

## Self Assessment and Attestation Form (Intermediate)

### New Hampshire Early Childhood and Family Mental Health Core Competencies: Intermediate Level Self-Assessment

**Applicant’s Name:** \_\_\_\_\_ **Reflective Practice Consultant’s Name:** \_\_\_\_\_

This tool is to be used as a self-assessment and attestation of early childhood and family mental health competency. It is to be completed by the candidate with review, input and approval of the Reflective Practice Consultant. This assessment is a required component of the Intermediate credentialing application. A 90% competency level in each domain is required. This assessment should inform the development of one’s Professional Development Plan.

Intermediate Level Competency:

Qualified personnel provide ongoing services and supports to particular children and families, addressing their mental health needs in a more self-directed way than personnel at the Foundational Level. They generally act independently and review their decisions and actions with a supervisor. These personnel are likely to be direct service providers in child care, education, health, special education or mental health, (paraprofessionals), or professionals from related fields.

Steps for Self-Assessment, Documentation and Attestation:

1. Read the Intermediate Level Competencies for Early Childhood and Family Mental Health Professionals carefully.
2. Identify examples which demonstrate your skills/knowledge in relation to each competency
3. Mark each skills as “ D-Demonstrated, E=Emerging, N=Not yet demonstrated”
4. Engage in Professional development activities which will allow you to develop needed skills until you demonstrate the competencies required
5. Update your self-assessment rating
6. Review with Reflective Practice Consultant, (RPC)
7. RPC confirms self-assessment in each domain with signature. This may require additional documentation and/or observation.
8. Demonstration of 90% competency in each domain area is required. It is allowable to count one “emerging competence” as “demonstrated” when the competence is approved by the Reflective Practice Consultant
9. Use information to inform professional development

Core Knowledge Area (Domains)	Sub-Domain	Competency	Self-Assessment D E N

<b>I. Philosophy and Professional Orientation</b>	A. Family-centered Strength and Outcome-based Philosophy	1. Promotes healthy parent-child relationship while respecting individual and cultural differences	D E N
		2. Applies families knowledge about what is needed and works best for them	D E N
		3. Supports and assists families in articulating and pursuing their own family goals	D E N
		4. Identifies and supports family's strengths in meeting family needs, especially parenting	D E N
		5. Identifies and uses natural environments and everyday routines to reinforce child's strengths	D E N
		6. With supervision, identifies and uses strength based frameworks, models and strategies	D E N
		7. Describes and uses intervention strategies that are based on family driven comprehensive assessment process used to produce outcomes	D E N
	B. Self-knowledge, Self-assessment and Professional Development	1. Models and applies reflection to understand own relational responses to working with families and children	D E N
		2. Examines own practice as it relates to information about best practices and culturally sensitive practice	D E N
		3. Demonstrates familiarity with Early Childhood and Family Mental Health Competencies	D E N
		4. Informally assesses own practices using Intermediate Level competencies and identifies areas of strengths and needs	D E N
		5. Develops objectives for an individualized professional development plan and seeks appropriate professional development activities, monitoring own progress	D E N
		6. Seeks ongoing supervision, consultation and mentoring opportunities	D E N
	C. Ethics and Confidentiality	1. Understands and demonstrates knowledge about various laws affecting service delivery and liability: Health Insurance Portability and Accountability Act of 1996 (HIPAA); Family Educational Rights to Privacy Act (FERPA); Individuals with Disabilities Act (IDEA); Act 504, etc.	D E N
		2. Explains to families and others own responsibilities regarding adherence to mandatory reporting laws and procedures	D E N
	D. Effective Communication Skills	1. Demonstrates cultural competence in communicating and establishing effective relationships with families from various cultures	D E N
		2. Listens to and demonstrates valuing of family stories	D E N
		3. Offers information in engaging and natural way while maintaining awareness of professional boundaries	D E N

		4. Evaluates a variety of communication techniques, and selects appropriate methods for the situation	D E N
	E. Teamwork and Collaboration	1. Coordinates service and support activities with others	D E N
		2. Demonstrates collaborative teaming techniques	D E N
		3. Uses conflict resolution and negotiation strategies	D E N
		4. Ensures family is included in collaborative relationships and present for teamwork	D E N
<p><b>I attest that the candidate demonstrates a minimum of 21/23 of the competencies, one of which may be “emerging”, in the domain of <i>Philosophy and Professional Orientation</i></b></p> <p><b>Name:</b> _____ <b>Date:</b> _____</p>			
<b>II. Family Systems</b>	A. Family Characteristics	1. Explores with families, openly and non-judgmentally, cultural standards, observances and expectations that influences beliefs and child rearing practices	D E N
		2. Obtains general knowledge of and approaches to family systems	D E N
	B. Factors Impacting Family Functioning	1. Refers parents to training opportunities to learn new skills	D E N
		2. Observes conditions that may require mental health intervention or assistance from other service providers and makes referrals as appropriate	D E N
		3. Observes, assesses and provides services to families as appropriate	D E N
	C. Supporting Families	1. Facilitates the nurturing relationships between the child and significant service providers while supporting and maintaining the child’s primary relationship with family	D E N
		2. Encourages family members to spend as much time as possible in their child’s learning environment and to contribute to planning and carrying out program activities	D E N
		3. Assists families in designing appropriate home-play environments for their children and helps them locate low cost materials	D E N
		4. Helps families identify and encourages them to use community resources and other natural resources for their children’s learning play and physical activities	D E N
		5. Helps families connect with other families for informal support	D E N
		6. In collaboration with family members, supports and includes culturally relevant experiences in early childhood programs	D E N

