

Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health (IMH-E ®) Exam Resource List

In preparation for the Pennsylvania Association of Infant Mental Health’s ***Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health (IMH-E ®)*** Exam for *Infant Mental Health Specialists* (III) & *Infant Mental Health Mentors* (IV), a list has been prepared of recommended readings that we believe are essential for infant mental health practitioners and providers of reflective supervision/consultation.

Please keep in mind that it is impossible to include all of the written materials that provide a solid foundation for understanding and promoting infant mental health! It is equally important to remember that each infant mental health professional builds a personal knowledge base over time and in relationship to specific work experiences and challenges, i.e., clinical case work, home visiting practice, supervisory role, training, teaching, and research. Finally, and perhaps most important, the integration of knowledge into one’s best practice takes place within the context of regularly scheduled reflective supervision/consultation experiences.

*\*\*Some articles meet multiple domains and are repeated*

Reflection-Reflective Supervision

Atchley, T., Hall, S., Martinez, S. & Gilkerson, L. (2009). What are the phases of the reflective supervision meeting? In S.S. Heller & L. Gilkerson (Eds.). A practical guide to reflective supervision. (pp. 83-98). Washington, DC: ZERO TO THREE Press.

Bernstein, V. (2002-03). Standing firm against the forces of risk: Supporting home visiting and early intervention workers through reflective supervision. Newsletter of the Infant Mental Health Promotion Project (IMP), 35.

Bernstein, V. J., & Edwards, R. C. (2012). Supporting early childhood practitioners through relationship-based, reflective supervision. National Head Start Association Dialog, 15(3), 286-301.

Brandt, K. (2014). Transforming clinical practice through reflection work. In Brandt, K., Perry, B. D. Seligman, S. & Tronick, E. (Eds.), Infant and early childhood mental health: Core concepts and clinical practice. (pp. 293-307). Washington, DC: American Psychiatric Publishing.

Denmark, N. & Jones Harden, B. (2012). Meeting the mental health needs of staff. In S. Janko Summers & R. Chazan-Cohen (Eds). Understanding early childhood mental health: A practical guide for professionals (pp. 217-226). Baltimore: Brookes.

Eggbeer, L., Mann, T, & Seibel, N. (2007). Reflective supervision: Past, present, and future. ZERO TO THREE, 28(2), 5-9.

Eggbeer, L. Shahmoon-Shanok, R. & Clark, R. (2010). Reaching toward an evidence base for reflective supervision. ZERO TO THREE, 31(2), 39-50.

Emde, R. (2009). Facilitating reflective supervision in an early child development center. Infant Mental Health Journal, 30(6), 664-672.

Fenichel, E. (Ed.). (1992). Learning through supervision and mentorship to support the development of infants, toddlers, and families: A source Book. Washington, D.C.: ZERO TO THREE.

Fonagy, P., Steele, M., Moran, G., Steele, H., & Higgit, A. (1991). The capacity for understanding mental states: the reflective self in parent and child and its significance for security of attachment. Infant Mental Health Journal, 13, 201-218.

Gilkerson, L. (2004). Reflective supervision in infant/family programs: Adding clinical process to non-clinical settings. Infant Mental Health Journal, 25(5), 424-439.

Gilkerson, L., Hofherr, J., Steir, A., Cook, A., Arbel, A., Heffron, M.C., Sims, J.M., Jalowick, B., Bromberg, S.R., & Paul, J.J. (2012). Implementing the Fussy Baby Network ® Approach, ZERO TO THREE, 32(2), 59-65.

Heffron, M.C. (2005). Reflective supervision in infant, toddler, and preschool work. In K. Finello (Ed.), The handbook of training and practice in infant and preschool mental health, (pp. 114-136). San Francisco, CA: Jossey-Bass.

Heffron, M.C., & Murch, T. (2010). Reflective supervision and leadership in early childhood programs. Washington, DC: ZERO TO THREE Press.

Heffron, M.C., Ivins, B. & Weston, D. R. (2005). Finding an authentic voice: Use of self: Essential learning processes for relationship-based work. Infants & Young Children, 18(4), 323-336.

Heller, S. & Gilkerson, L. (Eds.) (2009). A practical guide to reflective supervision. Washington, D.C.: ZERO TO THREE.

Infant Mental Health Journal (Nov-Dec 2009). Working within the context of relationships: Multidisciplinary, relational, & reflective practice, training, & supervision. Vol. 30, No. 6.

Mann, K. Gordon, J. MacLeod, A. (2009). Reflection and reflective practice in health professions education, Advances in Health Science Education, 14, 595-621.

