bias and applying a deficit-based perspective influence perceptions of infant and young child behavior; disciplinary decisions; and infant, young child, and family well-being.	✱	 Unique	 Unique	 Unique





IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2A.	2A.8. Has broad knowledge of culturally responsive social and emotional curricula, screening tools, frameworks, and resources, and understands equitable implementation of such curricula and tools.	...	 Direct Service Skills	Screening & Assessment	Conducts observations, discussions, and formal and informal assessments of infant/young child development, in accordance with established practice
2A.	2A.9. Understands adult learning theory (i.e., concepts related to how adults learn best) as it relates to families and staff.	...	 Theoretical Foundations	Adult Learning Theory and Practice (MHM)	Understands family relationship development, with sensitivity to cultural differences
2A.	2A.10. Understands basic principles of organizational or systems psychology as they relate to the programs or other settings in which consultation takes place.	...	 Unique	 Unique	 Unique
2A.	2A.11. Recognizes and respects child and family culture, families' knowledge, sources of strength and resilience, and routes to healing within diverse families and communities.[2] [2] Irving Harris Foundation. 2018. Diversity-Informed Tenets for Work with Infants, Children and Families. Chicago, IL: Irving Harris Foundation.	*	 Theoretical Foundations	Cultural Humility	Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family's culture













IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>2B.</b> Understands the Nature of and Influences on Development</p>	<p>2B.1. Understands the importance of the developing self-regulation, social relationships, communication, representational thinking, and executive function abilities for school readiness.</p>		 Theoretical Foundations	Infant/Young Child Development & Behavior	Identifies both typical and atypical development during pregnancy, infancy, and early childhood through formal observation, assessment, and in day-to-day interactions with the infant/young child and family; Understands the conditions that optimize early infant brain development
<p><b>2B.</b></p>	<p>2B.2. Understands the interplay of genes and experiences on development—that both the infants or young child’s constitutional nature (including temperament) and aspects of the environment (e.g., the functioning of caregivers, the presence of risk and protective factors) play a role in determining the course of development. Understands the impact of experiences of prejudice or discrimination.</p>		 Theoretical Foundations	Infant/Young Child Development & Behavior	Identifies both typical and atypical development during pregnancy, infancy, and early childhood through formal observation, assessment, and in day-to-day interactions with the infant/young child and family; Understands the conditions that optimize early infant brain development
<p><b>2B.</b></p>	<p>2B.3. Understands that development is a transactional phenomenon, within which infants and young children experience attachment relationships with primary caregivers that play a critical foundational role in development. Understands the potential negative impact of caregiver history, multiple separations, relational disruptions, caregiver depression, and loss.</p>		 Theoretical Foundations	Infant/Young Child Development & Behavior	Identifies both typical and atypical development during pregnancy, infancy, and early childhood through formal observation, assessment, and in day-to-day interactions with the infant/young child and family




IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2B.	2B.3. See above.	...	 Theoretical Foundations	Infant/Young Child Development & Behavior	Supports parent-infant/young child relationship-based therapies and practices to explore issues including attachment, separation, trauma, and loss that affect the development and care of the infant/young child
2B.	2B.4. Understands the potentially positive and protective role of grandparents and extended family, siblings, peers, and group interactions on early development and emotional well-being.	...	 Theoretical Foundations	Family Relationships & Dynamics	Understands family relationship development, with sensitivity to cultural differences
2B.	2B.5. Understands typical and atypical growth and development of infants and young children. Has an in-depth knowledge of the general sequence of developmental milestones in all domains, including those connected to cognitive and social and emotional development, communication, sensory-motor processing, self-regulation, physical development, and play.	*	 Theoretical Foundations	Infant/Young Child Development & Behavior	Identifies both typical and atypical development during pregnancy, infancy, and early childhood through formal observation, assessment, and in day-to-day interactions with the infant/young child and family; Understands the conditions that optimize early infant brain development





IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2B.	2B.6. Recognizes risk factors associated with trauma as they relate to environmental, situational, and interpersonal contexts, and understands the role of protective factors in ameliorating impacts on infant and early childhood development.		 Theoretical Foundations	Disorders of Infancy/Early Childhood	Recognizes risks and disorders of infancy/early childhood conditions that require the assistance of other professionals from health, mental health, education, and child welfare systems
2B.	2B.6. See above.		 Theoretical Foundations	Attachment, Separation, Trauma, Grief & Loss (MHM)	Supports informal and formal observations and assessments to identify capacities and strengths, as well as relationship disturbance, disorders, risks, developmental delays, and/or emotional disturbances in infants and young children served
2B.	2B.7. Understands the many ways in which current and historical inequities (racism, homophobia, sexism, able-ism, and other forms of systemic oppression) can negatively impact families' access to resources, adult-infant/young child relationships and infant and early childhood development.		 Theoretical Foundations	Infant/Young Child Development & Behavior	Understands the conditions that optimize early infant brain development

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2B.	2B.7. See above.	...	 Theoretical Foundations	Attachment, Separation, Trauma, Grief & Loss (MHM)	Supports informal and formal observations and assessments to identify capacities and strengths, as well as relationship disturbance, disorders, risks, developmental delays, and/or emotional disturbances in infants and young children served
2C. Understands the Importance and Power of Culture	2C.1. Understands and supports cultural variations in development, child-rearing practices, and caregiver expectations.	✳	 Theoretical Foundations	Cultural Humility (MHM)	Understands family relationship development, with sensitivity to cultural differences
2C.	2C.2. Recognizes the biological, psychological, social, and spiritual context of culture and its influence on values, beliefs, child-rearing practices, infant and early childhood development, and social and emotional health and well-being.	...	 Theoretical Foundations	Cultural Humility (MHM)	Understands family relationship development, with sensitivity to cultural differences
2D. Understands the Importance of Self-Awareness and the Nature of Reflective Practice	2D.1. Understands the importance of examining values, beliefs, privilege, biases, assumptions, and experiences to ensure that misinterpretation or judgment is not imposed on others' intentions and actions.	...	 Reflection	Self Awareness	Regularly examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns, actions to take with supervisor, consultants, or peers

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2D.	2D.1. See above.	...	 Reflection	Emotional Response	Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/young child/family work and recognize areas for professional/personal development
2D.	2D.2. Understands the impact of unconscious bias in interpersonal interactions and decision making.	...	 Unique	 Unique	 Unique
2D.	2D.3. Understands the importance of assisting others in reflecting on and examining their own values, beliefs, privilege, biases, assumptions, and experiences; supporting them in regulating their emotions; and helping them accurately perceive the meaning of others' behavior (specifically, the behavior of infants, young children, families, and co-workers).	*	 Reflection	Parallel Process (MHM)	Encourages others (peers, supervisees, etc) to examine their own thoughts, feelings, and experiences in determining actions to take
2D.	2D.3. See above.	...	 Direct Service Skills	Reflective Supervision (MHM)	Promotes reflective supervision

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2D.	2D.4. Recognizes the value of using self-reflection to maintain awareness of thoughts, emotions, and visceral reactions in response to consultees and families, and the importance of understanding these thoughts, emotions, and reactions as personal information to be processed and explored.	...	 Reflection	Curiosity	Remains open and curious
2D.	2D.4. See above.	...	 Reflection	Emotional Response	Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/young child/family work and recognize areas for professional/personal development
2D.	2D.5. Embraces the importance of seeking to understand the perspectives and experiences of others in the context of consultation.	*	 Communicat- ing	Listening	Actively listens to others and clarifies others' statements to ensure understanding
2D.	2D.6. Understands the importance of clinical supervision, consultation, and reflective supervision, and values them as critical components that support the provision of effective consultation.	...	 Direct Service Skills	Reflective Supervision (MHM)	Promotes reflective supervision

