

A Report of a Crosswalk between the Competencies of

*The Nationally Recognized Core Competencies
For Afterschool and Youth Development
Professionals (draft)*



and the

*Competencies for Professional Child
and Youth Work Practitioners (2010)*

CHILD AND YOUTH CARE CERTIFICATION BOARD





A Report of a Crosswalk between the Competencies of

The Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals (draft) and the Competencies for Professional Child and Youth Work Practitioners (2010)

This report describes the crosswalk project, its rationale, the methodology and procedures employed and a statement of the project's findings. Included as well is a consideration of the implications of the completed crosswalk and suggestions for future crosswalk activity.

I. Project Description & Rationale

The purpose of this project was to prepare a crosswalk between the *Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals (Draft - January 2011)* and the *Competencies for Professional Child and Youth Work Practitioners (2010)*. This project will also serve to encourage broadening the base of child and youth work practice, show how the commonalities indicate the presence of a profession striving towards unity, lay the foundation for creating a unified national credentialing and professional development system, and define training and educational activities.

The competency work carried out by the National Institute on Out-of-School Time (NIOST) and its partners (The National Afterschool Association (NAA), the Pennsylvania Key and the Florida Afterschool Network), builds upon years of competency development by different organizations and states. This work provides a platform for unifying existing entry and mid-level credentialing programs within the NAA and coordinating emergent higher education programs that support a competent after-school workforce. As professional development within out-of-school time emerges across the country, the *Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals* will provide a key building block to forward a coordi-

**Workforce quality
is widely believed
to be the most
critical component
in successful
service outcomes.**



nated national career development system for practitioners. NIOST recognizes that at this juncture in the development of the field the importance of working with other groups within child and youth care to extend the impact of this effort.

The Child and Youth Care Certification Board (CYCCB) administers one of the largest professional development systems within child and youth care. This certification program is based on a comprehensive analysis of 87 sources of competencies, revised for currency of practice and scholarship. It spans practice across the field of youth services and is recognized as the most thorough description of fully professional practice available. CYCCB's successful efforts over the past several years to unify credentialing within other sectors of the youth services field (residential care/treatment, corrections, youth development, etc.) provides a model for collaboration as the field moves forward toward an integrated national credentialing and education system. The CYCCB's work to forward competency-based education using a recognized set of national competencies holds great promise in articulating existing and developing higher education programs and training systems.

It is timely at this juncture when the *Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals* are adopted by the NAA Board that this crosswalk to the CYCCB work be included. Upon adoption by NAA, the *Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals* will take their place as the foundation for national professional development of out-of-school time professionals in the foreseeable future. Its completion acknowledges that out-of-school time practice has adequately evolved so that wide consensus is possible in describing competent practice, independent of geographic location, type of program or level of staff. Crosswalking these competencies to the *Competencies for Professional Child and Youth Work Practitioners* further expands the relevance of the competency work by demonstrating their connection to previous CYCCB work that describes professional child and youth care practice across settings. The completion of this combined work heralds a new age in the professional development of out-of-school time practitioners and assures that their credentialing and professional preparation will be recognized across the field of child and youth care practice.

A process that crosswalked (compared and demonstrated the relationship between) the *Competencies for Professional Child and Youth Work Practitioners* with those of the National Institute of Out-of-School Time, was developed. Format differences were addressed (e.g. the NIOST competencies are leveled in terms of degree of knowledge and sophistication required and are organized in ten major content domains; the CYCCB competencies describe competent practice at the professional level and are organized in five major content domains.)

The completion of this combined work heralds a new age in the professional development of out-of-school time practitioners.



The crosswalk results indicate that these two sets of competencies are significantly congruent. The philosophy of practice and values expressed are also congruent. These findings add to the data indicating that there is a profession of child and youth care practice that includes applied developmental work across populations and settings, with variation in approach specific to an arena of practice.

The crosswalk results indicate that these two sets of competencies are significantly congruent.

II. Methodology

Building on the existing relationship between Ellen Gannett, Director of NIOST and the Child and Youth Care Certification Board (CYCCB), a letter of agreement (Appendix A) was developed outlining the scope, rationale and importance of the crosswalk project. Ms. Gannett supplied CYCCB with the draft version of the *Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals (Draft - January 2011)* available at the time the project began. Another version of the competencies (*Draft - July 2011*) became available later. At that time the documents were compared and it was decided that the changes in taxonomy and competency wording would not significantly impact the crosswalk. When the final version of the competency document is available, some revision to this crosswalk document will be needed to clarify the competency numbering, wording, and taxonomy.

The following procedures were employed to perform the crosswalk:

1. Labeling. In order to conduct the crosswalk, all competencies needed to be labeled so that each could be reliably identified and so that the two systems of competencies (NIOST and CYCCB) were clear. The CYCCB competencies were already labeled with content area (Roman numeral), sub-domain (Arabic number), competency (small letter). The NIOST competencies were labeled as content area (Arabic number), domain (not designated), level (numbered), and sub-domain (not identified). To address this difference the committee created a numbering system so that all competencies could be discretely identified. The following was adopted: content area (Arabic number), domain (capitol letter), the word *level* was then spelled out followed by, level (number), a dash, and the competency (number). Competencies within each level were assigned sequential numbers in the order they appeared in the document (e.g., IIA Level 4-1 indicates (content area) *Learning Environment and Curriculum*, (domain) *Creating the Learning Environment and General Curriculum*, (the first competency listed in Level 4) *Provides activities that allow children and youth to*



engage with the curriculum). Although the CYCCB document also includes sub-competency designations (numbers in parenthesis), this level of crosswalk was not conducted.

2. Selection of Levels. The CYCCB competencies are by definition professional level. The NIOST competencies are leveled and inclusive from Levels 1 through 5. Levels 1, 2, and 3 were designated pre-professional levels with Levels 4 and 5 designated as professional levels. These two highest levels were thus selected to be crosswalked.

3. Assignment of Domains. Four professionals (See Appendix B) , including the President and 2nd Vice President of the Child and Youth Care Certification Board, and two project leaders from the North American Certification Project (NACP) comprised the team conducting the crosswalk. Each CYCCB domain was assigned to a team member who completed the initial crosswalk analysis.

4. Initial Search for Matches. Each CYCCB competency was reviewed for crosswalk matches with NIOST levels 4 and 5. If a match was not found levels 1, 2, and 3 were reviewed for a match. It was not expected that the match would typically be exact. Rather a match of significant substance was sought. Work arising from different practice arenas and histories will have some distinctiveness in language, concepts, and application while still referring to the same topic and practice application.

5. Review of Initial Crosswalk for Agreement and Accuracy. The following steps were conducted:

- < The crosswalks completed by each team member were entered into a master database showing the relationship between the NIOST and CYCCB competencies.
- < The initial crosswalk analysis was reviewed by the crosswalk team in a teleconference.
- < The initial crosswalk analysis for each CYCCB domain was assigned to a different team member for review and revision.

6. The Final Crosswalk Analysis. The review crosswalk analysis was reviewed by the crosswalk team. The results of this discussion were entered in the database and the crosswalk analysis finalized.

III. Findings

1. Crosswalk Congruence. Each NIOST competency crosswalked to the CYCCB competencies. In addition each CYCCB competency crosswalked to the NIOST set.

2. Language Similarities and Differences. Some differences in language usage is noted when comparing the documents. There is a distinct language used in each document but the concepts and competencies are mutually understood (e.g., the term ‘curriculum’ is not used in the CYCCB set but is called ‘program’ (what children do with their time in the program)).

3. Framework Similarities and Differences. Content areas and domain names are based on different taxonomies and are somewhat different. The content within discrete domains aligns well across the documents.

Some NIOST competencies include multiple constructs so they needed to be crosswalked to multiple CYCCB competencies. For example “communicates observations with staff, educators, children, youth, and families in a clear and supportive manner, while maintaining confidentiality” (III Level 4-2) contains two concepts: communicating concepts and maintaining confidentiality.

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IV. Implications

The linking together and inter-relatedness of these two competency sets is a consolidation that is a major step forward for this rapidly emerging profession of developmental applied child and youth work. Each set of competencies empowers the other and together, synergistically, they have powerful implications:

Credentialing. Provides guidelines and goals for degree and certification programs, enabling greater coherence and inter-relatedness. This in turn leads to greater professional and public credibility and to better employment prospects for credential holders.



Levels of Practice. Identifies career pathways and enables career progression to more complex and sophisticated practice.

Advocacy. Provides a broader base for obtaining resources and recognition as a crucial human service.

Research. Sets the stage for continued research on the relationship between practitioner competency and positive developmental outcomes for children and youth, and on the advancement of developmental applied child and youth work.

V. Toward the Future

The crosswalk team of the Child and Youth Care Certification Board is pleased to offer this crosswalk document. It wishes to affirm its pleasure at working with the document prepared by NIOST which it found highly developed, thoughtful and clear. This greatly enabled the completion of the crosswalk.

The successful outcome of this crosswalk effort suggests several steps towards future development.

Phase I. Mutual adjustment based on areas of difference:

For: Competencies for Professional Child and Youth Work Practitioners (2010):

- < Add competencies in supervision, training, and administration (“indirect” work).
- < Add competencies in various specialty areas and advanced practice, such as play and activities, child abuse, family work, and research.
- < Level its competencies, so that there are competencies for the pre-professional as well as the professional level. This is especially important since the entry point for many child and youth care practitioners is at the pre-professional level.

For: Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals:

- < Consider a reverse crosswalk with the North American Certification Program Competencies.



For both sets:

< Review specific language for concepts and practices with a view towards a generic common language and with identified areas of difference or specificity for each set.

Phase II. Development of one UNIFIED set of competencies.

Phase III. Crosswalk unified competency set with competencies from other relevant practice arenas to continue to expand and consolidate the profession of child and youth care practice.

References

Association for Child and Youth Care Practice (2010). *Competencies for professional child and youth work practitioners (2010)*, 1701 Southwest Parkway #113, College Station, TX, 77840.

National Institute on Out-of-School Time (2011). *Nationally recognized core competencies for afterschool and youth development professionals. Draft - January 2011*, Wellesley, MA: Wellesley Centers for Women.



APPENDIX A

February 11, 2011

Dear Mr. Eckles,

Wellesley College on behalf of the National Institute on Out-of-School Time recognizes that the Child and Youth Care Worker Certification Board (CYCCB) will be doing a crosswalk between the Nationally Recognized Core Competency for Afterschool and Youth Development Professionals (Draft Version) and the Competencies for Professional Child and Youth Work Practitioners (2010). We share a commitment to the field of youth work and believe this work will help advance professional development. We are grateful that you are doing this important step of crosswalking our shared competency documents for the field as we work together toward the development of a national professional development system for practitioners. We appreciate you making available 50 hours of staff time at \$100/hour from noted professionals to complete this crosswalk.

As you are aware, the Nationally Recognized Core Competency work builds upon years of competency development by different organizations and states and will provide a platform for unifying existing entry and mid-level credentialing programs within the NAA and coordinating emergent higher education programs that support a competent after school workforce. As professional development within out-of-school time emerges across the country, the Nationally Recognized Core Competencies will provide a key building block to forward a coordinated national career development system for practitioners. We recognize that at this juncture in the development of the field the importance of working with other groups within the child and youth care field to extend the impact of this effort. In addition to the in-kind support CYCCB is providing, the development of the Nationally Recognized Core Competencies is funded by several organizations including The National Afterschool Association, the Pennsylvania Key and the Florida Afterschool Network.

We are appreciative that CYCCB is joining this partnership by comparing the Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals (Draft Version) with the Competencies for Professional Child and Youth Work Practitioners (2010) used for the your certification program. CYCCB administers one of the largest professional development systems within the child and youth work field. Their certification program, based on a comprehensive analysis of 87 sources of competencies which span practice across the field of youth services, is recognized as the most thorough description of fully professional practice available. Their successful efforts over the past several years to unify credentialing within other sectors of the youth services field (residential, corrections, youth development, etc.) provides a model for collaboration as we move forward toward an integrated national credentialing and education system. CYCCB's work with colleges and universities to forward competency-based education using a recognized set of national competencies holds great promise in articulating the many existing and developing higher education programs.