Michigan Association for Infant Mental Health (2012). Reflective supervision for infant mental health practitioners. Training DVD available at: http://www.mi-aimh.org/products/dvd/reflective-supervision-dvd

Neilsen-Gatti, S., Watson, C. & Siegel C. (2011). Step back and consider: Learning from reflective practice in infant mental health. Young Exceptional Children, 14(2), 32-45.

O’Rourke, P. (2011). The significance of reflective supervision for infant mental health work. Infant Mental Health Journal, 32(2), 165-173.

Parlakian, R. (2001). Look, listen, and learn: Reflective supervision and relationship-based work. Washington, D.C.: ZERO TO THREE.

Saul, D. & Jones Harden. B. (2009). Nurturing the nurturer: Caring for caregivers in Head Start programs. Head Start Bulletin, 80, 91-93.

Schön, D. A. (1983). The reflective practitioner. New York: Basic Books.

Schön, D. A. (1987). Educating the reflective practitioner. San Fransisco: Jossey-Bass.

Schafer, W. (2007). Models and domains of supervision and their relationship to professional development. ZERO TO THREE, 28(2), 10-16.

Shahmoon-Shanok, R. (2010). What is reflective supervision? In S. Scott Heller and L. Gilkerson (Eds.). A practical guide to reflective supervision. (pp. 7-24). Washington, DC: ZERO TO THREE.

Shamoon-Shanok, R. (2006). Reflective supervision for an integrated model. In G. M. Foley & J, D. Hochman (Eds.), Mental health in early intervention: Achieving unity in principles and practice (pp. 343-381). Baltimore: Brookes.

Shirilla, J., & Weatherston, D. (Eds.) (2002). Case studies in infant mental health: Risk, resiliency, and relationships. Washington, D.C.: ZERO TO THREE Press.

Spilt, J.L., Koomen, H.M.Y., Thijs, J.T. & Van Der Leij, A. (2012). Supporting teachers’ relationships with disruptive children: The potential of relationship-focused reflection. Attachment and Human Development, 14(3), 305-318.

Steinberg, Z. & Kraemer, S. (2010). Cultivating a culture of awareness: Nurturing reflective practices in the NICU. ZERO TO THREE, 31(2), 15-22.

Tomlin, A., Strum, L., & Koch, S. (2009). Observe, listen, wonder, and respond: A preliminary exploration of reflective function skills in early care providers. Infant Mental Health Journal, 30(6), 634-647.

Tomlin, A., Weatherston, D. & Pavkov, T. (2013). Critical components of reflective supervision Responses from expert supervisors from the field. Infant Mental Health Journal, 35(1), 70-80.

Virmani, E. & Ontai, L. (2010). Supervision and training in child care: Does reflective supervision foster caregiver insightfulness? Infant Mental Health Journal, 31(1), 16-32.

Virmani, E., Masyn, K., Thompson, R., Conners-Burrow, N, & Mansell, L. (2013). Early childhood mental health consultation: Promoting change in the quality of teacher-child interactions. Infant Mental Health Journal, 34(2), 156-172.

Watson, C. & Gatti, S. N. (2012). Professional development through reflective consultation in early intervention. Infants & Young Children, 25(2), 109-121.

Watson, C., Gatti, S. N., Cox, M. Harrison, M., & Hennes, J. (2014). Reflective supervision and its impact on early childhood intervention. Early Childhood and Special Education, Advances in Early Education and Day Care, 18, 1-26.

Weatherston, D. (2007) A home based infant mental health intervention: The centrality of relationship in reflective supervision. ZERO TO THREE, 28(2), 23-28.

Weatherston, D., Kaplan-Estrin, M., & Goldberg, S. (2009). Strengthening and recognizing knowledge, skills, and reflective practice: The Michigan Association for Infant Mental Health Competency Guidelines and Endorsement Process. Infant Mental Health Journal, 30(6), 648-663. Weston, D. (2005). Training in infant mental health: Educating the reflective practitioner. Infants & Young Children, 18(4), 337-348.

Weatherston, D. & Osofsky, J. (2009). Working within the context of relationships: Multidisciplinary, relational, and reflective practice, training, and supervision. Infant Mental Health Journal, 25, 424-439.

Weatherston, D. & Barron, C. (2009). What does a reflective supervisory relationship look like? In S. Heller & L. Gilkerson (Eds.), A practical guide to reflective supervision. Washington, D.C.: ZERO TO THREE Press.

Weatherston, D., & Weigand, R. & Weigand, B. (2010). Reflective supervision: Supporting reflection as a cornerstone for competency. ZERO TO THREE, 31(2), 22-30.

Weigand, R. (2007). Reflective supervision in child care: The discoveries of an accidental tourist. Journal for ZERO TO THREE, 28(2), 17-22.

