



Alliance for the Advancement of Infant Mental Health

Reference Add Entry form (Applicant completes the following):

Name of Reference Rater:

Organization/Employer:

Phone:

Email:

Endorsement Status: Endorsed, Not Endorsed, Vetted, Unsure

This reference rater is my: Program/Direct Supervisor, Reflective Supervisor, Reflective Supervisee, Other: _____

- *The reference rating process is confidential. By checking this box I affirm that I understand and agree to the confidential nature of the reference rating form process and that I will not have access to the content of the raters completed form.*

Reference Information (Reference rater completes the following):

Name:

Email:

Phone Number:

Organization/employer:

Endorsement Category or not endorsed:

How many years have you worked with infants, toddlers, caregivers, and families: _____

How long have you worked with the applicant from (mo./yr.) _____ to (mo./yr.) _____

I am the Applicant's (role): Program/Direct Supervisor, Reflective Supervisor, Reflective Supervisee, Other: _____

Reference Information Specific to certain forms

For Reflective Supervisor/Reflective Supervisee ONLY:

How often did you meet for Reflective Supervision (weekly, 2x monthly, etc): _____

Between the dates of: (mo./yr.) _____ to (mo./yr.) _____

For a total of: _____ hours

For Program/Direct Supervisor form ONLY:

Can you attest that the applicant is currently in "good standing" in relation to their employment/work with or on behalf of infants, young children and their families.

Yes or No



Alliance for the Advancement of Infant Mental Health

TO THE REFERENCE RATER:

You have been selected to complete a reference form for a professional applying for Endorsement from the (state/country) association for infant mental health.

The information that you provide will help to establish the applicant's eligibility for Endorsement.

Please provide a rating on each item based on the context of your work with the applicant. It is not necessary to have directly observed the applicant perform their role to speak to your knowledge of their developed competency.

The content of your reference rating response is confidential and will not be viewed by the applicant. We encourage raters and applicants to have open and clear conversations around areas of strength and growth to support healthy relationships and quality professional development.

Thank you for your supporting the professional development of our infant and early childhood mental health community!

Bottom of each form:

Please note one significant strength observed: _____

Please note one area for growth observed: _____

Comments: _____

- The information I have provided on this form is correct to the best of my knowledge and belief.
 - I hereby RECOMMEND this applicant for Endorsement. (allow only to be able to select
OR
 - I hereby DO NOT recommend this applicant for Endorsement. (allow only to be able to select 1)
-



Alliance for the Advancement of Infant Mental Health

All Reference rating forms will use this scale for each question:

0- No/Not Yet / 1- At Times/Emerging / 2- Consistently/Effectively

Program Supervisor Form		
#	Question	Competencies Covered
1	Works collaboratively with and makes referrals to other service agencies to ensure that the child(ren) and family receive appropriate services and to support the family to develop the skills, knowledge, and resources they need to access social and concrete support.	Systems Expertise: <ul style="list-style-type: none">• Community Resources• Service Delivery Systems
2	Has developed effective interpersonal relationships with families and professional colleagues, by collaborating in ways that respects and promotes the decision-making autonomy of others, integrates knowledge of culture and individuality, and shares own knowledge and skills to promote the wellbeing of others	Working with Others: <ul style="list-style-type: none">• Collaborating• Building and Maintaining Relationships
3	Can respond to conflicts in a way that is urgent, eliminates crisis, and restores calm in order to find equally beneficial solutions to conflict where others feel heard and respected.	Working with Others: <ul style="list-style-type: none">• Resolving Conflicts
4	Demonstrates knowledge of current/relevant infant and early childhood principles and practices, regularly attends PD and integrates knowledge, in order to nurture professional development, growth in self, and with peers.	Working with Others: <ul style="list-style-type: none">• Mentoring Reflection: <ul style="list-style-type: none">• Professional Development
5	Responds with emotional sensitivity, effectively holds understanding and compassion towards the families and co-workers, all the while considering the complex dynamics that impact work and experiences with families.	Working with Others: <ul style="list-style-type: none">• Empathy and Compassion• Supporting Other