		7. Demonstrates cultural competence in communicating with and establishing effective relationships with families from various cultures	D E N
		8. Secures translation services when needed	D E N
		9. Constructs classroom/therapeutic environment that reflects the culture of the children and families in and around it	D E N
		10. Identifies and supports family priorities in all levels of planning outcomes and strategies	D E N
		11. Models advocacy skills for families	D E N
		12. Employs service provider team-building strategies to coordinate services for children and families	D E N

**I attest that the candidate demonstrates a minimum of 16/17, one of which may be “emerging”, of the competencies in the domain of *Family Systems***

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>III. Child Development</b>	A. Knowledge of Child Development	1. Describes the interaction and interdependence of the various developmental domains	D E N
		2. Identifies the characteristics and signs of atypical development, and makes appropriate referrals	D E N
		3. Employs a variety of methods to systematically observe, record, monitor, and document children’s behaviors including completing and interpreting screening tools	D E N
		4. Identifies prevention strategies that influence healthy child development	D E N
		5. Uses knowledge of brain research to enhance children’s development and to design learning environments	D E N
		6. Demonstrates familiarity with various intervention programs designed to correct sensory processing problems	D E N
		7. Describes the processes, principles, and dimensions of language and literacy development	D E N
		8. Describes the relationship between oral language and literacy development	D E N
		9. Plans activities that engage children in conversations with peers and adults, and that promote oral language development and early literacy	D E N
		10. Models using language to think through problems and to validate oneself	D E N

		11. Supports children to resolve conflicts with peers and express their emotions through language or other means of communication	D E N
		12. Recognizes the effect of culture on development (e.g., poverty, English as a second language)	D E N
		13. Uses knowledge of the child's temperament to understand his/her approach to learning, behavior, and social interactions to plan appropriate activities	D E N
		14. Discusses child-parent temperament "match" with parents	D E N
		15. Recognizes that development is not even across domains	D E N
	B. Impact of Relationships	1. Demonstrates knowledge of the role relationships play in social/emotional development and specific positive and negative factors that influence attachment and bonding, and their effects	D E N
		2. Recognizes when an attachment or bonding problem exists	D E N
		3. Describes how an infant's characteristics (e.g., gender, health, appearance) contribute to and influence the bonding process	D E N
		4. Develops and implements plans that prepare children for transitions and/or loss of caregiver	D E N
		5. Interprets children's behaviors in the context of change and their need for stability and predictability	D E N
		6. Ensures that children who are experiencing loss and stress have access to appropriate therapy and supports	D E N
	C. Social and Emotional Development	1. Discusses children's social emotional development with parents and families	D E N
		2. Offers consultation to families/service providers about designing the learning environment and curriculum in ways that promote positive peer interactions and cooperative interactions	D E N
		3. Teaches children conflict resolution and problem solving strategies	D E N
		4. Demonstrates knowledge of age-appropriate levels of children's self-awareness, problem-solving skills and reciprocal interactions	D E N
		5. Implements some of the social skills curricula that are available	D E N
		6. Identifies situations when referral for specific and intensive intervention strategies is needed and demonstrates awareness of where to make those referrals	D E N
		7. Plans a physical and social environment that supports children's play	D E N

		8. Uses appropriate strategies to engage and build upon children's play	D E N
		9. Shares strategies for facilitating play between parents and their children	D E N
	D. Impact of Environmental Factors	1. Describes influences of societal and environmental factors on stages of children's development from pre-natal through middle childhood, and on future parenting	D E N
		2. Distinguishes aspects of the child's ecological system (family, school, etc.) and their potential impact on development	D E N
		3. Makes referrals for assistance to appropriate agencies	D E N
<p><b>I attest that the candidate demonstrates a minimum of 30/33 of the competencies, one of which may be "emerging", in the domain of <i>Child Development</i></b></p> <p><b>Name:</b> _____ <b>Date:</b> _____</p>			
<b>IV. Screening and Assessment</b>	A. General Knowledge of Assessment	1. Recognizes that behavior is a response or reaction to many factors, (environmental, biological, social, emotional, etc.)	D E N
		2. Understands that assessment is an ongoing, dynamic process	D E N
		3. Recognizes that assessment is a collaborative process between the person conducting the assessment the family, and others most familiar with the child	D E N
		4. Understands the benefits and limitations of formal and informal assessment for children and families	D E N
		5. Demonstrates basic knowledge of ethical guidelines and legal requirements related to the assessment process	D E N
		6. Recognizes the types of formal and informal assessment relevant for different setting and purposes	D E N
		7. Describes the potential impact of the assessment environment on the results	D E N

