

## Crosswalk: NYSPEP Credential and NYS-AIMH Endorsement Competencies

The NYSPEP Parenting Educator Credential competencies identify a basic level of competency for providing parenting education to parents/families across the life stages of child rearing. As a result, there are some core differences that apply across all competency areas.

- The NYSPEP competencies include, but are not specifically focused on, infant /very young child.
- The NYSPEP Parenting Educator Credential expects knowledge of adult learners and learning styles. This competency is foundational for developing and delivering educational programs to adults. It is more than communicating and problem solving together with parents and other providers.
- The NYSPEP Credential broadly addresses parenting education in a universal context. Some parenting education programs are therapeutic models and some are primary prevention models. The NYSPEP credential does not assume a therapeutic intervention model.

The table below identifies competency areas where there is significant overlap of knowledge and skill areas of the NYSPEP Credentialed Parenting Educator and the IMHE Competencies for Infant Family Associate. This does not mean that accomplishment of competency in one system insures the accomplishment of identified competency in the other system. The NYSPEP Credential is awarded based on the individual's portfolio documenting education, training, experience, and specific accomplishment of individual competencies. There is no requirement for a specific number of hours of training addressing each competency area.

For more information about the NYSPEP Credential, please contact [credential@nyspep.org](mailto:credential@nyspep.org) or go to [www.nyspep.org](http://www.nyspep.org). For more information about the Infant Mental Health Endorsement, please contact [reachme@nysaimh.org](mailto:reachme@nysaimh.org) or go to [www.nysaimh.org](http://www.nysaimh.org).

<b>IMHE Competencies Level I – Infant Family Associate</b>	<b>NYSPEP Credentialed Parenting Educator (CPE) Competencies</b>	<b>Differences</b>
<p><b>Theoretical Foundations</b> <u>Knowledge Areas</u></p> <p><i>pregnancy &amp; early parenthood</i></p> <p><i>infant/very young child development &amp; behavior</i></p> <p><i>infant/very young child &amp; family- centered practice</i></p> <p><i>relationship-focused practice</i></p>	<p><b>Child and Lifespan Development</b> (<i>content specific to prenatal through early childhood</i>)</p> <p><b>A.</b> Awareness of and ability to locate and access information on:</p> <ol style="list-style-type: none"> <li>1. Basic ages &amp; stages of development from prenatal through adolescence</li> <li>2. Typical ranges of development</li> <li>3. Disabilities and special needs</li> </ol> <p><b>B.</b> Sensitivity to children's needs and challenges related to their emotional and physical development</p> <p><b>Health and Safety</b> – items directly related to pregnancy and infant health</p>	<p>IMHE includes “Informally observes and assesses the infant or very young child, parent, and their relationship to identify landmarks of typical child development; behavior; and healthy, secure relationships.” The Credentialed Parenting Educator has knowledge of typical development, behavior and healthy relationships, but does not necessarily have training or experience in assessment.</p>

*attachment, separation, trauma, grief, & loss*

**Social and Emotional Development**

- A. Awareness that how a person feels about themselves, the people in their life, and the environment in which they live, impacts them and their family (in both positive and negative ways)
- B. Awareness that behavior is an important indicator of social/emotional wellness and maturity (in both positive and negative ways)
- C. Knowledge of typical social-emotional development birth to adulthood.
- D. Understand the need to develop emotional awareness and self-regulation
- E. Skills to teach and support parents as they nurture their child's social-emotional development.
  - 1. Awareness of how emotions influence learning objectives (cognitive, affective, psychomotor)
  - 2. Ability to teach emotional coaching and promotes/advocates awareness of affect
  - 3. Understanding the essential nature of self-esteem and how to foster it in another
  - 4. Ability to affect secure caregiver-child bonds and attachment
- F. Ability to read non-verbal cues and teach parents to do the same
- G. Appreciate and promote flexibility in interpersonal relations (parent-child; facilitator-parent, etc)
- H. Knowledge of how parental resilience and social connections affect family function

**Nurturing Discipline**

- A. Awareness of and ability to locate and access information on nurturing discipline techniques
- B. Understanding of the impact and importance of parental supervision and involvement for children of all ages
  - 1. Ability to access local programs to help parents develop nurturing discipline techniques
- C. Ability to model and encourage nurturing behavior among adults and children
- D. Understanding of the importance of adult self-control



**Law, Regulation, & Agency Policy**

Knowledge Areas

*ethical practice*

*government, law, & regulation*

*agency policy*

**Health and Safety**

- E. Knowledge of signs and definitions of child abuse and neglect, including procedures for reporting child abuse and neglect.