This is our understanding related to development of the Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals with our current funders:

- a. The development of the Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals will be derived primarily by analyzing and comparing existing core competencies from at least 14 different sources. What will be created is a set of recommendations derivative of others' original work.



b. The Nationally Recognized Core Competencies for Afterschool Staff and Youth Development Professionals resulting from this agreement is intended for public use and benefit.

c. The Nationally Recognized Core Competencies for Afterschool Staff and Youth Development Professionals should acknowledge that NIOST conducted the research and recommendations with generous support from National Afterschool Association (NAA), Florida Afterschool Network (FAN), Pennsylvania Key and Child & Youth Care Certification Board (CYCCB).

d. NAA will be the primary distributor of the Nationally Recognized Core Competencies for Afterschool Staff and Youth Development Professionals. However, this does not prevent any party or member of the public to reference, use or otherwise disseminate or promote the Core Competencies,

e. A profit should not be made by any party in the dissemination of the Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals. However, this does not prevent charging a nominal or reasonable fee to cover the cost of print material production, shipping and handling costs for purposes of dissemination.

f. States are encouraged to use, reference, or otherwise adapt the Core Competencies for Afterschool Staff and Youth Development Professionals for their use.

During the fall of 2011, NIOST will present the Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals to the NAA Board of Direction for their approval. We will share with them the results of this collaborative work done by CYCCB that demonstrates the connection and alignment of these competencies to the national competencies promulgated by CYCCB. We envision this as being useful in establishing a methodology for linking the existing entry and intermediate level out-of-school time credentialing programs to one another and to the national full professional credential. When this is accomplished, a significant step will have been completed in establishing a unified professional development system.

Thank you for undertaking this important crosswalk. NIOST recognizes the employee time and effort you are putting into this and we are excited about our partnership

Sincerely,

Ellen Gannett,
Director, National Institute on Out-of-School Time

Acknowledged by:

Frank Eckles,
President, The Child and Youth Care Worker Certification Board

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APPENDIX B

Committee members

Cindy Carraway-Wilson, MA, CYC-P, Director of Training, New England Network for Child, Youth and Family Services; 2nd Vice President, Child and Youth Care Certification Board.

Frank Eckles, BA, CYC-P, Training Director, Academy for Competent Youth Work; President, Child and Youth Care Certification Board; Co-Chair, Concurrent Planning Committee, North American Certification Project.

Martha A. Mattingly, PhD, CYC-P, Professor Emerita, Department of Psychology in Education, University of Pittsburgh; Chair, Competency Committee, North American Certification Project.

Karen VanderVen, PhD, CYC-P, Professor Emerita, Department of Psychology in Education, University of Pittsburgh; Domain Leader, Competency Committee, North American Certification Project.

A		B		C		E		G		
NORTH AMERICAN CERTIFICATION PROGRAM COMPETENCIES				Method of Assessment		CROSS WALK COMPETENCIES				
1										
2	Competencies for Professional Child and Youth Work Practitioners (2010)						Nationally Recognized Core Competencies for Afterschool and Youth Development Professionals (DRAFT - January 2011)			
4	I. PROFESSIONALISM									
5	B. Professional Competencies									
6	1. Awareness of the Profession									
7		a. access the professional literature.		PRTFLO		IVB Level 5-1 Applies theories of child/youth growth and development to group management techniques; IV B Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories and research related to group experiences to improve the program; IVA Level 5-3 Articulates, analyzes, evaluates, and/or applies current theories and research related to individual guidance;				
8		b. access information about local and national professional activities		PRTFLO		XC Level 4-4 Serves on professional association boards and/or other boards, task forces, or committees; XC Level 5-6 Provides leadership to professional associations and/or other boards, task forces, or committees; XB Level 5-5 Participates at local, state, regional, and national conferences and events to disseminate knowledge and establish external professional relationships;				
9		c. stay informed about current professional issues, future trends, and challenges in one's area of special interest		PRTFLO		IVA Level 5-3 Articulates, analyzes, evaluates, and/or applies current theories and research related to individual guidance; XC Level 5-6 Provides leadership to professional associations and/or other boards, task forces, or committees; III Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories, research, and policies relevant to assessments; XB Level 5-5 Participates at local, state, regional, and national conferences and events to disseminate knowledge and establish external professional relationships; XA Level 5-3 Advocates for the implementation of current research and policies relevant to child, youth, and family development; IVB Level 5-1 Applies theories of child/youth growth and development to group management techniques; IVB Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories and research related to group experiences to improve the program;				
10		d. contribute to the ongoing development of the field		PRTFLO		IIA Level 5-3 Communicates major theories, research, and issues relevant to child and youth development with others as appropriate; VIIB Level 4-3 Assists with community outreach; VIIB Level 4-4 Promotes public awareness about family and child/youth development; VIIB Level 5-4 Participates in community asset mapping and needs assessments, and networks with other children and youth development professionals; XC Level 4-4 Serves on professional association boards and/or other boards, task forces, or committees; XC Level 5-6 Provides leadership to professional associations and/or other boards, task forces, or committees; III Level 5-3 Communicates major research and issues relevant to observation and assessment to staff and families; IIA Level 5-5 Collaborates with other agencies to research and communicate information about the integrated curriculum areas; XA Level 5-3 Advocates for the implementation of current research and policies relevant to child, youth, and family development; XB Level 4-7 Participates actively in a leadership role in professional associations and builds professional relationships; IIB Level 5-1 Articulates, analyzes, evaluates, and/or applies current theories and research related to promoting physical, cognitive, and social development; II B Level 5-2 Advocates for policies and practices that promote the physical, cognitive, and social development of youth; IIC Level 5-1 Articulates, analyzes, evaluates, and/or applies current theories and research related to emerging trends in communication; IIC Level 5-3 Advocates for policies and practices that promote the communication development of children and youth;				
11	2. Professional Development and Behavior									
12		a. value orientation				XA Level 4-5 Articulates a personal philosophy of education based on knowledge of child/youth growth and development, cultural competencies, and best/promising practices; XB Level 4-4 Articulates a professional value system and implements ongoing professional self-reflection;				

	A	B	C	E	G
1	NORTH AMERICAN CERTIFICATION PROGRAM COMPETENCIES			Method of Assessment	CROSS WALK COMPETENCIES
13			(1) state personal and professional values and their implications for practice including how personal and professional beliefs, values and attitudes influence interactions	PRTFLO	
14			(2) state a philosophy of practice that provides guiding principles for the design, delivery, and management of services		
15			b. reflection on one's practice and performance	SUPER	VIIIA level 5-6 Ensures regular staff training and oversees development of program policies ,procedures, liabilities, and risk management; XB Level 4-4 Articulates a professional value system and implements ongoing professional self-reflection;
16			(1) evaluate own performance to identify needs for professional growth		
17			(2) give and receive constructive feedback		
18			c. performance of organizational duties	SUPER	XA Level 1-1 Understands that employees' personal behaviors and actions within the work setting are reflected on the program; XA Level 1-2 Demonstrates quality work habits; VIIIC Level 4-1 Designs and documents appropriate health policies and procedures; VIIIC Level 4-2 Assesses the program's nutrition plan and adapts practices accordingly, including practices that ensure staff know and are trained to respond appropriately to an allergic reaction to food; VIIIC Level 4-9 Establishes policies and procedures for the documentation and notification of suspected abuse, neglect, and physical, verbal, and sexual harassment; VIIIC Level 4-10 Designs and documents policies and procedures supporting a curriculum that addresses healthy living topics; VIIIC Level 4-11 Trains staff on curriculum development that addresses healthy living topics; VIIIC Level 4-6 Develops policies and procedures, including an approved referral list, to address health-related issues; VIIIC Level 5-3 Advocates for policies and procedures that affect the wellness of the broader community;
19			(1) demonstrate productive work habits		
20			(a) know and conform to workplace expectations relating to attendance, punctuality, sick and vacation time, and workload management		
21			(b) personal appearance and behavior reflect an awareness of self as a professional as well as a representative of the organization		
22			d. professional boundaries	SUPER	XA Level 3-7 Maintains professional boundaries in relationships with staff, participants, and families;
23			(1) recognize and assess own needs and feelings and keeps them in perspective when professionally engaged		

A		B		C		E		G	
NORTH AMERICAN CERTIFICATION PROGRAM COMPETENCIES				Method of Assessment		CROSS WALK COMPETENCIES			
1			e. staying current						
24									
25			(1) keep up-to-date with developments in foundational and specialized areas of expertise			PRTFLO			
26			(2) identify and participate in education and training opportunities						
27			3. Personal Development and Self Care						
28			a. self awareness						
29			(1) recognize personal strengths and limitations, feelings and needs			SUPER			
30			(2) separate personal from professional issues			SUPER			
31			b. self care						
32			(1) incorporate wellness practices into own lifestyle			PRTFLO			
33			(2) practice stress management						
34			(3) build and use a support network						
35			4. Professional Ethics						
36			a. describe the functions of professional ethics			EXAM			
37			b. apply the process of ethical decision making in a proactive manner						
38			c. integrate specific principles and standards from the relevant Code of Ethics to specific professional problems						
39			d. carry out work tasks in a way that conforms to professional ethical principles and standards.			SUPER			
40			5. Awareness of Law and Regulations						

A		B		C		E		G		
NORTH AMERICAN CERTIFICATION PROGRAM COMPETENCIES				Method of Assessment		CROSS WALK COMPETENCIES				
1										
41			a. access and apply relevant local, state/provincial and federal laws, licensing regulations and public policy	PRTFLO					VIIIA Level 4-1 Articulates and adheres to regulations and laws pertaining to the children, youth and families served by the program; XC Level 4-2 Explains how government policies affect family and child/youth development. Creates opportunities for children, youth and peers to serve in leadership roles; VIIIB Level 5-3 Articulates, analyzes, evaluates, and/or applies current theories, research, promising/best practices, and policies relevant to environmental safety;	
42			b. describe the legal responsibility for reporting child abuse and neglect and the consequences of failure to report.						VIIIA Level 4-1 Articulates and adheres to regulations and laws pertaining to the children, youth and families served by the program;	
43			c. describe the meaning of informed consent and its application to a specific practice setting.						VIIIA Level 4-1 Articulates and adheres to regulations and laws pertaining to the children, youth and families served by the program;	
44			d. Use the proper procedure for reporting and correcting non-compliance						VIIIA Level 4-1 Articulates and adheres to regulations and laws pertaining to the children, youth and families served by the program;	
45			6. Advocacy							
46			a. demonstrate knowledge and skills in use of advocacy							VI Level 5-1 Continually seeks new knowledge and approaches related to inclusion, culture, and equity; VIIIB Level 4-4 Promotes public awareness about family and child/youth development; XC Level 4-1 Describes legislative processes, including legal and advocacy issues, which impact children, youth, and their families. Communicates this information to others; XC Level 5-2 Develops and carries out advocacy plan; XA Level 5-3 Advocates for the implementation of current research and policies relevant to child, youth, and family development; VIIIB Level 4-1 Advocates for environmental safety;
47			b. access information on the rights of children, youth and families including the United Nations Charter on the Rights of the Child							VI Level 5-1 Continually seeks new knowledge and approaches related to inclusion, culture, and equity; XC Level 4-1 Describes legislative processes, including legal and advocacy issues, which impact children, youth, and their families. Communicates this information to others;
48			c. describe the rights of children, youth and families in relevant settings and systems							VI Level 5-1 Continually seeks new knowledge and approaches related to inclusion, culture, and equity; VI Level 5-4 Involves oneself in collaborative action and advocacy strategies that transform local and national systems towards social equity; XA Level 4-6 Advocates for children, youth, and families; XC Level 4-1 Describes legislative processes, including legal and advocacy issues, which impact children, youth, and their families. Communicates this information to others; XC Level 4-6 Demonstrates a commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs; XC Level 4-7 Shares knowledge of the rights and responsibilities of children, youth, parents/families, caregivers/educators, and other professionals as related to exceptional learning needs; VIIIB Level 4-1 Advocates for environmental safety; VIIIB level 4-2 Develops policies and procedures for environmental safety;
49			d. advocate for the rights of children, youth and families in relevant settings and systems							VI Level 5-1 Continually seeks new knowledge and approaches related to inclusion, culture, and equity; VI Level 5-4 Involves oneself in collaborative action and advocacy strategies that transform local and national systems towards social equity; VIIIB Level 4-4 Promotes public awareness about family and child/youth development; VIIIB Level 5-5 Represents the child and youth development field in collaborative community endeavors;
50			e. describe and advocate for safeguards for protection from abuse including organizational or workplace abuse							VI Level 5-1 Continually seeks new knowledge and approaches related to inclusion, culture, and equity; VI Level 5-4 Involves oneself in collaborative action and advocacy strategies that transform local and national systems towards social equity;
51			f. advocate for protection of children from systemic abuse, mistreatment, and exploitation;						VI Level 5-1 Continually seeks new knowledge and approaches related to inclusion, culture, and equity; VI Level 5-4 Involves oneself in collaborative action and advocacy strategies that transform local and national systems towards social equity.	
52	II. CULTURAL AND HUMAN DIVERSITY									
53	B. Professional Competencies									
54	1. Cultural and Human Diversity Awareness and Inquiry									

