

## Self-Assessment and Attestation Form, Intermediate and Reflective Practice Consultant-2

### New Hampshire Early Childhood and Family Mental Health Core Competencies: Intermediate and Reflective Practice Consultant-2 Self-Assessment and Attestation

**Applicant's Name:** \_\_\_\_\_

**Assigned Reflective Practice Consultant or Approved Supervisor:** \_\_\_\_\_

Through a process of self-assessment and attestation, this tool documents the achievement of the early childhood mental health competencies, (birth to six), required for the **NH ECFMH Intermediate and Reflective Practice Consultant-2** credentials. Intermediate credential applicants should complete **only** Domains I-VI. RPC-2 applicants who hold an Intermediate credential need only complete Domain VII, and RPC-2. Applicants who DO NOT already possess the Intermediate credential or an equivalent must complete all Domains, I-VII. This document is to be submitted with the ECFMHC Application and other required supporting documentation. 90% competency level in each domain is required for approval.

#### **Instructions for those applying for Intermediate Certificate:**

This credential is appropriate for early childhood personnel providing or having had provided direct services to young children and families, possessing a bachelor's level or equivalency in a related field, and having received 24 hours of supervision from an RPC. (To view all requirements for Advanced Credential, [click here](#) or view "Advanced and Intermediate Credential Requirements".)

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), or **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. The RPC confirms self-assessment in each domain with a 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 RPC.
9. Use information to inform your Professional Development.

**Instructions for those applying for Reflective Practice Consultant- 2 (RPC-2) Certificate:**

This credential is required for those providing Reflective Practice Consultation to individuals pursuing or maintaining their ECFMH Certification. These ECFMH RPC-2 certificate holders are approved to provide individual ECFMHC consultation and/or facilitate ECFMHC Reflective Practice Consultation groups. To view all requirements for the RPC-2 Credential, [click here](#) or view “Reflective Practice Consultant Requirements”

Steps for Self-Assessment, Documentation and Attestation:

1. RPC-2 applicants who hold an Intermediate credential need only complete Domain VII, and RPC-2 Applicants who DO NOT already possess the Intermediate credential or an equivalent must complete all Domains I-VII.
2. Review these competencies carefully.
3. Identify examples which demonstrate your skills/knowledge in relation to each competency.
4. Mark each skill as **D** (Demonstrated), **E** (Emerging), **N** (Not yet demonstrated).
5. Engage in Professional development activities which will allow you to develop needed skills until you demonstrate 90% of the competencies in each domain.  
It is allowable to count one “emerging competence” in each domain as “demonstrated”.
6. This self-assessment, together with the results of Reflective Practice Questionnaires, completed by 2 supervisees, OR a letter from an approved RPC documenting the candidate has co-led 24 hours of a Reflective Practice group, will serve as competence evidence for the RPC application.
7. Provide the names and emails of at least 2 people for whom you have provided Reflective Practice Consultation for at least a period of one year here:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Core Knowledge Area (Domains)	Sub-Domain	Competency	Self-Assessment D E N
I. Philosophy and Professional Orientation	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 an 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>I attest that the candidate demonstrates a minimum of 21/23 of the competencies in the domain of Philosophy and Professional Orientation, one of which may be “emerging”.</p> <p>Name: _____ Date: _____</p>			

II. Family Systems	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
		13.	

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

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

III. Child Development	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

I attest that the candidate demonstrates a minimum of 30/33 of the competencies in the domain of Child Development, one of which may be “emerging”.

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

IV. Screening and Assessment	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



I attest that the candidate demonstrates a minimum of 12/13 of the competencies in the domain of Screening and Assessment, one of which may be “emerging”.

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

V. Addressing Challenges	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
		4.	
	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

I attest that the candidate demonstrates a minimum of 16/18 of the competencies in the domain of Addressing Challenges, one of which may be “emerging”.

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

VI. Systems Resources	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. Identifies legal and advocacy resources and information and shares family members staff and/or community partners	D E N
		5. 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
		6. 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
		7.	
	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

I attest that the candidate demonstrates a minimum of 14/15 of the competencies in the domain of Systems Resources, one of which may be “emerging”.

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

VII. Reflective Practice Facilitation *	A. Clarity Regarding Roles and Ethics	1. Demonstrates the ability to clearly communicate the role of reflective facilitator, with attention to limitations of any supervisory responsibility, and clarification where multiple roles or overlapping roles may occur.	D E N
		2. Evidences accomplishment within a particular infant-family and early childhood mental health orientation or conceptual framework as well as awareness of alternative infant-family and early childhood mental health orientations or conceptual frameworks	D E N
		3. Understands and can explain the legal and ethical issues pertinent to the role of the facilitator, such as when issues presented in reflective practice facilitation sessions must be referred back to program supervisors or discussed with program administrators	D E N
		4. Understands that a variety of legal and ethical issues exist pertinent to a scope of practice and is able to support the practitioner in seeking clarity about these issues as needed	D E N

