Crosswalk Between Pyramid Model Training Modules and Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health®

The Pyramid Model is a conceptual framework of evidence-based practices for promoting social emotional development and all children's ability to experience warm and responsive relationships with caregivers, create relationships with others, explore and learn, communicate in play, and express and regulate emotion. The Pyramid Model utilizes a tiered public health approach to providing universal supports to all children to promote wellness, targeted supports for children at risk, and intensive interventions for those who need individualized supports—all supported by an effective workforce. The Pyramid Model uses systems-thinking and implementation science to promote evidence-based practices and supports adults interacting with children in a range of settings and disciplines (including early intervention providers, mental health consultants, early educators, families, and other professionals). To date, 31 states have developed Statewide Pyramid Model Leadership teams that are developing cross-sector systems to build infrastructure that supports high-fidelity implementation of the Pyramid Model. Local, national, and global support exists to promote the dissemination, sustainability, scale-up and high fidelity use of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

The Alliance for the Advancement of Infant Mental Health (Alliance) partners with the associations for infant mental health (AIMHs) who have licensed the use of the workforce development initiative that includes the *Competency Guidelines*® and the Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health®. As of January 2020, there are 30 US states and 2 international AIMHs who are members of the Alliance. Over 3,000 professionals have earned Endorsement® and over 2,500 are in the process of applying.

Meant to raise the professional standards for the infant and early childhood mental health (IECMH) field, the *Competency Guidelines*® define the knowledge, skills, and reflective practice experiences across disciplines and service sectors that touch the lives of infants, young children, and families. IECMH-informed professionals include those who work in behavioral health, child welfare, early care & education, early intervention, health, home visiting, and mental health consultation. Endorsement® is a credential that demonstrates an individual has specialized in IECMH by meeting the defined competencies through required experiences. Individuals can earn Infant Mental Health Endorsement® (IMH-E®) or Early Childhood Mental Health Endorsement (ECMH-E®)[1] 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

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The Pyramid Consortium and the Alliance agree to promote their mutual commitment to workforce development across the infant-early childhood and family field through competency informed training. To do this, the two organizations partnered to develop a co-branded crosswalk across the Pyramid Model training modules and the *Competency Guidelines®*.

The crosswalk serves as a valuable resource for Pyramid Model coaches, consultants, supervisors, program administrators, and others who wish to apply for and earn Endorsement® or as they support others in the Endorsement® process. Additionally, the crosswalk serves as a valuable resource for AIMHs who balance using both the Pyramid Model and *Competency Guidelines®* frameworks in their states' systems. The crosswalk highlights both commonalities and differences to illuminate the ways these two systems complement one another. Specifically, both frameworks highlight the importance of the following:

• Relationship-based support for infants/young children and their families is crucial
• Utilization of self-awareness can inform one's work with infants/young children and families
• Understanding family relationships and dynamics can provide integral information to infant's/young children's development and functioning
• The adult(s) in the lives of infants and young children are incredibly important
• The work of supporting infants, young children, and families necessitates specific professional development support and initiatives
• Knowledge about infant/young child development informs direct practice with young children

The Pyramid Consortium and the Alliance each appointed an infant mental health (IMH) endorsed representative to develop and complete the official co-branded crosswalk followed by review from endorsed and non-endorsed mentors that have expertise in the field of IMH and the application Pyramid Model. The overall process included a thorough review of Pyramid Model training materials, including the Infant/Toddler modules, Preschool modules, Parents Interacting with Infants (PIWI) module, Positive Solutions for Families, and the Trauma Informed Care and the Pyramid Model emodules, and the *Competency Guidelines®*. As numerous topic areas comprise each Pyramid Model training module, the representatives first examined each component individually. They then looked closely at the module as a whole. This approach resulted in a comprehensive understanding of how the modules complement the *Competency Guidelines®*.

The crosswalk identifies the knowledge/skill areas, as identified in the *Competency Guidelines®*, that are addressed or met for each category of Endorsement®, across each of the Pyramid Model training modules.

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 in accordance with the Alliance Crosswalk Policy.

The Pyramid training modules were 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. Recommended supplemental training for Infant Mental Health Specialist (IMHS), Infant Mental Health Mentor (IMHM), Early Childhood Family Specialist (ECMHS), and Early Childhood Mental Health Mentor (ECMHM) applicants are also listed in Notes.