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>2E.</b> Understands the Functioning of and Relationships Between Families, Caregivers, IECMH Consultants, and Systemstive Practice</p>	<p>2E.1. Understands the value of support networks. Recognizes barriers and challenges to service acquisition for families, especially those who are isolated or face discriminatory practices due to race/ethnicity, disability, language or immigration status.</p>	<p>...</p>	<p> Working with Others</p>	<p>Supporting Others/Mentoring (MHS)</p>	<p>Encourages parents to share with other parents (e.g., through nurturing programs, parent-child interaction groups)</p>
<p><b>2E.</b></p>	<p>2E.1. See above.</p>	<p>...</p>	<p> Systems Expertise</p>	<p>Service Delivery Systems</p>	<p>Assists families to anticipate, obtain, and advocate for concrete needs and other services from public agencies and community resources</p>
<p><b>2E.</b></p>	<p>2E.2. Understands parallel process (i.e., how the relationship between an IECMH consultant and the staff or caregivers impacts the relationships between the staff or caregivers and infants or young children and families).</p>	<p>*</p>	<p> Reflection</p>	<p>Parallel Process (MHS)</p>	<p>Recognizes and responds appropriately to parallel process</p>

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
2E.	2E.3. Understands that the quality of relationships among adults (between staff members and/or between staff members and families) influences infants' and young children's experiences .		 Working with Others	Building & Maintaining Relationships (MHM)	Builds and maintains effective interpersonal relationships with a broad range of people including families, colleagues, agency and community representatives, and/or legislators, as the individual role requires by: a) Being proactive in establishing connections, b) Sharing information, c) Partnering on projects; and d) Identifying and reaching out to families of cultures no being served or understood
2E.	2E.4. Understands the importance of self-care and the value of offering information to families and staff on the connection between self-care and the ability to build successful relationships with others.		 Working with Others	Empathy & Compassion	Works with and responds to families and colleagues in a tactful and understanding manner; Provides emotional support to parents/ caregivers and children when sad/distressed














### 3. Equity and Inclusion




Understands broad and local historical and systemic dynamics that have generated racialized disparities in outcomes for infants, young children, and families. Works with others to improve their understanding of how infant, young child and adult race/ethnicity, primary language, culture (beliefs, values, voice, communication style, behavioral norms, and attitudes), abilities, biases, disposition, and life circumstances(e.g., poverty and domestic violence) impact the learning environment. Additionally, understands how adult- infant/





young child interactions shape the quality of relationships, infants' and young children's learning experiences, and disciplinary decisions but also how contextual variables such as community context, history, and systems shape adults' and infants'/young children's experiences. Explicitly and intentionally acts on this understanding to create equitable and positive experiences for all infants and young children, including those from historically marginalized and oppressed communities.










IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>3A.</b> Demonstrates an Awareness of Race and Racism, Cultural Variation, and Normative Differences in Family Structure</p>	<p>3A.1. Understands how systemic racism, discrimination, and individual prejudices and microaggressions affect infant, young child and family well-being.</p>	<p>• • •</p>	<p> Theoretical Foundations</p>	<p>Attachment, Separation, Trauma, Grief, &amp; Loss (MHS)</p>	<p>Supports parent-infant/ young child relationship-based therapies and practices to explore issues including attachment, separation, trauma, and loss that affect the development and care of the infant/ young child</p>
<p><b>3A.</b></p>	<p>3A.2. Understands how culture shapes interactions and relationships, family structures, behaviors, and development.</p>	<p>• • •</p>	<p> Theoretical Foundations</p>	<p>Family Relationships &amp; Dynamics (MHM)</p>	<p>Understands family relationship development, with sensitivity to cultural differences</p>
<p><b>3A.</b></p>	<p>3A.2. See above.</p>	<p>• • •</p>	<p> Theoretical Foundations</p>	<p>Cultural Humility</p>	<p>Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family's culture</p>

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
3A.	3A.3. Can define and demonstrate cultural sensitivity (including an understanding of issues related to the languages that young children and families speak), and is able to describe its relevance to IECMHC. Appreciates culture and resilience as sources of strength.	...	 Unique	 Unique	 Unique
3A.	3A.4. Demonstrates an appreciation of the unique values and beliefs of each family and each family's structure, and can work effectively with infants, young children, and families from a range of backgrounds.	...	 Theoretical Foundations	Cultural Humility	Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family's culture
3A.	3A.5 Demonstrates the skills to identify and address implicit bias in practice. Identifies and can effectively discuss program, other setting, local, state, or other system policies that disproportionately disadvantage one group of young children or families (including disciplinary policies and policies that discriminate against young children and families who do not speak English).	...	 Administration (MHM)	Program Evaluation (MHM)	Applies research findings to culturally sensitive, relationship-focused policies promoting infant and early childhood mental health
3A.	3A.6. Can identify specific strategies to address inequities in practice and in policy. Can support others' efforts to recognize and address inequities.	...	 Unique	 Unique	 Unique

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
3A.	3A.7. Demonstrates the ability to explore and negotiate cultural differences, to value and adapt to the diverse cultural contexts of programs or other settings and communities served, and to work effectively with individuals, groups, organizations, and systems that vary in cultures, values, beliefs, privilege, biases, and experiences.	...	 Working with Others	Building & Maintaining Relationships (MHM)	Builds and maintains effective interpersonal relationships with a broad range of people including families, colleagues, agency and community representatives, and/or legislators, as the individual role requires by: a) Being proactive in establishing connections, b) Sharing information, c) Partnering on projects; and d) Identifying and reaching out to families of cultures not being served or understood
3B. Demonstrates Self-Awareness	3B.1. Explores own and others' values, beliefs, background, privilege, biases, assumptions, and experiences in a way that enhances the effectiveness of consultation in diverse communities.	...	 Reflection	Contemplation	Regularly examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns, actions to take with supervisor, consultants, or peers
3B.	3B.1. See above.	...	 Reflection	Personal/ Professional Development (MHM)	Uses results of reflection to identify areas for personal development; identifies and participates in value-added learning activities

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
3B.	3B.2. Demonstrates the capacity for self-awareness in regard to bias, privilege, deficit-based perspectives of families and infants and young children, and other cultural issues (i.e., the ability to recognize how culturally influenced experiences shape personal and professional behavior and attitudes, including those connected to how interactions with others unfold and are perceived).	...	 Reflection	Self-Awareness	Seeks a high degree of congruence between self-perception and the way others perceive them
3B.	3B.3. Demonstrates the capacity to address such biases and deficit based perspectives. Is alert to discomforts and emotional responses when cultural, race, diversity issues arise.	...	 Reflection	Emotional Response	Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work and recognize areas for professional and/or personal development
3B.	3B.3. See above.	...	 Reflection	Curiosity	Remains open and curious
3B.	3B.4. Demonstrates the ability to recognize personal limitations in knowledge of particular cultures, and seeks to learn more about different cultures.	✱	 Reflection	Maintaining perspective	Sees and can explain the interactions of multiple factors and perspectives

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
3B.	3B.4. See above.	...	 Reflection	Emotional Response	Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work and recognize areas for professional and/or personal development
3C. Promotes Cultural Responsiveness in Practices, Policies, and Procedures	3C.1. Supports staff in speaking with families in their preferred language and in using culturally responsive professional interpreters when same-language communication is not an option.	...	 Leading People (MHM)	Developing Talent (MHM)	Coaches novice practitioners, students, colleagues, reporting employees, and clients in a range of skills to help them become culturally sensitive individuals
3C.	3C.1. See above.	...	 Communicat- ing	Speaking	Obtains translation services as necessary to ensure effective communication with families who may experience a communication barrier