Alliance for the Advancement of Infant Mental Health

6	Demonstrates ability to write clearly, concisely, and with appropriate style (writing examples may include creating notes, reports, and/or correspondence)	Communication: <ul style="list-style-type: none"> • Writing
7	Demonstrates the capacity to communicate effectively (through listening and speaking) and the capacity to adapt communication skills to successfully support families, advocate within systems, and work with peers.	Communication: <ul style="list-style-type: none"> • Speaking • Listening
8	Participates in an environment that fosters the co-creation of a culture where group collaboration is supported and effective.	Communication: <ul style="list-style-type: none"> • Group Process
9	Considers complex and layered family dynamics including culture, history, identities, adult relationships, and the systems impacting the family in order to analyze information and understand the “big picture”.	Thinking: <ul style="list-style-type: none"> • Analyzing Information • Maintaining Perspectives
10	Considers difficult situations carefully by integrating available information, consulting with others, and evaluating alternatives when making and executing important decisions.	Thinking: <ul style="list-style-type: none"> • Exercising sound judgment • Solving Problems
11	Prioritizes needs, goals, and actions, and organizes effectively to complete job tasks.	Thinking: <ul style="list-style-type: none"> • Planning and Organizing
12	Remains open and curious, maintaining both safety and bravery within relationships and considering the impact that one relationship has on others.	Reflection: <ul style="list-style-type: none"> • Curiosity • Parallel Process



Alliance for the Advancement of Infant Mental Health

13	Regularly examines own thoughts, feelings, strengths, and challenges; and discusses with supervisor, these issues, concerns, and what actions to take.	Reflection: <ul style="list-style-type: none"> • Self-Awareness • Contemplation
14	Integrates thoughts and feelings into their work to better understand themselves and how to support families.	Reflection: <ul style="list-style-type: none"> • Emotional Response
15	Models personal commitment and empathy in promotion of all aspects of the practice of infant and early childhood mental health including encouraging and supporting professional development of others.	Leading People: <ul style="list-style-type: none"> • Motivation • Developing Talent
16	Promotes effective infant and early childhood mental health principles, practices, and programs inclusive of the integration of cultural humility to uphold systems of justice and equity.	Leading People: <ul style="list-style-type: none"> • Advocacy

Reflective Supervisor Form		
#	Question	Competencies Covered
1	Demonstrates knowledge of community resources available to families and is curious and anticipatory of a family's needs and service options.	Systems Expertise: <ul style="list-style-type: none"> • Community Resources • Service Delivery Systems
2	Demonstrates effective interpersonal relationships with families and professional colleagues, by collaborating in ways that respect and promote the decision-making autonomy of	Working with Others: <ul style="list-style-type: none"> • Collaborating • Building and Maintaining Relationships



Alliance for the Advancement of Infant Mental Health

	others, integrates knowledge of culture and individuality, and shares own knowledge and skills to promote the wellbeing of others.	
3	Can respond to conflicts in a way that is urgent, eliminates crisis, and restores calm in order to find equally beneficial solutions where others feel heard and respected.	Working with Others: <ul style="list-style-type: none"> • Resolving Conflicts
4	Integrates knowledge of current/relevant infant and early childhood principles and practices in a way that demonstrates growth, professional development and capacity to guide others.	Working with Others: <ul style="list-style-type: none"> • Mentoring Reflection: <ul style="list-style-type: none"> • Professional Development
5	Explores bias and self awareness during reflective supervision, effectively holding understanding and compassion for others, and the complex dynamics that impact work and experiences with families.	Working with Others: <ul style="list-style-type: none"> • Empathy and Compassion • Supporting Others
6	Demonstrates the capacity to communicate effectively (through listening, speaking and/or writing-writing examples may include creating notes, reports, and/or correspondence) and to adapt communication skills to successfully support families, advocate within systems, and work with others.	Communication: <ul style="list-style-type: none"> • Speaking • Listening • Writing
7	Has the capacity to create an environment that allows for the co-creation of a culture where group reflection is encouraged and supported.	Communication: <ul style="list-style-type: none"> • Group Process
8	Considers complex and layered family dynamics including culture, history, identities, adult relationships, and the systems impacting the family in order to analyze information and understand the “big picture”.	Thinking: <ul style="list-style-type: none"> • Analyzing Information • Maintaining Perspectives
10	Considers difficult situations through reflection by integrating available information, consulting with others, and evaluating alternatives when making and executing important decisions.	Thinking: <ul style="list-style-type: none"> • Exercising Sound Judgment • Solving Problems