Throughout the entirety of the Pyramid Model training modules, the following tenets are foundational to the content: relationship-based practice, self-awareness, cultural responsiveness, and reflection. While support and ongoing efforts connected to Pyramid Model implementation (state, community, and program-levels) extend beyond content training to include systems building, connection to workforce policies and practices, and community services and resources, based on the modules reviewed for the purposes of this crosswalk, it should be noted that the following knowledge/skill areas are not covered in enough specificity to allow for competency being met as defined in the *Competency Guidelines*®:

- Disorders of Infancy/Early Childhood
- Ethical Practice
- Government, Law & Regulation
- Agency Policy
- Community Resources
- Screening & Assessment
- Responding with Empathy
- Advocacy
- Life Skills
- Safety
- Listening
- Speaking
- Writing
- Empathy & Compassion

We recommend that programs and staff utilizing the Pyramid Model training modules, and looking for further training, reach out to their local AIMHs to discuss their needs and explore additional possible training opportunities that may address the topics on this list. That said, for some professionals, many IECMH knowledge/skill areas will be covered by higher education coursework. In addition, our hope is to expand upon this first level crosswalk to further enhance understanding and connectedness to infant and early childhood mental health-informed work across systems and scopes of practice. Lastly, we acknowledge that this crosswalk is a dynamic document, and will likely be revised as training materials in Pyramid Model practices are revised and expanded as well as when future versions of the *Competency Guidelines*® are released.

For Pyramid Module Trainers:
Pyramid Model Trainers are encouraged to customize the Pyramid Model foundational module trainings and supplement content based on the existing trainer scripts across modules. If you add training content to any of the training modules included in this crosswalk, you are able to select additional knowledge/skill area(s) from the *Competency Guidelines*® that best align with the added content. When selecting the knowledge/skill areas, please keep in mind that the guideline through the Alliance is one knowledge/skill area for each hour of training, e.g., a 4-hour training would have no more than 4 knowledge/skill areas selected. If you are unsure which knowledge/skills ares should be assigned to the added content, we recommend you reach out to your local AIMH. If you shorten any of the training modules included in this crosswalk, it is your responsibility to inform training participants about which segments of the module were covered along with the corresponding knowledge/skill areas.

For Endorsement® Applicants:
Within the final column of the crosswalk, you will use an X to indicate the segments of the training module(s) you attended. Once you have completed the necessary Pyramid Model training modules as expected for your role and you are ready to apply for Endorsement®, 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 understand better the needs of older children when we more fully understand infancy and toddlerhood.

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[1] 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 local AIMH to find out whether the AIMH has licensed the ECMH-E®

[2] Member AIMHs of the Alliance have access to the Crosswalk Policy which outlines the crosswalk tiers.

[3] This list represents knowledge/skill areas for IFA, IFS, ECFA, and ECFS. There are other knowledge/skill areas for IMHS, IMHM, ECMHS, and ECMHM that are not included here and can be found in the *Competency Guidelines*®.

Infant Toddler Modules

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	Check all training module segments you have attended
Module 1: Social Emotional Development Within the Context of Relationships				
Setting the Stage	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Understanding Social Emotional Development	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS, & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of preschoolers.	
Understanding Behavior: Making Sense of What you See & Hear	Observation & listening	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
Forming & Sustaining Relationships with Children & Families	Family relationships & dynamics	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
	Attachment, separation, trauma, grief, & loss	The skill area attachment is met for IFA. Skill area partially met for IFS, IMHS, & IMHM. For IFA: Recommend additional training related to trauma, separation, grief, & loss. For IFS/IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	The skill area attachment is met for ECFA. Skill area partially met for ECFS, ECMHS, & ECMHM. For ECFA: Recommend additional training related to trauma, separation, grief, & loss. For ECFS/ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.	
Essential Positive Messages	Supporting others	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Wrap-up, Reflection, & Action Planning	Contemplation	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	Check all training module segments you have attended
Module 2: Responsive Routines, Environments, & Targeted Strategies to Support Social Emotional Development in Infants & Toddlers				
Setting the Stage	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Social Emotional Climate in Infant Toddler Care Settings	Relationship-focused therapeutic practice	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill areas met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS, & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of preschoolers.	
High Quality Supportive Environments	Developmental guidance*	Skill area is not required for IFA or IFS. Skill area paritally met for IMHS & IMHM. For IMHS/IMHM: Reccomend additional training related to relationship-based principles and practices of IMH.	Skill area is not required for ECFA or ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
	Supporting others	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Forming & Sustaining Relationships with Children and Families	Infant/young child & family-centered practice	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
	Family relationships & dynamics	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Targeted Strategies to Build Social Emotional Skills	Observation & listening	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECHM. Recommend additional training related to relationship-based principles and practices of IECMH.	

* indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.

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Module 2 (continued)				
	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area is partially met for ECFA, ECFS, ECMHS, & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of preschoolers.	
Wrap-up, Reflection, & Action Planning	Self-awareness	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Module 3: Individualized Intervention with Infants & Toddlers				
Setting the Stage	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
What is Challenging Behavior	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS, & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of preschoolers.	
A Relationship Based Approach to Challenging Behavior	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS, & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of preschoolers.	
	Building & maintaining relationships	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Developing an Individual Support Plan	Planning & organizing and analyzing information	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Wrap-up, Reflection, & Action Planning	Curiosity	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	Check all training module segments you have attended
Module 4: Leadership Strategies for Supporting Children's Social Emotional Development & Addressing Challenging Behavior				
Introduction to Topic	Contemplation	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Evidence-Based Practice & Resources	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
The Pyramid Approach	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Inventory to Practices & Activity	Service delivery systems	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
What is Challenging Behavior?	Analyzing information	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Role of Program Administrators	Exercising sound judgement	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Evidence-Based Leadership Strategies	Supporting others/ mentoring	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Three Levels of Change: Child, Program, System	Service delivery systems	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Summary	Solving problems	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	Check all training module segments you have attended
Module 1: Building Relationships & Creating Supportive Environments				
Introduction to Logistics	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Creating Environments in which Children Can be Successful: The Pyramid	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Understanding the Relationship between Challenging Behavior & Social Emotional Development	Developmental guidance*	Skill area not required for IFA or IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area not required for ECFA or ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
Relationships: The Foundation of the Pyramid Model	Building & maintaining relationships	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Examining Our Attitudes about Challenging Behaviors	Contemplation	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Building Positive Relationships	Building & maintaining relationships	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Designing the Physical Environment	Planning & organizing	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Schedules, Routines, & Transitions	Planning & organizing	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Planning Activities that Promote Engagement: Large & Small Group Time	Planning & organizing	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Giving Directions & Teaching Classroom Rules	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	

* indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	Check all training module segments you have attended
Module 1 (continued)				
Ongoing Monitoring & Positive Attention	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Summary & Completion of Action Plan	Planning & organizing	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Module 2: Social Emotional Teaching Strategies				
Introduction	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Identifying the Importance of Teaching Social Emotional Skills	Developmental guidance*	Skill area not required for IFA or IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area not required for ECFA or ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
Developing Friendship Skills	Observation & listening	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area met for ECFA and ECFS. Skill area partially met for ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH.	
	Infant/young child development & behavior	Skill area partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0-36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it. Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of 0 - 36 month olds.	

* indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	
Module 2 (continued)				
Enhancing Emotional Literacy	Infant/young child development & behavior	Skill area partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0-36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it. Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/ atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical /atypical development of 0 - 36 month olds.	
Controlling Anger & Impulse	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/ atypical development of 0 - 36 month olds.	
Developing Problem-Solving Skills	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/ atypical development of 0 - 36 month olds.	
Individualizing Instruction	Infant/young child development & behavior	Skill area partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0 - 36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it. Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/ atypical development of 0 - 36 month olds.	

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	
Module 2 (continued)				
	Developmental guidance*	Skill area not required for IFA or IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area not required for ECFA or ECFS. Skill area partially met for ECMHS & ECMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
	Planning & organizing	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Partnering with Families	Building & maintaining relationships	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Action Planning	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Module 3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior				
Introduction to the topic	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Group Discussion: Challenging Behavior Challenges	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Overview of Positive Behavior Support	Collaborating	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Dimensions of Communication: Form & Function	Infant young child development & behavior	Skill area partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0-36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it. Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/ atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of 0 - 36 month olds.	

* indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.