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
3C.	3C.2. Works with programs and other settings to promote cultural sensitivity so that language and culture are respected, families are provided with culturally and linguistically appropriate materials, and staff are offered training opportunities focused on increased cultural responsiveness.	✳	 Administration (MHM)	Program Development (MHM)	Advocates for funds/ programming for effective service delivery to families outside of the dominant culture
3C.	3C.2. See above.	...	 Theoretical Foundations	Infant/Young child & Family-Centered Practices	Provides information, guidance, and support to families related to the development and care of infants/young children to further develop parenting capabilities and the parent-infant/young child relationship and ensures that information is provided in the family's language
3C.	3C.3. Supports the capacity of others to work cross-culturally with the goal of positively influencing practice, policymaking, administrative functioning, and service delivery. Works to systematically involve families, key stakeholders, and communities in these efforts.	...	 Reflection (MHM)	Contemplation (MHM)	Modifies policies and procedure to enhance service effectiveness and appropriate use of resources
3C.	3C.3. See above.	...	 Working with others	Building and Maintaining Relationships (MHM)	Builds and maintains effective interpersonal relationships with families and professional colleagues by respecting and promoting the decision-making authority of families













## 4. Reflective Practice









Thinks about and questions personal biases, assumptions, and experiences before, during, and/or after consultative interactions. Considers the influences on and perspectives of others (e.g., infant, young child, family, staff) in the context of consultation, including how these may vary based on infant, young child, family, staff, and consultant ability, race/ethnicity, and language background (i.e., “what might this experience have been like for the infant, young child, staff member, or caregiver?”). Promotes reflective practice with





consultees, using this experience-based learning to support consultees’ professional growth and development. Commits to a journey of ongoing self-exploration to understand how one’s culture, background, race, and other social identities (including issues related to privilege and power) impact the way IECMH consultants see themselves and others.















IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
4A. Uses Self-Reflection to Enhance Consultation	4A.1. Understands, can describe, and values the importance and benefits of reflective practice.		 Reflection	Emotional Response	Uses reflective practice throughout work to understand own emotional response to infant/family work and recognize areas for professional and/or personal development
4A.	4A.1. See above.		 Direct Service Skills	Reflective Supervision (MHM)	Promotes reflective supervision
4A.	4A.2. Regularly reflects on values, beliefs, biases, assumptions, and experiences as they influence interactions, relationships, and the directions that consultation may take.		 Reflection	Contemplation	Regularly examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns, actions to take with supervisor, consultants, or peers
4A.	4A.2. See above.		 Reflection	Self-awareness	Seeks a high degree of congruence between self-perception and the way others perceive them
4A.	4A.3. Reflects on biases and can recognize when biases may negatively impact effective consultation. Works to explore personal implicit biases, and takes steps to make objective decisions.		 Unique	 Unique	 Unique

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
4A.	<p>4A.4. Reflects on culture, values, belief, and backgrounds, privilege, biases, assumptions, and experiences including the impact of experience with racism, classism, sexism, able-ism, homophobia, xenophobia, and/or other systems of oppression in order to provide diversity-informed and culturally attuned services.</p> <p>Irving Harris Foundation. 2018. Diversity-Informed Tenets for Work with Infants, Children and Families. Chicago, IL: Irving Harris Foundation.</p>	...	 Unique	 Unique	 Unique
4A.	<p>4A.5. Uses self-reflection to maintain awareness of thoughts, emotions, and visceral reactions that regularly inform and can enhance the quality of consultative work.</p>	...	 Reflection	Emotional response	Uses reflective practice throughout work to understand own emotional response to infant/family work and recognize areas for professional and/or personal development
4A.	<p>4A.6. Reflects on and explores a wide variety of approaches to working with staff, families, and infants or young children, and understands that there is no single correct strategy (or any quick fixes) when it comes to change and growth.</p>	*	 Thinking	Maintaining Perspective	Sees and can explain the interactions of multiple factors and perspectives; Assigns priorities to needs, goals, and actions
4A.	<p>4A.7. Explores and reflects on views and values related to equity; and particularly racial-equity-related issues and how these views influence us individuals, organizations and systems.</p>	...	 Unique	 Unique	 Unique

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
4A.	4A.8. Reflects on and utilizes "location of self" (i.e., acknowledging our multiple selves and how we make them explicit) orientation by reflecting with supervisor and colleagues on how one's cultural identities (e.g., gender, race, class, religion, sexual orientation, immigration status) might influence consultative relationships.	...	 Reflection	Contemplation	Regularly examines own thoughts, feelings, strengths, and growth areas and discusses issues, concerns, and actions to take with supervisor, consultants, and peers
4B. Assists Others in Reflecting	4B.1. Encourages staff and families to become aware of behaviors that stir up strong feelings and reactions, and assists them in identifying the origins of those feelings and reactions so that they can respond to families, caregivers, and/or infants and young children compassionately and effectively.	*	 Reflection	Personal/ Professional Development (MHM)	Nurtures in novice practitioners, students, and other colleagues the capacity to use results of reflection to identify areas for personal development; identify and participate in value-added learning activities
4B.	4B.1. See above.	...	 Working with Others	Empathy & Compassion (MHM)	Promotes supervisory relationship in which the supervisee can explore ideas, reflect about cases, and grow
4B.	4B.2. Supports staff and families in understanding how their values, beliefs, backgrounds, privilege, biases, assumptions, and experiences—along with factors connected to specific settings—play a role in influencing infants' and young children's behavior.	*	 Direct Service Skills	Reflective Supervision (MHM)	Enables supervisees to use the supervisory/consultative relationship to reflect upon direct work with families including observation of own feelings and thoughts regarding the selection and use of clinical interventions in various settings

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
4B.	4B.2. See above.	...	 Reflection	Parallel Process (MHM)	Recognizes and responds appropriately to parallel process
4B.	4B.3. Seeks to engender curiosity through carefully timed, nonjudgmental inquiry. Uses listening, patience, and reflection to encourage others to explore possibilities for approaching challenges and supporting growth and well-being.	...	 Direct Service Skills	Reflective Supervision (MHM)	Enables supervisees to use the supervisory/consultative relationship to reflect upon direct work with families including observation of own feelings and thoughts regarding the selection and use of clinical interventions in various settings
4B.	4B.3. See above.	...	 Reflection	Curiosity (MHM)	Nurtures in novice practitioners, students, and other colleagues the capacity to remain open and curious
4B.	4B.4. Collaborates with others to explore how they can regulate their emotions, engage in self-care, reduce stress, strengthen coping mechanisms and resilience, and aim for life balance even in the face of difficult circumstances.	...	 Working with others	Supporting Others (MHM)	Promotes supervisory relationship in which the supervisee can explore ideas, reflect about cases, and grow







IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
4B.	4B.5. Provides individual and group opportunities for staff to engage in reflection in regard to values, beliefs, backgrounds, privilege, biases, assumptions, and experiences when they are working in a supportive role with families.	...	 Direct Service Skills	Reflective Supervision (MHM)	Enables supervisees to use the supervisory/consultative relationship to reflect upon direct work with families including: 1) observation of own feelings and thoughts regarding the selection and use of clinical interventions in various settings; and 2) effects of treatment on relationships and specific interventions
4B.	4B.6. Assists others in reflecting on the strengths and limitations of the program or other setting in which they work or live (e.g., an agency, classroom, program, other setting, home) and to explore how that program or other setting impacts possibilities for and approaches to supporting children, families, and/or staff.	*	 Unique	 Unique	 Unique
4B.	4B.7. Supports others' (including colleagues' and consultees') developing capacities to explore equity issues and their influence in the population IECMH consultants serve as well as the role consultants play in upholding or dismantling inequitable systems and practices. Encourages deep conversations about race, diversity and inclusion to raise awareness and to support equity in all work interactions.	...	 Working with others	Consulting (MHM)	Provides expert advice, testimony, and/or recommendations to programs, agencies, legislative bodies, and service systems, taking into account needs, goals, context, and constraints to advocate for policy, program, and/or system improvements

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
4B.	4B.8. Reflects with supervisor and colleagues on how to leverage opportunities to be a voice for equity in one's own organization and the broader community.	...	 Administration (MHM)	Program development (MHM)	Advocates for funds/ programming for effective service delivery to families outside of the dominant culture




## 5. Child- and Family-Focused Consultation







Collaborates with families and/or program or other setting staff to understand and respond effectively to an infant's, young child's, or caregiver's mental health needs, behavioral difficulties, and/or developmental challenges. Partners respectfully with families and staff to understand the context and nature of a particular family's life to enhance the infant's or young child's and family's well-being.















IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<b>5A.</b> Values and Promotes the Power of Relationships and the Importance of Relationship-Building	5A.1. Demonstrates an ability to honor family strengths, perspectives, and expertise, and assists others in valuing and supporting family relationships as the first and primary relationships in an infant's or young child's life.	...	 Theoretical Foundations	Infant/Young Child & Family-Centered Practices	Supports and reinforces each parent's strengths, emerging parenting competencies, and positive parent-infant/young children interactions and relationships
<b>5A.</b>	5A.2. Supports program or other setting staff in developing trusted and respectful relationships with families.		 Working with others	Coaching & Mentoring (MHM)	As an expert resource, provides guidance and feedback to novice staff, graduate students and other colleagues as requested
<b>5A.</b>	5A.2. See above.	...	 Direct Service Skills	Responding with Empathy	Establishes trusting relationship that supports the parent(s) and infant/young child in their relationship with each other and facilitates needed change
<b>5A.</b>	5A.3. Gathers (or supports staff in helping to gather) family- and infant- or young child-related information in a manner that is nonthreatening, respectful, collaborative, and supportive.		 Direct Service Skills	Observation and Listening	Observes the parent(s) or caregiver(s) and infant/young child together to understand the nature of their relationship, culture, developmental strengths, and capacities for change












IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
5A.	5A.3. See above.	...	 Direct Service Skills	Screening and Assessment	Conducts observations, discussions, and formal and informal assessments of infant/young child development, in accordance with established practice
5A.	5A.4. Facilitates understanding, mutual respect, and direct communication between families and staff and among members of the early childhood community.	...	 Working with others	Building & Maintaining Relationships (MHM)	Builds and maintains effective interpersonal relationships with a broad range of people including families, colleagues, agency and community representatives, and/or legislators, as the individual role requires by: a) Being proactive in establishing connections, b) Sharing information, and c) Identifying and reaching out to families of cultures not being served or being underserved
5A.	5A.5. Engages warmly and flexibly with ECE/HV staff and families in order to consider the meaning of a particular behavior.	*	 Working with others	Supporting Others/Mentoring	Works with and responds to families and colleagues in a tactful and understanding manner

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>5B.</b> Works Collaboratively to Understand an Infant's and Young Child's Behavior</p>	<p>5B.1. Collaborates with families and staff to develop a working hypothesis about the meaning of an infant's or young child's behavior, including social and emotional, relational, cultural, and family factors; physical and/or medical issues; environmental factors and setting events (such as a history of exposure to trauma); and/or developmental vulnerabilities that may play a role in that behavior. Recognizes the need to revise that hypothesis, over time, as new information emerges and in the face of conflicting and/or additional information.</p>		 Direct Service Skills	Intervention/Treatment Planning	Interprets information (including family perceptions and priorities) from observations, discussions, and formal and informal assessments to: a) Identify and share feedback with the parent(s) or caregiver(s) the strengths, capacities, needs and progress of the infant/young child and family/caregivers, and b) Develop mutually agreed upon service plans incorporating explicit objectives and goals
<p><b>5B.</b></p>	<p>5B.2. Demonstrates an ability to pay close attention to the relationships and interactions between staff, family members, and the infant or young child—and between that infant or young child and his or her peers—and to consider how those interactions may impact infant or young child and family well-being.</p>		 Reflection	Parallel Process (MHS)	Recognizes and responds appropriately to parallel process
<p><b>5B.</b></p>	<p>5B.2. See above.</p>		 Direct Service Skills	Observation & Listening	Formally and informally observes the parent(s) and/or caregiver(s) and infant/young child to understand the nature of their relationship, developmental strengths, and capacities for change

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
5B.	5B.3. Considers and encourages others to consider information from families (including information about family history and culture), from staff and from observations and documentation (e.g., health records, anecdotal notes, assessments, reports).		 Theoretical Foundations	Infant/Young Child & Family-Centered Practice	Develops service plans that take into account the unique needs, desires, history, lifestyle, concerns, strengths, resources, cultural community, and priorities of each infant/young child and family
5B.	5B.4. Uses a variety of observation strategies, tools, and recording techniques to gain insight into an infant's or young child's behavior and the relational influences on their functioning.		 Direct Service Skills	Observation and Listening (MHM)	Interprets information (including family perceptions & priorities) from observations, discussions, and formal and informal assessments to a) identify and share feedback with the parent(s) or caregiver(s) the strengths, capacities, needs and progress of the infant/young child and family/caregivers and b) develop mutually agreed upon service plans incorporating explicit objectives and goals
5B.	5B.5. Helps families and staff understand all the influences on their view of the infant or young child (e.g., cultural, historical, and interpersonal factors; exposure of the infant, young child, or family to trauma; programmatic issues).		 Unique	 Unique	 Unique

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
5C. Supports and Facilitates Plan Development and Implementation on Child's Behavior	5C.1. Integrates information and, considering both context and available resources, collaborates with staff and families to develop a plan that addresses infant or young child, family, and staff needs in a culturally sensitive manner. Demonstrates the demeanor and skills embodied by this stance.	✱	 Direct Service Skills	Screening & Assessment	Conducts formal and informal assessments of infant/young child development, in accordance with established practice
5C.	5C.1. See above.	...	 Theoretical Foundations	Infant/Young Child & Family-Centered Practice	Develops service plans that take into account the unique needs, desires, history, lifestyle, concerns, strengths, resources, cultural community, and priorities of each infant/young child and family
5C.	5C.2. Assists and supports families and staff so that collaboratively developed plans for infants or young children involve interventions that reflect best practice (i.e., are developmentally appropriate and, when possible, evidence-based).	...	 Direct Service Skills	Intervention/Treatment Planning (MHS)	Helps parents identify goals and activities that encourage interaction and can be woven into the daily routines of the infant/young child and family
5C.	5C.3. Works in collaboration with other service providers to support families and staff (e.g., Part C, Early Intervention).	...	 Working with Others	Collaborating	Collaborates and shares information with staff of child care, foster care, community-based programs, and other service agencies to ensure effective, coordinated services

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>5D.</b> Supports and Facilitates Referrals, Service Provision, and Community Collaboration g Child's Behavior</p>	<p>5D.1. Partners with staff and families in order to identify and facilitate appropriate referrals for specific infants, young children and families, for medical, developmental, mental health, and/or other needs.</p>		 Theoretical Foundations	Disorders of Infancy/Early Childhood	Recognizes risks and disorders of infancy/early childhood that require the assistance of other professionals from health, mental health education, and child welfare systems
<p><b>5D.</b></p>	<p>5D.1. See above.</p>		 Systems Expertise	Community Resources	Works collaboratively with and makes referral to other service agencies to ensure that the child(ren) and family receive services for which they are eligible and that the services are coordinated
<p><b>5D.</b></p>	<p>5D.2. Works to ensure that referrals meet the diverse needs of families, with particular consideration given to issues concerning resources, culture, and language.</p>		 Systems Expertise	Service Delivery Systems	Assists families to anticipate, obtain, and advocate for concrete needs and other services from public agencies and community resources
<p><b>5D.</b></p>	<p>5D.2. See above.</p>		 Communicat- ing	Listening/ Speaking	Obtains translation services as necessary to ensure effective communication with families who may experience a communication barrier







IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
5D.	5D.3. Establishes and maintains positive relationships with other professionals and agencies within the community, tribe, or state, and collaborates(or helps program or other setting staff to collaborate) with all parties involved to facilitate referrals and coordinate services.	...	 Working with Others	Building & Maintaining Relationships (MHM)	Builds and maintains effective interpersonal relationships with a broad range of people including families, colleagues, agency and community representatives, and/or legislators, as the individual role requires by: a) Being proactive in establishing connections, b) Sharing information, and c) Identifying and reaching out to families of cultures not being served or being underserved

## 6. Classroom- and Home- Focused Consultation





Collaborates with caregivers and program staff to promote equitable, warm, and trusting relationships, consistent routines, and development-enhancing interactions that positively impact classroom and home climates. Understands and values the roles culture and language play in supporting infants' and young children's social and emotional development, and incorporates family's culture and primary language into classrooms and homes to build continuity in the learning experiences for infants and young children between the classroom and home. Takes time to understand how race/ethnicity,



primary language, and abilities influence the family's experiences and the classroom's and system's role in oppressing or supporting wellness. Resists applying a deficit-based perspective to infants, young children, and families who are from historically marginalized and oppressed communities by committing to learning about authentic community strengths and adaptive responses to poverty, historical trauma, and other racialized experiences.











IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>6A.</b> Promotes Secure and Supportive Relationships Between Infants and Young Children and Adults that Respect the Cultures, Languages, and Abilities of Each Family</p>	<p>6A.1. Helps families and staff deepen their understanding of how the quality of adult-infant/young child relationships impacts the way that infants and young children experience themselves in various settings, learn expectations, and understand how to interact and get along with others.</p>		 Direct Service Skills	Developmental Guidance (MHS)	Uses multiple strategies to help parents/caregivers to a) Understand their role in the social and emotional development of infants and young children, b) Understand what they can do to promote health, language, and cognitive development in infancy and early childhood, and c) Find pleasure in caring for their infants/young children
<p><b>6A.</b></p>	<p>6A.2. Helps families and staff understand and use (or, in the case of HV staff, support families in using) the power of positive relationships and adult-infant/young child interactions to support growth and development.</p>		 Theoretical Foundations	Relationship-Focused, Therapeutic Practice	Supports and reinforces each parent's [caregiver's] strengths, emerging competencies, and positive interactions and relationships
<p><b>6A.</b></p>	<p>6A.2. See above.</p>		 Theoretical Foundations	Relationship-Focused, Therapeutic Practice (MHM)	Promotes services that reinforce and nurture the caregiver-infant/young child relationship








IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
6A.	6A.3. Offers insight into the role of positive sibling, peer, and group interactions in promoting infants' and young children's growth and well-being. Supports families and staff in promoting, fostering, and/or engaging in such interactions. Suggests, as needed, a range of strategies that honor varying cultural perspectives, and promote successful give-and-take with peers.	...	 Theoretical Foundations	Family Relationships & Dynamics	Shares with families an understanding and appreciation of family relationship development
6A.	6A.3. See above.	...	 Direct Service Skills	Responding with Empathy	Effectively implements relationship-focused, therapeutic parent-infant/young child interventions that enhance the capacities of parents [caregivers] and infants/young children
6A.	6A.4. Supports the development of and addresses impediments to positive relationships between (1) families and program staff, (2) program team members, (3) early childhood professionals, such as ECE teacher, early childhood providers, ECE administrators, HV staff and their peers and supervisors, and child welfare workers and supervisors.	*	 Thinking	Solving Problems	Generates new insights and workable solutions to issues related to effective, relationship-focused, family-centered care
6A.	6A.4. See above.	...	 Working with Others	Consulting (MHM)	Training/coaching of caregivers and/or other professionals (eg, child care teacher, foster parent, health, mental health, legal)

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>6B.</b> Supports Families and Staff in Understanding the Nature of Development and Possibilities for Developmental Support</p>	<p>6B.1. Shares information about how infants and young children learn and develop and the role that culture plays in their development and learning in a way that families and staff can understand, embrace, and use.</p>	<p>...</p>	<p> Direct Service Skills</p>	<p>Developmental Guidance (MHS)</p>	<p>Uses multiple strategies to help parents/caregivers to a) understand their role in the social and emotional development of infants and young children, b) understand what they can do to promote health, language, and cognitive development in infancy and early childhood, and c) find pleasure in caring for their infants/young children</p>
<p><b>6B.</b></p>	<p>6B.1. See above.</p>	<p>...</p>	<p> Theoretical Foundations</p>	<p>Cultural Humility (MHS)</p>	<p>Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family's culture</p>

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
6B.	6B.2. Fosters families' and staff's abilities to promote and facilitate the development of infants' and young children's relational capacities and social and emotional learning, including their capacities for connection and self-regulation.		 Direct Service Skills	Developmental Guidance (MHS)	Uses multiple strategies to help parents/caregivers to a) understand their role in the social and emotional development of infants and young children, b) understand what they can do to promote health, language, and cognitive development in infancy and early childhood, and c) find pleasure in caring for their infants/young children; Uses toys, books, media, etc as appropriate to support developmental guidance
6C. Supports Families and Staff in Providing or Encouraging Consistent Routines and Developmentally Appropriate and Culturally Responsive Interactions and Practices	6C.1. Supports families and staff in initiating, modifying, and/or supporting routines to promote safety and consistency in developmentally appropriate and culturally meaningful ways.		 Direct Service Skills	Developmental Guidance (MHM)	Helps parents [caregivers] identify goals and activities that encourage interaction and can be woven into the daily routines of the infant/young child and family [caregiving setting]

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
6C.	6C.2. Collaborates with families to promote practices and interactions that respect their cultural values and beliefs and are responsive to the needs of individual infants and young children and groups of infants and young children.	...	 Direct Service Skills	Observation & Listening (MHM)	Observes the parent(s) or caregiver(s) and infant/young child together to understand the nature of their relationship, culture, developmental strengths, and capacities for change
6C.	6C.2. See above.	...	 Working with Others	Collaborating	Collaborates and shares information with staff of childcare, foster care, community-based programs, and other service agencies to ensure effective, coordinated services
6C.	6C.3. Helps staff understand the impact of societal biases and prejudices on one's own interpretation of infants' and young children's interactions and behaviors (especially with infants and young children from historically marginalized and oppressed communities).	...	 Reflection	Self Awareness (MHM)	Encourages others (eg, peers, supervisees) to examine their own thoughts, feelings, and experiences in determining a course of action
6C.	6C.3. See above.	...	 Leading others (MHM)	Developing Talent (MHM)	Coaches novice practitioners, students, colleagues, reporting employees, and clients in a range of skills to help them become culturally sensitive individuals




IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>6D.</b> Fosters a Deepened Understanding of Mental Health Issues and Related Interventions (Child's Behavior) s of Each Family</p>	<p>6D.1. Assists programs or other settings and staff in selecting, suggesting, and/or implementing observation strategies, tools, assessments, and recording techniques to gain insight into the functioning and social and emotional climate of homes or classrooms, and help to identify and eliminate potential disparities by, race/ethnicity, primary language, culture, abilities, disposition, and life circumstances.</p>	<p></p>	<p> Administration (MHM)</p>	<p>Program Evaluation (MHM)</p>	<p>Identifies opportunities and needs for program improvements, expanded services, and new services; Applies research findings to culturally sensitive, relationship-focused policies promoting infant mental health</p>
<p><b>6D.</b></p>	<p>6D.2. Helps families and providers integrate ideas, activities, and resources that infuse mental health principles into the daily routines and interactions of a particular home or classroom that respect and respond to family's culture, language, and values.</p>	<p>...</p>	<p> Direct Service Skills</p>	<p>Developmental Guidance (MHS)</p>	<p>Uses toys, books, media, etc, as appropriate to support developmental guidance</p>
<p><b>6D.</b></p>	<p>6D.2. See above.</p>	<p>...</p>	<p> Direct Service Skills</p>	<p>Intervention/Treatment Planning (MHS)</p>	<p>Promotes services that reinforce and nurture the caregiver-infant/ young child relationship</p>
<p><b>6D.</b></p>	<p>6D.3. Helps providers understand mental health, trauma and healing in the context of historical, racialized trauma.</p>	<p>...</p>	<p> Direct Leading People (MHM)</p>	<p>Developing Talent (MHM)</p>	<p>Uses influencing and persuading skills, backed by own and others' expert knowledge, to promote effective infant mental health principles, practice, and programs</p>