A		B		C		E		G	
NORTH AMERICAN CERTIFICATION PROGRAM COMPETENCIES				Method of Assessment		CROSS WALK COMPETENCIES			
1									
55			a. describe own biases	PRTFLO		VI Level 4 -2 Develops understanding of own role and empathy for the struggle of others in creating system change; VIIA Level 5-1 Articulates and applies theories of family development and dynamics within multicultural communities; VI Level 3-3 Continuously increases own understanding of different cultural groups, including one's own cultural identities, belief, practices, and biases.			
56			b. describe interaction between own cultural values and the cultural values of others	PRTFLO		VI Level 4 -2 Develops understanding of own role and empathy for the struggle of others in creating system change; VI Level 3-3 Continuously increases own understanding of different cultural groups, including one's own cultural identities, beliefs, practices, and biases;			
57			c. describe own limitations in understanding and responding to cultural and human differences and seek assistance when needed			VI Level 4 -2 Develops understanding of own role and empathy for the struggle of others in creating system change; VI Level 3-3 Continuously increases own understanding of different cultural groups, including one's own cultural identities, belief, practices, and biases.			
58			d. recognize and prevent stereotyping while accessing and using cultural information	SUPER		VI Level 4 -2 Develops understanding of own role and empathy for the struggle of others in creating system change; IV Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; VI Level 5-1 Continually seeks new knowledge and approaches related to inclusion, culture, and equity;			
59			e. access and critically evaluate resources that advance cultural understandings and appreciation of human diversity			V level 5-1 Articulates, analyzes, evaluates, and/or applies current theories and research related to promoting youth empowerment, youth leadership, and youth voice; VI Level 5-1 Continually seeks new knowledge and approaches related to inclusion, culture, and equity;			
60			f. support children, youth, families, and programs in developing cultural competence and appreciation of human diversity;			IIB Level 4-7 Creates an inclusive and collaborative program community; IID Level 3-2 Incorporates activities for self-expression that reflect diverse cultural traditions; V Level 4-4 "Encourages and embraces youth voice by celebrating youth culture and cultural diversity within the organizational culture and structure." (Forum for Youth Investment); VI Level 3-7 Creates an environment where individual children and youth take pride in their cultural identities, beliefs, and practices, and value those of these peers; VIIA Level 5-5 Develops guidelines to assess and ensure that programming reflects the value that all cultures are welcomed and respected;			
61			g. support children, youth, families and programs in overcoming culturally and diversity-based barriers to services			VI Level 4-1 Possesses and utilizes skills to challenge oppressive behavior, assumptions, and stereotypes as they surface among children and youth and within the organization; VI Level 4- 4 Advocates for social equity and serves as an example and mentor to other staff regarding cultural competency; VI Level 5-2 Advocates for ongoing training and deepened analysis of systems related to equity, privilege, and oppression for all staff and program participants; VI Level 5-3 Partners with children, youth, and families to support them as advocates, decision makers, and leaders; VIIA Level 5-5 Develops guidelines to assess and ensure that programming reflects the value that all cultures are welcomed and respected;			
62			2. Relationship and Communication Sensitive to Cultural and Human Diversity						
63			a. adjust for the effects of age, cultural and human diversity, background, experience, and development on verbal and non-verbal communication	EXAM		I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; IIC Level 4- 1 Adapts and modifies interactions with children and youth based on culturally appropriate assessment and evaluation tools; IIC Level 4-5 Helps children and youth who are learning a second language by providing them with the supports necessary for them to fully participate in programming opportunities; VI Level 4-3 Understands how privilege and oppression impact interactions with children, youth, families, and communities; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; IIC Level 2-4 Offers a variety of communication opportunities that meet the individual interests and skill levels of all children and youth, including those from diverse cultures and those with special needs; IIC Level 3-4 Plans and implements communication experiences and activities based on the population of the program; VIIA Level 3-6 Communicates effectively with families about the progress and development of their children/youth; VIIA Level 5-3 Reviews the effectiveness of family involvement activities and input structures and recommends changes as needed;			

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64			b. describe the non-verbal and verbal communication between self and others (including supervisors, child/youth and families, or peer professionals)	PRTFLO		<p>IIIC Level 4-4 Continually reflects on own skills for helping children and youth resolve conflicts; VI Level 4-3 Understands how privilege and oppression impact interactions with children, youth, families, and communities; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth; XB Level 4-6 Participates actively in a leadership role in professional associations and builds professional relationships;</p>			
65			c. describe the role of cultural and human diversity in the development of healthy and productive relationships			<p>I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; IVA Level 5-4 Develops individual guidance plans, using relevant professionals for support as needed; VI Level 4-3 Understands how privilege and oppression impact interactions with children, youth, families and communities; V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; XB Level 4-6 Participates actively in a leadership role in professional associations and builds professional relationships; VI Level 4-1 Possesses and utilizes skills to challenge oppressive behavior, assumptions, and stereotypes as they surface among children and youth and within the organization;</p>			
66			d. employ displays of affection and physical contact that reflect sensitivity for individuality, age, development, cultural and human diversity as well as consideration of laws, regulations, policies, and risks	SUPER		<p>I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; XB Level 4-6 Participates actively in a leadership role in professional associations and builds professional relationships; V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth;</p>			
67			e. include consideration of cultural and human diversity in providing for the participation of families in the planning, implementation and evaluation of services impacting them	SUPER		<p>I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; I Level 5-2 Communicates major theories, research, and issues relevant to child and youth growth and development to families in a way that is meaningful; I Level 5-3 Researches and applies multiple approaches to child and youth developmental outcomes. Ensures that the program's policies and practices reflect an inclusive philosophy; VI Level 4-4 Advocates for social equity and serves as an example and mentor to other staff regarding cultural competency; VI-Level 4-5 Engages children, youth, families, and staff in genuine ways and integrates their perspectives into organizational decision-making; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; XB Level 4-5 Builds upon personal strengths and identified areas where growth can and needs to occur; Participates actively in career development and works toward credentials, degrees, and/or program accreditation;</p>			
68			f. give information in a manner sensitive to cultural and human diversity			<p>I Level 5-2 Communicates major theories, research, and issues relevant to child and youth growth and development to families in a way that is meaningful; VI Level 4-4 Advocates for social equity and serves as an example and mentor to other staff regarding cultural competency; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth.</p>			
69			g. contribute to the maintenance of a professional environment sensitive to cultural and human diversity			<p>I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; I Level 5-3 Researches and applies multiple approaches to child and youth developmental outcomes. Ensures that the program's policies and practices reflect an inclusive philosophy; VI Level 4-4 Advocates for social equity and serves as an example and mentor to other staff regarding cultural competency; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; VI Level 5-5 Continuously analyzes organizational culture, policies, and procedures, and implements changes that foster more equitable and culturally relevant and responsive practices; IIIC Level 4-8 Trains staff to respond to participant questions with balanced, fair, and accurate information;</p>			

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70				h. establish and maintain effective relationships within a team environment					<p>VI Level 4-4 Advocates for social equity and serves as an example and mentor to other staff regarding cultural competency; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; VI Level 5-5 Continuously analyzes organizational culture, policies, and procedures, and implements changes that foster more equitable and culturally relevant and responsive practices; XC Level 4-3 Demonstrates knowledge of the dynamics of team building and has the ability to initiate problem solving and conflict resolution strategies for the setting and staff; XA Level 4-1 Recognizes causes and symptoms of excessive stress and/or low morale and develops strategies to reduce stress and improve morale; XA Level 4-2 Initiates and facilitates group problem solving; XA Level 3-7 Maintains professional boundaries in relationships with staff, participants, and families; XA Level 5-1 Advances program practices by working collaboratively with other staff to understand and support the adoption of research and best/promising practices for children, youth, families, and staff; XA Level 5-2 Mediates conflict resolution between others;</p>
71				(1) promote and maintain professional conduct					
72				(2) negotiate and resolve conflict					
73				(3) acknowledge and respect cultural and human diversity					
74				(4) support team members					
75				3 Developmental Practice Methods Sensitive to Cultural and Human Diversity					
76				a. integrate cultural and human diversity understandings and sensitivities in a broad range of circumstances		EXAM			<p>I Level 5-2 Communicates major theories, research, and issues relevant to child and youth growth and development to families in a way that is meaningful; VI Level 4-4 Advocates for social equity and serves as an example and mentor to other staff regarding cultural competency; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; VI Level 4-7 "Integrates international content, issues and perspectives into program plans, events and activities." (Asia Society); IVA Level 5-3 Articulates, analyzes, evaluates, and/or applies current theories and research related to individual guidance; XB Level 4-3 Integrates knowledge of historical, philosophical, psychological, and social foundations of child/youth development into planning and decision-making; XB Level 4-5 Builds upon personal strengths and identified areas where growth can and needs to occur; Participates actively in career development and works toward credentials, degrees, and/or program accreditation; XC Level 4-5 Demonstrates a commitment to developing the highest education and quality-of-life potential of individual with exceptional learning needs; V Level 4-4 "Encourages and embraces youth voice by celebrating youth culture and cultural diversity within the organizational culture and structure." (Forum for Youth Investment); V Level 4-7 Supports the implementation of meaningful curricular activities that are informed by youth culture, youth voice, and the cultural beliefs and practices of participants;</p>
77				b. design and implement programs and planned environments which integrate developmental, preventative, and/or therapeutic objectives into the life space, through the use of methodologies and techniques sensitive to cultural and human diversity					<p>IIA Level 5-1 Ensures that activities re balanced between concrete, participatory experiences and adult-directed experiences; IXA Level 5-5 Ensures that the program activities value and reflect the diversity of the community; VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; VI Level 4-7 "Integrates international content, issues and perspectives into program plans, events and activities." (Asia Society); VIIA Level 5-5 Develops guidelines to assess and ensure that programming reflects the value that all cultures are welcomed and respected; XB Level 4-3 Integrates knowledge of historical, philosophical, psychological, and social foundations of child/youth development into planning and decision-making; XC Level 4-5 Demonstrates a commitment to developing the highest education and quality-of-life potential of individual with exceptional learning needs; V Level 4-4 "Encourages and embraces youth voice by celebrating youth culture and cultural diversity within the organizational culture and structure." (Forum for Youth Investment); V Level 4-7 Supports the implementation of meaningful curricular activities that are informed by youth culture, youth voice, and the cultural beliefs and practices of participants; III Level 4-5 Incorporates observation information into program and/or individual plans (e.g., supporting school Individual Education Plans);</p>
78				(1) provide materials sensitive to multicultural and human diversity					
79				(2) provide an environment that celebrates the array of human diversity in the world through the arts, diversity of personnel, program materials, etc.		SUPER			
80				(3) recognize and celebrate particular calendar events which are culturally specific		SUPER			
81				(4) encourage the sharing of such culture specific events among members of the various cultural groups		SUPER			

