

## How to obtain your Ohio ECMH Professional Credential

**Each ECMH Professional is responsible for completing his or her own Ohio Professional Development Registry profile. The profile must be completed and verifications submitted. When applying for the ECMH Professional credential, you must meet the following requirements:**

1. Length of Service
  - a. A person must have worked in ECMH a minimum of two years at the time of application to be eligible for a credential; and
  - b. Must be employed by an ODMH certified mental health agency currently or within the past five years; and
  - c. Must be working with children birth to age six and their families currently or within past five years; OR
  - d. Must be supervising persons working with children birth to age 6 and their families currently or within past five years
2. Education –minimum requirements
  - a. Minimum of bachelor's degree from a Regional Council on Higher Education Accreditation (CHEA) accredited college; and
  - b. Must have major field of study related to early childhood (see related field degree list)
  - c. Verify highest degree related to Early Childhood
3. Training
  - a. Must have attended Basic training in the following:
    - i. ECMH Consultation Model Training sponsored by ODMH between June 2007 to present
    - ii. DECA – 2 day DECA Program Implementation Training by Certified Devereux Trainer
  - b. Must have attended minimum of 15 hours of training and/or coursework focused on early childhood (birth to age 6) in two or more of the ECMH Core Competency Domains within 2 years of date of application. Domains identified by ECMH Professionals at time of submission.
    - ECMH Core Competencies Domains
      - i. Social-Emotional Growth & Development
      - ii. Family & Community Relations
      - iii. Assessment
      - iv. Interventions
      - v. Professional Development
4. Completion of the ECMH Skills Inventory
5. Completion of a personal profile with validation on the Ohio Professional Development Registry (Directions are attached)
6. Knowledge and/or experience working with children birth to age 6 and their families demonstrated through employment records
7. License – Current Professional License in at least one of the following is required. Verification of current license status may be used in lieu of submission of transcripts for education verification for the licenses a-h:
  - a. LSW
  - b. LISW
  - c. LPC
  - d. LPCC
  - e. Psychologist
  - f. Marriage and Family Therapist
  - g. Nursing
  - h. MD/DO
  - i. Other Professional License – documentation must be submitted for approval

### Related Field Degree List

- Child and Family Studies
- Child Development
- Education
- Early Childhood
- Pre-K
- Elementary Education
- Special Education
- Nursing
- Medicine
- Psychology/ Counseling
- Social Work
- ECMH Certificate from Cleveland State University

## How to complete profile on the Ohio Professional Development Registry

Follow these instructions to develop your professional profile, recording your employment, education, and training. Ohio's Professional Development Registry also provides information about professional development opportunities and resources.

### How to Start

1. Go to <http://login.occrra.org/> and click "Registry" at the top
2. Click the "Sign up for OPDN.org" button above the log in box
3. Fill in the information
4. Click "Submit"
5. Receive your private, secure username and instructions via e-mail after submittal

### Next

1. Gather your formal education and training documents including transcripts, licenses and certificates of training
2. Go to <http://login.occrra.org/> and click "Registry" at the top
3. Log in using your new password and username
4. Complete your profile by entering your experience, education and training
5. Print and complete a "File Submission Cover Sheet for ECMH Credential"
6. Copy your license, education and training documents
7. Mail the "File Submission Cover Sheet for ECMH Credential" along with copies of your documents to OCCRRA-Registry

2760 Airport Drive,  
Suite 160

Columbus, Ohio 43219

Or send electronically to [registrymail@occrra.org](mailto:registrymail@occrra.org)

If you have questions about the process, contact the Registry Office at OCCRRA:

Local phone: 614-396-5959

Toll-free: 877-547-6978

E-mail: [registry@occrra.org](mailto:registry@occrra.org)

**IMPORTANT!** If you change employers: Your registry profile remains yours regardless of where you are employed. If you leave your current employer do not create a new registry profile. Simply enter your termination date in that employment record and click on "Add new record" to enter the information about your new employer. This will ensure that your employment records are accurate and up-to-date.

