# Crosswalk Between COSP™ Facilitator Training and Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health®

Introduction

At Circle of Security International, we focus on training providers from many different backgrounds and disciplines to help caregivers connect with the children in their lives. The Circle of Security figure is a central visual map of attachment used as part of interventions for caregivers, all of which are focused on helping caregivers reflect upon children's attachment needs to promote secure attachment with a child.
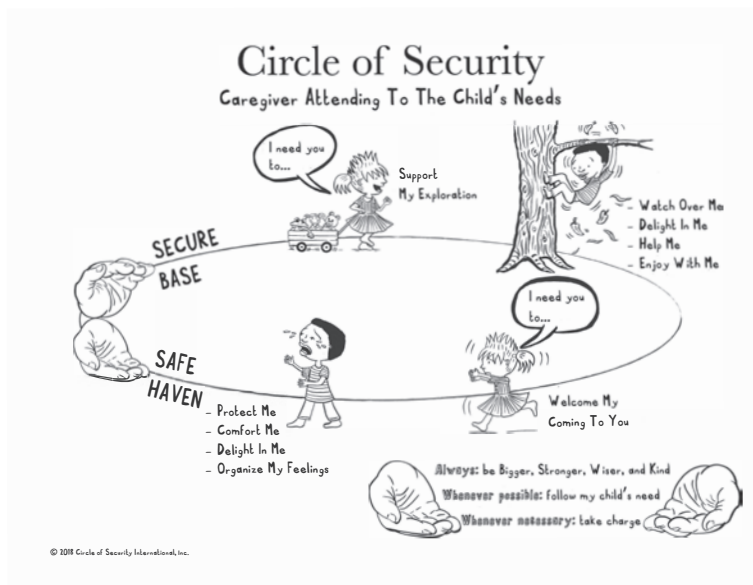
Circle of Security Parenting™ (COSP™) is a manualized program used internationally with parents and other caregivers of young children. Our goal with COSP is to engage the wisdom of each parent or caregiver by introducing the Circle of Security and by using video review of interactions between caregivers to reflect with parents on how attachment needs are expressed (or sometimes hidden) by young

children. We've found that the key to engaging caregivers' wisdom is to get them reflecting on both the meaning of what they see on screen and how what they see on screen makes them feel. Each moment of caregiver-child interaction is packed with information about attachment. At the same time, how caregivers think about attachment is often connected to their own relationship history, and how they think about parenting is often impacted by their own cultural community and experience.

Here are some founding principles that underlie the Circle of Security Parenting program:

1. Attachment problems in infancy and early childhood increase the probability of psychopathology later in life.

2. Secure attachment relationships with caregivers are a protective factor for infants and preschoolers, setting the foundation for social competence and promoting effective functioning of the emotion regulation and stress response systems.

3. Children's early relational learning happens in the context of their own family's culture.

4. The quality of the attachment relationship is amenable to change.

5. Learning, including therapeutic change, occurs from within a secure base relationship.

6. Lasting change in the attachment relationship comes from caregivers' developing specific relationship capacities rather than learning techniques to manage behavior.

7. All caregivers want what is best for their children.

Circle of Security Parenting (COSP) Facilitator Training: The COSP Facilitator Training is offered both on line and in person and leads to endorsement as a Registered COSP Facilitator. At the end of the COSP Facilitator training, the Facilitator who has met the learning outcomes will be trained in the theory underlying the video-based caregiver-reflection model, in the effective delivery of the model, and will be licensed to facilitate the program (generally delivered in weekly group sessions over 8-10 weeks) for caregivers. Many of the professionals who attend the COSP Facilitator Training are family support workers, mental health providers, educators, or healthcare providers, but the program can be conducted by anyone who has successfully completed the training. The COSP program is manualized and is designed for group intervention but is also used in

home visitation and individual or couples counseling. The program has been translated into numerous languages.

Learning to apply the Circle to children in their care will help caregivers shift the focus away from trying to change undesirable behaviors with rewards and punishment to seeing behavior as communication of a need on the Circle and changing the behavior by meeting the need. The COSP program offers caregivers new ways to understand the children in their care and new ways to understand how to meet those children's attachment needs which, in turn, leads to carers with a more confident presence and, over time, children who are more cooperative and confident.