**Strengths-based communication**

- G. Awareness of the importance of confidentiality:
  - 1. how and when to keep information confidential: this includes an understanding of the circumstances that indicate a need to break confidentiality and how to build and keep trust with families

**Professional Ethics**

- A. Knowledge of and agreement to uphold NYSPEP parenting educator ethics policy (documented on sign off sheet)
- B. Demonstrated ability to apply ethics policy to professional work with parents/families.

**Professional Identity & Boundaries**

- A. Understanding role and boundaries of the parent/parent educator relationship
  - 1. Ability to guide parents, offer choices, identify and validate feelings and offer support
  - 2. Set appropriate limitations on facilitator involvement
  - 3. Know when and how to refer to other professionals for assistance.
  - 4. Understand the role and timing of personal disclosure
- B. Knowledge of and access to frequent and appropriate supervision

<p><b>Systems Expertise</b> <u>Knowledge Areas</u></p> <p><i>service delivery systems</i></p> <p><i>community resources</i></p>	<p><b>Health and safety</b></p> <p>A. Awareness of and ability to locate and access information on:</p> <ol style="list-style-type: none"> <li>1. Wellness care including: immunizations and dental care for children and adults</li> <li>2. Emergency medical and first aid procedures and “universal health precautions</li> <li>3. Common childhood medical conditions, symptoms and conditions of common childhood communicable diseases and related reporting requirements and procedures for medical conditions</li> <li>4. State and federal laws pertaining to the health and safety of children</li> <li>5. Nutritional needs of children and adults</li> <li>6. Family planning and healthy pregnancy</li> <li>7. Maternal health including effects of substance abuse and maternal depression</li> <li>8. Disabilities and special needs</li> <li>9. Universal health insurance access</li> </ol> <p>B. Knowledge of and ability to access information regarding newborn health and safety: shaken baby, safe sleeping, infant feeding, car safety and infant emergency care</p> <p><b>Community Systems and Resources</b></p> <p>A. Knowledge of community, financial, and human resources available to support families.</p> <p>B. Ability to encourage and assist families to access available resources</p> <p><b>Educational and Child Care Relationships</b></p> <p>B. Awareness of and ability to locate and access information on:</p> <ol style="list-style-type: none"> <li>1. Identifying quality child care</li> <li>2. Building relationships with child care providers and teachers</li> <li>3. Advocating for children in an educational setting</li> </ol>	
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<p><b>Direct Service Skills</b></p> <p><u>Knowledge Areas</u></p> <p><i>observation &amp; listening</i></p> <p><i>screening &amp; assessment</i></p> <p><i>responding with empathy</i></p> <p><i>advocacy</i></p> <p><i>life skills</i></p> <p><i>safety</i></p>	<p><b>Strengths-based communication</b></p> <ul style="list-style-type: none"> <li>A. Ability to build empathy with others</li> <li>B. Ability to create a listening atmosphere using tools such as clarifying questions and reflective listening</li> <li>C. Ability to say what you mean clearly and respectfully using tools such as “I-statements”</li> <li>D. Understanding of non-verbal communication messages sent and received</li> <li>E. Understanding of tools to diffuse blame and criticism</li> <li>F. Ability to confront people constructively when appropriate</li> </ul> <p><b>Adult Learning and Learning Styles</b></p> <ul style="list-style-type: none"> <li>A. Knowledge of basic characteristics of adult learners</li> <li>B. Knowledge of basic learning styles</li> <li>C. Ability to offer information in ways that respect characteristics of adult learners, such as: <ul style="list-style-type: none"> <li>1. Relevant to parent’s expressed needs and immediately accessible</li> <li>2. Linked to parent’s prior knowledge, experience and culture</li> <li>3. Accessible to variety of learning styles, and abilities</li> </ul> </li> </ul> <p><b>Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>A. Awareness that how a person feels about themselves, the people in their life, and the environment in which they live, impacts them and their family (in both positive and negative ways)</li> <li>B. Awareness that behavior is an important indicator of social/emotional wellness and maturity (in both positive and negative ways)</li> <li>C. Knowledge of typical social-emotional development birth to adulthood.</li> <li>D. Understand the need to develop emotional awareness and self-regulation</li> <li>E. Skills to teach and support parents as they nurture their child’s social-emotional development. <ul style="list-style-type: none"> <li>1. Awareness of how emotions influence learning objectives (cognitive, affective, psychomotor)</li> </ul> </li> </ul>	<p>NYSPEP Parenting Educator Credential does not specifically require experience with formal or informal assessments of infant’s/young child’s development. This training and experience will be dependent upon the individual’s training and experience.</p>
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	<ul style="list-style-type: none"> <li>2. Ability to teach emotional coaching and promotes/advocates awareness of affect</li> <li>3. Understanding the essential nature of self-esteem and how to foster it in another</li> <li>4. Ability to affect secure caregiver-child bonds and attachment</li> <li>F. Ability to read non-verbal cues and teach parents to do the same</li> <li>G. Appreciate and promote flexibility in interpersonal relations (parent-child; facilitator-parent, etc)</li> <li>H. Knowledge of how parental resilience and social connections affect family function</li> </ul> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>D. Awareness of essential components of safe and healthy indoor and outdoor physical environments.</li> </ul>	
<p><b>Working With Others</b> <u>Skill Areas</u></p> <p><i>building &amp; maintaining relationships</i></p> <p><i>supporting others</i></p> <p><i>collaborating</i></p> <p><i>resolving conflict</i></p> <p><i>empathy &amp; compassion</i></p>	<p><b>Adult Learning and Learning Styles</b></p> <ul style="list-style-type: none"> <li>A. Knowledge of basic characteristics of adult learners</li> <li>B. Knowledge of basic learning styles</li> <li>C. Ability to offer information in ways that respect characteristics of adult learners, such as: <ul style="list-style-type: none"> <li>1. Relevant to parent’s expressed needs and immediately accessible</li> <li>2. Linked to parent’s prior knowledge, experience and culture</li> <li>3. Accessible to variety of learning styles, and abilities</li> </ul> </li> </ul>	
<p><b>Communicating</b> <u>Skill Areas</u></p> <p><i>listening</i></p> <p><i>speaking</i></p> <p><i>writing</i></p>	<p><b>Strengths-based communication</b></p> <ul style="list-style-type: none"> <li>G. Ability to build empathy with others</li> <li>H. Ability to create a listening atmosphere using tools such as clarifying questions and reflective listening</li> <li>I. Ability to say what you mean clearly and respectfully using tools such as “I-statements”</li> <li>J. Understanding of non-verbal communication messages sent and received</li> <li>K. Understanding of tools to diffuse blame and criticism</li> <li>L. Ability to confront people constructively when appropriate</li> <li>M. Awareness of the importance of confidentiality:</li> </ul>	<p>NYSPEP CPE does not specifically address writing, but application is written, requiring clear communication through writing</p>