Come back often to update and maintain your record! Whenever you complete training, acquire education and credentials, or if you change employment, be sure to enter that information into your professional profile as soon as possible to maintain a comprehensive, up-to-date record of your employment, education and training. Be sure to send in required documentation for verification after changes are made. You may log in to the Registry to view or update your profile wherever you have internet access. (NOTE: If you change training/education/credential information that is already verified you may have to resubmit verification documentation.)

## Required documents for verification

Please send only copies of original documents. Originals cannot be returned.

The following documents must be submitted in order to verify length of service, education, licensure and training records entered into the registry profile.

### Length of Service

- A letter from current and former applicable employment that includes:
  - date of hire;
  - length of service (if no longer employed at that agency);
  - signed by department supervisor or human services official
  - position/classification; and
  - description of duties/scope of practice.

### Education

- A copy of an official transcript issued by an accredited college or university documenting all course work completed that lead to the achievement of highest degree related to Early Childhood; or
- Evidence of a current license from the list that may include a copy of a license or renewal card or printout from a website verifying current status of licensure in good standing with the appropriate licensing authority.

### Training

- Copies of Certificate of Attendance that includes the dates attended and ECMH competency domain
  - ECMH Consultation Model Training sponsored by ODMH between June 2007 to present
  - DECA – 2 day DECA Program Implementation Training by Certified Devereux Trainer
  - Minimum of 15 hours of training and/or coursework focused on early childhood (birth to age 6) in two or more of the ECMH Core Competency Domains
    - Social-Emotional Growth & Development
    - Family & Community Relations
    - Assessment
    - Interventions
    - Professional Development

### ECMH Skills Inventory

- Copy of summary page, signed by applicant and supervisor must be submitted

If you have any questions, please contact Ohio Department of Mental Health, Office of Children, Families and Prevention at 614-466-1984.

### Notice

**Any records submitted that appear to have been altered or on which “white out” has been used will not be verified under any circumstances**

OHIO EARLY CHILDHOOD MENTAL HEALTH  
PROFESSIONAL CREDENTIAL GUIDANCE

January 1, 2013

The following establishes minimum standards to obtain an Ohio ECMH Professional Credential beginning January 1, 2013:

1. A single ECMH Professional Credential for ECMH Consultants and ECMH Therapists
2. Everyone applying for an ECMH Credential will need to complete a personal profile on the Ohio Professional Development Registry. If already completed, you would not have to reenter for the credential. You will need your OPIN number.
3. Length of Service
  - a. A person must have worked in ECMH a minimum of 2 years at the time of application to be eligible for a credential; and
  - b. Must be employed by an ODMH certified mental health agency currently or within the past 5 years; and
  - c. Must be working with children birth to age 6 and their families currently or within past 5 years; **OR**
  - d. Must be supervising persons working with children birth to age 6 and their families currently or within past 5 years
4. Education –minimum requirements
  - a. Minimum of bachelor’s degree from a Regional Council on Higher Education Accreditation (CHEA) accredited college; and
  - b. Must have major field of study related to early childhood (see related field degree list)
  - c. Verify highest degree related to Early Childhood
5. Related Field Degree List
  - Child and Family Studies
  - Child Development
  - Education
  - Early Childhood
  - Pre-K
  - Elementary Education
  - Special Education
  - Nursing
  - Medicine
  - Psychology/ Counseling
  - Social Work
  - ECMH Certificate from Cleveland State University
6. License – Current Professional License in at least one of the following is required. Verification of current license status may be used in lieu of submission of transcripts for education verification.
  - LSW
  - LISW

