Infant Family Practitioner (IFP) Impact Map Competencies Key Responsibilities **IFP Results** Service Service Objectives Goal **Theoretical Foundations** Observe & assess infant/very young · Pregnancy & early parenthood child, parent, &/or parent-infant/very · Infant/very young child development & arents & infants/ young child relationship to identify behaviour very young children capacities, risks & concerns · Infant/very young child- & family-Securely attached with more nurturing & Interact with families in a infants & very centred practice Use example, encouragement to help consistent manner that fits with the · Relationship-focused therapeutic young children relationships with each families' cultures practice Face challenges in caring for an other Attachment, separation, trauma & loss infant/very young child · Family relationships & dynamics Nurture the parents' relationship, as · Disorders of infancy/early childhood appropriate Positive parental Parents with · Cultural competence Share with other parents mental health. increased confidence Manage stress & crises including improved & increased capacity relationships to care for and Keeping culture in mind, Law, Regulation & Agency Policy networks, & problem Support and reinforce parent strengths, advocate for their establish effective, trusting, · Ethical practice solving emerging parenting competencies & infant/very young child working relationships with Government, law & regulation positive parent-infant/very young child & manage stress infants/very young children & Agency policy interactions families Optimal parental capability to care for Provide information & assist parents to: and nurture an Enhance the infant/very young Emotionally Systems Expertise emotionally healthy, child's capacity to regulate responsive, safe, and · Service delivery systems competent interaction, attention, behaviour appropriate care given · Community resources infant/very young Promote the infant/very young by parents Provide services to families child's health & safety with multiple, complex risk Observe, encourage, celebrate their **Direct Service Skills** factors, in accordance with Reduced risks infant/very young child · Observation & listening their cultures of disorder in infancy Interact with infant/very young child · Screening & assessment Enhanced infant/very & early childhood. Solve problems Advocacy young child capacity to Optimal developmental Access social support Life skills regulate social, emotional & delays, & later anti- Safety emotions/behaviours, cognitive Work collaboratively with & make social/problematic enter into & sustain development of referrals to other service agencies (e.g., behaviour relationships, show infants/very young health systems, social services, schools, curiosity about the world & children within the doctors, child protection services. **Working With Others** increase learning skills context of strong, disability services for infants/very young Enhanced infant/ver Building & maintaining relationships young child capacities nurturing, parentchildren · Supporting others/mentoring to enter into social infant/very young Collaborating child relationships Advocate for services needed by families relationships, explore · Resolving conflict · Empathy & compassion with supervisor, agencies, programs; & master their actively seek resources to address family environment & Families with access to needs basic, necessary Engage in reflective practice to Assist parents to anticipate, obtain, and resources & other determine the actions to take advocate for the basic requirements for needed services Communicating living (food, shelter, clothing, etc) & other Listenina Safe & appropriate needed services Speaking environments for the infants/very young Writing Gather information from and share children and families information with the staff of: Child care or foster care, regarding Communitypositive parent-infant/very young based programs & Thinking Provide training and mentoring caregivers that promote child relationships · Analysing information Responsive, to less experienced positive parent-infant/very Community-based programs, with Solving problems thoughtful practitioners and/or respect to relationship-focused young child relationships & · Exercising sound judgment community systems practitioners in related fields principles & practice in multiple provide effective family-· Maintaining perspective of care for infants, service settings nfant/young child services · Planning & organising very young children. & their families Seek the ongoing support & guidance Reflection of the supervisor to: Contemplation Ensure that family progress & issues Self-awareness are communicated & addressed Continuous Curiosity Help the practitioner maintain Continuous reflection, improvement in Professional/personal development appropriate boundaries between self learning, and relationship-focused · Emotional response & care receivers development Copyright © 2017 MI-AIMH practice Continue own personal/professional