

Crosswalk: NYS-AIMH Endorsement Competencies and IT Child Development Associate Credential (CDA)

The Child Development Associate Credential is the most widely known credential in early childhood. The credential is based on a core set of Competency Standards which guide early care and learning professionals as they become qualified teachers of young children. The CDA Credentialing process is a powerful, cohesive professional development experience, infused with meaningful activities that facilitate the reflective practice of working professionals. The table below identifies competency areas where there is significant overlap of knowledge and skill areas of the Infant Toddler CDA 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 NYS-AIMH Credential is awarded based on the individual’s portfolio documenting education, training, experiences, 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 Infant Mental Health Endorsement, please contact reachme@nysaimh.org or go to www.nysaimh.org. For more information about the CDA Credential, please go to www.cdacouncil.org.

Corresponding IMHE Competencies Level I – Infant Family Associate	Infant Toddler IT CDA Subject Areas	Individuals with the CDA Credential who seek the NYS-AIMH Endorsement® will need to be aware of key differences in these content areas."
<p><u>Theoretical Foundations</u></p> <ul style="list-style-type: none"> Recognizes conditions that require the assistance of other service providers and refers to supervisors <p><u>Law, Regulation, & Agency Policy</u></p> <ul style="list-style-type: none"> Exchanges complete and unbiased information in a supportive manner with families and other team members Practices Confidentiality Maintains appropriate personal boundaries Promptly and appropriately reports harm or threatened harm to a child’s health 	<p>1. Planning a safe and healthy learning environment</p> <p>A. Safe</p> <ol style="list-style-type: none"> Safe physical setting Proper adult-child ratios Lead poisoning and Carbon Monoxide poisoning Choking, Strangulation Food Safety 	<p>While the CDA credential covers many of the IMH Endorsement Competencies, there are identifiable gaps that will need to be addressed through other trainings, coursework, or work experiences. These include:</p>

Adapted from Judy Wolf

Resources: The Child Development Associate National Credentialing Program and CDA Competency Standards Essentials for Working with Young Children, Second Edition

<ul style="list-style-type: none"> Personally works within the requirements of state law and agency policies <p><u>Direct Service Skills</u></p> <ul style="list-style-type: none"> Recognizes environmental and caregiving risks to the health and safety of the infant/young child <p><u>Thinking Skills</u></p> <ul style="list-style-type: none"> Sees and can explain the “big picture” when analyzing situations Considers difficult situations carefully Evaluates alternatives prior to making decisions Integrates all available information and consults with others when making important decisions <p><u>Reflection</u></p> <ul style="list-style-type: none"> Remains open and curious Identifies and participates in appropriate learning activities Keeps up to date on current and future trends... 	<ol style="list-style-type: none"> SIDS Injuries and Emergencies First Aid/CPR <p>B. Healthy</p> <ol style="list-style-type: none"> Promoting a Healthy Environment Health Records Germ Transmission Nutritious meals and snacks: Including Allergies Feeding infants Illness Partnering with families Child Abuse and Maltreatment, Shaken Baby <p>C. Learning Environment</p> <ol style="list-style-type: none"> High Quality Settings for Infants and Toddlers Daily Schedules Lesson Planning 	<ul style="list-style-type: none"> Pregnancy and early parenthood Infant/very young child & family centered practice Trauma/Loss Knowledgeable about the rights of citizen of non-citizen parents Collaborates and communicates with other service agencies to ensure that children and family receives services for which they are eligible and that services are coordinated. Helps parents build skills needed to access social support from extended family
<p><u>Theoretical Foundations</u></p> <ul style="list-style-type: none"> Demonstrates awareness of conditions that optimize early brain development Recognizes conditions that require the assistance of other service providers and refers these situations to supervisor 	<p>2. Advancing children’s physical and intellectual Development</p> <p>A. Physical Development</p> <ol style="list-style-type: none"> Understanding basic physical development of IT Promoting and supporting gross motor development 	<ul style="list-style-type: none"> Establishes trusting relationship that supports parents and infants in their relationships that facilitates needed change

