Note: AAIMH WA recognises that some Infant Family Workers have rather limited contact **Infant Family Worker (IFW) Impact Map** with parents/caregivers. In these instances, key responsibilities involving interactions with parents/caregivers are still expected, but should be demonstrated within the limits of Service Service their parent/caregiver contact. Key Responsibilities IFW Results Goal **Objectives** Competencies Observe the infant/very young child. Theoretical Foundations parent & parent-infant/very young child relationship for landmarks of typical child · Pregnancy & early parenthood Securely attached development & healthy, secure · Infant/young child development & Parents & infants/very Interact with families in a infants & very relationships; refers concerns to the behaviour young children with manner that fits with families' young children · Infant/very young child- & familysupervisor as appropriate more nurturing & cultures centred practice consistent relationships Relationship-focused practice Use example, encouragement & own life with each other · Family relationships & dynamics experiences to empower families to: · Attachment, separation, trauma & loss · Become physically & emotionally Positive parental Cultural competence self-sufficient mental health, Create nurturing, stable infant/young including improved Parents with child-caregiver relationships increased confidence & relationships, Law, Regulation & Agency Policy networks & problem Keeping culture in mind, increased capacity to Ethical practice establish effective, trusting, Support and reinforce parent strengths. care for and advocate · Government, law & regulation working relationships with for their infant/very emerging parenting competencies & Agency policy infants & families positive parent-infant/young child young child & to Optimal parental interactions manage stress capability to care for and nurture an Systems Expertise Provide information & assist parents to: emotionally healthy, Enhance the infant/very young · Service delivery systems Enhanced infant/ competent child's capacity to regulate · Community resources very young child infant/very young interaction, attention & behaviour capacity to regulate child Provide services to families Promote the infant/very young child's emotions/behaviours. with multiple, complex risk health & safety enter into & sustain Direct Service Skills factors, in accordance with Reduced risks Observe, encourage, celebrate their relationships, show their cultures · Observation & listening infant/very young child of disorder in infancy curiosity about the Screening & assessment Interact with infant/very young child & early childhood, world, & increase Advocacy Optimal Solve problems developmental learning skills · Life skills social, emotional & Access social support delays & later anti- Safety cognitive social/problematic development of behaviour infants/very young Advocate for services needed by families Families with access to children within the **Working With Others** with supervisor, agencies &/or programs basic, necessary context of strong, Enhanced infant/very · Building & maintaining relationships resources & needed nurturing, parentyoung child capacities Supporting others services Assist parents to anticipate and obtain infant/young child to enter into social Collaborating relationships the basic requirements for living (food, relationships, explore & · Resolving conflict shelter, clothing, etc) & needed services master their Empathy & compassion as a situation arises environment & learn Emotionally responsive, Engage in reflective practice Provide direct care and safe, and appropriate and consult with supervisor to teaching/developmental activities to Communicating care given by parents determine the actions to take infants/very young children & families to Safe & appropriate Listenina help ensure the optimal development of Speaking environments for the the infant/very young child in all domains Writing infants/very young (physical, emotional & cognitive) children and families Community-based Collaborate and communicate with programs and agencies other service providers, agencies & that promote positive Thinking programs to ensure the safety of the parent-infant/very · Analysing information Responsive, infant/very young child, effective young child · Solving problems thoughtful coordination of service to the family, and Exercising sound judgment relationships and community systems awareness of relationship-focused provide effective family-· Maintaining perspective of care for infants. approaches infant/young child Planning & organising young children, & services their families Seek ongoing support & guidance of the supervisor to: Ensure that family progress & issues Reflection are communicated & addressed Contemplation Continuous Help the practitioner maintain Continuous reflection, Self-awareness improvement in

appropriate boundaries between self

Continue own personal/professional

& care receivers

development

Curiosity

· Emotional response

Professional/personal development

learning and

development

relationship-focused

practice

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