	B. Implementation of Assessment	1. Seeks supervision to determine if a child's atypical behavior may warrant formal assessment	D E N
		2. Conducts formal and informal assessment (checklists, observations, etc) in home and early care and education settings	D E N
		3. Is able to identify and articulate strengths and concerns in the parent-child relationship and recommend further evaluation	D E N
		4. Integrates information from family and professionals into assessment process	D E N
		5. Communicates strengths and concerns from assessments with family, supervisor and team	D E N
		6. With supervision, applies assessment results in determining child outcomes, early interventions and strategies to best meet the child's needs	D E N
<p><b>I attest that the candidate demonstrates a minimum of 12/13, one of which may be “emerging” of the competencies in the domain of <i>Screening and Assessment</i></b></p> <p><b>Name: _____ Date: _____</b></p>			
<b>V. Addressing Challenges</b>	A. Risk and Resilience Factors in Children and Families	1. Knows about resiliency and risk factors of families and children and how to assess such factors	D E N
		2. Recognizes families and/or children who may be at risk and assesses them for it	D E N
		3. With supervision, uses findings from assessments to plan outcomes and interventions that build resiliency	D E N
	B. Special Knowledge of Vulnerable and Identified Populations	1. Models quality direct care and services for children and families	D E N
		2. Demonstrates general knowledge and beginning application of broad approaches for working with children with specific disorders (i.e. visual supports, applied behavioral analysis, and/or therapeutic play)	D E N
		3. Seeks further supervision and consultation regarding therapeutic approaches	D E N
		4. With supervision, implements various therapeutic approaches for children and families, as appropriate	D E N
		5. Seeks resources for additional therapeutic interventions, as needed	D E N
		6. Provides input to child and family team to develop interventions that support children and families	D E N
		7. With supervision, develops and implements child and family plans	D E N

		8. Develops materials needed to carry out child and family plans	D E N
		9. With supervision, and based upon assessment results, develops adaptations to environment that facilitate positive child/family outcomes	D E N
		10. With supervision, collects ongoing assessment data (qualitative, quantitative) that reflects progress towards goals	D E N
		11. With supervision, reports results of data collection to family and child/family team, for use in further intervention planning	D E N
	C. Effective Transitions	1. Provides informative to staff (especially Foundation Level staff) about normative developmental transitions	D E N
		2. Constructs environments supportive of normative developmental transitions	D E N
		3. Collects and reports on relevant information for receiving teams in advance of transition	D E N
		4. With supervision, provides follow up with family and receiving team after transition to support and post-transition issues	D E N
<b>I attest that the candidate demonstrates a minimum of 16/18, one of which may be “emerging”, of the competencies in the domain of <i>Addressing Challenges</i></b>  <b>Name: _____ Date: _____</b>			
<b>VI. Systems Resources</b>	A. Resources and Systems	1. Understands roles of various family members, professionals and resources within system	D E N
		2. Recognizes how the unique contributions of different services within a service system can impact the emotional, social and cognitive development of children	D E N
		3. Seeks assistance from colleagues, agencies, supervisors regarding resource availability	D E N
		4. Seeks assistance from colleagues, agencies, supervisors regarding resource availability	D E N
		5. Identifies legal and advocacy resources and information and shares family members staff and/or community partners	D E N
		6. Provides case management/service coordination to actively support families in a coordinated search for services and supports which they feel will help their child/family	D E N
		7. If necessary, helps families obtain and complete applications for services to which they may be entitled (e.g., Social Security, Vocational Rehabilitation, social services like food stamps, housing subsidy programs, Medicaid, education and special education programs)	D E N
	B. Laws, Policies and Procedures	1. Explains responsibilities regarding policies and procedures of workplace, including safety on the job	D E N

		2. Interprets and applies laws pertaining to service delivery and liability	D E N
	C. Program Planning and Evaluation	1. Recognizes the importance of and participates in strategic planning programs	D E N
		2. Assists in designing community needs assessments and out-come based program evaluation	D E N
		3. Assists in communicating program changes and their rationale to families and stakeholders	D E N
		4. Assists in developing program budget and operates within the budget	D E N
		5. Develops and disseminates materials for marketing programs to children, families and communities	D E N
		6. Assists in developing program policies, documents and tools	D E N
<p><b>I attest that the candidate demonstrates a minimum of 14/15, one of which may be “emerging”, of the competencies in the domain of <i>Systems Resources</i></b></p> <p style="text-align: center;">Name: _____ Date: _____</p>			

*I am an approved Reflective Practice Consultant and have provided a minimum of 24 hours per year of consultation to the above individual.*

**RPC Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

*I understand that the ECFMH consultation I receive is for the purposes of the ECFMH credentialing process and does not replace or supersede consultation received through my workplace or private practice. Neither the ECFMH Reflective Practice Consultant nor the credentialing body bear liability for my actions.*

**Applicant Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Signature:** \_\_\_\_\_