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82			c. design and implement group work, counseling, and behavioral guidance with sensitivity to the child/youth's individuality, age, development, and culture and human diversity;	EXAM		VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; XC Level 4-5 Demonstrates a commitment to developing the highest education and quality-of-life potential of individual with exceptional learning needs; V Level 4-4 "Encourages and embraces youth voice by celebrating youth culture and cultural diversity within the organizational culture and structure." (Forum for Youth Investment); V Level 4-7 Supports the implementation of meaningful curricular activities that are informed by youth culture, youth voice, and the cultural beliefs and practices of participants;				
83			d. demonstrate an understanding of sensitive cultural and human diversity practice in setting appropriate boundaries and limits on behavior, including risk management decisions	SUPER		VI Level 4-6 Identifies and addresses factors that create feelings of exclusion among children and youth; XC Level 4-5 Demonstrates a commitment to developing the highest education and quality-of-life potential of individual with exceptional learning needs; V Level 4-4 "Encourages and embraces youth voice by celebrating youth culture and cultural diversity within the organizational culture and structure." (Forum for Youth Investment); V Level 4-7 Supports the implementation of meaningful curricular activities that are informed by youth culture, youth voice, and the cultural beliefs and practices of participants; IVA Level 4-1 Adapts the learning environment and curriculum to minimize potentially disruptive behaviors; IVA Level 4-4 Collaborates with families and schools to develop individually appropriate expectations for child/youth behaviors; IVA Level 5-1 Creates and ensures an environment with clear written and practices group agreements and conflict resolution processes; IVA Level 5-2 Involves stakeholders, including community, families, children, and youth him developing written policies for effective child/youth guidance; IXA Level 5-3 Manages the program in a way that minimizes risk; IXA level 5-4 Identifies and anticipates risk management issues and develops strategies to address them; IXA Level 5-5 Ensures that the program activities value and reflect the diversity of the community; XA Level 3-7 Maintains professional boundaries in relationships with staff, participants, and families;				
84	III. APPLIED HUMAN DEVELOPMENT									
85	B. Professional Competencies:									
86	1 Contextual-Developmental Assessment									
87			a. assess different domains of development across various contexts	EXAM		I Level 5-1 Articulates, analyzes, evaluates, and/or applies current theories, research, and policy related to child and youth growth and development; IIB Level 5-3 Evaluates the quality and effectiveness of curricula, activities, and opportunities that support physical, cognitive, and social development; III Level 4-1 Plans relevant and culturally appropriate assessments;				
88			b. evaluate the developmental appropriateness of environments with regard to the individual needs of child/youth and families	EXAM		IIB Level 5-3 Evaluates the quality and effectiveness of curricula, activities, and opportunities that support physical, cognitive, and social development; III Level 4-1 Plans relevant and culturally appropriate assessments;				
89			c. assess child/youth and family needs in relation to community opportunities, resources and supports	EXAM		I Level 5-1 Articulates, analyzes, evaluates, and/or applies current theories, research, and policy related to child and youth growth and development; III Level 4-1 Plans relevant and culturally appropriate assessments;				
90	2. Sensitivity to Contextual Development in Relationships and Communication									
91			a. adjust for the effects of age, culture, background, experience, and developmental status on verbal and non-verbal communication	EXAM		IIC Level 4-1 Adapts and modifies interactions with children and youth based on culturally appropriate assessment and evaluation tools; IIC Level 4-5 Helps children and youth who are learning a second language by providing them with the supports necessary for them to fully participate in programming opportunities; IIC Level 2-4 Offers a variety of communication opportunities that meet the individual interests and skill levels of all children and youth, including those from diverse cultures and those with special needs; IIC Level 3-4 Plans and implements communication experiences and activities based on the population of the program;				
92			b. communicate with the child, youth and family in a manner which is developmentally sensitive and that reflects the child/youths' developmental strengths and needs	EXAM		VIIA level 4-1 Facilitates and models a strengths-based, family-centered approach;				
93			(1) recognize the influence of the child/youth's relationship history on the development of current relationships	EXAM						
94			(2) employ displays of affection and physical contact that reflect sensitivity for individuality, age development, cultural and human diversity as well as consideration of laws, regulations, policies, and risks							

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95			(3) respond to behavior while encouraging and promoting several alternatives for the healthy expression of needs and feelings	SUPER	
96			c. give accurate developmental information in a manner that facilitates growth	EXAM	III Level 4-2 Communicates observations with staff, educators, children, youth, and families in a clear and supportive manner, while maintaining confidentiality.
97			d. partner with family in goal setting and designing developmental supports and interventions		VIIIA Level 4-6 Participates with families in the development of Individual Education Plans (IEPs), if requested;
98			e. assist child/youth (to the level consistent with their development, abilities, and receptiveness) to access relevant information about legislation/regulations, policies/standards, as well as additional supports and services		VII Level 5-4 Uses best/promising practices to develop structures for family and child/youth input in making program/policy decisions; IVA Level 5-2 Involves stakeholders, including community, families, children, and youth in developing written policies for effective child/youth guidance; XC Level 4-1 Describes legislative processes, including legal and advocacy issues which impact children, youth, and their families. Communicates this information to others;
99	3		Practice Methods that are Sensitive to Development and Context		
100			a. support development in a broad range of circumstances in different domains and contexts	SUPER	I Level 4-1 Applies major theories of child and youth development to all curricular areas; IVA Level 4-2 Applies theories of child/youth growth and development to improve guidance techniques.
101			b. design and implement programs and planned environments including activities of daily living, which integrate developmental, preventive, and/or therapeutic objectives into the life space through the use of developmentally sensitive methodologies and techniques	EXAM	I Level 4-1 Applies major theories of child and youth development in all curricular areas; IVA Level 5-3 Articulates, analyzes, evaluates, and/or applies current theories and research related to individual guidance; V Level 4-5 Understands and interrupts overt and internalized adultism. (Kivel); VIIIC Level 4-5 Designs and implements activities that emphasize healthy bodies, healthy lifestyles, physical activity, and a healthy environment; VIIIC Level 4-2 Assesses the program's nutrition plan and adapts practices accordingly, including practices that ensure staff know and are trained to respond appropriately to an allergic reaction to food; VIIIC Level 4-4 Understands the impact of health and fitness activities on children and youth and evaluates the appropriateness and effectiveness of such activities for groups and individuals; VIIIC Level 4-7 Plans activities that teach children and youth techniques to deal with stress and develop resiliency; VIIIC Level 4-9 Establishes policies and procedures for the documentation and notification of suspected abuse, neglect, and physical, verbal, and sexual harassment;
102			c. individualize plans to reflect differences in culture/human diversity, background, temperament, personality and differential rates of development across the domains of human development	EXAM	I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; I Level 4-2 Utilizes information on individual growth, development, and learning styles to improve programming and professional practice; I Level 4-3 Utilizes appropriate resources and makes programmatic adaptations for children and youth with special needs; IVA Level 5-3 Articulates, analyzes, evaluates, and/or applies current theories and research related to individual guidance; III Level 4-1 Plans relevant and culturally appropriate assessments;
103			d. design and implement group work, counseling, and behavioral guidance, with sensitivity to the child/youth's individuality, age, development, and culture	SUPER	IVA Level 5-3 Articulates, analyzes, evaluates, and/or applies current theories and research related to individual guidance;
104			e. employ developmentally sensitive expectations in setting appropriate boundaries and limits	EXAM	IVA Level 3-7 Demonstrates realistic expectations about the child/youth's social, emotional, physical, and cognitive abilities and needs;
105			f. create and maintain a safe and growth promoting environment	SUPER	VIIIB Level 4-1 Advocates for environmental safety; VIIIB Level 4-2 Develops policies and procedures for environmental safety; VIIIB Level 5-1 Articulates analyzes, evaluates, and/or applies current theories, research, promising/best practices, and policies relevant to environmental safety; VIIIB Level 4-2 Develops policies and procedures for environmental safety; VIIIC 4-10 Designs and documents policies and procedures supporting a curriculum that addresses healthy living topics; VIIIC Level 4-6 Develops policies and procedures, including an approved referral list, to address health-related issues;
106			g. make risk management decisions that reflect sensitivity for individuality, age, development, culture and human diversity, while also insuring a safe and growth promoting environment	SUPER	IXA Level 5-1 Articulates, analyzes, evaluates, and/or applies current theories, research, and policies relevant to program planning and evaluation; IXA Level 5-3 Manages the program in a way that minimizes risk; IXA Level 5-4 Identifies and anticipates risk management issues and develops strategies to address them; VIIIB level 4-2 Develops policies and procedures for environmental safety;

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107	4. Access Resources That Support Healthy Development				PRTFLO				
108	a. locate and critically evaluate resources which support healthy development					VIIIC Level 4-3 Works with health care professionals in the community to address wellness needs of children and youth; VIIIC Level 4-4 Understands the impact of health and fitness activities on children and youth and evaluates the appropriateness and effectiveness of such activities for groups and individuals; VIIIC Level 5-1 Articulates, analyzes, evaluates, and/or applies current theories, research, best/promising practices, and policies relevant to health and wellness;			
109	b. empower child/youth and programs in gaining resources which support healthy development					VIIIC Level 5-4 Collaborates with appropriate community groups and agencies to create awareness about healthy living topics; VIIIC Level 4-7 Plans activities that teach children and youth techniques to deal with stress and develop resiliency; VIIIC Level 3-10 Designs programs that incorporate discussions and educational opportunities on healthy living topics;			
110	IV. RELATIONSHIP AND COMMUNICATION								
111	B. Professional Competencies								
112	1. Interpersonal Communication								
113	a. adjust for the effects of age, cultural and human diversity, background, experience, and development of verbal and non-verbal communication				EXAM	IIC Level 2-4 Offers a variety of communication opportunities that meet the individual interests and skill levels of all children and youth, including those from diverse cultures and those with special needs; IIC Level 3-4 Plans and implements communication experiences and activities based on the population of the program; IIC Level 4-1 Adapts and modifies interactions with children and youth based on culturally appropriate assessment and evaluation tools; IIC Level 4-5 Helps children and youth who are learning a second language by providing them with the supports necessary for them to fully participate in programming opportunities;			
114	b. demonstrate a variety of effective verbal and non-verbal communications skills including:				SUPER	IIC Level 1-1 Models effective listening and verbal skills, including the use of proper grammar; IIC Level 1-2 Aware of body language and tone of voice and its impact on others; IIC Level 1-3 Responds to verbal and nonverbal forms of communication; IIC Level 1-4 Stimulates conversation with and between children/youth; IIC Level 1-5 Understand the importance of using open-ended questions; IIC Level 1-6 Understands that children and youth communicate in a variety of ways; IIC Level 5-4 Regularly uses open-ended questions across all content areas;			
115	(1) use of silence								
116	(2) appropriate non-verbal communication								
117	(3) active listening								
118	(4) empathy and reflection of feelings								
119	(5) questioning skills								
120	(6) use of door openers to invite communication, and paraphrasing and summarization to promote clear communication								
121	(7) awareness and avoidance of communication roadblocks								
122	c. recognize when a person may be experiencing problems in communication due to individual or cultural and human diversity history, and help clarify the meaning of that communication and to resolve misunderstandings				EXAM	IIC Level 4-1 Adapts and modifies interactions with children and youth based on culturally appropriate assessment and evaluation tools; IIC Level 4-5 Helps children and youth who are learning a second language by providing them with the supports necessary for them to fully participate in programming opportunities.			
123	d. assist child/youth (to the level consistent with their development, abilities and receptiveness) to receive relevant information about legislation/regulations, policies/standards, and supports pertinent to the focus of service					IVA Level 5-2 Involves stakeholders, including community, families, children, and youth in developing written policies for effective child/youth guidance; VIIA Level 4-2 Creates opportunities for families and children/youth to be actively involved in program and policy development; VIIA Level 5-4 Uses best/promising practices to develop structures for family and child/youth input in making program/policy decisions; IIC Level 2-5 Recognizes barriers in communication; IIC Level 5-1 Articulates, analyzes, evaluates, and/or applies current theories and research related to emerging trends in communication;			