Reflection-Parallel Process

Bernstein, V. (2002-03). Standing firm against the forces of risk: Supporting home visiting and early intervention workers through reflective supervision. Newsletter of the Infant Mental Health Promotion Project (IMP), 35.

Fenichel, E. (Ed.). (1992). Learning through supervision and mentorship to support the development of infants, toddlers, and families: A source Book. Washington, D.C.: ZERO TO THREE.

Heffron, M.C. & Murch, T. (2010). Reflective supervision and leadership in early childhood programs.Washington, D.C.: ZERO TO THREE Press.

Heller, S. & Gilkerson, L. (Eds.) (2009). A practical guide to reflective supervision. Washington, D.C.: ZERO TO THREE.

Infant Mental Health Journal (Nov-Dec 2009). Working within the context of relationships: Multidisciplinary, relational, & reflective practice, training, & supervision. Vol. 30, No. 6.

Michigan Association for Infant Mental Health (2012). Reflective supervision for infant mental health practitioners. Training DVD available at: http://www.mi-aimh.org/products/dvd/reflective-supervision-dvd

Parlakian, R. (2002). Look, listen, and learn: Reflective supervision and relationship-based work. Washington, D.C.: ZERO TO THREE.

Schafer, W. (1992). The professionalization of early motherhood. In E. Fenichel (Ed.) Learning through supervision and mentorship to support the development of infants, toddlers and their families: A sourcebook, pp. 67-75. Washington, DC: ZERO TO THREE.

Schafer, W. (2007). Models and domains of supervision and their relationship to professional development. ZERO TO THREE, 28(2), 10-16.

Shahmoon-Shanok, R. (2006). Reflective supervision for an integrated model: What, why and how? In G. Foley and J. Hochman (Eds.) Mental health in early intervention (pp. 343-381). Baltimore: Brookes.

Shahmoon-Shanok, R. (2010). Reflective supervision and practice, ZERO TO THREE, 31(2), 4-5.

Shirilla, J., & Weatherston, D. (Eds.) (2002). Case studies in infant mental health: Risk, resiliency, and relationships. Washington, D.C.: ZERO TO THREE Press.

Slade, A. (2005). Parental reflective functioning: An introduction. Attachment and Human Development, 7, 269-281.

Weatherston, D. (2007) A home based infant mental health intervention: The centrality of relationship in reflective supervision. ZERO TO THREE, 28(2), 23-28.

Reflection- Building & Maintaining Relationships

Center for Mental Health Services, Substance Abuse and Mental Health Services Administration and Services, U.S. Dept. of Health and Human Services. (2000). Early childhood mental health consultation [Monograph]. Washington, D.C.: National Technical Assistance Center for Children’s Mental Health, Georgetown University Child Development Center.

Weatherston, D. (2007) A home based infant mental health intervention: The centrality of relationship in reflective supervision. ZERO TO THREE, 28(2), 23-28.

Reflection- Self Awareness/Contemplation/Emotional Response

Allen, J.G., Fonagy, P., and Bateman, A.W., (2008). Mentalizing in Clinical Practice. American Psychiatric Publishing

Bertacci, J. & Coplon, J. (1992). The Professional use of self in prevention. In E. Fenichel (Ed.), Learning through supervision and mentorship to support the development of infants, toddlers, and their families: A sourcebook (pp. 84-90).

Schafer, W. (1992). The professionalization of early motherhood. In E. Fenichel (Ed.), Learning through supervision and mentorship to support the development of infants, toddlers and their families: A sourcebook, pp.67-75. Washington, D.C.: ZERO TO THREE.

Reflection- Consulting

Center for Mental Health Services, Substance Abuse and Mental Health Services Administration and Services, U.S. Dept. of Health and Human Services. (2000). Early childhood mental health consultation [Monograph]. Washington, D.C.: National Technical Assistance Center for Children’s Mental Health, Georgetown University Child Development Center.

Infant Mental Health Journal (Nov-Dec 2009). Working within the context of relationships: Multidisciplinary, relational, & reflective practice, training & supervision. Vol. 30, No. 6.

Reflection- Developing Talent

Schafer, W. (2007). Models and domains of supervision and their relationship to professional development. ZERO TO THREE, 28(2), 10-16.

Infant Mental Health Journal (Nov-Dec 2009). Working within the context of relationships: Multidisciplinary, relational, & reflective practice, training & supervision. Vol. 30, No. 6.

Reflection- Program Development

Center for Mental Health Services, Substance Abuse and Mental Health Services Administration and Services, U.S. Dept. of Health and Human Services. (2000). Early childhood mental health consultation [Monograph]. Washington, D.C.: National Technical Assistance Center for Children’s Mental Health, Georgetown University Child Development Center.