Children's attachment systems are always "on." This means that any caregiver who has a sustained, committed relationship with a child can become an attachment figure. The COSP Program is used around the world with caregivers and works equally well for increasing awareness of attachment with grandparents, extended family members, foster parents, nannies, and other early-care professionals.

Secure attachment has to do with helping children feel safe. Children who have learned that attachment relationships are not safe struggle with other care-giving relationships. Caregivers who complete the COSP program have the opportunity to learn about children's attachment needs and also get to practice using the Circle to identify those attachment needs. We engage the caregiver's wisdom by introducing the Circle of Security to help parents understand their children's needs, and then we support them in finding their own way to meet those needs. This is both culturally respectful and a strong competency message. In addition, when caregivers identify where on the Circle they struggle to meet their children's needs, they can begin to work to address their children's unmet needs on the Circle. As the caregiver-child relationship gets more secure, each partner gains enjoyment and connection.

Attachment relationships with any carer can either be secure or not. Within a secure relationship, there is a direct and clear path toward

resolving the child's distress. Circle of Security Parenting is designed to help caregivers understand children's attachment needs and learn to meet those needs even when the caregiver is stressed.

Applying the COSP Program with foster or adoptive parents can be as rewarding as working with biological parents. Foster parents are more easily engaged when they are told that the COSP program will require personal reflection with a focus on their own relationship history

rather than a set of behavioral interventions for the child. For providers working with childcare or early learning professionals, further training is available to learn to facilitate our COS in the Classroom program. Note: the current crosswalk applies directly to the COSP program training, which is the first step in learning the COS in the Classroom approach.

This crosswalk was produced by three organizations working together to support Endorsement for Culturally-Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health (Endorsement). Circle of Security International is a company headquartered in the United States whose mission is as follows: Through training, continuing educa-tion, and ongoing support, we equip individuals to leverage the capacity for human connection by applying the radical simplicity of the Circle of Security to learning while honoring people's strengths and struggles to build trust and find coherence. With funding provided by the North Carolina Infant Mental Health Association[1], and in conjunction with the Alliance of Infant Mental Health Associations, this crosswalk is designed to allow Endorsement applicants to document how training in the Circle of Security Parenting program supported their professional learning journey.

Endorsement for Culturally-Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health (Endorsement) is an international credential supported by the Alliance for the Advancement of Infant Mental Health (Alliance). The credential is built upon multiple knowledge and skill areas that are unique to the infant/early childhood mental health (IECMH) workforce (examples: attachment, relationship-focused practice, infant development & behavior), as identified in the Competency Guidelines (MI-AIMH 2017®).

The Alliance partners with associations for infant mental health (AIMH) so that AIMHs can support, grow, diversify, and advocate for their local IECMH-informed workforces. A primary way of doing this is through the Endorsement process. Growing evidence indicates that endorsed professionals are better prepared to support the foundational early development of babies and young children in the context of their care-giving relationships.

Infant and Early Childhood Mental Health Endorsement (IMH-E®/EC-MH-E®) requires that professionals within this specialized workforce demonstrate knowledge, skills, and reflective experiences. As such, Endorsement offers an opportunity to recognize the specialized skill set required to work with pregnant people, infants, young children, and families, as well as an acknowledgment that the professional appreciates and implements best practices when working with this population.

Individuals can earn Endorsement[2] in the category that is the best fit for one's scope of practice:
- Promotion: Infant Family Associate (IFA) & Early Childhood Family Associate (ECFA)
- Prevention/Early Intervention: Infant Family Specialist (IFS) & Early Childhood Family Specialist (ECFS)
- Treatment/Intervention: Infant Mental Health Specialist (IMHS) & Early Childhood Mental Health Specialist (ECMHS)
- Leadership: Infant Mental Health Mentor (IMHM) & Early Childhood Mental Health Mentor (ECMHM) - Clinical, Policy, & Research/Faculty; Endorsed Reflective Supervisor (ERS)

The crosswalk identifies the knowledge/skill areas, as identified in the *Competency Guidelines,* that are addressed or met for each category of Endorsement, across the COSP Facilitator Training. One knowledge/skill area is listed per clock hour of training. For members of the Alliance: this crosswalk has been approved as a Tier 4 co-branded crosswalk[3].