Alliance for the Advancement of Infant Mental Health

11	Maintains consistency and regularity for reflective supervision, utilizing the time and space effectively.	Thinking: <ul style="list-style-type: none"> • Planning and Organizing
12	Wonders and explores about their experiences with families demonstrating both safety and bravery within relationships with families and in the supervision space.	Reflection: <ul style="list-style-type: none"> • Curiosity
13	Regularly examines their own thoughts, feelings, strengths, and challenges and uses reflective supervision to discuss their reflections and/or concerns as they arise.	Reflection: <ul style="list-style-type: none"> • Contemplation
14	Examines their own culture, values, and beliefs, exploring the potential impact this has on their actions, behaviors, and on their various working relationships.	Reflection: <ul style="list-style-type: none"> • Self-Awareness
15	Recognizes their evoked feelings to better understand themselves and inform their work supporting others.	Reflection: <ul style="list-style-type: none"> • Emotional Response
16	Makes connections to the ways in which one relationship affects and is affected by other relationships.	Reflection: <ul style="list-style-type: none"> • Parallel Process
17	Models personal commitment and empathy in promotion of all aspects of the practice of infant and early childhood mental health including supporting professional development of other professionals, including their supervisees.	Leading People: <ul style="list-style-type: none"> • Motivation • Developing Talent
18	Promotes effective infant and early childhood mental health principles, practices, and programs inclusive of the integration of cultural humility to uphold systems of justice and equity.	Leading People: <ul style="list-style-type: none"> • Advocacy

Reflective Supervisee Form		
#	Question	Competencies Covered

Alliance for the Advancement of Infant Mental Health

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Alliance for the Advancement of Infant Mental Health

1	Demonstrates knowledge of community resources available to families and encourages me to be curious and anticipatory of a family's needs and service options.	Systems Expertise: <ul style="list-style-type: none"> Community Resources Service Delivery Systems.
2	Actively participates and works collaboratively in our reflective supervision space to support my growth and overall work with infants, toddlers and their families.	Working with Others: <ul style="list-style-type: none"> Collaborating
3	Has developed a trusting relationship with me in which a sense of safety is present and experiences of bravery can be explored and challenged.	Working with Others: <ul style="list-style-type: none"> Building and Maintaining Relationships
4	Can respond to conflicts in a way that is urgent, eliminates crisis, and restores calm in order to find equally beneficial solutions to conflict where others feel heard and respected.	Working with Others:: <ul style="list-style-type: none"> Resolving Conflicts Thinking: <ul style="list-style-type: none"> Solving problems
5	Has expert knowledge of current and relevant infant and early childhood principles and practices, and provides me with guidance to effectively integrate into my work, nurturing professional development and growth.	Working with Others: <ul style="list-style-type: none"> Mentoring Reflection: <ul style="list-style-type: none"> Professional Development
6	Responds with emotional sensitivity during reflective supervision to challenge my bias and self awareness so that I can effectively hold understanding and compassion towards the infant, the parent/caregiver, and the complex dynamics that impact my work and experiences with families.	Working with Others: <ul style="list-style-type: none"> Empathy and Compassion Supporting Other
7	Demonstrates both the capacity to and supports my growth and adaptability to communicate effectively through listening, speaking and writing (writing examples may include creating notes, reports, and/or correspondence) in order to support my work with infants and young children	Communication: <ul style="list-style-type: none"> Speaking Listening Writing
8	Creates an environment that allows for the co-creation of a culture where group reflection is encouraged and supported.	Communication: <ul style="list-style-type: none"> Group Process



Alliance for the Advancement of Infant Mental Health

9	Considers and encourages me to consider complex and layered family dynamics including culture, history, identities, adult relationships, and the systems impacting the family in order to analyze information and understand the “big picture”.	Thinking: <ul style="list-style-type: none"> Analyzing Information Maintaining Perspectives
10	Considers and helps me to consider difficult situations carefully by integrating available information, consulting with others, and evaluating alternatives when making and executing important decisions.	Thinking: <ul style="list-style-type: none"> Exercising sound judgment
11	Maintains consistency and regularity for reflective supervision, utilizing the time and space effectively.	Thinking: <ul style="list-style-type: none"> Planning and Organizing
12	Creates a space where I feel safe/comfortable to be curious, brave, and can openly explore my experiences with families.	Reflection: <ul style="list-style-type: none"> Curiosity
13	Encourages me to regularly examine my own thoughts, feelings, strengths, areas for growth, and is able to bring up and discuss issues and/or concerns when necessary	Reflection: <ul style="list-style-type: none"> Contemplation
14	Encourages me to examine the potential impact my culture, values and beliefs have on my actions, behaviors, and various working relationships.	Reflection: <ul style="list-style-type: none"> Self-Awareness
15	Challenges me to recognize and then integrate evoked feelings into my work to better understand myself and how to support families.	Reflection: <ul style="list-style-type: none"> Emotional Response
16	Gives consideration and makes connections to the ways in which one relationship affects and is affected by other relationships.	Reflection: <ul style="list-style-type: none"> Parallel Process



