

Crosswalk: NYS-AIMH Endorsement Competencies and New York State Infant Toddler Care & Education Credential (ITCEC)

The New York State Infant Toddler Care & Education Credential (ITCEC) is designed to provide for and be recognized as a standard by which to measure an individual's competence in the following topics areas: Infant and Toddler Development; Observation and Recording; Environment and Curriculum; and Family and Culture. These competencies were developed with the assistance of many child development and infant/toddler specialists across the state. They were developed to focus on the knowledge, skills and attitudes necessary for the care and education of New York's youngest children in the care outside the home.

The table below identifies competency areas where there is significant overlap of knowledge and skill areas of the ITCEC 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 Infant Toddler Care & Education Credential, please go to: <http://nyaeyc.org/> and (<http://nyaeyc.org/infant-toddler-credentials/>)

Corresponding NYS-AIMH Competencies for Category I: Infant Family Associate	New York State Infant Toddler Care & Education Credential Competencies	Differences
<p><u>Theoretical Foundations/Knowledge Areas:</u> pregnancy & early parenthood infant/very young child development & behavior relationship-focused practice family relationships & dynamics</p>	<p>Topic I: INFANT AND TODDLER DEVELOPMENT</p> <p>Competency Area A: Developmental Theories and Current Research</p> <ul style="list-style-type: none"> • Identify typical developmental stages of children birth to 3 and describe how development and learning varies in each stage. • Describe current research indicating the importance of the caregivers' role in the development of the brain in the first years of life. • Describe influences of pre- and post—natal development in infants. • Use knowledge of the sequence of stages of various domains of development, and the work of other developmental theorists. • Describe variations in temperament and the impact this may have on their relationship with people and environments. 	<p>An applicant for category 1- Infant Family Associate must have at least one corresponding hour for each competency listed</p> <p>Looking mostly at these two <u>Areas of Expertise:</u></p> <p>1. <u>Theoretical Foundations/Knowledge Areas:</u></p> <ul style="list-style-type: none"> • pregnancy & early parenthood

<p><u>Theoretical Foundations/Knowledge Areas:</u> infant/very young child development & behavior</p> <p><u>Direct Service Skills/Knowledge Areas:</u> observation and listening responding with empathy</p> <p><u>Direct Service Skills/Knowledge Areas:</u></p>	<ul style="list-style-type: none"> • Use knowledge of the interplay between genetics (nature) and environment (nurture) in a child’s development. <p>Competency Area B: Social, Emotional and Creative Development</p> <ul style="list-style-type: none"> • Support child’s emotional well-being and establish a secure trusting relationship. • Encourage positive social interaction among children and promote positive strategies of conflict resolution. • Demonstrate the importance of respecting infants and toddlers in their individual identities. • Encourage the development of self-esteem in infants and toddlers. • Understand and respond appropriately to differences in children’s temperaments. • Understand and respond to behaviors that are typical for age and stage of development. • Apply knowledge of differences between discipline and punishment. Use positive guidance methods. • Respond appropriately and consistently to child’s needs as expressed through verbal and nonverbal cues. • Create opportunities for the child to learn about self-identity, self-care. • Support child’s problem solving strategies. • Support and respect attempts to gain autonomy and control. • Demonstrate understanding of how a variety of experiences foster creativity. • Assist children with their attempts at peer social play. <p>Competency Area C: Physical, Cognitive, Language and Literacy Development</p> <ul style="list-style-type: none"> • Demonstrate knowledge of physical maturation, cognitive and language development, and socioemotional development from pre-birth to approximately 3 years of age. • Support children’s efforts at developing fine and gross motor control. 	<ul style="list-style-type: none"> • infant/very young child development & behavior • infant/very young child & family-centered practice • relationship-focused practice • family relationships & dynamics • attachment, separation, trauma, grief, & loss • cultural competence <p><u>2. Direct Service Skills/Knowledge Areas:</u></p> <ul style="list-style-type: none"> • observation & listening • screening & assessment • responding with empathy • advocacy • life skills • safety <p>*Where appropriate other corresponding <u>Areas of Expertise</u> are listed</p> <p>*Not sure how much there is on pregnancy and early parenthood</p>
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<p>observation and listening screening and assessment responding with empathy</p>	<ul style="list-style-type: none"> • Use teachable moments as opportunities for learning. • Provide many opportunities for infants and toddlers to learn through exploration and repetition. • Support infant and toddlers' emergent literacy through the use of language. • Support infant and toddler's emergent language through adult child verbal and non-verbal interactions. • Support infant and toddler's emergent literacy through a human and physical environment of literacy activities, e.g., reading and books, puppets and finger plays, songs and rhythm instruments, etc. • Provide opportunities for toddlers to observe and experience cause and effect. 	<p>*Addresses attachment and separation, but not sure if trauma, grief and loss are covered</p>
<p><u>Theoretical Foundations/Knowledge Areas:</u> family relationships & dynamics infant/very young child & family-centered practice cultural competence</p> <p><u>Working with Others/Skill Areas:</u> building and maintaining relationships supporting others collaborating empathy and compassion</p>	<p>Topic II: FAMILY AND CULTURE</p> <p>Competency Area A: Family Relationships</p> <ul style="list-style-type: none"> • Demonstrate an ability to develop and maintain a relationship with families, communicating daily to build mutual understanding and trust. • Work with families to ensure consistent, high-quality care for infants and toddlers. • Listen and communicate effectively to facilitate the building of relationships. • Effectively and confidentially communicate best practices and sensitive information with families. • Design activities that will encourage, support and allow family participation in the program. • Demonstrate respect for culture, beliefs, and temperaments of children, families, and caregivers and their effect on infant and toddler development. • Maintain complete confidentiality of all matters involving the welfare of children and families. • Recognize and demonstrate an understanding of individual family's values and practices. <p>Competency Area B: Attachment and Separation</p>	<p>Highlights family partnerships and strong collaboration</p> <p>Touches on <u>Working with Others/Skill Areas</u> Lacks: resolving conflict</p>