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<p><u>Reflection</u></p> <ul style="list-style-type: none"> • Remains open and curious • Identifies and participates in appropriate learning activities • Keeps up to date on current and future trends... 	<ol style="list-style-type: none"> 3. Promoting and supporting fine motor development <p>B. Cognitive Development</p> <ol style="list-style-type: none"> 1. Understanding the cognitive development of IT 2. Theories of cognition 3. Brain research 4. Learning through play 5. Supporting content learning <p>C. Communication</p> <ol style="list-style-type: none"> 1. Understanding language and literacy development 2. Creating a language/literacy rich environment 3. Using everyday experiences to strengthen language skills 4. Fostering reading and writing development 5. Supporting Dual language Learners 6. Partnering with families <p>D. Creative</p> <ol style="list-style-type: none"> 1. Recognizing creative development 2. Designing environments that promote creativity <p>Supporting creativity through daily interactions and experiences</p>	<ul style="list-style-type: none"> • Uses example, encouragement, and, when appropriate own life experience • Provides direct care and teaching activities to infant, very young children, and families with multiple, complex, risk factors • Formally and informally observes the parent or caregiver and child to understand the relationship
<p><u>Theoretical Foundations</u></p> <ul style="list-style-type: none"> • Applies understanding of cultural competence <p><u>Direct Service Skills</u></p> <ul style="list-style-type: none"> • Understanding their role in SE development of Infants 	<p>3. Supporting Children’s social and emotional development and positive guidance</p> <p>A. Self</p> <ol style="list-style-type: none"> 1. Understanding the emotional development of IT 2. Promoting children’s sense of self/self-esteem 3. Gender, temperament 4. Approaches to learning 5. Emotional literacy 	<ul style="list-style-type: none"> • Promotes parental competence in.... • Generates new insights and workable solutions to issues related to effective relationship

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	<ol style="list-style-type: none"> 6. Cultural and Racial Identity 7. Resilience <p>B. Social</p> <ol style="list-style-type: none"> 1. Understanding the social development of IT 2. Using the environment to foster social interactions 3. Supporting Play 4. Fostering Attachments and Building Relationships 5. Fostering Friendships and Prosocial Behavior <p>C. Guidance</p> <ol style="list-style-type: none"> 1. Setting the stage for positive behaviors 2. Appropriate expectations based on child development and individual needs 3. Planning for behavior 4. Reduce stress throughout the day 5. Involving families 6. Reasons for challenging behaviors 7. Individualizing positive guidance 8. Helping children with problem solving 9. Responding to challenging behaviors 10. Bullying 11. Partnering with families 	<p>focused, family-centered care</p> <ul style="list-style-type: none"> • Employs effective systems for tracking • Regularly examines own thoughts, feelings, strengths • Seeks high degree of agreement between self-perception • Uses reflective practice throughout work
<p><u>Theoretical Foundations</u></p> <ul style="list-style-type: none"> • Shares with families an understanding of infant family relationship development • Cultural competence <p><u>Law, Regulation & Agency Policy</u></p> <ul style="list-style-type: none"> • Exchanges complete and unbiased information in a supportive manner with families • Practices confidentiality • Maintains appropriate personal boundaries 	<p>4. Establishing positive and productive relationships with families</p> <ol style="list-style-type: none"> 1. Defining family 2. Partnering with families 3. Encouraging Family Engagement 4. Communicating with Families 5. Holding formal meetings with families 6. Supporting child development at home 	