	5. Is able to sensitively assist the practitioner in reflecting on his or her disciplinary scope of practice and the interdisciplinary nature of infant-family and early childhood mental health work, including identifying both when additional referrals or consultation are needed for a child or family and recognizing when, there may be more professionals or agencies involved with a family than may be helpful or welcome	D E N
	6. Is able to help the practitioner recognize and maintain professional boundaries in a variety of intervention/treatment settings such as home, child development center, social service system, health facility, or other community setting	D E N
	7. Is able to help the practitioner assess the strengths and limitations of the practice setting and to consider best ways to provide services given family needs and relational and practical possibilities, as well as limitations and the need to consider interagency referral and/or collaboration	D E N
	8. Can help the practitioner learn to listen closely to the family and discover the things that are important to them about their child and themselves and then collaborate with the family on behalf of the child. This means embracing the idea that intervention must be rooted in a worry or a wish that a family has in relation to a child, rather than in some motivational system entirely external to the family	D E N
	9. Possesses the ability to assist the practitioner to learn how to set the frame for the work as focused on parent-child relationships in spite of multiple needs and distractions	D E N
	10. Understands the power and privilege dynamics in supervision/consultation	D E N

	B. Understanding Personal Influence Issues	1. Demonstrates an appreciation of the importance of relationships as central to infant and early childhood development and mental health, as reflected in both attention to relationship between the practitioner and the families they work with and a strong commitment to consistent reflective practice facilitation meetings and attentiveness to the relationship between the RPC and practitioner	D E N
		2. Possesses a basic set of skills that is both embodied by the reflective facilitator and promoted in the practitioner. These include a nonjudgmental, accepting stance; facility with interpersonal understanding and inquiry; and promotion of positive change	D E N
		3. Has the ability to consider and address issues of culture, including the impact of racism, class, immigration-related issues, socioeconomic issues, etc. on families, practitioners and the practitioner	D E N
		4. Expands practitioner's understanding of how to create a feeling of reciprocity, acceptance and comfort/friendliness with a family by allowing for normal everyday social interactions	D E N
		5. Works with the practitioner to understand that personal characteristics, clinical context, culture, style, and professional role may unconsciously influence the interactive process with families	D E N
		6. Helps the practitioner learn to observe and reflect on individual behavior and the interactive exchange with others, reflect on these processes, and attribute relational meaning	D E N
		7. Expands the practitioner's capacities to consider, observe, and monitor impact of interactions on the family and talk with the family about this in a way that is potentially meaningful for them. In addition, the RPC should have the ability to help the practitioner expand these concepts to staff and collateral contacts and consultation relationships	D E N
		8. Expands the practitioner's capacities to use self-knowledge and the ability to think about the client's experience to help formulate therapeutic responses and to act on the family's behalf in the context of collateral relationships	D E N

		9. Expands the practitioner's capacity to understand and accept that each family is unique and will perceive the clinician and the intervention through the lens of their own experience and to extend this idea to work with staff and collateral contacts	D E N
		10. Supports the practitioner to be able to tolerate strong affect and situations that are ambiguous realizing that these situations may involve not knowing or not understanding behaviors and motivation of the family	D E N
		11. Helps the practitioner to recognize and think about experienced internal pressures that can "press" toward an emotional response and urges or wishes to act before adequate reflection or assessments are made	D E N
	C. Facilitation Skills	1. Has an ability to understand the developmental level of the practitioner and tailor reflective practice facilitation sessions to individual needs.	D E N
		2. Sets the tone and establishes norms of Reflective Practice Consultation by maintaining consistent and protected time and place for consultation, demonstrating undivided attention and promoting a supportive and non-judgmental atmosphere for self-reflection	D E N
		3. Is able to set a tone and plan and sequence the use of time in the reflective practice facilitation sessions that help the practitioner regulate his or her thoughts and emotions so the practitioner can think about and experience his or her work in new ways	D E N
		4. Possesses basic group skills that support and develop practitioner abilities. Such skills include awareness of and the ability to address unconscious group dynamics, patterns of role assumption in groups, challenges of "airtime" sharing and other group resource sharing issues, group/infant family parallel process possibilities, and the healing/transformational potential of collaborative processes	D E N
		5. Inspires confidence in infant-family and early childhood mental health principles and practice that lead to the practitioner's ability to be effective at outreach and relationship-building, successfully engaging families that might otherwise miss needed services	D E N

		6. Helps practitioners working in nontraditional settings, such as shelters, medical facilities, and early care and education and in developing ways to integrate infant-family and early childhood mental health principles into a variety of settings	D E N
		7. Supports participants in developing the capacity to understand the families' story	D E N
		8. Supports participants in developing the capacity to "hold the baby/child in mind"	D E N
		9. Supports participants in demonstrating appropriate and professional "use of self"	D E N
		10. Supports participants understanding and use of parallel process	D E N
		11. Supports participants in developing and utilizing a reflective alliance	D E N
*Note: Many of the competencies in the Reflective Practice domain are adapted from those described in Finding an Authentic Voice, Heffron, Ivins, Weston. Infants and Young Children. Vol. 18, No. 4, 2005.			
I attest that the candidate demonstrates a minimum of 28/31 of the competencies in the domain of Reflective Practice Facilitation, one of which may be "emerging". Name: _____ Date: _____			

***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:** \_\_\_\_\_