

Competency Details

Infant Family Reflective Supervisor (IFRS)

1. Theoretical Foundations

Knowledge/Skill Area

- Pregnancy and Early Parenthood
- Infant/Young Child Development & Behavior
- Infant/Young Child & Family-Centered Practice
- Relationship-Focused, Therapeutic Practice
- Family Relationships & Dynamics
- Attachment, Separation, Trauma Grief & Loss
- Disorders of Infancy
- Cultural Humility

As Demonstrated by:

For infants, young children, and families referred and enrolled for services:

- During observations and assessments, identifies emerging competencies of the infant and young child within a relationship context
 - Supports and reinforces parent's capacity to seek appropriate care during pregnancy
 - Supports and reinforces each parent's strengths, emerging parenting competencies, and positive parent-infant/young child interactions and relationships
 - Helps parents to:
 - "See" the infant/young child as a person, as well as all the factors (eg, playing, holding, teaching) that constitute effective parenting of that child
 - Derive pleasure from daily activities with their children
 - Shares with families the realistic expectations for the development of their infants/young children and strategies that support those expectations
 - Demonstrates familiarity with conditions that optimize early infant brain development
 - 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
 - Shares with families an understanding and appreciation of family relationship development
 - 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
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2. Law, Regulation, and Agency Policy

Knowledge/Skill Area

- Ethical Practice
- Government, Law, and Regulation
- Agency Policy

As Demonstrated by:

- Exchanges complete and unbiased information in a supportive manner with families and other team members
- Practices confidentiality with each family's information in all contexts, with the only exception being when making necessary reports to protect the safety of a family member (eg, Children's Protective Services, Duty to Warn)
- Maintains appropriate personal boundaries with infants/young children and families served, as established by the employing agency
- Promptly and appropriately reports harm or threatened harm to a child's health or welfare to Children's Protective Services
- Accurately and clearly explains the provisions and requirements of federal, state, and local laws affecting infants/young children and families (eg, Part C of IDEA, child protection, childcare licensing rules and regulations) to families and other service providers working with these families
- Shares information with non-citizen families and service agencies about the rights of citizen children of non-citizen parents
- Personally works within the requirements of:
 - Federal and state law
 - Agency policies and practices
 - Professional code of conduct

3. System Expertise

Knowledge/Skill Area

- Service Delivery Systems
- Community Resources

As Demonstrated by:

- Assists families to anticipate, obtain, and advocate for concrete needs and other services from public agencies and community resources
- Actively seeks resources to address infant/young child and family needs
- 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
- Helps parents build the skills they need to access social support from extended family, neighbors, and friends as needed and as available in the community
- Makes families and service providers/agencies aware of community resources available to families

4. Direct Service Skills

Knowledge/Skill Area

- Observation and Listening
- Screening and Assessment
- Responding with Empathy
- Advocacy
- Life Skills
- Safety
- Reflective Supervision

As Demonstrated by:

For infants, young children, and families referred and enrolled for services:

- Establishes trusting relationship that supports the parent(s) and infant/young child in their relationship with each other and facilitates needed change
- Provides services to children and families with multiple, complex risk factors
- Formally and informally observes the parent(s) or caregiver(s) and infant/young child to understand the nature of their relationship, developmental strengths, and capacities for change
- Conducts formal and informal assessments of infant/young child development, in accordance with established practice
- Effectively implements relationship-focused, therapeutic parent-infant/young child interventions that enhance the capacities of parents and infants/young children
- Provides information and assistance to parents and/or caregivers to help them:
 - Understand their role in the social and emotional development of infants/young children
 - Understand what they can do to promote health, language, and cognitive development in infancy and early childhood
 - Find pleasure in caring for their infants/young children
- Nurtures the parents' relationship with each other, if one exists; alternatively, helps the custodial parent manage appropriate contact with the non-custodial parent
- Promotes parental competence in:
 - Facing challenges
 - Advocating on behalf of themselves and their children
 - Resolving crises and reducing the likelihood of future crises
 - Solving problems of basic needs and familial conflict
- Advocates for services needed by children and families with the supervisor, agencies, and other available programs
- Recognizes environmental and caregiving risks to the health and safety of the infant/young child and parents and takes appropriate action
- 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 interventions and professional use of self in various settings
 - Effects of supportive relationships
 - Awareness of treatment models and referral processes