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<p><u>Direct Service Skills</u></p> <ul style="list-style-type: none"> • Provides information and assistance to parents or caregivers to help them.... <p><u>Working with Others</u></p> <ul style="list-style-type: none"> • Builds and maintains effective interpersonal relationships with families and colleagues • Works with and responds to families and colleagues in a tactful and understanding manner <p><u>Communicating</u></p> <ul style="list-style-type: none"> • Actively listens to others: asks questions • Obtains translation services as necessary to communicate with families • Writes clearly, concisely, and with the appropriate style. <p><u>Thinking</u></p> <ul style="list-style-type: none"> • Considers difficult situations carefully • Integrates all available information and consults with others when making appropriate decisions <p><u>Reflection</u></p> <ul style="list-style-type: none"> • Understand the capacity of families to change 		
<p><u>Theoretical Foundations</u></p> <ul style="list-style-type: none"> • Recognizes conditions that require the assistance of other service providers <p><u>Law, Regulation, & Agency Policy</u></p>	<p>5. Program Management</p> <ul style="list-style-type: none"> A. Assessing through observation B. Documenting children’s learning C. Planning and evaluating D. Recordkeeping E. Working with colleagues and the community 	

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<ul style="list-style-type: none"> • Exchanges complete and unbiased information in a supportive manner • Practices confidentiality <p><u>Direct Service Skills</u></p> <ul style="list-style-type: none"> • Participates in formal and informal assessments of the infant’s development • Advocates for services needed by infants, children and families <p><u>Working with others</u></p> <ul style="list-style-type: none"> • Builds and maintains effective interpersonal relationships with families and professional colleagues • Works with and responds to families and colleagues in a tactful and understanding manner • Collaborates and shares information with other service providers and agencies • Works constructively to find “win-win” solutions to conflicts with colleagues <p><u>Communicating</u></p> <ul style="list-style-type: none"> • Actively listens to others; asks questions for clarification • Uses appropriate non-verbal behavior • Writes clearly, concisely, and with the appropriate style <p><u>Thinking</u></p> <ul style="list-style-type: none"> • Considers difficult situations carefully • Evaluates alternatives prior to making decisions • Integrates all available information and consults others when making decisions 		
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<p><u>Reflection</u></p> <ul style="list-style-type: none"> • Seeks ongoing support and guidance of the supervisor 		
<p><u>Law, Regulation, & Agency Policy</u></p> <ul style="list-style-type: none"> • Practices confidentiality • Maintains appropriate personal boundaries • Promptly and appropriately reports harm or threatened harm to a child’s health • Personally works within the requirements of state law and agency policy, code of conduct <p><u>Direct Service Skills</u></p> <ul style="list-style-type: none"> • Advocates for services needed by infants, children, and families • Collaborates and shares information <p><u>Communicating</u></p> <ul style="list-style-type: none"> • Actively listens to others • Uses appropriate non-verbal language • Communicates honestly, sensitively, and empathically with families <p><u>Thinking</u></p> <ul style="list-style-type: none"> • Sees and can explain the “big picture” • Assigns priorities to needs, goals, and actions • Considers difficult situations carefully • Evaluates alternatives prior to making decisions • Integrates all available information and consults with others 	<p>6. Professionalism</p> <ul style="list-style-type: none"> A. Educating with intentionality and reflection B. Making ethical decisions C. Articulating values, vision, and passion D. Continuing your professional development E. Advocating for children and families 	

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<ul style="list-style-type: none"> • Defines, creates a sequence for, and prioritizes tasks necessary to perform role <p><u>Reflection</u></p> <ul style="list-style-type: none"> • Regularly examines own thoughts, feelings, strengths • Seeks ongoing support • Remains open and curious • Identifies and participates in appropriate learning activities • Keeps up to date on current and future trends in child development and behavior <p>Recognizes areas for professional development</p>		
<p><u>Systems Expertise</u></p> <ul style="list-style-type: none"> • Assists families to anticipate and obtain the basic requirement of living and other needed services • Makes families and service providers/agencies aware of community resources available <p><u>Communicating</u></p> <p>Writes clearly, concisely, and with appropriate style</p>	<p>Completion of Professional Portfolio</p>	<p>In addition, there are multiple resource collections in the portfolio to support the 6 CDA competency areas.</p>

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