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124			e. provide for the participation of children, youth and families in the planning, implementation and evaluation of service impacting them						VIIIA Level 4-2 Engages children, youth, and families in the development and/or revision of health and safety procedures; IVA Level 5-2 Involves stakeholders, including community, families, children, and youth in developing written policies for effective child/youth guidance; XC Level 5-4 Advocates for child/youth-adult partnerships; V Level 4-2 "Encourages participants to take responsibility for the content and process of group work, learn from each other, and demonstrate increased leadership." (New York City Department of Youth and Community Development); V Level 4-3 Develops strategies that support child/youth voice in program design, implementation, evaluation, and group management according to developmental abilities; V Level 5-3 Ensures that program activities support leadership opportunities for children and youth; V Level 5-4 Creates organizational policies and protocols that support meaningful participant engagement through youth advisory boards and advocates for youth-adult partnerships; V Level 5-5 Creates organizational policies and protocols that demonstrate the value and need of youth voice, youth leadership, and youth empowerment; V Level 5-6 Shares power with youth and interrupts adultism within internal and external organizational systems, groups, coalitions, committees, etc.; VIIIA Level 5-4 Uses best/promising practices to develop structures for family and child/youth input in making program/policy decisions;
125			f. set appropriate boundaries and limits on behavior using clear and respectful communication			SUPER			V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth; V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth;
126			g. verbally and non-verbally de-escalate crisis situations in a manner that protects dignity and integrity						IVB Level 2-3 Anticipates and defuses disruptive behavior; IVA Level 1-5 Uses positive behavior guidance in responding to behaviors or situations of concern; IVA Level 4-1 Adapts the learning environment and curriculum to minimize potentially disruptive behaviors;
127			2. Relationship Development						
128			a. assess the quality of relationships in an ongoing process of self reflection about the impact of the self in relationship in order to maintain a full presence and an involved, strong, and healthy relationship						IIB Level 4-4 Continually reflects on own skills for helping children and youth solve conflicts; IIB Level 5-4 Articulates, analyzes, evaluates, and/or applies current theories and research related to emerging trends in communication;
129			b. form relationships through contact, communication, appreciation, shared interests, attentiveness, mutual respect, and empathy			SUPER			IIC Level 2-2 Provides an environment that is conducive to the exploration and development of communication skills; IIC Level 2-4 Offers a variety of communication opportunities that meet the individual interests and skill levels of all children and youth, including those from diverse cultures and those with special needs;
130			c. demonstrate the personal characteristics that foster and support relationship development			SUPER			XB Level 2-7 Assesses the impact of personal perspectives, limitations and biases on the effectiveness of work;
131			d. ensure that, from the beginning of the relationship, applicable procedures regarding confidentiality, consent for release of information, and record keeping are explained and clearly understood by the parent/caregiver and by the child/youth as appropriate to his/her developmental age; follow procedures in a caring and respectful manner			SUPER			III Level 1-6 Maintains confidentiality between the program and participants' families regarding observation and assessment information; IXA Level 2-1 Organizes, plans, keeps records, and communicates with children, youth, families, and staff effectively; XA Level 3-6 Promotes professional ethics and seeks to diminish unethical practices;
132			e. develop relationships with children, youth and families that are caring, purposeful, goal-directed, and rehabilitative in nature; limiting these relationships to the delivery of specific services			SUPER			V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth; IIA Level 4-3 Creates a curriculum and learning environment that uses authentic materials and technologies; promotes youth decision-making; and incorporates experimentation, exploration, simulation, and play to enhance development and facilitate active learning; IVA Level 1-3 Understands and maintains personal boundaries with children and youth (E.g. physical space, time, etc.); V Level 5-2 Develops policies and procedures that ensure appropriate emotional and physical boundaries between staff and participants;
133			f. set, maintain, and communicate appropriate personal and professional boundaries			SUPER			IVA Level 1-3 Understands and maintains personal boundaries with children and youth (e.g., physical space, time, etc.); V Level 5-2 Develops policies and procedures that ensure appropriate emotional and physical boundaries between staff and participants;
134			g. assist child/youth to identify personal issues and make choices about the delivery of service			EXAM			IV Level 4-3 Develops strategies that support child/youth voice in program design, implementation, evaluation, and group management according to developmental abilities; V Level 2-5 Provides an environment that helps each child/youth know, accept, and take pride in herself or himself and develop a sense of independence;

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135		h. role-model appropriate interpersonal interactions handling the activities and situations of the life-space		SUPER		IIC Level 3-2 Incorporates communication skills into all curricular areas; IIC Level 4-1 Adapts and modifies interactions with children and youth based on culturally appropriate assessment and evaluation tools; IIC Level 4-2 Evaluates the appropriateness and effectiveness of communication activities for groups and individuals; IIC Level 4-3 Develops and teaches strategies for integrating communication development activities into all curricular areas;			
136		i. use structure, routines, and activities to promote effective relationships		EXAM		IIA Level 2-1 Maintains and monitors a daily schedule that balances active and quiet, youth-directed and adult-directed, individual and group, and indoor and outdoor activities; IIA Level 2-5 Provides an interesting, physically and emotionally safe, and inclusive environment; IIC Level 2-2 Provides an environment that is conducive to the exploration and development of communication skills; IIC Level 3-2 Incorporates communication skills into all curricular areas;			
137		j. encourage children, youth and families to contribute to programs, services, and support movements that affect their lives by sharing authority and responsibility		EXAM		VI Level 5-5 Continuously analyzes organizational culture, policies, and procedures, and implements changes that foster more equitable and culturally relevant and responsive practices; XC Level 4-2 Explains how government policies affect family and child/youth development. Creates opportunities for children, youth and peers to serve in leadership roles; XC Level 5-4 Advocates for child/youth-adult partnerships; V Level 4-6 Involves children and youth in developing organization/program policy, including program budgeting, financial strategies, and organizational priorities as is age-appropriate; V Level 5-3 Ensures that program activities support leadership opportunities for children and youth; V Level 5-4 Creates organizational policies and protocols that support meaningful participant engagement through youth advisory boards and advocates for youth-adult partnerships; V Level 5-5 Creates organizational policies and protocols that demonstrate the value and need of youth voice, youth leadership, and youth empowerment; V Level 5-6 Shares power with youth and interrupts adultism within internal and external organizational systems, groups, coalitions, committees, etc.; IXB Level 5-3 Ensures child/youth involvement in the process of evaluating staff and volunteers; IXC Level 4-4 Involves children and youth in developing the program's financial strategies and priorities; IIB Level 4-2 Develops and implements strategies that encourage the social, physical, and cognitive development of children and youth through various leadership and citizenship roles;			
138		k. develop and communicate an informed understanding of social trends, social change and social institutions; demonstrate an understanding of how social issues affect relationships between individuals, groups, and societies		EXAM		XA Level 4-4 Evaluates current trends in the field of child/youth development and revises practices as appropriate; XC Level 4-2 Explains how government policies affect family and child/youth development. Creates opportunities for children, youth and peers to serve in leadership roles; IXB Level 4-2 Plans and carries out professional development opportunities for staff and volunteers;			
139		l. identify community standards and expectations for behavior that enable children, youth and families to maintain existing relationships in the community				IVB Level 2-3 Helps children, youth, and families see themselves as contributors to the community; VIIB Level 3-4 Develops opportunities for children, youth, and families to participate meaningfully in community awareness and community service activities;			
140		3. Family Communication							
141		a. identify relevant systems/components and describe the relationships, rules and roles in the child/youth's social systems and develop connections among the people in various social systems		EXAM		I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; I Level 5-3 Researches and applies multiple approaches to child and youth developmental outcomes. Ensures that the program's policies and practices reflect an inclusive philosophy; VIIA 4-3 Demonstrates knowledge of the potential impact of cultural, linguistic, ethnic and socioeconomic diversity and legal factors that can exist between the home and setting; VIIB Level 3-2 Helps families identify community resources specific to their needs and makes appropriate referrals; VIIB Level 4-1 Works to expand relationships with community partners to meet the needs of children, youth and families; VIIIC Level 4-3 Works with health care professionals in the community to address wellness needs of children and youth; VIIIC Level 5-2 Collaborates with community groups to identify wellness issues or concerns;			
142		b. recognize the influence of the child/youth's relationship history and help the child/youth develop productive ways of relating to family and peers		EXAM		IIB Level 1-7 Understands that family and community have different cultural experiences that play a role in how children respond socially to adults and peers; IIC Level 2-5 Recognizes barriers in communication; IVA Level 3-2 Understand that there are reasons for the behavioral issues of individuals and responds appropriately; V Level 2-4 Recognizes differences in cultural practices, individual personalities, and individual development stages in children and youth and the ways in which those differences impact their capacity, needs, participation, and leadership opportunities in the program;			

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143			c. encourage children and families to share folklore and traditions related to family and cultural background; employ strategies to connect child/youth to their life history and relationships		EXAM	I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; VI Level 2-2 Provides opportunities for families to share cultural backgrounds, beliefs, and practices; VI Level 4-7 Creates an environment where individual children and youth take pride in their cultural identities, beliefs, and practices, and value those of their peers;			
144			d. support parents to develop skills and attitudes which will help them to experience positive and healthy relationships with their children/youth		EXAM	VII A Level 3-1 Plans and conducts family events designed to highlight families' strengths, shared interests, and diverse cultures; reduce isolation; and build community; VIIA Level 3-4 Partners with families in addressing developmental and behavioral issues experiences by their children/youth; VIIA Level 4-1 Facilitates and models a strengths-based, family-centered approach; VIIA Level 2-6 Shares knowledge of child/youth growth and development with families;			
145			4. Teamwork and Professional Communication Skills						
146			a. establish and maintain effective relationships within a team environment by promoting and maintaining professional conduct, negotiating and resolving conflict, acknowledging individual differences, and supporting team members		SUPER	XA Level 2-3 Performs well as a team member; XC Level 4-4 Demonstrates knowledge of the dynamics of team building and has the ability to initiate problem solving and conflict resolution strategies for the setting and staff; XC Level 4-3 Demonstrates knowledge of the dynamics of team building and has the ability to initiate problem solving and conflict resolution strategies for the setting and staff; VIIC Level 4-8 Trains staff to respond to participant questions with balanced, fair, and accurate information; IXB Level 4-3 Provides strong leadership and visionary direction; IXB Level 5-1 Develops staff recruitment, selection, and retention programs; VIIC Level 3-1 Develops relationships with relevant school staff to better meet the individual needs of students; VIIC Level 3-3 In school-based programs, maintains ongoing dialogue with the school about behavioral expectations and any needed revisions/updates to program policies; VIIC Level 5-1 Engages school personnel in reciprocal relationships in which each party understands and respects the positive impact each type of program and learning environment can have on child and youth outcomes and school achievement;			
147			b. explain and maintain appropriate boundaries with professional colleagues			XA level 3-6 Promotes professional ethics and seeks to diminish unethical practices; XA Level 3-7 Maintains professional boundaries in relationships with staff, participants and families;			
148			c. assume responsibility for collective duties and decisions including responding to team member feedback		SUPER	VIIC Level 3-1 Develops relationships with relevant school staff to better meet the individual needs of students; VIIC Level 3-3 In school-based programs, maintains ongoing dialogue with the school about behavioral expectations and any needed revisions/updates to program policies; XA Level 3-5 Seeks feedback from colleagues, parents and participants; receives the feedback in a respectful manner and acts upon it as appropriate; XC Level 5-5 Develops a work culture that fosters staff initiative in solving problems and resolving conflicts;			
149			d. use appropriate professional language in communication with other team members, consult with other team members to reach consensus on major decisions regarding services for children, youth and families			IIC Level 5-5 Collaborates with language specialists to modify and adapt curricular activities and experiences to meet the language and literacy needs of each child/youth; IIC Level 5-2 Collaborates with other agencies to research and share information on communication development; XA Level 3-1 Participates in program decision-making based on accepted professional standards; XA Level 3-3 Participates in group problem solving of program issues; XC Level 5-5 Develops a work culture that fosters staff initiative in solving problems and resolving conflicts; XC Level 4-3 Demonstrates knowledge of the dynamics of team building and has the ability to initiate problem solving and conflict resolution strategies for the setting and staff;			
150			e. build cohesion among team members through active participation in team building initiatives		SUPER	VIIC Level 3-4 As appropriate, participates in shared professional development with schools attended by program participants; XC Level 4-3 Demonstrates knowledge of the dynamics of team building and has the ability to initiate problem solving and conflict resolution strategies for the setting and staff; XC Level 5-5 Develops a work culture that fosters staff initiative in solving problems and resolving conflicts; XB Level 5-4 Designs staff development opportunities with colleagues;			
151			f. collect, analyze and present information in written and oral form by selecting and recording information according to identified needs, agency policies and guidelines; accurately record relevant interactions and issues in the relationship			III Level 5-1 Selects appropriate assessment methods and tools for child/youth outcomes; IXA Level 1-3 Keeps appropriate records; IXA Level 2-1 Organizes, plans, keeps records, and communicates with children, youth, families, and staff effectively; IXA Level 4-3 Communicates and works effectively with board members and advisory groups; XB Level 4-1 Mentors and fosters the professional growth of others; IXB Level 4-1 Plans for, recruits, screens, trains, supervises, and evaluates staff and volunteers; IXC Level 4-2 Communicates the program's budget and financial status;			