## 7. Programmatic Consultation





Maintains a systemic approach and aims for program-wide impact through a focus on multiple issues that affect the overall quality and equity of programs or settings serving infants, young children, and families. Works to enhance programmatic functioning by assisting program administrators and/or staff in considering the program's or setting's overall social and emotional climate; solving issues that affect more than one infant or young child, staff member, and/or family; collecting and using disaggregated data to track program-wide disparities in both opportunity and the ways in which young children are disciplined, and supporting the development and implementation of policies that create more equitable experiences for infants, young children, and families.











IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>7A.</b> Understands and Attends to Program Cultural Context, Design and Infrastructure</p>	<p>7A.1. Initiates consultation services with an agreement outlining roles, scope of work, duration, and related issues.</p>	<p>*</p>	<p>≠ Unique</p>	<p>≠ Unique</p>	<p>≠ Unique</p>
<p><b>7A.</b></p>	<p>7A.2. Establishes a relationship with the program leadership in a manner that builds the program's capacity to embed equitable and inclusive practices that champion social and emotional wellness in program functioning; promote the relational health of infants, young children, families, and staff; and to foster infants' and young children's healthy social and emotional development.</p>	<p>*</p>	<p>= Administration (MHM)</p>	<p>Program management (MHM)</p>	<p>Promotes relationship-focused service and infant/young child and family-centered practice by identifying options and opportunities; Advocates for funds/ programming for effective service delivery to families outside of the dominant culture</p>
<p><b>7A.</b></p>	<p>7A.3. Learns about a program's organizational structure, including staff roles and responsibilities and lines of authority. Shares information about the role of the consultant, including its parameters and limitations. Uses established pathways to engage all members of the organization to ensure that all voices are heard and considered, particularly those that have been marginalized.</p>	<p>...</p>	<p>≠ Unique</p>	<p>≠ Unique</p>	<p>≠ Unique</p>




IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
7A.	7A.4. Becomes familiar with and works within a program's mission and policies, especially those impacting staff development, family engagement, and positive behavioral supports and provides recommendations to build the program's capacity to strengthen and embed equitable and inclusive practices to reduce potential disparities in disciplinary practices, access, and opportunity and improve infant and young child outcomes.	...	 Administration (MHM)	Program development/management (MHM)	Promotes relationship-focused service and infant/young child and family-centered practice by identifying options and opportunities; Identifies opportunities and needs for program improvements, expanded services, and new services
7A.	7A.5. Develop an authentic understanding of the communities within which a program is located. This encompasses discovering and documenting the life of the community, including its history, power structures, and service structures.	...	 Thinking	Analyzing information	Sees and can explain the "big picture" when analyzing situations; Sees and can explain the interactions of various factors
7A.	7A.6. Pays particular attention to program policies that may disproportionately disadvantage certain groups of infants and young children due to race/ethnicity, primary language, culture, abilities, disposition and life circumstances.	*	 Administration (MHM)	Program development (MHM)	Advocates for funds/programming for effective service delivery to families outside of the dominant culture










IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
7A.	7A.7. Facilitates the discovery of gaps between policies and program practices that impact the provision of a healthy social and emotional climate and that are related to infant and young child outcomes.	...	 Administration (MHM)	Program evaluation (MHM)	Establishes and monitors process and outcomes measures for continuous quality improvement; feeds information back to agencies; Identifies opportunities and needs for program improvements, expanded services, and new services
7A.	7A.8. Identifies factors (including policies, practices, leadership style, and professional development) that influence a programs' social and emotional climate.	✱	 Administration (MHM)	Program development/ management (MHM)	Promotes relationship-focused service and infant/young child and family-centered practice by identifying options and opportunities
7A.	7A.9. Evaluates the efficacy of program-level intervention strategies, and revises them as needed to ensure that they respect and respond to family cultures, values, and language.	...	 Administration (MHM)	Program evaluation (MHM)	Establishes and monitors process and outcome measures for continuous quality improvement; feeds information back to agencies
7A.	7A.9. See above.	...	 Direct Service Skills	Advocacy (MHM)	Encourages use of data to improve practice

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
7A.	7A.10. Elicits and explores multiple perspectives in understanding concerns within a program, encourages the development of clear lines of communication between program staff, and represents the perspective of consultees to others across all levels of the institutional hierarchy. Fosters solutions that build collaborative relationships, include the cultural perspectives of program staff and families, and support common goals.	...	 Working with Others	Collaborating	Collaborates and shares information with staff of child care, foster care, community-based programs, and other service agencies to ensure effective, coordinated services
7A.	7A.10. See above.	...	 Communicating	Listening	Actively listens to others and asks questions for clarification
7A.	7A.11. Facilitates effective interventions to address relational difficulties that negatively impact a program's mental health climate. Understands interpersonal dynamics associated with issues with race/ethnicity, primary language, culture, abilities, disposition, and life circumstances, and how these issues, if left unaddressed, can manifest in conflicts, tensions, and misunderstandings. Understands the context of the community in which a center functions, including factors related to its history, culture, language, values, strengths, and resilience.	...	 Thinking	Solving problems	Generates new insights and workable solutions to issues related to effective relationship-focused, family-centered care
7A.	7A.11. See above.	...	 Thinking	Analyzing Information	Sees and can explain the "big picture" when analyzing situations; Sees and can explain the interactions of various factors

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
7A.	7A.11. See above.	...	 Working with Others	Resolving Conflict	Works constructively to find "win-win" solutions to conflicts with colleagues (e.g., interagency, peer-peer, and/or, supervisor-supervisee conflicts)
7B. Supports and Facilitates Program-Wide Approaches to Supporting the Mental Health of Infants and Young Children and Families	7B.1. Coordinates with and among external quality enhancement efforts and internal program resources (e.g., instructional coaches, T/TA efforts, program leadership).	...	 Administration (MHM)	Program Evaluation (MHM)	Promotes research & evaluation for program improvements
7B.	7B.2. Shares information about resources and best practices in order to support programmatic decision making and effective implementation of program-wide approaches to healthy social and emotional development.	...	 Administration (MHM)	Program Management (MHM)	Generates new insights Applies research findings to culturally sensitive, relationship-focused policies promoting infant and early childhood mental health
7B.	7B.3. Provides guidance related to resource selection and adaptation in a manner consistent with a specific program's philosophy, needs, and culture.	...	 Administration (MHM)	Program Development (MHM)	Partners with agencies, programs, legislative bodies, and/or service systems to develop new services and/or achieve improvements




IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>7C.</b> Engages in Group Facilitation</p>	<p>7C.1. Facilitates group processes that support staff in working toward and maintaining a focus on established goals. Attends to and manages complex group dynamics..</p>	<p>•••</p>	<p> Communicat- ing</p>	<p>Group Pro- cess (MHM)</p>	<p>Effectively facilitates small groups (e.g., interdisciplinary or inter-agency teams)</p>
<p><b>7C.</b></p>	<p>7C.2. Promotes being sensitive to the feelings of others, communication, and/or activities that facilitate mutually respectful relationships, interactions, and teamwork.</p>	<p>•••</p>	<p> Working with Others</p>	<p>Building &amp; Maintaining Relation- ships (MHM)</p>	<p>Builds and maintains effective interpersonal relationships with a broad range of people including families, colleagues, agency and community representatives, and/or legislators, as the individual role requires by: a) Being proactive in establishing connections, b) Sharing information, c) Partnering on projects, and d) Identifying and reaching out to families of cultures not being served or underserved</p>
<p><b>7C.</b></p>	<p>7C.3. Offers direction during times of ambiguity, maintaining a focus on both promoting infants' and young children's healthy social and emotional development and cultural well-being, and supporting caregivers' mental health needs.</p>	<p>•••</p>	<p> Leading Peo- ple (MHM)</p>	<p>Motivating (MHM)</p>	<p>Models personal commitment and empathy in promotion of all aspects of the practice of infant and early childhood mental health</p>







IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>7D.</b> Supports and Facilitates Plans for Mental Health Support During Crises or Disasters</p>	<p>7D.1. Facilitates or links programs or other settings to appropriate resources when developing and implementing plans to prepare for or respond to disasters or crises.</p>	<p>...</p>	<p> Systems Expertise</p>	<p>Service Delivery Systems (MHM)</p>	<p>Utilizes an expert knowledge of the formal service delivery systems and community resources to make decisions and recommendations</p>
<p><b>7D.</b></p>	<p>7D.2. Provides guidance related to the manner in which crisis drills are implemented. Considers developmentally appropriate explanations, procedures, advance preparation, and debriefing for staff, families, and infants and young children. Anticipates potential negative impacts of crises on individual and or groups of children and families, and proactively establishes plans to address needs and concerns before, during, and after the crisis.</p>	<p>...</p>	<p> Unique</p>	<p> Unique</p>	<p> Unique</p>
<p><b>7D.</b></p>	<p>7D.3. Recognizes the nature and parameters of the consultant's role during crises, and is familiar with available crisis services. Considers the importance of the timing of the consultant's entry or reentry into a center recently impacted by crisis.</p>	<p>...</p>	<p> Unique</p>	<p> Unique</p>	<p> Unique</p>

## 8. Systems-Wide Orientation



Works within and across systems, integrating mental health concepts and supports into environments where infants and young children spend time in ways that respect their cultures. Maintains awareness of inequities within the systems in which IECMHC occurs, and considers these contexts when seeking to understand factors that promote or hinder the process of change. For a more in-depth discussion of systems, please see the Systems section of the website.










IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<p><b>8A.</b> Evaluates the Complexity of Working Within Multiple Systems</p>	<p>8A.1. Demonstrates the ability to articulate basic concepts of systems theory, and understands how they inform the process of IECMHC.</p>	<p>•••</p>	<p> Communicat- ing</p>	<p>Speaking</p>	<p>Demonstrates clarity, focus, accuracy, and diplomacy when speaking at workshops, meetings, conferences, legislative sessions, and/or committee meetings</p>
<p><b>8A.</b></p>	<p>8A.2. Demonstrates the ability to work concurrently within two or more systems, and understands that changes in response to IECMHC may influence multiple systems.</p>	<p>•••</p>	<p> Systems Expertise</p>	<p>Service Delivery Systems (MHM)</p>	<p>Utilizes an expert knowledge of the formal service delivery systems and community resources to make decisions and recommendations</p>
<p><b>8A.</b></p>	<p>8A.3. Works within and across systems, integrating mental health concepts and supports into the environments where infants and young children spend time in ways that respect their cultures.</p>	<p>•••</p>	<p> Law, Regu- lation, and Agency Policy</p>	<p>Government, Law, and Regulation (MHM)</p>	<p>Understands, utilizes, and facilitates adherence to provisions and requirements of federal, state, and local laws affecting infants/young children and families within infant and early childhood mental health programs, community groups, etc., including the rights of citizen children of non-citizen parents</p>

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
8A.	8A.4. Considers the historical and cultural contexts of communities and their members, and recognizes cultural influences on values, perspectives, and actions.	...	 Theoretical Foundations	Cultural Humility	Supports development of service plans that account for the unique needs, desires, history, lifestyle, concerns, strengths, resources, and priorities of each infant/young child and family
8A.	8A.5. Demonstrates awareness of and sensitivity toward attitudes and strengths of community members (e.g., community leaders, agencies, service providers).	...	 Unique	 Unique	 Unique
8A.	8A.6. Understands systemic racism, how it manifests within and across systems, and how it affects infants, young children, and families. Understands how infants', young children's, and families intersecting identities and interactions across systems can compound disadvantage.	...	 Administration (MHM)	Program Management	Advocates for funds/ programming for effective service delivery to families outside of the dominant culture
8B. Bridges Services to Promote Cohesion for Infants, Young Children and Families	8B.1. Gains entry into and engages effectively with programs or other settings serving infants, young children, and families where consultation services are delivered.	...	 Working with Others	Supporting Others (MHM)	Actively participates and works cooperatively with interagency teams, planning committees, and ongoing work-groups



IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
8B.	8B.2. Maintains up-to-date information about community resources. Limits unnecessary barriers that prevent families from accessing services by making effective referrals.	...	 Systems Expertise	Community Resources	Understands the services available through formal service delivery systems through other community resources and through informal supports
8B.	8B.3. Establishes relationships with professionals in other early childhood and mental health disciplines, including those providing counseling and treatment services.	...	 Working with Others	Building and Maintaining Relationships (MHM)	Builds and maintains effective interpersonal relationships with a broad range of people including families, colleagues, agency and community representatives, and/or legislators, as the individual role requires by: a) Being proactive in establishing connections, b) Sharing information, c) Partnering on projects, and d) Identifying and reaching out to families of cultures not being served or underserved

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
8B.	8B.4. Encourages networking between ECE/HV settings and programs or other settings within a community serving infants, young children, and families..	...	 Leading People (MHH)	Advocacy (MHH)	Uses influencing and persuading skills, backed by own and others' expert knowledge, to promote effective infant and early childhood mental health principles, practices, and programs
8B.	8B.5. Uses and shares current information about standards (i.e., professional, program, and licensing standards), resources, and other systems serving infants, young children, and families.	...	 Reflection	Professional/ Personal Development	Regularly examines effectiveness of policies and procedures; Utilizes training and research resources to enhance service effectiveness
8C. Promotes Mental Health and Social and Emotional Well-Being	8C.1. Promotes healthy social and emotional development through the creation and/or distribution of culturally and linguistically responsive informational materials and resources that can be disseminated to a range of audiences.	...	 Administration (MHH)	Program Development (MHH)	Advocates for funds/ programming for effective service delivery to families outside of the dominant culture
8C.	8C.2. Maintains visibility as a resource for promoting healthy social and emotional development and mental wellness.	...	 Direct Service Skills	Advocacy	Promotes infant and young child mental health service delivery that includes screening referral assessment, use of diagnostic tools, development of trusting relationships, service planning, relationship-based therapeutic parent-infant/young child intervention, and interagency collaboration

IECMH Consultation Category	IECMH Consultation Core Skills	Essential or Important	IECMH Endorsement Competency	Knowledge/Skill Area	As Demonstrated By/ Other Work Experience (and Interview)
<b>8D.</b> Understands Inequities Across Systems and How to Dismantle Them Through Policy	8D.1. Understands historical and current inequitable distribution of opportunities and resources across systems and how such inequities affect families.	...	 Unique	 Unique	 Unique
<b>8D.</b>	8D.2. Understands the role of history and policy in systemic and institutionalized racism, and how to advocate for systemic change to create more equitable systems serving infants, young children, and families.	...	Administration (MHM)	Program Development (MHM)	Advocates for funds/ programming for effective service delivery to families outside of the dominant culture