Alliance for the Advancement of Infant Mental Health

17	Models personal commitment and empathy in promotion of all aspects of the practice of infant and early childhood mental health including supporting my professional development.	Leading People: <ul style="list-style-type: none"> • Motivation • Developing Talent
18	Promotes effective infant and early childhood mental health principles, practices, and programs inclusive of the integration of cultural humility to uphold systems of justice and equity.	Leading People: <ul style="list-style-type: none"> • Advocacy

Colleague/Other Form		
#	Question	Competencies Covered
1	Works collaboratively with and makes referrals to other service agencies to ensure that the child(ren) and family receive appropriate services and to support the family to develop the skills, knowledge, and resources they need to access social and concrete supports.	System Expertise: <ul style="list-style-type: none"> • Community Resources • Service Delivery Systems
2	Has developed effective interpersonal relationships with families and professional colleagues, by collaborating in ways that respects and promotes the decision-making autonomy of others, integrates knowledge of culture and individuality and shares own knowledge and skills to promote the wellbeing of others	Working with Others: <ul style="list-style-type: none"> • Collaborating • Building and Maintaining Relationships
3	Can respond to conflicts in a way that is urgent, eliminates crisis, and restores calm in order to find equally beneficial solutions to conflict where others feel heard and respected.	Working with Others: <ul style="list-style-type: none"> • Resolving Conflicts
4	Demonstrates knowledge of current/relevant infant and early childhood principles and practices, and integrates knowledge to guide and support the professional development of peers.	Working with Others: <ul style="list-style-type: none"> • Mentoring Reflection: <ul style="list-style-type: none"> • Professional Development
5	Responds with emotional sensitivity and holds understanding and compassion towards the infant, the parent/caregiver, and	Working with Others: <ul style="list-style-type: none"> • Empathy and Compassion



Alliance for the Advancement of Infant Mental Health

	the complex dynamics that impact their work and experiences with families.	<ul style="list-style-type: none"> Supporting Other
6	Demonstrates the capacity to and supports other's capacity to communicate effectively (through listening, speaking and/or writing-writing examples may include creating notes, reports, and/or correspondence) in order to support other's work with infants and young children	Communication: <ul style="list-style-type: none"> Speaking Listening Writing
8	Participates in an environment that fosters the co-creation of a culture where group collaboration is supported and effective.	Communication: <ul style="list-style-type: none"> Group Process
9	Considers complex and layered family dynamics including culture, history, identities, adult relationships, and the systems impacting the family, in order to analyze information and understand the "big picture".	Thinking: <ul style="list-style-type: none"> Analyzing Information Maintaining Perspectives
10	Considers difficult situations carefully by integrating available information, consulting with others, and evaluating alternatives when making and executing important decisions.	Thinking: <ul style="list-style-type: none"> Exercising Sound Judgment Solving Problems
11	Follows through on commitments and is able to prioritize tasks that impact our working relationship.	Thinking: <ul style="list-style-type: none"> Planning and Organizing
12	Remains open and curious, maintaining both safety and bravery within relationships and considers the impact of one relationship on another relationships.	Reflection: <ul style="list-style-type: none"> Curiosity Parallel Process
13	Regularly examines own thoughts, feelings, strengths, and challenges with a willingness to explore their impact on working with infants, parents/caregivers, families and others.	Reflection: <ul style="list-style-type: none"> Self-Awareness Contemplation
14	Integrates thoughts and feelings into their work to better understand themselves and how to support families.	Reflection: <ul style="list-style-type: none"> Emotional Response
15	Models personal commitment and empathy in promotion of all aspects of the practice of infant and early childhood mental health including supporting professional development of others.	Leading People: <ul style="list-style-type: none"> Motivation Developing Talent