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152		g. plan, organize, and evaluate interpersonal communications according to the identified need, context, goal of communication, law/regulation, and ethics and involved; choose an appropriate format, material, language, and style suitable to the audience	EXAM	IIC Level 4-2 Evaluates the appropriateness and effectiveness of communication activities for groups and individuals; IIC Level 4-3 Develops and teaches strategies for integrating communication development activities into all curricular areas; III Level 5-1 Selects appropriate assessment methods and tools for child/youth outcomes; IXA Level 2-1 Organizes, plans, keeps records, and communicates with children, youth, families and staff effectively; IXA Level 4-3 Communicates and works effectively with board members and advisory groups; VIIIA Level 4-1 Articulates and adheres to regulations and laws pertaining to the children, youth, and families served by the program; XC Level 5-1 Serves as a spokesperson to the community and media about child/youth development and best/promising practices in the field; XB Level 4-1 Mentors and fosters the professional growth of others; IXB Level 4-2 Plans and carries out professional development opportunities for staff and volunteers; IXB Level 4-3 Provides strong leadership and visionary direction; IXC Level 4-2 Communicates the program's budget and financial status; IXC level 5-5 Articulates, analyzes, evaluates, and/or applies current theories, research, policies, and practices related to financial management;
153		h. acknowledge and respect other disciplines in program planning, communication and report writing using multidisciplinary and interdisciplinary perspectives; communicate the expertise of the profession to the team	EXAM	XA level 4-3 Collaborates with other organizations and agencies to meet goals; III Level 4-6 Works cooperatively with assessment, school, and health care teams for children and youth with special needs; IVA Level 5-2 Involves stakeholders, including community, families, children, and youth in developing written policies for effective child/youth guidance; IVA Level 5 Develops individual guidance plans, using relevant professionals for support as needed; VIIIC Level 4-3 Works with health care professionals in the community to address wellness needs of children and youth; VIIC Level 5-1 Engages school personnel in reciprocal relationships in which each party understands and respects the positive impact each type of program and learning environment can have on child and youth outcomes and school achievement;
154		i. establish and maintain a connection, alliance, or association with other service providers for the exchange of information and to enhance the quality of service		IIA Level 5-3 Communicates major theories, research, and issues relevant to child and youth development with others as appropriate; IIA Level 5-4 Teaches others how to design curriculum; IIA Level 5-5 Collaborates with other agencies to research and communicate information about the integrated curriculum areas; XA Level 4-3 Collaborates with other organizations and agencies to meet goals; IIB Level 5-4 Collaborates with other agencies to research and communicate information on social, physical, and cognitive development of youth; IIC Level 5-2 Collaborates with other agencies to research and share information on communication development; XB Level 5-5 Participates at local, state, regional, and national conferences and events to disseminate knowledge and establish external professional relationships; VIIB Level 4-1 Works to expand relationships with community partners to meet the needs of children, youth, and families; VIIB Level 5-1 Develops and implements strategies to involve community stakeholders in program development; XC Level 4-4 Serves on professional association boards and/or other boards, task forces, or committees; VIIIC Level 5-3 Advocates for policies and procedures that affect the wellness of the broader community; VIIIC 5-4 Collaborates with appropriate community groups and agencies to create awareness about healthy living topics; IXA Level 5-6 Develops and implements public relations strategies to promote the program in the community; VIIC Level 3-1 Develops relationships with relevant school staff to better meet the individual needs of students; VIIC Level 3-3 In school-based programs, maintains ongoing dialogue with the school about behavioral expectations and any needed revisions/updates to program policies; VIIC Level 5-1 Engages school personnel in reciprocal relationships in which each party understands and respects the positive impact each type of program and learning environment can have on child and youth outcomes and school achievement; IXC Level 5-4 Seeks and obtains additional funding opportunities;
155		j. deliver effective oral and written presentations to a professional audience		IIA Level 5-3 Communicates major theories, research, and issues relevant to child and youth development with others as appropriate; IIA Level 5-4 Teaches others how to design curriculum; IIB Level 5-2 Advocates for policies and practices that promote the physical, cognitive, and social development of youth; XB Level 5-5 Participates at local, state, regional and national conferences and events to disseminate knowledge and establish external professional relationships; IXA Level 4-3 Communicates and works effectively with board members and advisory groups; XC Level 5-1 Serves as a spokesperson to the community and media about child/youth development and best/promising practices in the field; XB Level 4-1 Mentors and fosters the professional growth of others; VIIA Level 4-4 Provides staff leadership and trains staff regarding regulations, policies, and protocols; IXC Level 4-2 Communicates the program's budget and financial status; IXC Level 4-4 Involves children and youth in developing the program's financial strategies and priorities;
156		k. demonstrate proficiency in using information technology for communication, information access, and decision-making		IXA Level 2-6 Possesses operational proficiency in use of the technology needed to function effectively in current position; IXA Level 5-6 Develops and implements public relations strategies to promote the program in the community;

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157	V. DEVELOPMENTAL PRACTICE METHODS								
158	B. Professional Competencies								
159	1. Genuine Relationships								
160		a. recognize the critical importance of genuine relationships based on empathy and positive regard in promoting optimal development for children, youth and families. (as fully described in section III)							II B Level 2-7 Promotes feelings of empathy and mutual respect among children, youth, and adults and helps participants feel valued as members of a group; V A Level 2-6 Develops participants' capacity for self-reflection, communication, empathy and tolerance of diverse opinions and cultures; VI A Level 4-2 Develops understanding of own role and empathy for the struggle of others in creating system change;
161		b. forming, maintaining and building upon such relationships as a central change strategy							II B Level 2-7 Promotes feelings of empathy and mutual respect among children, youth, and adults and helps participants feel valued as members of a group; V A Level 2-6 Develops participants' capacity for self-reflection, communication, empathy and tolerance of diverse opinions and cultures; VI A Level 4-2 Develops understanding of own role and empathy for the struggle of others in creating system change;
162	2. Health and Safety								
163		a. environmental safety							VIIIA Level 4-1 Articulates and adheres to regulations and laws pertaining to the children, youth and families served by the program; VIIIA Level 4-3 Assesses how regulations and policies affect the quality of the program and recommends revisions as needed; VIIIA Level 4-5 develops and/or documents contingency plans to meet supervision policies and staffing level requirements in all situations; VIIIA Level 5-1 Analyzes and corrects deficiencies found in supervision, health and safety assessments; VIIIA Level 5-5 Articulates, analyzes, evaluates, and/or applies current theories, research, promising/best practices, and policies related to health and safety; IXA Level 5-3 Manages the program in a way that minimizes risk; IXA Level 5-4 Identifies and anticipates the risk management issues and develops strategies to address them; VIIA level 5-6 Ensures regular staff training and oversees development of program policies ,procedures, liabilities, and risk management; VIIIA Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories research, promising/best practices, and policies related to health and safety;
164		(1) participate effectively in emergency procedures in a specific practice setting and carry them out in a developmentally appropriate manner							SUPER
165		(2) incorporate environmental safety into the arrangement of space, the storage of equipment, and supplies and the design and implementation of activities							SUPER
166		b. health							IIB Level 4-5 Understands the impact of health and fitness activities on children and youth; VIIIA Level 4-1 Articulates and adheres to regulations and laws pertaining to the children, youth and families served by the program; VIIIA Level 4-3 Assesses how regulations and policies affect the quality of the program and recommends revisions as needed; VIIIA Level 5-1 Analyzes and corrects deficiencies found in supervision, health and safety assessments; VIIIA Level 5-5 Articulates, analyzes, evaluates, and/or applies current theories, research, promising/best practices, and policies related to health and safety; IXA Level 5-3 Manages the program in a way that minimizes risk; IXA Level 5-4 Identifies and anticipates the risk management issues and develops strategies to address them; VIIIA Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories research, promising/best practices, and policies related to health and safety;
167		(1) access the health and safety regulations applicable to a specific practice setting, including laws/regulations related to disability							EXAM
168		(2) use current health, hygiene and nutrition practices to support health development and prevent illness							EXAM
169		(3) discuss health related information with children, youth and families as appropriate to a specific practice setting							EXAM
170		c. medications							VIIIA Level 4-1 Articulates and adheres to regulations and laws pertaining to the children, youth and families served by the program; VIIIA Level 4-3 Assesses how regulations and policies affect the quality of the program and recommends revisions as needed; VIIIA Level 5-1 Analyzes and corrects deficiencies found in supervision, health and safety assessments; VIIIA Level 5-5 Articulates, analyzes, evaluates, and/or applies current theories, research, promising/best practices, and policies related to health and safety; IXA Level 5-3 Manages the program in a way that minimizes risk; IXA Level 5-4 Identifies and anticipates the risk management issues and develops strategies to address them;

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171		(1) access current information on medications taken by child/youth in a specific practice site		EXAM					
172		(2) describe the medication effects relevant to practice							
173		(3) describe the rules and procedures for storage and administration of medication in a specific practice site, and participate as appropriate							
174		d. infectious diseases							
									VIIIA Level 4-1 Articulates and adheres to regulations and laws pertaining to the children, youth and families served by the program; VIIIA Level 4-3 Assesses how regulations and policies affect the quality of the program and recommends revisions as needed; VIIIA Level 5-1 Analyzes and corrects deficiencies found in supervision, health and safety assessments; VIIIA Level 5-5 Articulates, analyzes, evaluates, and/or applies current theories, research, promising/best practices, and policies related to health and safety; IVA Level 4-3 Uses child/youth assessments to individualize and improve guidance; IXA Level 5-3 Manages the program in a way that minimizes risk; IXA Level 5-4 Identifies and anticipates the risk management issues and develops strategies to address them; VIIIA Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories research, promising/best practices, and policies related to health and safety;
175		(1) access current information on infectious diseases of concern in a specific practice setting		PRTFLO					
176		(2) describe the components relevant to practice		EXAM					
177		(3) employ appropriate infection control practices		SUPER					
178		3. Intervention planning							
179		a. assess strengths and needs		EXAM					IVA Level 4-3 Uses child/youth assessments to individualize and improve guidance; III Level 4-4 Uses and considers assessment and screening information when making curriculum and program decisions for individuals; III Level 4-5 Incorporates observation information into program and/or individual plans (e.g., supporting school Individual Education Plans);
180		b. plan goals and activities which take agency mission and group objectives, individual histories and interests into account		EXAM					VII B Level 5-6 Develops mentoring and apprenticeship opportunities for children and youth to explore career interests if appropriate to program mission and audience IX A Level 1-4 Knows and understands the program's purpose and supports the program's mission statement; IXA Level 4-6 Develops curriculum framework and approaches for the program; III
181		c. encourage child/youth and family participation in assessment and goal setting in intervention planning and the development of plans		SUPER					IIB Level 4-6 Engages children and youth in planning, problem-solving and critical thinking activities; IXA Level 4-6 Develops curriculum framework and approaches for the program; IVA Level 4-3 Uses child/youth assessments to individualize and improve guidance; IVA Level 4-4 Collaborates with families and schools to develop individually appropriate expectations for child/youth behaviors;
182		d. integrate child/youth and family empowerment and support of strengths into conceptualizing and designing interventions		EXAM					IIB Level 4-3 Develops and implements strategies that encourage the social, physical, and cognitive development of children and youth through various leadership and citizenships roles; IVB Level 4-2 Designs and implements responsive systems that result in the continued participation of children and youth; IVB Level 4-3 Integrates opportunities for children and youth to demonstrate their learning and be acknowledged through presentations, reflections, etc.; IXA Level 4-6 Develops curriculum framework and approaches for the program; IVA Level 4-4 Collaborates with families and schools to develop individually appropriate expectations for child/youth behaviors;
183		e. develop and present a theoretical/empirical rationale for a particular intervention or approach		PRTFLO					IIA Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories and research related to the design of curriculum and learning environments; IIB Level 5-1 Articulates, analyzes, evaluates, and/or applies current theories and research related to promoting physical, cognitive, and social development; IVB Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories and research related to group experiences to improve the program; IXA Level 4-6 Develops curriculum framework and approaches for the program; IV4 Level 4-2 Applies theories of child/youth growth and development to improve guidance techniques;
184		f. select and apply an appropriate planning model		EXAM					IXA Level 4-6 Develops curriculum framework and approaches for the program; IV4 Level 4-2 Applies theories of child/youth growth and development to improve guidance techniques;
185		g. select appropriate goals or objectives from plans and design activities, interactions, management methods that support plans in an appropriate way		EXAM					IXA Level 4-6 Develops curriculum framework and approaches for the program;

