



Connecticut Association for Infant Mental Health, Inc.
**Concerned with the Healthy Social Emotional Development
of Infants and Young Children**

Getting Started Form

This form is an optional (but strongly recommended) self-study to help assess your experiences and determine what additional specialized training might be necessary to meet the competencies and earn CT-AIMH Endorsement (IMH-E®).

1. **Read all of the materials** you have received, paying special attention to the document that specifies the requirements for the level at which you have applied and the *Competency Guidelines*.
2. **Review** your resume/vita, a copy (unofficial is ok) of your transcripts, and gather your in-service training records.
3. **Look at what you have done**, using the self-study grid below, and ask yourself if you have had a college/university course, an in-service training, a work experience or a reflective supervision/consultation experience that has contributed to your knowledge or skill in a particular area. For now, place a check mark in the appropriate box. Consider where your strengths lie and what you need to do to “fill in the gaps” to develop greater competency as an Infant Family Association, Infant Family Specialist, Infant Mental Health Specialist or Infant Mental Health Mentor.
4. **Consult with you Endorsement Advisor** to discuss next steps and/or if you are not certain about the amount of course work, training, and/or experience “meets” a knowledge or skill area.
5. **Keep in mind** that during a formal portfolio review, a minimum of two reviewers will comprehensively examine your materials and come to agreement about whether or not you have met the requirements and the competencies. All of the knowledge and skill areas are required (as specified at each level), but portfolio reviewers will be paying close attention to those listed under Theoretical Foundations and Direct Service Skills. In general, when considering whether or not a knowledge/skill area has been “met,” the most weight is given to college courses, then to intensive or series in-services, then to shorter in-services, then conferences, then reference ratings, then work experience.
6. **Find in-service training opportunities** to help you fill in any identified gaps in the knowledge/skill areas. Information about relevant training opportunities can be found at <http://CT-AIMH.org>.

CT Association for Infant Mental Health
230 So. Frontage Rd. New Haven, CT 06520 Phone: 203-737-6422 Fax: 203-785-7926
Email: ctaimh@yale.edu Website: <http://www.CT-AIMH.org>

Theoretical Foundations

Theoretical Foundations	Education	Work	In-service training(s)
pregnancy and early parenthood (I, II, III & IV)			
infant/young child development and behavior (I, II, III & IV)			
infant/young child & family-centered practice (I, II, III & IV)			
relationship-based, therapeutic practice (I, II, III & IV)			
family relationships & dynamics (I, II, III & IV)			
attachment, separation, trauma & loss (I, II, III & IV)			
psychotherapeutic & behavioral theories of change (III & IV)			
disorders of infancy/early childhood (II, III & IV)			
mental & behavioral disorders-adults (III & IV)			
cultural competence (I, II, III & IV)			
adult learning theory & practice (IV - all)			
statistics (IV - all)			
research & evaluation (IV - all)			

Law, Regulation & Policy	Education	Work	In-service training(s)
ethical practice (I, II, III & IV)			
government, law & regulation (I, II, III & IV)			
agency policy (I, II, III & IV)			

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Systems Expertise

Systems Expertise	Education	Work	In-service training(s)
service delivery systems (I, II, III & IV)			
community resources (I, II, III & IV)			

Direct Service Skills	Education	Work	In-service training(s)	Reflective supervision/consultation
observation & listening (I, II, III & IV)				
screening & assessment (I, II, III & IV)				
responding with empathy (I, II, III & IV)				
treatment planning (III & IV)				
developmental guidance (III & IV)				
supportive counseling (III & IV)				
parent-infant/toddler psychotherapy (III & IV)				
advocacy (I, II, III & IV)				
life skills (I, II, III & IV)				
safety (I, II, III & IV)				
reflective clinical supervision (IV - clinical)				

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Working with Others

Working with Others	Education	Work	In-service training(s)	Reflective supervision/consultation
building & maintaining relationships (I, II, III & IV)				
supporting others (I, II, III & IV)				
mentoring (II, III)				
coaching & mentoring (IV)				
collaborating (I, II, III & IV)				
resolving conflict (I, II, III & IV)				
crisis management (IV)				
empathy & compassion (I, II, III & IV)				
consulting (IV)				

Communicating	Education	Work	In-service training(s)	Reflective supervision/consultation
listening (I, II, III & IV)				
speaking (I, II, III & IV)				
writing (I, II, III & IV)				
group process (IV)				

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Thinking	Education	Work	In-service training(s)	Reflective supervision/consultation
analyzing information (I, II, III & IV)				
solving problems (I, II, III & IV)				
exercising sound judgment (I, II, III & IV)				
maintaining perspective (I, II, III & IV)				
planning & organizing (I, II, III & IV)				

Reflection	Education	Work	In-service training(s)	Reflective supervision/consultation
contemplation (I, II, III & IV)				
self awareness (I, II, III & IV)				
curiosity (I, II, III & IV)				
professional/personal development (I, II, III & IV)				
emotional response (I, II, III & IV)				
parallel process (III & IV)				

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Level IV only:

Leading People	Education	Work	In-service training(s)
motivating (IV)			
advocacy (IV)			
developing talent (IV)			

Administration	Education	Work	In-service training(s)
program management (IV - policy)			
program development (IV - policy)			
program evaluation (IV - policy)			
program funding (IV - policy)			

Research & Evaluation	Education	Work	In-service training(s)	Reflective supervision/consultation
study of infant relationships & attachment (IV – research/faculty)				
study of infant development & behavior (IV – research/faculty)				
study of families (IV – research/faculty)				

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