Alliance for the Advancement of Infant Mental Health

16	Promotes effective infant and early childhood mental health principles, practices, and programs inclusive of the integration of cultural humility to uphold systems of justice and equity.	Leading People: <ul style="list-style-type: none"> • Advocacy
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Program and Reflective Supervisor		
#	Question	Competencies Covered
1	Uses reflective supervision to be curious and anticipatory of a family's needs and service options, works collaboratively with other service agencies and supports the family to develop the skills, knowledge, and resources they need to access social and concrete support.	System Expertise: <ul style="list-style-type: none"> • Community Resources • Service Delivery Systems.
2	Demonstrates effective interpersonal relationships with families and professional colleagues, by collaborating in ways that respect and promote the decision-making autonomy of others, integrates knowledge of culture and individuality, and shares own knowledge and skills to promote the wellbeing of others.	Working with Others: <ul style="list-style-type: none"> • Collaborating • Building and Maintaining Relationships
3	Can respond to conflicts in a way that is urgent, eliminates crisis, and restores calm in order to find equally beneficial solutions to conflict with where others feel heard and respected.	Working with Others: <ul style="list-style-type: none"> • Resolving Conflicts
4	Integrates knowledge of current/relevant infant and early childhood principles and practices in a way that demonstrates growth, professional development and capacity to guide others.	Working with Others: <ul style="list-style-type: none"> • Mentoring Reflection: <ul style="list-style-type: none"> • Professional Development
5	Explores bias and self awareness effectively in order to hold understanding and compassion for infants, caregivers, and the complex dynamics that impact their work and experiences with families.	Working with Others: <ul style="list-style-type: none"> • Empathy and Compassion • Supporting Others



Alliance for the Advancement of Infant Mental Health

6	Demonstrates ability to write clearly, concisely, and with appropriate style (writing examples may include creating notes, reports, and/or correspondence)	Communication: <ul style="list-style-type: none"> • Writing
7	Demonstrates the capacity to communicate effectively (through listening and speaking) and capacity to adapt communication skills to successfully support families, advocate within systems, and work with peers.	Communication: <ul style="list-style-type: none"> • Speaking • Listening
8	Fosters and participates in an environment that allows the co-creation of a culture where group reflection and collaboration are effective.	Communication: <ul style="list-style-type: none"> • Group Process
9	Considers complex and layered family dynamics including culture, history, identities, adult relationships, and the systems impacting the family in order to analyze information and understand the “big picture”.	Thinking: <ul style="list-style-type: none"> • Analyzing Information • Maintaining Perspectives
10	Considers difficult situations carefully by integrating available information, consulting with others, and evaluating alternatives when making and executing important decisions.	Thinking: <ul style="list-style-type: none"> • Exercising sound judgment • Solving Problems
11	Prioritizes, organizes effectively, and maintains consistency and regularity for meetings, appointments, reflective supervision and other tasks.	Thinking: <ul style="list-style-type: none"> • Planning and Organizing
12	Wonders and explores about their experiences with families demonstrating both safety and bravery within relationships with families and in the supervision space.	Reflection: <ul style="list-style-type: none"> • Curiosity
13	Regularly examines their own thoughts, feelings, strengths, and challenges and uses reflective supervision to discuss their reflections and/or concerns as they arise.	Reflection: <ul style="list-style-type: none"> • Contemplation
14	Examines their own culture, values, and beliefs, exploring the potential impact this has on their actions, behaviors, and on their various working relationships.	Reflection: <ul style="list-style-type: none"> • Self-Awareness



Alliance for the Advancement of Infant Mental Health

15	Integrates their evoked feelings into their work to better understand themselves and how to support families.	Reflection: <ul style="list-style-type: none">• Emotional Response
16	Makes connections to the ways in which one relationship affects and is affected by other relationships.	Reflection: <ul style="list-style-type: none">• Parallel Process
17	Models personal commitment and empathy in promotion of all aspects of the practice of infant and early childhood mental health including supporting professional development of others.	Leading People: <ul style="list-style-type: none">• Motivation• Developing Talent
18	Promotes effective infant and early childhood mental health principles, practices, and programs inclusive of the integration of cultural humility to uphold systems of justice and equity.	Leading People: <ul style="list-style-type: none">• Advocacy

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