Preschool Modules

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	
Module 3a: (continued)				
Activity: Behavior is Communication	Infant young child development & behavior	Skill area partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0-36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it. Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS, & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of 0 - 36 month olds.	
Process of PBS: Building a Team	Collaborating	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Introduction to Functional Assessment	Analyzing information	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Functional Assessment Observation	Analyzing information	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Activity: Observing the Function of Behavior	Observation & listening	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Conducting Observations, Data to Collect	Observation & listening	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Functional Assessment Interview	Collaborating	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Hypothesis Development	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Case Study Activity: Hypothesis Development	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Summary	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	
Module 3b: Individualized Intensive Interventions: Developing a Behavior Support Plan				
Introduction to the topic	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Process of PBS overview	Analyzing information	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Activity: Think Outside the Box	Analyzing information	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Components of a Behavior Support Plan	Collaborating	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Activity: Preventing & Addressing Challenging Behavior	Collaborating	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Building the Plan: Prevention Strategies	Intervention/treatment planning*	Skill area not required for IFA or IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area not required for ECFA or ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
Building the Plan: Teaching New Replacement Skills	Intervention/treatment planning*	Skill area not required for IFA or IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area not required for ECFA or ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
Skill Instruction Throughout the Day	Planning & organizing	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Responding to Challenging Behavior	Infant/young child development & behavior	Skill area partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0-36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it. Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of 0 - 36 month olds.	

* indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	Check all training module segments you have attended
Module 3b (continued)				
Developing a Behavior Support Plan as a Team	Intervention/treatment planning*	Skill area not required for IFA or IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area not required for ECFA or ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
Case Study Activity: Developing a Support Plan	Planning & organizing	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Monitoring Outcomes	Analyzing information	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
If Challenging Behavior Returns	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Summary	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Optional Activity: PBS Game	Collaborating	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Module 4: Leadership Strategies for Supporting Children's Social Emotional Development & Addressing Challenging Behavior				
Introduction to Topic	Contemplation	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Evidence based Practice & Resources	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
The Pyramid Approach	Maintaining perspective	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Inventory to Practices & Activity	Service delivery systems	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
What is Challenging Behavior?	Analyzing information	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Role of Program Administrators	Exercising sound judgement	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	

* indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	
Module 4 (continued)				
Evidence-Based Leadership Strategies	Supporting others/mentoring	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Three Levels of Change: Child, Program, System	Service delivery systems	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Summary	Solving problems	Skill area met for IFA, IFS, IMHS, & IMHM	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	

Parents Interacting with Infants (PIWI)

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	Check all training module segments you have attended
Introduction to the PIWI Model	Infant/young child & family-centered practice	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
Dyadic Interaction & Strategies	Relationship-focused therapeutic practice	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill areas met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of 0 - 36 month olds.	
Triadic Interactions & Strategies	Relationship-focused therapeutic practice	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill areas met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of 0 - 36 month olds.	
Parents as Observers: Creating Responsive PIWI Environments	Observation & listening	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
	Family relationships & dynamics	Skill area met for IFA, IFS, IMHS, & IMHM.	Skill area met for ECFA, ECFS, ECMHS, & ECMM.	
Parents as Observers: Creating Responsive PIWI Environments	Observation & listening	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH.	
	Family relationships & dynamics	Skill area met for IFA, IFS, IMHS, & IMHM.	Skill area met for ECFA, ECFS, ECMHS, & ECMHM	
Home Visiting & the PIWI Model	Building & maintaining relationships	Skill area met for IFA, IFS, IMHS, & IMHM.	Skill area met for ECFA, ECFS, ECMHS, & ECMM.	