<p><u>Theoretical Foundations/Knowledge Areas:</u> attachment, separation, trauma, grief, & loss relationship-focused practice family relationships & dynamics infant/very young child development & behavior</p> <p><u>Direct Service Skills/Knowledge Areas:</u> life skills- understanding the role of social emotional development in infants)</p> <p><u>Systems Expertise/Knowledge Areas:</u> service delivery systems community resources</p>	<ul style="list-style-type: none"> • Describe theories and stages of attachment and separation, and the concept and development of trust. • Explain the process of attachment • Use knowledge of why a trusting relationship between caregiver and the infant-toddler is essential for optimal development. • Describe how to implement this principle in a day-to-day practice with infants and toddlers. • Identify the stages and behaviors of separation • Design and plan strategies to help children and parents cope with separation. • Explain the lifelong impact of attachment in a child’s development. • Demonstrate how caregivers support infant and toddlers’ attachment. • Maintain continuity of care to ensure that every infant and toddler is able to form a relationship with a caregiver. • Design and implement a plan for helping parents maintain attachment to their children <p>Competency Area C: Early Intervention</p> <ul style="list-style-type: none"> • Evaluate the children’s growth and development using accepted principles and practices. • Understand the typical range of various domains of development in order to identify when a referral is required. • Identify relationships with community resources available for screening, assessment, and referral of children to services. • Address the individual needs of all children and families within your group. • Collaborate with programs providing early intervention • Contribute and participate in a multi-disciplinary team and develop strategies for working together to benefit each child. • Recognize indicators that may mean that a child should be referred for an assessment/evaluation of the need for early intervention services. 	<p>Competency Area B: Covers attachment and separation, doesn’t mention trauma, grief and loss</p> <p>This section highlights collaboration and knowing when referrals are indicated</p>
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	<ul style="list-style-type: none"> • Use knowledge of the family and their culture to support decisions regarding intervention. 	
<p><u>Direct Service Skills/Knowledge Areas:</u> safety</p> <p><u>Law, Regulation, & Agency Policy/Knowledge Area:</u> ethical practice government, law, and regulation agency policy</p> <p><u>Direct Service Skills/Knowledge Areas:</u> life skills safety</p>	<p>Topic III. ENVIRONMENT AND CURRICULUM</p> <p>Competency Area A: Health and Safety</p> <ul style="list-style-type: none"> • Identify and demonstrate standards and protocols for infection control and universal precautions. • Describe and identify the signs and symptoms of common diseases and illnesses. • Know the indicators of child maltreatment and describe the legal requirements and procedures for reporting child abuse or maltreatment. • Maintain supervision of all children in their care • Analyze environments regularly to support the development, implementation and maintenance of health and safety policies and procedures. • Use observation as a means of ensuring health, safety, and protection of children. Demonstrate knowledge and understanding of SIDS, Shaken Baby Syndrome, and CPR and First Aid. • Know and adhere to licensing and regulatory requirements. <p>Competency Area B: Environment</p> <ul style="list-style-type: none"> • Design the space into interest or activity areas, including areas for small-group play or being alone. • Demonstrate the way in which environment is a powerful determiner of how children and adults will function and learn. • Demonstrate an understanding of a child’s abilities and limitations in the environment and demonstrate how to plan for an environment that balances safety and risk taking. • Design safe, developmentally appropriate environment, which address various domains. • Utilize cozy spots to provide soft, comfortable, private play spaces for one to two infants or toddlers at a time. 	

<p><u>Thinking/Skill Areas:</u> planning and organizing</p> <p><u>Theoretical Foundations/Knowledge Areas:</u> infant/very young child development & behavior relationship-focused practice family relationships & dynamics attachment</p> <p><u>Direct Service Skills/Knowledge Areas:</u> observation and listening life skills safety</p>	<ul style="list-style-type: none"> • Use the physical space to create a homelike atmosphere vs. a school setting. • Identify the interests of each child as an individual and rotate and add new materials accordingly. • Describe environment that nourishes the child’s aesthetic sensibilities. • Create an environment in compliance with all-applicable codes, rules, and regulations. • Implement a program with adequate age-appropriate and culturally appropriate materials to minimize the need for sharing and anticipate typical behaviors when choosing materials. • Assess the environment regularly with research-based instruments. <p>Competency Area C: Curriculum</p> <ul style="list-style-type: none"> • Plan, implement, and evaluate developmentally appropriate curriculum through play and the design of appropriate learning environments to meet the needs of infants and/or toddlers. • Implement a program that promotes all aspects of development: large and small motor, cognitive, perceptual, social, emotional, language, creative and expressive. • Implement learning activities for infants and toddlers based on observations of individual needs and interests. • Identify materials appropriate for infants and toddlers’ developmental skills or abilities. • Establish schedules and routines based on children’s individual needs. • Provide opportunities for repetition of mastered skills through consistent manipulation and exploration of safe materials. • Develop a written activity plan that provides infants and toddlers choices as they pursue their own interests with the aim of channeling their efforts toward using emerging skills. 	
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	<ul style="list-style-type: none">• Plan a variety of creative and sensory activities to support the daily routine.• Plan sensory experiences to stimulate young children’s imagination and creative expression.• Recognize and support the family’s role as their child’s first teacher• Form secure relationships with each child as the basis of infant/toddler curriculum.	
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