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186			h. work with child/youth and family and team to assess and monitor progress and revise plan as needed						VIIA Level 5-3 Reviews the effectiveness of family involvement activities and input structures and recommends changes as needed; IXA Level 4-6 Develops curriculum framework and approaches for the program; IXA Level 4-7 Facilitates the development of child/youth leadership in planning and evaluating the program; III Level 4-2 Communicates observations with staff, educators, children, youth, and families in a clear and supportive manner, while maintaining confidentiality; III Level 4-5 Incorporates observation information into program and/or individual plans (e.g., supporting school Individual Education Plans);
187	4. Environmental Design and Maintenance								VIIIB Level 4-2 Implements and supports volunteer program best/promising practices; trains and supervises volunteers as needed;
188			a. recognize the messages conveyed by environment	EXAM					II A Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories and research related to the design of curriculum and learning environments. IVA Level 4-1 Adapts the learning environment and curriculum to minimize potentially disruptive behaviors;
189			b. design and maintain planned environments which integrate developmental, preventive, and interventive requirements into the living space, through the use of developmentally and culturally sensitive methodologies and techniques	EXAM					IIA Level 4-5 Ensures that the environment facilitates learning in all curricular areas;
190			c. arrange space, equipment and activities in the environment to promote participation and prosocial behavior, and to meet program goals	EXAM					IIA Level 4-5 Ensures that the environment facilitates learning in all curricular areas; IVA Level 5-1 Creates and ensures an environment with clear written and practiced group agreements and conflict resolution processes; VIIIB Level 4-1 Advocates for environmental safety;
191			d. involve child/youth and families appropriately in space design, and maintenance	EXAM					IVA Level 5-1 Creates and ensures an environment with clear written and practiced group agreements and conflict resolution processes;
192	5. Program Planning and Activity Programming								
193			a. connect own childhood activity experiences and skills, and adult interests and skills to current work	PRTFLO					XA Level3-4 Understands how educational practices affect the behaviors of children/youth and incorporates changes based on routine self-reflection.
194			b. teach skills in several different domains of leisure activity	SUPER					II A Level 4-5 Ensures that the environment facilitates learning in all curricular areas; IIB Level 4-1 Integrates physical, social, and cognitive activities into all curricular areas and articulates the importance of an integrated curriculum.
195			c. assist child/youth and family in identifying and developing their strengths through activities and other experiences	EXAM					IVB Level 4-3 Integrates opportunities for children and youth to demonstrate their learning and be acknowledged through presentations, reflections, etc.; VIIA level 4-1 Facilitates and models a strengths-based, family-centered approach; V Level 4-8 Advocates for the importance of children and youth representing their thoughts, feelings, and ideas through creative outlets;

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196				d. design and implement programs and activities which integrate age, developmental, preventive, and/or interventive requirements and sensitivity to culture and diversity	EXAM	<p>IIA Level 5-1 Ensures that activities are balanced between concrete, participatory experiences and adult-directed experiences; I Level 4-3 Utilizes appropriate resources and makes programmatic adaptations for children and youth with special needs; IIA Level 4-1 Provides activities that allow children and youth to engage with the curriculum; IIA Level 4-2 Creates a curriculum and learning environment that uses authentic materials and technologies; promotes youth decision-making; and incorporates experimentation, exploration, simulation, and play to enhance development and facilitate active learning; V Level 4-8 Advocates for the importance of children and youth representing their thoughts, feelings, and ideas through creative outlets; IXA Level 4-2 Develops and implements program policies and procedures; IXA Level 4-5 Manages program resources (e.g., financial, personnel, time) effectively; IXA Level 5-2 Develops, implements, evaluates, and revises program policies; IXB Level 4-1 Plans for, recruits, screens, trains, supervises, and evaluates staff and volunteers; IXB Level 4-2 Plans and carries out professional development opportunities for staff and volunteers; IXB Level 5-1 Develops staff recruitment, selection, and retention programs; IXB Level 5-2 Designs and implements staff job descriptions, evaluation forms, and personnel policies and procedures; IXB level 5-4 Articulates, analyzes, evaluates, and/or applies current theories, research, and policies relevant to personnel management; IXC Level 4-1 Analyzes, plans, and maintains the budget; IXC Level 4-3 Develops the program's fiscal policies and procedures; IXC Level 5-1 Ensures that the budget reflects the program's goals and philosophy; IXC Level 5-2 Develops and implements a fiscal business plan; IXC Level 5-3 Develops a marketing plan; IXC level 5-5 Articulates, analyzes, evaluates, and/or applies current theories, research, policies, and practices related to financial management;</p>			
				e. design and implement challenging age, developmental, and cultural and human diversity appropriate activity programs	EXAM	<p>I Level 4-3 Utilizes appropriate resources and makes programmatic adaptations for children and youth with special needs; IIA Level 4-1 Provides activities that allow children and youth to engage with the curriculum; IIA Level 4-2 Creates a curriculum and learning environment that uses authentic materials and technologies; promotes youth decision-making; and incorporates experimentation, exploration, simulation, and play to enhance development and facilitate active learning; IIA Level 4-3 Plans and evaluates the learning environment and curriculum to maximize learning for all children and youth, including those with special needs and a variety of learning styles; IIB Level 4-4 Facilitates child/youth involvement in curriculum design, implementation, and evaluation; IIB Level 4-8 Designs learning opportunities that reflect the cultures represented in the program community; VIIA Level 4-2 Creates opportunities for families and children/youth to be actively involved in program and policy development; IVB Level 4-1 Uses observation, evaluation, and direct input from children and youth to improve group experiences; IVB Level 4-2 Designs and implements responsive systems that result in the continued participation of children and youth; IVB Level 5-3 Designs and develops cooperative group activities based on current research and the curriculum; V Level 4-2 "Encourages participants to take responsibility for the content and process of group work, learn from each other, and demonstrate increased leadership." (New York City Department of Youth and Community Development); V Level 4-3 Develops strategies that support child/youth voice in program design, implementation, evaluation, and group management according to developmental abilities; V Level 4-8 Advocates for the importance of children and youth representing their thoughts, feelings, and ideas through creative outlets; III Level 4-4 Uses and considers assessment and screening information when making curriculum and program decisions for individuals; III Level 4-5 Incorporates observation information into program and/or individual plans (e.g., supporting school Individual Education Plans); IXA Level 4-4 Identifies program evaluation methods and understands their purposes and limitations; XB Level 4-1 Plans for, recruits, screens, trains, supervises, and evaluates staff and volunteers;</p>			
197									
198				(1) perform an activity analysis					
199				(2) assess child, youth and family interests, knowledge and skill levels in various activities	EXAM				
200				(3) promote child, youth and family participation in activity planning	EXAM				
201				(4) select and obtain resources necessary to conduct a particular activity or activity program					
202				(5) perform ongoing (formative) and outcome (summative) evaluation of specific activities/ and activity programs	EXAM				
203				f. adapt activities for particular individuals or groups		<p>IIA Level 4-6 Demonstrates the knowledge and ability to modify the environment to manage behaviors when necessary; IIB Level4-2 Varies program strategies to correspond with multiple learning styles; III Level 4-4 Uses and considers assessment and screening information when making curriculum and program decisions for individuals; III Level 4-5 Incorporates observation information into program and/or individual plans (e.g., supporting school Individual Education Plans);</p>			

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204				g. locate and critically evaluate community resources for programs and activities and connect children, youth and families to them				IIA Level 4-4 Collaborates with other agencies to maximize opportunities for children and youth within the integrated curricular areas;	
205				6. Activities of Daily Living					
206				a. integrate child, youth and family needs for dignity, positive public image, nurturance, choice, self-management, and privacy into activities of daily living				II A Level 1-3 Recognizes the importance of providing children and youth with choice in the process and content of curricular activities; IV B Level 2-6 Creates a balance of meaningful activity choices for children and youth to engage in. V A Level 1-4 Listens to and values child/youth input, recognizes that young people are assets to and experts about their communities, and gives children/youth choices. (Innovation Center for Community and Youth Development)	
207				b. design and implement, and support family members and caregivers to implement, activities of daily living, which integrate age, developmental, preventive, and/or interventive requirements and sensitivity to culture and diversity		EXAM		I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; VII A Level 3-1 Plans and conducts family events designed to highlight families' strengths, shared interests, and diverse cultures; reduce isolation; and build community; VII A Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories, research and best/promising practices related to family systems. Utilizes this information in planning family engagement activities and events; VIIIA Level 4-3 Demonstrates knowledge of the potential impact of cultural, linguistic, ethnic, and socioeconomic diversity and legal factors that can exist between the home and setting;	
208				(1) age and cultural and human diversity appropriate clothing		EXAM			
209				(2) pleasant and inviting eating times that encourage positive social interaction		EXAM			
210				(3) age and developmentally appropriate rest opportunities		EXAM			
211				(4) clean and well maintained bathroom facilities that allow age and developmentally appropriate privacy and independence		SUPER			
212				(5) personal space adequate for safe storage of personal belongings and for personal expression through decorations that do not exceed reasonable propriety					
213				c. design and maintain inviting, hygienic and well maintained physical environments and equipment and supplies which positively support daily activities		SUPER		II A Level 1-2 Understands that the physical space/environment can impact teaching and learning; II A Level 3-3 Plans and adapts activities and the physical environment to make them appropriate for the developmental levels of all participating children and youth, including those with special needs; II A Level 4 3 Plans and evaluates the learning environment and curriculum to maximize learning for all children and youth, including those with special needs and a variety of learning styles; II B Level 3-4 Provides an environment that is conducive to exploration and the development of physical, social, and cognitive skills; III A Level 1-3 Recognizes behavior and environmental factors that may place children and youth at risk;	
214				d. encourages child/youth development of skills in activities of daily living		EXAM		II B Level 3-4 Provides an environment that is conducive to exploration and the development of physical, social, and cognitive skills; VIII C Level 1-1 Practices, models, and teaches children and youth appropriate hygiene and sanitation procedures; VIII C level 1-5 Models healthy behavior, including healthy eating, active living, and socially responsible behavior;	
215				(1) personal hygiene and grooming skills		EXAM			
216				(2) developing and maintaining of areas related to daily living (e.g., maintaining living space, preparing and serving meals, cleanup)					
217				(3) socially appropriate behavior in activities of daily living: respecting other's privacy, expected grooming and dress for various occasions		EXAM			
218				7. Group Process					
219				a. assess the group development and dynamics of a specific group of children and youth		EXAM		IVB Level 4-1 Uses observation, evaluation, and direct input from children and youth to improve group experiences; V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth ;III Level 4-4 Uses and considers assessment and screening information when making curriculum and program decisions for individuals;	