Positive Solutions for Families Sessions

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	Check all training module segments you have attended
Session One: Positive Solutions for Families: Making a Connection!				
Introductions and Parent Goals; Ground Rules; Relationships and Quality Time; Positive Comments and Encouragement as a Parenting Tool; and Things to Try at Home Activities	Pregnancy & early parenthood	The skill area early parenthood is met for IFA & IFS. Skill area partially met for IMHS/IMHM. For IFA/IFS: Recommend additional training related to pregnancy. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	The skill area early parenthood is met for ECFA & ECFS. Skill area partially met for ECMHS/ECMHM. For ECFA/ECFS: Recommend additional training related to pregnancy. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.	
TOTAL TIME: 1 hour				
Session Two: Positive Solutions for Families: Making it Happen!				
Review Things to Try at Home activities; Discuss the Use of Play as a Powerful Parenting Practice; Discuss Ideas for Helping Children Develop Friendship Skills; Link Positive Comments, Encouragement, and Play to Children's Behavior; and Discuss Things to Try at Home Activities	Family relationships & dynamics	Skill area met for IFA, IFS, IMHS, & IMHM.	Skill area met for ECFA, ECFS, ECMHS, & ECMM.	
TOTAL TIME: 1 hour				
Session Three: Positive Solutions for Families: Why Do They Do What They Do?				
Share What Happened When you Played with your child using the Powerful Parenting Tips; Share the Behaviors you Would Like to See Less of, More of and How You Might Encourage Your Child; Discuss How We Can Try to Determine the Meaning of our Child's Behavior; When behaviors are Attention Seeking; Discuss "Being clear about our expectations"; Discuss How to Develop and Teach Household Rules; and Talk about Things to Try at Home activities	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area partially met for ECFA, ECFS, ECMHS & ECMHM. Recommend additional training related to relationship-based principles and practices of IECMH. In addition to typical/atypical development of 0 - 36 month olds.	
TOTAL TIME: 1 hour				

Positive Solutions for Families Sessions

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	
Session Four: Positive Solutions for Families: Teach Me What to Do!				
Review Things to Try at Home; Teach Me What To Do! (Emotional Vocabulary, Controlling Anger and Handling Disappointment, Problem Solving); and Things to Try at Home activities	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas. In addition to typical/atypical development of preschoolers.	
TOTAL TIME: 1 hour				
Session Four: Positive Solutions for Families: Teach Me What to Do!				
Review Things to Try at Home activities; Strategies That Help; Logical Consequences activity; and Things to Try at Home	Analyzing information	Skill area met for IFA, IFS, IMHS, & IMHM.	Skill area met for ECFA, ECFS, ECMHS, & ECMM.	
TOTAL TIME: 1 hour				
Session Four: Positive Solutions for Families: Teach Me What to Do!				
Introduction; Behavior Has Meaning; Be a Detective; Developing a Plan; Using the Support Plan; and Making Your Own Plan	Intervention/ treatment planning*	Skill area not required for IFA or IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	Skill area not required for ECFA or ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.	
TOTAL TIME: 1 hour				

Trauma Informed Care and the Pyramid Model
(ePyramid Modules)

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Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®	Check all training module segments you have attended
Module One				
Welcome to Trauma Informed Care; Your Well-being is Important; What is Trauma?; Shaken Baby Syndrome; What Is Toxic Stress?; How the Stress Response System Affects Development; The Signs and Symptoms of Trauma; Signs and Symptoms Within the Context of a Child's History; Trauma Triggers; Shifting to a Trauma-Informed Approach; Trauma-Informed Care	Attachment, separation, trauma, grief, & loss	The skill area trauma is met for IFA & IFS. Skill area partially met for IMHS/IMHM. For IFA/IFS: Recommend additional training related to attachment, separation, grief, & loss. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	The skill area trauma is met for ECFA & ECFS. Skill area partially met for ECMHS/ECMHM. For ECFA/ECFS: Recommend additional training related to attachment, separation, grief, & loss. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.	
TOTAL TIME: 1.5 hours				
Module Two				
What Is Trauma Informed Care?; Principles of Trauma-Informed Care; Why Use Trauma-Informed Care?; The Trauma Informed Pyramid Model; Applying a Trauma Informed Care Lens - Paying Attention to Our Own Reactions; Resilience; Enhancing Protective Factors to Support Resilience	Infant/young child development & behavior	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.	
TOTAL TIME: 1.5 hours				
Module Three				
Review Modules 1 and 2; Introduce Practice Areas; Create a Safe Learning Environment Using Positive Directions and Rules; Create Calm, Predictable Routines and Transitions; Help Children Regulate Their Emotions and Express Feelings Appropriately; Intensive Interventions that Consider the Child's Experiences; Introduce the Checklist and Action Plan; Trauma-Informed Care Summary	Relationship-focused, therapeutic practice	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.	
TOTAL TIME: 1.5 hours				