2   All member AIMHs of the Alliance have licensed the use of the IMH-E®. The ECMH-E® is relatively new and only a small number of AIMHs have licensed it as of 2019. Please contact your own AIMH to find out whether the AIMH has licensed the ECMH-E®
3   Member AIMHs of the Alliance will have access to the Crosswalk Policy

Endorsed Reflective Supervisor (ERS) is an optional add-on for Infant/Early Childhood Family Specialist or Infant/Early Childhood Mental Health Specialist endorsees who already provide or wish to provide reflective supervision/consultation. There are 13 competency areas required to be met for ERS; all other competency areas are grayed out within the crosswalk.

The COSP Facilitator Training was reviewed specifically for the purpose of addressing competencies that professionals applying for or renewing Endorsement would require in their training record. Please see the Notes columns of the crosswalk for information about whether the identified knowledge/skill areas were met or partially met and for which Endorsement categories.
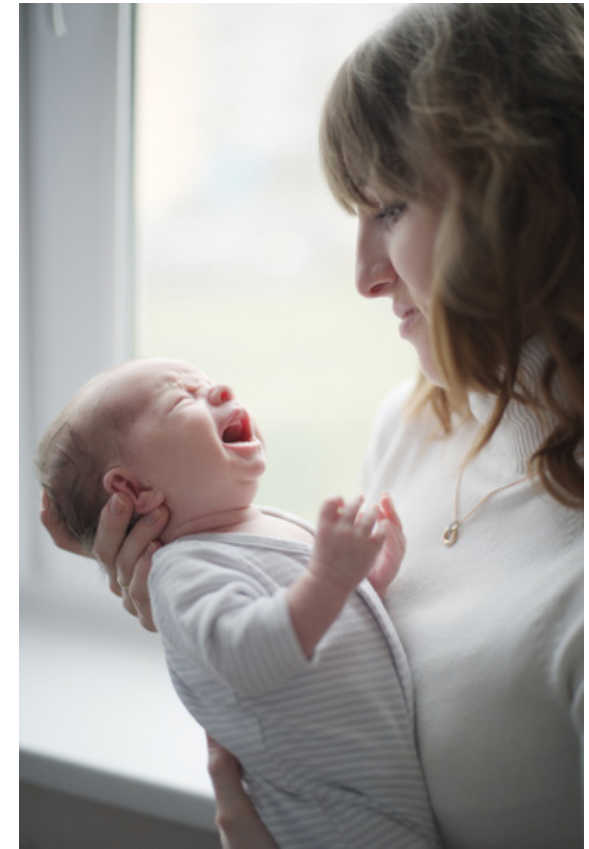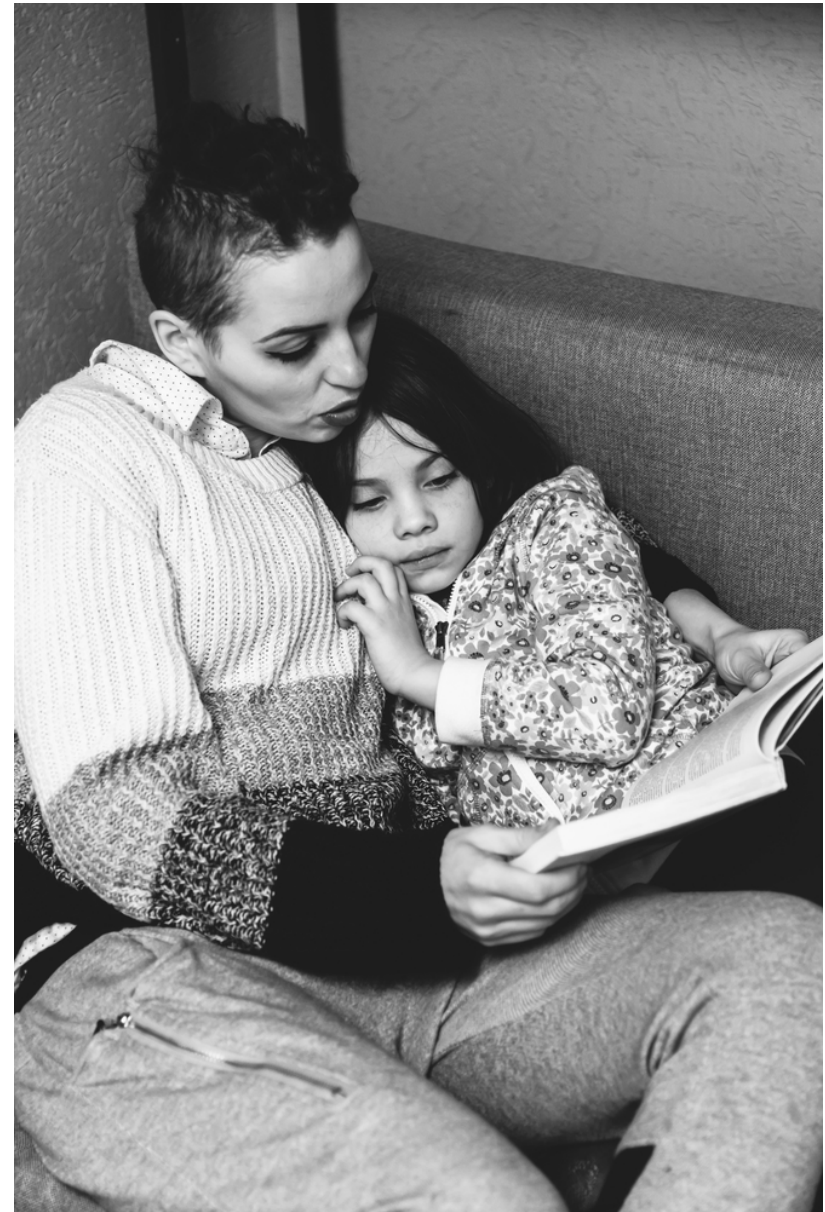
which outlines the crosswalk tiers.