OHIO EARLY CHILDHOOD MENTAL HEALTH  
PROFESSIONAL CREDENTIAL GUIDANCE

January 1, 2013

- LPC
  - LPCC
  - Psychologist
  - Marriage and Family Therapist
  - Nursing
  - MD/DO
  - Other Professional License – documentation must be submitted for approval
  - Graduate degrees in fields that do not lead to licensure may be appealed.
7. Training
- a. Must have attended Basic training in the following:
    - i. ECMH Consultation Model Training sponsored by ODMH between June 2007 to present
    - ii. DECA – 2 day DECA Program Implementation Training by Certified Devereux Trainer
  - b. Must have attended minimum of 15 hours of training and/or coursework focused on early childhood (birth to age 6) in two or more of the ECMH Core Competency Domains within 2 years of date of application
    - ECMH Core Competencies Domains
      - i. Social-Emotional Growth & Development
      - ii. Family & Community Relations
      - iii. Assessment
      - iv. Interventions
      - v. Professional Development
8. ECMH Core Competencies Skills Inventory - Self-Assessment
- a. Must complete initial self-assessment and submit signature page
  - b. Information submitted will be used for data collection
9. Renewal every 2 years
- a. Must have attended minimum of 15 hours of training and/or coursework focused on early childhood (birth to age 6) in two or more of the ECMH Core Competency Domains within the renewal period
    - ECMH Core Competencies Domains
      - i. Social-Emotional Growth & Development
      - ii. Family & Community Relations
      - iii. Assessment
      - iv. Interventions
      - v. Professional Development
  - b. Completion of the ECMH Skills Inventory update

*Anyone not meeting these requirements but believes they possess the qualifications to have an ECMH Credential may appeal and present evidence to dispute the denial.*

## OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY Self-Assessment

Rate yourself on the competencies in each of the five domains.

Rate each competency by placing a check mark under the rating that best describes your degree of mastery:

- M (Mastered): I feel very confident in this competency
- D (Developing): I am actively working to improve this competency
- P (Potential): This is a skill that I have not yet begun to develop

*Only choose ONE of the above ratings for each competency*

In addition check the I (Improvement) if you have demonstrated improvement in this competency since completion of your last Skills Inventory (N/A for initial Skills Inventory)

<b>Competencies in SOCIAL/EMOTIONAL GROWTH &amp; DEVELOPMENT</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Understands that social/emotional development is linked to brain development and understands how to use this information to develop appropriate strategies and interventions for an individual child's learning style.				
Understands that healthy children develop skills and abilities through the natural medium of play and at times play must be developed in order for the best results to occur.				
Understands and identifies the basic developmental sequences, stages, and milestones of social/emotional development in typical children.				
Understands child temperament and attachment in a broader context of family dynamics and systems.				
Understands principles of growth and development of young children and their relationship to later wellness.				
Understands the impact of group environment and social demands on a young child's social/emotional development.				
Recognizes that families and caregivers are essential to promoting social/emotional growth and development of young children.				
Identifies the components of a rich environment that promotes healthy social/emotional development.				
Coaches and mentors families and caregivers to nurture young children's social emotional growth and development.				
Describes societal influences on child development (multiple identities, violence, drug use, exposure to trauma etc.) and their possible impact on a child's social/emotional development.				
Demonstrates knowledge of the impact of risk factors to overall development (atypical family factors, teen parents, maternal depression, substance exposure in utero, family violence, etc.).				
<b>GROWTH &amp; DEVELOPMENT TOTAL</b>				

## OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY

### Self-Assessment

<b>Competencies in FAMILY &amp; COMMUNITY RELATIONS</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Recognizes the quality of a child's early relationships in light of different cultural, religious and social norms.				
Establishes nurturing relationships with children, staff, and parents and adjusts behavior and practices based on social, cultural and religious expectations and norms of the family				
Establishes partnerships with family, involving them in all aspects of the program, including advocating for their own children both within the program and in the public sector.				
Communicates respectfully and responsibly with families, caregivers and colleagues by exhibiting warmth, using listening skills and demonstrating care and commitment.				
Respects families by valuing their opinions, nurturing their involvement and maintaining a relationship even when family opinion contradicts best practice or realistic possibilities.				
Teaches and supports families to act as advocates for their children.				
Assists with locating services in the community and increases family and caregiver awareness of and access to mental health consultation in the community.				
Creates partnerships among and between professionals from different disciplines with parents / caregivers.				
<b>FAMILY &amp; COMMUNITY RELATIONS TOTAL</b>				



## OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY

### Self-Assessment

<b>Competencies in ASSESSMENT - Foundations and Principles</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Demonstrates knowledge of ECMH disorders, risk factors and attachment issues and uses data and assessments to develop appropriate plans for assistance.				
Provides guidance in selection, implementation and documentation of assessment methods as needed.				
Assesses environments (i.e. DECA reflective checklists, ECERS, etc.) and uses this information in a sensitive manner, discerning when assistance is needed or when differences are due to cultural or other factors.				
<b>Competencies in ASSESSMENT - Gathering and Documenting</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Recognizes the need for additional assessment, refers for further evaluation and remains an active team member and information source.				
Recognizes ways to develop a relationship with a child before observation and assessment procedures are implemented and can problem-solve strategies when culture, developmental level, disabilities or other factors provide barriers to the child's comfort and security.				
Demonstrates the ability to seek information in a supportive and non-intrusive manner during the interview process and utilize family and caregiver knowledge about the child in a respectful manner.				
Works collaboratively and cooperatively with the family, caregivers and other involved specialists regarding assessment results.				
Gathers additional information when observation and assessment data is conflicting in nature.				
Uses specific standardized tools/ best practice processes to assess social and emotional development in young children which may include specialized techniques and assessments for children with developmental concerns.				
Integrates contributions from families and other professionals into observations, assessments and reports.				
Examines multiple factors including culture, environment and learning styles that may influence the observation and assessment data.				
<b>Competencies in ASSESSMENT - Summarizing and Reporting</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Identifies, collects and interprets observation data utilizing knowledge of basic recording techniques to identify strengths and needs of the children/families and caregivers.				
Facilitates the sharing and reporting of observation and assessment results used to determine the next steps for an individual child in collaboration with family, caregivers and other professionals that may be involved.				
When appropriate, refers children to other community resources for further evaluation and remains an active team member and information source until additional assessments are completed.				
Communicates results to families in an appropriate, objective, understandable and supportive manner.				
Develops reports to be shared with family/caregivers/staff/administrators and other involved professionals using communication avenues appropriate for each individual to receive a full understanding of the child's needs.				
Considers multiple factors including multiple identities, environments and learning styles that may influence the observation/assessment data and provides additional supporting information when data from multiple sources is conflicting in nature.				
<b>ASSESSMENT TOTAL</b>				

## OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY

### Self-Assessment

<b>Competencies in INTERVENTIONS - Child</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Recognizes attachment and separation intervention theory as a basis for child/family interactions, and can develop strategies to strengthen relationships and maintain security both in the home and in learning environments outside the home.				
Recognizes and reinforces each individual child's strengths, building on these to heighten the child's capacity to manage their behavior.				
Understands best practices for treatment of young children, including behavioral interventions.				
Understands that challenging behavior has environmental and developmental causes and is able to use this information to modify the environment, activities, and expectations to improve the behavioral outcomes.				
Understands the role of consultation as a prevention service that helps reduce the amount of personal/social difficulties later in life.				
Identifies children's developmental needs and implements responsive strategies.				
Applies direct observation and knowledge of children's development as a framework for therapeutic change.				
Provides support and guidance in consistent, non-threatening, and positive ways that reinforce feelings of competence and confidence.				
Models problem solving skills in the context of children's interactions and play.				
Directly teaches and supports development of a variety of social/emotional skills.				
Assists to enhance and adapt environments and experience based on needs of individual children including children with special developmental learning and /or emotional needs.				
Establishes working relationships with young children by approaching them with an attitude of interest, respect and value.				
Uses play based interactions to support the child's development of problem solving and social skills to both develop and extinguish behavior.				
Integrates activities and philosophies in group settings that infuse mental health principles.				
Implements best practice strategies to intervene with children who have been impacted by atypical early relationships.				
Creates plans and helps implement individualized child/family/program based intervention plan.				
Develops plans to match the child's individual developmental level, cognitive and language style, strengths and cultural attributes.				
Analyzes, evaluates, and applies current therapeutic research practice and implements changes to enhance children's growth and development including practices from diverse disciplines working with young children.				
<b>Competencies in INTERVENTIONS - Family</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Recognizes attachment and separation behaviors and responds in a knowledgeable manner.				
Recognizes and provides information about how and when to access appropriate community resources and problem solves continued action when appropriate resources and supports cannot easily be obtained.				
Recognizes when outside consultation is needed and solicits and accepts this feedback in order to assist teams in meeting the needs of children and families.				
Understands family systems in intervention theory as a basis for child/family interventions.				

## OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY

### Self-Assessment

Understands the concept of resiliency and its application in home and community settings.				
Helps create environments and experiences that affirm and respect cultural and linguistic diversity.				
Helps create environments with appropriate supports that empower children to communicate, negotiate, and problem-solve including strategies for children with developmental issues, disabilities or language barriers.				
Assists families to understand and be aware of their own communication styles and helps them in developing other approaches if their intent is being misconstrued or not fully understood.				
Arranges opportunities for appropriate contact between families and the ECMH professional.				
Provides developmental guidance to assist parents in understanding their child's behaviors and developmentally appropriate expectations and discipline strategies.				
Provides mentoring, modeling, coaching, and empathy as supports to families to enhance their understanding of child development, temperament and strength based interventions as applied to their own child.				
Provides education and consultation on the impact of temperament and attachment on children's social/emotional development in the broader context of family dynamics and systems.				
Demonstrates the capacity to create interventions based on knowledge of the impact that parental relationships, expectations, fears and hopes as well as other stressors have on the child's attachment with the caregiver.				
Communicates with children and models for adults in ways that facilitate relationship building.				
Interacts with families in a manner that communicates respect, highlights strengths and displays sensitivity to cultural diversity.				
Educates families and provides consultation about transitions and possible responses to them.				
Engages families as partners in the development of intervention plans, attending to the family's preferences regarding target behaviors, identified strengths, intervention strategies and desired outcomes.				
Coaches families on ways to nurture young children's social and emotional development.				
Empowers families to become independent problem solvers capable of creating their own solutions to current and future problems as well as to actively advocate for their child and themselves.				
Develops and implements strategies to enhance attachment.				
Develops protocols for transition planning across settings and can adjust scope, duration and other program practices for cases in which standard practices are not effective or supportive enough to assist the child, family or providers in the receiving program.				
<b>Competencies in INTERVENTIONS - Early Care and Education Caregivers</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Understands, utilizes and teaches others to use basic observation strategies, tools, and recording techniques.				
Recognizes how and when to access appropriate community resources and problem solves continued action when appropriate resources and supports cannot easily be obtained.				
Helps caregivers to establish and modify programs that provide consistency, developmentally appropriate environments, expectations and responses based on a child's individual needs and specialized considerations.				

## OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY

### Self-Assessment

Helps to implement programs designed to enhance children’s sensory processing and/or manage a child’s sensory needs, including conferring with specialists as needed.				
Helps create learning environments and experiences that affirm and respect cultural and linguistic diversity, promote resiliency, and support respectful relationships between home and school.				
Assists caregivers to understand and be aware of their own communication styles.				
Assists to enhance and adapt environments and experiences based on needs of individual children including children with special developmental learning and /or emotional needs.				
Assists caregivers to integrate activities in group settings that infuse mental health principles throughout the child’s daily schedule.				
Encourages caregivers to be reflective in assessing the curriculum, environment and child interaction patterns from the perspective of enhancing social and emotional development.				
Empowers caregivers to grow in their knowledge of the children in their care and to effectively apply this knowledge to their decision making and problem solving process.				
Uses a variety of approaches to effectively support the mental health of children/families in group settings.				
Utilizes and trains others to use and evaluate various social skills curricula and intervention models or approaches.				
Establishes a pattern of consistent and regular contact/accessibility between caregivers and the ECMH consultant based on the needs of the individual early childhood setting.				
Enhances the capacity of caregivers to effectively promote the social and emotional well being of the young children in their care via relationship building, training, modeling, coaching and positive reinforcement.				
Provides training and consultation on the impact of temperament, attachment, self control, initiative and other developmental factors on children’s social/emotional developmental functioning within the early childhood setting.				
Provides training and mentoring of caregivers in attending to the developmental social and emotional need of young children as they transition from one activity to another, from one class grouping to another and from their current educational setting to another.				
Builds relationships of trust and respect with caregivers that create an environment conducive to creativity, change and growth.				
Builds caregiver capacity to solve future problems by applying generalized skills.				
Plans, implements, and monitors collaborative work across disciplines, caregivers, and families.				
Shapes program planning, teaching roles, and strategies that support relationship building as a primary intervention in the consultation process.				
<b>INTERVENTIONS TOTAL</b>				

## OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY

### Self-Assessment

<b>Competencies in PROFESSIONAL DEVELOPMENT Foundations and Principles</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Possesses knowledge of licensing regulations and their implication in developing useable interventions including variations that must interface with other licensure-dependent facilities.				
Possesses knowledge of the communities' childcare initiatives regarding quality and curricula and can imbed these concepts into comprehensive plans to improve both educational and mental health outcomes.				
Possesses in-depth knowledge and broad-based expertise in ECMH necessary to communicate with diverse cultures, disciplines and other non-mental health entities.				
Possesses knowledge about community resources and can problem-solve alternative support when needed resources are not readily available.				
Possesses basic knowledge of other professions working with young children and recognition of some of the barriers that may hinder open working relationships.				
Possesses knowledge of basic recording techniques and is able to adapt to various settings and skill levels.				
Recognizes the importance of confidentiality in reporting child observation and assessment results.				
Demonstrates knowledge and skills to address cultural differences, and the ability to discern between stereotypes and truly useful, family-based information.				
Demonstrates problem solving, negotiation, conflict resolution, and mediation strategies and can determine courses of action and assistance if typical strategies are not effective.				
Demonstrates knowledge of early childhood professional organizations and accreditations.				
Demonstrates effective communication skills and is aware and is able to adjust when alternative methods must be used (i.e. family members who are deaf, developmentally delayed, etc).				
Exhibits empathy by conveying that the consultant understands staff and families' subjective experience and continually monitors signs that indicate how valid that perception may be.				
Utilizes adult learning principles to help caregivers strengthen relationships with children in their care through training, modeling, intervention and showing the ability to adjust approach when differing perspectives, professional demands and other factors cause caregivers to actively reject offered information.				
Designs learning opportunities that reflect principles of child and adult learning and takes into consideration specialized issues (i.e. developmental profiles, learning styles, special education issues, cultural differences, etc.)				
<b>Competencies in PROFESSIONAL DEVELOPMENT Continuous and Reflective Professionalism</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
Exhibits respect by suspending judgment and communicating that staff are valued yet is able to recommend supportive but corrective action when needed.				
Demonstrates the ability to synthesize research into practice while maintaining the ability to discern and reject new trends that are counterproductive or conflicting with best practice.				
Establishes and practices effective communication and reflection among professionals, colleagues, and families.				
Informs others about research and current knowledge related to the impact of				

## OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY

### Self-Assessment

high quality programs for all young children and families, and in turn, accepts research and guidance from team members outside the mental health sector (i.e. education, special education, etc.).				
Promotes and informs others of the need to support emotional, social, physical, and intellectual needs of every child, and can adjust the description of techniques and avenues for this support in relation to the receiving party's expertise, discipline and education.				
Teaches family and staff strategies for promoting children's social/emotional language				
Analyzes ethical dilemmas and determines appropriate course of action.				
Designs training to assist parents learn about child development and deal with the influence of their own child rearing practices without causing embarrassment or feelings of failure.				
Examines own values and biases in working with children, families, and ECE professionals and takes steps to inform and/or correct misconceptions.				
<b>Competencies in PROFESSIONAL DEVELOPMENT</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
<b>Leadership and Advocacy</b>				
Establishes relationships with other professionals in other early childhood and mental health disciplines.				
Works as a liaison to other health professionals and community organizations as needed, and in turn, can use these outside professionals as a liaison to support their own practice when needed.				
Provides mentoring support to colleagues to enhance their understanding of child growth and development.				
Assumes early childhood leadership role in the community, in the state, and in national professional organizations and advocates for services and legislation for all young children, families, and the early care and education profession.				
Seeks reflective supervision for self in order to maintain perspective, gain support and receive mentoring.				
Maintains professional licensure by seeking continuing education in areas related to ECMH.				
<b>PROFESSIONAL DEVELOPMENT TOTAL</b>				

**OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY  
Self-Assessment**

**SUMMARY PAGE**

Insert the totals from the previous pages into this chart. Send a copy of this page only with the required documents for the ECMH Credential.

***This information will be used for data gathering purposes only***

<b>TOTAL NUMBER OF CHECKMARKS FOR EACH COMPETENCY</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>I</b>
SOCIAL/EMOTIONAL GROWTH & DEVELOPMENT TOTAL				
FAMILY & COMMUNITY RELATIONS TOTAL				
ASSESSMENT - Foundations and Principles				
ASSESSMENT - Gathering and Documenting				
ASSESSMENT - Summarizing and Reporting				
ASSESSMENT TOTAL				
INTERVENTIONS - Child				
INTERVENTIONS - Family				
INTERVENTIONS - Early Care and Education Caregivers				
INTERVENTIONS TOTAL				
PROFESSIONAL DEVELOPMENT Foundations and Principles				
PROFESSIONAL DEVELOPMENT Continuous and Reflective Professionalism				
PROFESSIONAL DEVELOPMENT Leadership and Advocacy				
PROFESSIONAL DEVELOPMENT TOTAL				

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ECMH Professional Signature and Date

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Supervisor Signature and Date

**OHIO ECMH CORE COMPETENCIES SKILLS INVENTORY**  
**Self-Assessment**

Supervisor Summary Statement

ECMH Professional's comments

Action Steps needed for Improvement (include description and timelines for additional training, supervision, mentoring, etc.)





## Ohio Professional Registry

### File Submission Cover Sheet for Ohio's Early Childhood Mental Health Professional Credential

Complete and place a copy of this form on top of each individual's compiled records.

Date: \_\_\_\_\_ Name: \_\_\_\_\_

OPIN Number: \_\_\_\_\_ - \_\_\_\_\_ Contact Phone Number: \_\_\_\_\_

Contact E-mail Address: \_\_\_\_\_

Agency Name: \_\_\_\_\_ County: \_\_\_\_\_

I am requesting the ECMH Credential and am submitting the following:

- initial credential
- updating records

**Please follow the instructions below for submitting documentation for verification:**

- Online Registry profile includes records of all documents being submitted.
- Copies are one-sided.
- Documents attached represent one person.
- Documents attached are in the following order:
  - 1) Length of service employment records;
  - 2) License verification or education records;
  - 3) Training records sorted by date with the most recent date on top and the oldest on the bottom.
- 4) ECMH Skills Inventory summary page, signed by applicant and supervisor
  - A Complete "ECMH File Submission Cover Sheet" is on top of the compiled records.
  - The documents are attached together by binder or paper clip, not stapled.

**Documents received that do not meet these specifications will not be processed.**

**Mail documentation to:**

OCCRA-Registry, 2760 Airport Dr., Suite 160, Columbus, OH 43219  
or send electronically [registrymail@occrra.org](mailto:registrymail@occrra.org)