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220			b. use group process to promote program, group, and individual goals	EXAM		IVB Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories and research related to group experiences to improve the program; IVA Level 5-1 Creates and ensures an environment with clear written and practiced group agreements and conflict resolution processes; V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth;			
221			c. facilitate group sessions around specific topics/issues related to the needs of children/youth			IV Level 4-2 Designs and implements responsive systems that result in the continued participation of children and youth; V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth;			
222			d. mediate in group process issues	EXAM		IVA Level 5-1 Creates and ensures an environment with clear written and practiced group agreements and conflict resolution processes; IVB Level 5-1 Applies theories of child/youth growth and development to group management techniques; V Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth;			
223			8. Counseling						
224			a. recognize the importance of relationships as a foundation for counseling with children, youth and families. (as fully described in Section III, Relationships and Communication)			VIII C Level 1-6 Demonstrates awareness of risk factors and healthy living choices regarding nutrition, physical and mental health, physical activity, and healthy relationships			
225			b. has self awareness and uses oneself appropriately in counseling activities			X B Level 3-2 Continues to improve skills and abilities and sets goals to advance knowledge based on self reflection and performance evaluation; X B Level 4-4 Articulates a professional value system and implements ongoing professional self-reflection.			
226			c. able to assess a situation in the milieu or in individual interaction and select the appropriate medium and content for counseling	EXAM		III Level 4-4 Uses and considers assessment and screening information when making curriculum and program decisions for individuals; III Level 4-5 Incorporates observation information into program and/or individual plans (e.g., supporting school Individual Education Plans);			
227			d. able to make appropriate inquiry to determine meaning of a particular situation to a child/youth	EXAM		VI A Level 3-2 Thinks critically about culturally complex situations and engages in dialogue about privilege and oppression;			
228			e. assist other adults, staff, parents and caregivers in learning and implementing appropriate behavioral support and instruction	EXAM		IV A Level 5-4 Develops individual guidance plans, using relevant professionals for support as needed; VII A Level 3-3 Partners with families in addressing developmental and behavioral issues experienced by their children/youth.			
229			f. employ effective problem solving and conflict resolution skills			VIIA Level 4-5 Implements effective conflict resolution techniques with families; X A level 3-3 Participates in group problem solving of program issues; XA Level 4-2 Initiates and facilitates group problem solving; X C Level 4-4 Demonstrates knowledge of the dynamics of team building and has the ability to initiate problem solving and conflict resolution strategies for the setting and staff;			
230			9. Behavioral Guidance						
231			a. assess child/youth behavior including its meaning to the child/youth	EXAM		III Level 4-4 Uses and considers assessment and screening information when making curriculum and program decisions for individuals; III Level 4-5 Incorporates observation information into program and/or individual plans (e.g., supporting school Individual Education Plans);			
232			b. design behavioral guidance around level of child/youth's understanding	EXAM		IV A Level 3-6 Selects guidance practices based on participants' personalities and levels of development; IV A Level 4-3 Uses child/youth assessments to individualize and improve guidance; IV B Level 2-4 Recognizes each child/youth's abilities and uses guidance techniques accordingly;			
233			c. assess the strengths and limitations of behavioral management methods	EXAM		III Level 4-4 Uses and considers assessment and screening information when making curriculum and program decisions for individuals; III Level 4-5 Incorporates observation information into program and/or individual plans (e.g., supporting school Individual Education Plans);			
234			d. employ selected behavioral management methods, where deemed appropriate	EXAM		IV B Level 5-1 Applies theories of child/youth growth and development to group management techniques; IV A Level 1-4 Follows established guidelines for supervision and behavior management; VII C Level 2-2 If school based, assists in maintaining behavior management policies consistent with schools and reflective of the culture of families;			

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235			e. assist other adults, staff, and parents/caregivers in learning and implementing appropriate behavioral guidance techniques and plans						VII A Level 3-3 Partners with families in addressing developmental and behavioral issues experienced by their children/youth;
236			f. give clear, coherent and consistent expectations; set appropriate boundaries			SUPER			III A Level 2-1 Understands the behaviors of children and youth in the context of normal growth and development and uses age-appropriate expectations as the basis for observation; IV A Level 3-7 Demonstrates realistic expectations about the child/youth's social, emotional, physical, and cognitive abilities and needs; IV A Level 1-3 Understands and maintains personal boundaries with children and youth (e.g., physical space, time, etc.); V A Level 4-1 Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth; IV A Level 4-4 Collaborates with families and schools to develop individually appropriate expectations for child/youth behaviors; X A Level 3-7 Maintains professional boundaries in relationships with staff, participants, and families;
237			g. evaluate and disengage from power struggles			SUPER			IV A Level 1-5 Uses positive behavior guidance in responding to behaviors or situations of concern; IV A Level 5-3 Articulates, analyzes, evaluates, and/or applies current theories and research related to individual guidance; IV A Level 5-4 Develops individual guidance plans, using relevant professionals for support as needed;
238			h. employ genuine relationship to promote positive behavior			SUPER			IV A Level 1-5 Uses positive behavior guidance in responding to behaviors or situations of concern; IV A Level 2-4 Uses a variety of positive direct and indirect guidance methods to respond constructively to participants' behaviors;
239			i. employ effective problem solving and conflict resolution skills			EXAM			X A Level 5-2 Mediates conflict resolution between others; II B Level 3-8 Facilitates child/youth participation in problem solving and conflict resolution; IV 1 Level 5-1 Creates and ensures an environment with clear written and practiced group agreements and conflict resolution processes.
240			j. employ planned environments and activities to promote positive behavior			EXAM			IIA Level 4-6 Demonstrates the knowledge and ability to modify the environment to manage behaviors when necessary; IV A Level 2-4 Uses a variety of positive direct and indirect guidance methods to respond constructively to participants' behaviors.
241			k. employ at least one method of conflict resolution			EXAM			X A Level 5-2 Mediates conflict resolution between others; II B Level 3-8 Facilitates child/youth participation in problem solving and conflict resolution; IV 1 Level 5-1 Creates and ensures an environment with clear written and practiced group agreements and conflict resolution processes;
242			l. employ principles of crisis management			EXAM			II B Level 4-4 Continually reflects on own skills for helping children and youth solve conflicts; IV A Level 1-7 Interacts with children and youth in a positive, warm, nurturing manner, and avoids interactions that would cause physical and/or emotional harm to participants; VII A Level 3-4 Uses communication strategies that do not escalate conflict; VII A Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories, research, promising/best practices, and policies related to health and safety; IX A Level 4-1 Applies knowledge of federal, state, and local legislations, regulations, and professional standards to provide healthy, safe, and effective practices for all children and youth.
243			(1) describe personal response to crisis situations			PRTFLO			
244			(2) describe personal strengths and limitations in responding to crisis situations			PRTFLO			
245			(3) take self protective steps to avoid unnecessary risks and confrontations			EXAM			
246			(4) dress appropriately to the practice setting			SUPER			
247			(5) employ a variety of interpersonal and verbal skills to defuse a crisis			EXAM			
248			(6) describe the principles of physical intervention as appropriate to the setting			EXAM			
249			(7) conduct a life space interview or alternative reflective debriefing			EXAM			
250			10. Family (Caregiver) Engagement						
251			a. communicate effectively with family members						VIIA Level 4-3 Demonstrates knowledge of the potential impact of cultural, linguistic, ethnic, and socioeconomic diversity and legal factors that can exist between the home and setting; VIIB Level 4-3 Assists with community outreach; III Level 4-2 Communicates observations with staff, educators, children, youth, and families in a clear and supportive manner, while maintaining confidentiality;

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252			b. partner with family in goal setting and designing and implementing developmental supports and/or interventions	EXAM					<p>I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; IXA Level 4-8 Designs and facilitates strategic planning and goal setting activities that involve staff, youth, families, and the community; VIIA Level 4-2 Creates opportunities for families and children/youth to be actively involved in program and policy development; VII A Level 3-3 Partners with families in addressing developmental and behavioral issues experienced by their children/youth; VII A Level 4-1. Facilitates and models a strengths-based, family-centered approach; VIIB Level 4-3 Assists with community outreach;</p>
253			c. identify child/youth and family needs for community resources and supports						<p>I Level 4-4 Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and community partners to incorporate and value aspects of linguistic and cultural practices; VIIA Level 4-4 Creates and facilitates opportunities for the development of social and support networks between families; VIIB Level 4-3 Assists with community outreach; VIIC Level 5-4 Collaborates with appropriate community groups and agencies to create awareness about healthy living topics;</p>
254			d. support family members in accessing and utilizing community resources						<p>VI Level 5-3 Partners with children, youth, and families to support them as advocates, decision makers, and leaders; VIIA Level 4-4 Creates and facilitates opportunities for the development of social and support networks between families; VII A Level 4-1 Facilitates and models a strengths-based, family-centered approach; VIIB Level 4-3 Assists with community outreach; VIIC Level 3-2 Regularly shares family communications with schools, as appropriate;</p>
255			e. advocate for and with family to secure and/or maintain proper services						<p>VI Level 5-3 Partners with children, youth, and families to support them as advocates, decision makers, and leaders; VIIA Level 4-4 Creates and facilitates opportunities for the development of social and support networks between families; VII A Level 4-1 Facilitates and models a strengths-based, family-centered approach; VIIB Level 4-3 Assists with community outreach; VIIC Level 5-4 Collaborates with appropriate community groups and agencies to create awareness about healthy living topics; VIIC Level 5-3 Advocates for policies and procedures that affect the wellness of the broader community; VIIC Level 3-2 Regularly shares family communications with schools, as appropriate;</p>
256			11. Community Engagement						
257			a. access up-to-date information about service systems, support and advocacy resources, and community resources, laws, regulations, and public policy					<p>VIIIA Level 5-5 Articulates, analyzes, evaluates, and/or applies current theories, research, promising/best practices, and policies related to health and safety; VI Level 5-3 Partners with children, youth, and families to support them as advocates, decision makers, and leaders; VIIA level 4-1 Facilitates and models a strengths-based, family-centered approach; VIIB Level 4-1 Works to expand relationships with community partners to meet the needs of children, youth, and families; VIIB Level 4-5 Develops relationships with community leaders, schools, businesses, and arts organizations to introduce children and youth to career opportunities; VIIB Level 5-2 Works to expand community partnerships as well as mentoring and apprenticeship opportunities to expand resources for children, youth, families, and the program; VIIB Level 4-3 Assists with community outreach; XB Level 4-2 Strives to continuously deepen understanding of social issues affecting children and youth; XC Level 4-1 Describes legislative processes, including legal and advocacy issues, which impact children, youth, and their families. Communicates this information to others; XC Level 5-6 Provides leadership to professional associations and/or other boards, task forces, or committees; VIIIA Level 5-2 Articulates, analyzes, evaluates, and/or applies current theories research, promising/best practices, and policies related to health and safety; IXC Level 5-4 Seeks and obtains additional funding opportunities;</p>	

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258			b. develop and sustain collaborative relationships with organizations and people;		<p>IIB Level 4-7 Creates an inclusive and collaborative program community; IIB Level 5-4 Collaborates with other agencies to research and communicate information on social, physical, and cognitive development of youth; IXA Level 4-8 Designs and facilitates strategic planning and goal setting activities that involve staff, youth, families, and the community; IXA Level 5-7 Promotes and builds relationships between school day and out-of-school programs; VIIB Level 5-1 Develops and implements strategies to involve community stakeholders in program development; VIIB Level 4-3 Assists with community outreach; XC Level 4-1 Describes legislative processes, including legal and advocacy issues, which impact children, youth, and their families. Communicates this information to others; XC Level 5-6 Provides leadership to professional associations and/or other boards, task forces, or committees; IIA Level 5-5 Collaborates with other agencies to research and communicate information about the integrated curriculum areas; VIIB Level 5-1 Participates in community groups to develop and implement strategies for improving environmental safety; VIIB Level 5-2 Identifies opportunities to fund environmental safety improvements; IXA Level 5-6 Develops and implements public relations strategies to promote the program in the community; IXB Level 4-3 Provides strong leadership and visionary direction; IXC Level 5-4 Seeks and obtains additional funding opportunities; VIIC Level 5-1 Engages school personnel in reciprocal relationships in which each party understands and respects the positive impact each type of program and learning environment can have on child and youth outcomes and school achievement;</p>
259			c. facilitate child/youth and family contact with relevant community agencies		<p>VIIB Level 4-3 Assists with community outreach; III Level 4-3 Recommends that children and youth seek further evaluation, when needed; VIIC Level 3-2 Regularly shares family communications with schools, as appropriate.</p>
260					