For Endorsement Applicants:

Once you have completed the COSP Facilitator Training and accompanying crosswalk, you can submit a copy of your crosswalk to your AIMH's Endorsement Coordinator. This will be uploaded to your Endorsement application.

It is important to note that the knowledge/skill areas that make up the Competency Guidelines are the same for both IMH-E® and ECMH-E®; the competencies encompass a range of knowledge and skill areas that drive best practice with or on behalf of pregnant moms, children ages 0 up to 6 years old, and their caregivers/families. IMH-E® applicants are required to demonstrate competency from prenatal up to 36 months of age. Training experience specific to 3 up to 6 years old can be added to an IMH-E® application, however, the bulk of the training experience must be specific to prenatal up to 36 months of age. ECMH-E® applicants are required to demonstrate competency prenatal up to 6 years of age. This supports our core understanding that the first three years of life are the foundation for all subsequent development. Additionally, we believe that we come to better understand the needs of older children when we more fully understand infancy and toddlerhood.

Knowledge/Skill Area	Notes for IMH–E®	Notes for ECMH–E®	Endorsed Reflective Supervisor	Notes related to Competency Guidelines
	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	Skill area met for ERS	
Theoretical Foundations				
Pregnancy & Early Parenthood	Partially Met for IFA & IFS	Partially Met for ECFA & ECFS		
Infant/Young Child Development & Behavior	Partially Met for IFA & IFS	Partially Met for ECFA & ECFS		
Infant/Young Child Family-Centered Practice	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Relationship-Focused Therapeutic Practice	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Family Relationships & Dynamics	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Attachment, Separation, Trauma, Grief & Loss	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Cultural humility	Fully Met for IFA & IFS Partially Met for IMHS & IMHM	Fully Met for ECFA & ECFS Partially Met for ECMHS & ECMHM		Foundational to the model is that children's early relational learning happens in the context of their own family's culture and all parents are the experts in their own relational lives. Additional resources provided on website and reference to Tenets.