5. Working With Others

Knowledge/Skill Area

- Building and Maintaining Relationships
- Collaborating
- Resolving Conflict
- Empathy and Compassion
- Supporting Others
- Mentoring

As Demonstrated by:

- Builds and maintains effective interpersonal relationships with families and professional colleagues by:
 - Respecting and promoting the decision-making authority of families
 - Understanding and respecting the beliefs and practices of the family's culture
 - Following the parents' lead
 - Following through consistently on commitments and promises
 - Providing regular communications and updates
 - Works with and responds to families and colleagues in a tactful and understanding manner
 - Provides positive, specific feedback to encourage and reinforce desired behaviors and interactions in families
 - Assists families to develop the skills they need to become their own advocates
 - Models' appropriate behavior and interventions for new staff as they observe home visits
 - Encourages parents to share with other parents (eg, through nurturing programs, parent-child interaction groups)
 - Collaborates and shares information with staff of childcare, foster care, community-based programs, and other service agencies to ensure effective, coordinated services
 - Works constructively to find "win-win" solutions to conflicts with colleagues (eg, interagency, peer-peer, and/or supervisor-supervisee conflicts)
 - Provides emotional support to parents/caregivers and children when sad, distressed, etc.
 - Promotes supervisory relationships in which the supervisee can explore ideas, reflect about infants, young children, families and relationships, and nurture professional development and growth.
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6. Communicating

Knowledge/Skill Area

- Listening
- Speaking
- Writing
- Group Process

As Demonstrated by:

- Actively listens to others and asks questions for clarification
 - Uses appropriate non-verbal behavior and correctly interprets others' non-verbal behavior
 - Communicates honestly, sensitively, and empathetically with families using non-technical language
 - Obtains translation services as necessary to ensure effective communication with families who may experience a communication barrier
 - Writes clearly, concisely, and with the appropriate style (eg, business, conversational) in creating notes, reports, and correspondence
 - Demonstrates the ability to create an environment that allows for the co-creation of a group culture that includes, but is not limited by, cultural humility, shared boundaries, safety, and a brave space, all of which is supported by planning and organization.
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7. Thinking

Knowledge/Skill Area

- Analyzing Information
- Solving Problems
- Exercising Sound Judgment
- Maintaining Perspective
- Planning and Organizing

As Demonstrated by:

- Sees and can explain the “big picture” when analyzing situations
 - Sees and can explain the interactions of multiple factors and perspectives
 - Assigns priorities to needs, goals, and actions
 - Considers difficult situations carefully
 - Evaluates alternatives prior to making decisions
 - Integrates all available information and consults with others when making important decisions
 - Generates new insights and workable solutions to issues related to effective, relationship-focused, family-centered care
 - Defines, creates a sequence for, and prioritizes tasks necessary to perform role and meet the needs of families
 - Employs effective systems for tracking individual progress, ensuring follow up, and monitoring the effectiveness of service delivery as a whole
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8. Reflection

Knowledge/Skill Area

- Contemplation
- Self-awareness
- Professional/Personal Development
- Emotional Response
- Parallel Process
- Curiosity

As Demonstrated by:

- Encourages others (e.g., peers, supervisors, etc.) to examine their own thoughts, feelings, and experiences in determining a course of action
- Regularly examines own thoughts, feelings, strengths, and growth areas and discusses issues, concerns, actions to take with supervisor, consultants, or peers
- Consults regularly with supervisor, consultants, and peers to understand own capacities and needs as well as the capacities and needs of families
- Seeks a high degree of agreement between self-perception and the way others perceive him/her
- Remains open and curious
- Identifies and participates in learning activities related to the promotion of infant mental health
- Keep up to date on current and future trends in child development and relationship-focused practice
- 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
- Recognizes the way in which one relationship affects and is affected by other relationships.

9. Leading People

Knowledge/Skill Area

- Motivating
- Advocacy
- Developing Talent Contemplation

As Demonstrated by:

- Models' personal commitment and empathy in promotion of all aspects of the practice of infant and early childhood mental health
- Promotes effective infant and early childhood mental health principles, practices, and programs
- Supports professionals, students, colleagues, supervisors, supervisees, and systems of care leaders in a range of skills to help them become:
 - Highly effective infant and early childhood mental health professionals/leaders
 - Culturally curious in examining issues of justice, equity, diversity, ethnicity, and inclusion across all systems that interface with families and young children
 - Culturally responsive individuals