Competencies for IMH-E® and ECMH-E® Domain	Competencies for IMH-E® and ECMH-E® Knowledge or Skill Area	Center of Excellence Competencies
Theoretical Foundations	pregnancy and early parenthood (IFA, IFS, MHS, MHM)	Unique to Alliance
Theoretical Foundations	infant/young child development and behavior (IFA, IFS, MHS, MHM)	1C2, 2A2, 2B1, 2B2, 2B3, 2B5, 2B7
Theoretical Foundations	infant/young child & family-centered practice (IFA, IFS, MHS, MHM)	3C2, 5A1, 5B3, 5C1
Theoretical Foundations	relationship-based, therapeutic practice (IFA, IFS, MHS, MHM)	2A6, 6A2, 6A3
Theoretical Foundations	family relationships & dynamics (IFA, IFS, MHS, MHM)	2B4, 3A2, 6A3
Theoretical Foundations	attachment, separation, trauma & loss (IFA, IFS, MHS, MHM)	2A2, 2A4, 2A5, 2B3, 2B6, 2B7, 3A1
Theoretical Foundations	psychotherapeutic & behavioral theories of change (MHS & MHM)	1D3
Theoretical Foundations	disorders of infancy/early childhood (IFS, MHS, MHM)	1C4, 2B6, 5D1
Theoretical Foundations	mental & behavioral disorders-adults (MHS & MHM)	Unique to Alliance
Theoretical Foundations	cultural competence (IFA, IFS, MHS, MHM)	1B2, 1C2, 2A2, 2A11, 2C1, 2C2, 32, 3A4, 6B1, 8A4

Competencies for IMH-E® and ECMH-E® Domain	Competencies for IMH-E® and ECMH-E® Knowledge or Skill Area	Center of Excellence Competecies
Theoretical Foundations (cont.)	statistics (MHM)	Unique to Alliance
Theoretical Foundations	research & evaluation (MHM)	Unique to Alliance
Law, Regulation & Policy	ethical practice (IFA, IFS, MHS, MHM)	3C2, 5A1, 5B3, 5C1
Law, Regulation & Policy	government, law & regulation (IFA, IFS, MHS, MHM)	1E2, 1F1, 1F3, 8A2
Law, Regulation & Policy	agency policy (IFA, IFS, MHS, MHM)	1C3
Systems Expertise	service delivery systems (IFA, IFS, MHS, MHM)	1C4, 2E1, 5D2, 7D1, 8A2
Systems Expertise	community resources (IFA, IFS, MHS, MHM)	5D1, 8B2
Direct Service Skills	observation & listening (IFA, IFS, MHS, MHM)	5A3, 5B2, 5B4, 6C2
Direct Service Skills	screening & assessment (IFA, IFS, MHS, MHM)	2A8, 5A3, 5C1
Direct Service Skills	responding with empathy (IFA, IFS, MHS, MHM)	5A2, 6A3

Competencies for IMH-E® and ECMH-E® Domain	Competencies for IMH-E® and ECMH-E® Knowledge or Skill Area	Center of Excellence Competencies
Direct Service Skills (cont.)	intervention/treatment planning (MHS & MHM)	1C1, 5B1, 5C2, 6D2
Direct Service Skills	developmental guidance (MHS & MHM)	2A6, 6A1, 6B1, 6B2, 6C1, 6D2
Direct Service Skills	supportive counseling (MHS & MHM)	1B1
Direct Service Skills	parent-infant/very young child relationship-based therapies & practices (MHS & MHM)	1D3
Direct Service Skills	advocacy (IFA, IFS, MHS, MHM)	7A9, 8C2
Direct Service Skills	life skills (IFA, IFS, MHS, MHM)	Unique to Alliance
Direct Service Skills	safety (IFA, IFS, MHS, MHM)	Unique to Alliance
Direct Service Skills	reflective clinical supervision (MHM - clinical)	2D3, 2D6, 4A1, 4B2, 4B3, 4B5
Working with Others	building & maintaining relationships (IFA, IFS, MHS, MHM)	2E3, 3A7, 3C3, 5A4, 5D3, 7C2, 8B3
Working with Others	supporting others (IFA, IFS, MHS, MHM)	2E1, 4B4, 8B1

Competencies for IMH-E® and ECMH-E® Domain	Competencies for IMH-E® and ECMH-E® Knowledge or Skill Area	Center of Excellence Competecies
Working with Others (cont.)	mentoring (IFS, MHS, MHM)	5A5
Working with Others	coaching & mentoring (MHM)	5A2
Working with Others	collaborating (IFA, IFS, MHS, MHM)	1G1, 5C3, 6C2, 7A10
Working with Others	resolving conflict (IFA, IFS, MHS, MHM)	7A11
Working with Others	crisis management (MHM)	Unique to Alliance
Working with Others	empathy & compassion (IFA, IFS, MHS, MHM)	2E4, 4B1
Working with Others	consulting (MHM)	2A4, 4B7, 6A4
Communicating	listening (IFA, IFS, MHS, MHM)	2D5, 5D2, 7A10
Communicating	speaking (IFA, IFS, MHS, MHM)	3C1, 5D2, 8A1
Communicating	writing (IFA, IFS, MHS, MHM)	1E2
Communicating	group process (MHM)	7C1

Competencies for IMH-E® and ECMH-E® Domain	Competencies for IMH-E® and ECMH-E® Knowledge or Skill Area	Center of Excellence Competencies
Thinking	analyzing information (IFA, IFS, MHS, MHM)	7A5, 7A11
Thinking	solving problems (IFA, IFS, MHS, MHM)	1D2, 6A4, 7A11
Thinking	exercising sound judgment (IFA, IFS, MHS, MHM)	Unique to Alliance
Thinking	maintaining perspective (IFA, IFS, MHS, MHM)	3B4, 4A6
Thinking	planning & organizing (IFA, IFS, MHS, MHM)	1C1
Reflection	contemplation (IFA, IFS, MHS, MHM)	1E1, 3B1, 3C3, 4A2, 4A8
Reflection	self awareness (IFA, IFS, MHS, MHM)	1D2, 1E1, 2D1, 3B2, 4A2, 6C3
Reflection	curiosity (IFA, IFS, MHS, MHM)	2D4, 3B3, 4B3
Reflection	professional/personal development (IFA, IFS, MHS, MHM))	3B1, 4B1, 8B5
Reflection	emotional response (IFA, IFS, MHS, MHM)	2D1, 2D4, 3B3, 3B4, 4A1, 4A5
Reflection	parallel process (MHS & MHM)	2D3, 2E2, 4B2, 5B2



Competencies for IMH-E® and ECMH-E® Domain	Competencies for IMH-E® and ECMH-E® Knowledge or Skill Area	Center of Excellence Competencies
Leading People	motivating (MHM)	7C3
Leading People	advocacy (MHM)	8B4
Leading People	developing talent (MHM)	3C1, 6C3, 6D3
Administration	program management (MHM - policy)	1H1, 2A1, 7A2, 7A4, 7B2, 8A6
Administration	program development (MHM - policy)	1H1, 3C2, 4B8, 7A4, 7A6, 7A8, 7B3, 8C1, 8D2
Administration	program evaluation (MHM - policy)	1H1, 2A1, 3A5, 6D1, 7A7, 7A8, 7A9, 7B1
Administration	program funding (MHM - policy)	Unique to Alliance
Research & Evaluation	study of infant relationships & attachment (MHM - research/faculty)	Unique to Alliance
Research & Evaluation	study of infant development & behavior (MHM - research/faculty)	Unique to Alliance
Research & Evaluation	study of families (MHM - research/faculty)	Unique to Alliance