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®	Endorsed Reflective Supervisor	Notes related to Competency Guidelines
	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	Skill area met for ERS	
Disorders of Infancy/Early Childhood (N/A for FA)	Not Met	Not Met		Not covered in material. Recognizes risks and develops of infancy/early childhood conditions that require treatment, intervention, and/or the assistance of other professionals from health, mental health, education, and child welfare systems.
Psychotherapeutic & Behavioral Theories of Change**	Fully Met for IMHS & IMHM	Fully Met for ECMHS & ECMHM		
Mental & Behavioral Disorders in Adults**	Not Met	Not Met		Theory and interventions that focus on concerns related to the adult such as CBT.
Adult Learning Theory & Practice**	Not Met	Not Met		Material not covered.
Direct Service Skills				
Observation & Listening**	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®	Endorsed Reflective Supervisor	Notes related to Competency Guidelines
	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	Skill area met for ERS	
Screening & Assessment**	Not Met	Not Met		Conducts formal and informal assessment and interprets ongoing formal and informal assessments. 2 hours or more content related to bot screening & assessment.
Responding with Empathy	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Advocacy	Partially met for IFA & IFS	Partially Met for ECFA & ECFS		
Life Skills	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Safety	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Intervention/Treatment Planning**	Not Met	Not Met		
Developmental Guidance**	Not Met	Not Met		
Supportive Counseling**	Not Met	Not Met		
Parent-Infant/ Young Child Relationship-Based Therapies and Practices**	Fully Met for IMHS & IMHM	Fully Met for ECMHS & ECMHM		
Reflective Supervision**	Not Met	Not Met	Not Met	Material not covered.
Working With Others				

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®	Endorsed Reflective Supervisor	Notes related to Competency Guidelines
	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	Skill area met for ERS	
Supporting Others	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Building & Maintaining Relationships	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Collaborating	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		The model is culturally respectful as it works to support parents to apply the COS and then parents find their own way to meet their children's needs.
Coaching & Mentoring**	Not Met	Not Met	Not Met	As an expert, provides feedback to novice staff, graduate students, and other colleagues.
Resolving Conflict	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Empathy & Compassion	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Consulting	Partially Met for IFA & IFS	Partially Met for ECFA & ECFS	Partially Met for ERS	
Crisis Management	Partially Met for IFA & IFS	Partially Met for ECFA & ECFS		
Reflection				
Contemplation	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM	Fully Met for ERS	

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®	Endorsed Reflective Supervisor	Notes related to Competency Guidelines
	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	Skill area met for ERS	
Self-Awareness	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM	Fully Met for ERS	Understanding of the model brings deeper awareness of how others experience 'you' as a provider; builds awareness of how your own parenting beliefs impact your work.
Curiosity	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM	Fully Met for ERS	
Professional/Personal Development	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM	Fully Met for ERS	
Emotional Response	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM	Fully Met for ERS	
Parallel Process	Not Met	Not Met	Fully Met for ERS	Recognizes and responds appropriately to parallel process. Parallel process conveyed within the model implicitly, but not explicitly discussed or reviewed.
Thinking				
Analyzing Information	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Solving Problems	Partially Met for IFA & IFS	Partially Met for ECFA & ECFS		
Exercising Sound Judgment	Partially Met for IFA & IFS	Partially Met for ECFA & ECFS		
Planning & organizing	Partially Met for IFA & IFS	Partially Met for ECFA & ECFS		

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®	Endorsed Reflective Supervisor	Notes related to Competency Guidelines
	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	Skill area met for ERS	
Maintaining perspective	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Communication				
Listening	Fully Met for IFA, IFS, IMHS, & IMHM	Fully Met for ECFA, ECFS, ECMHS, & ECMHM		
Speaking	Fully Met for IFA & IFS Partially Met for IMHS & IMHM	Fully Met for ECFA & ECFS Partially Met for ECMHS and ECMHM		
Writing	Not Met	Not Met		2 hours of content or more of content needed. Optional within fidelity journal.
Group Process**	Partially Met for IMHM	Partially Met for ECMHM	Not Met	
Law, Regulation, & Agency Policy				
Ethical Practice	Not Met	Not Met		Material not covered.
Government, Law, & Regulation	Not Met	Not Met		Material not covered.
Agency Policy	Not Met	Not Met		Material not covered.
Systems Expertise				
Service Delivery Systems	Not Met	Not Met		Material not covered.
Community Resources	Not Met	Not Met		Material not covered. Resources provided on website, but not discussed within content.
ERS does not require all competncies to be met; those that are grayed out are not required.				
**indicates competency areas specific to IMHS, IMHM, ECMHS, and/or ECMHM.				

Knowledge/Skill Area	Notes for IMH-E®	Notes for ECMH-E®	Endorsed Reflective Supervisor	Notes related to Competency Guidelines
	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	Skill area met for ERS	
Community Resources	Not Met	Not Met		Material not covered. Resources provided on website, but not discussed within content.
ERS does not require all competencies to be met; those that are grayed out are not required.				
**indicates competency areas specific to IMHS, IMHM, ECMHS, and/or ECMHM.				