	<ol style="list-style-type: none"> <li>1. how and when to keep information confidential: this includes an understanding of the circumstances that indicate a need to break confidentiality and how to build and keep trust with families</li> </ol>	
<p><b>Thinking</b> <u>Skill Areas</u></p> <p><i>analyzing information</i></p> <p><i>solving problems</i></p> <p><i>exercising sound judgment</i></p> <p><i>maintaining perspective</i></p> <p><i>planning &amp; organizing</i></p>	<p><b>Professional Identity &amp; Boundaries</b></p> <p>A. Understanding role and boundaries of the parent/parent educator relationship</p> <ol style="list-style-type: none"> <li>1. Ability to guide parents, offer choices, identify and validate feelings and offer support</li> <li>2. Set appropriate limitations on facilitator involvement</li> <li>3. Know when and how to refer to other professionals for assistance.</li> <li>4. Understand the role and timing of personal disclosure</li> </ol>	<p>NYSPEP Parenting Educator Credential does not address planning and organizing.</p>
<p><b>Reflection</b> <u>Skill Areas</u></p> <p><i>contemplation</i></p> <p><i>self awareness</i></p> <p><i>curiosity</i></p> <p><i>professional/personal development</i></p> <p><i>emotional response</i></p>	<p><b>Professional Identity &amp; Boundaries</b></p> <p>B. Knowledge of and access to frequent and appropriate supervision</p>	<p>Reflection skill areas are not specifically identified in NYSPEP Credential. Based on the NPEN recommendations, NYSPEP may be more specific about reflection in next revision.</p>