

Crosswalk: NYS Core Body of Knowledge (CBK) and NYS-AIMH Endorsement Competencies

The Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators was written for professionals who work directly with young children, directors and program administrators, those involved with training organizations, teacher education programs, those involved with policy and advocacy initiatives, those involved with professional development systems, and any others working to elevate this field and improve the quality of early childhood education. The CBK outlines the knowledge, dispositions and skills required to work with young children. It offers a road map for building meaningful relationships with children, families and colleagues, for creating nurturing, stimulating environments, and for developing oneself as a professional in this incredibly important field.

This crosswalk is provided to show how the NYS-AIMH Competencies overlap with corresponding NYS CBK competencies. The table below identifies competency areas where there is significant overlap of knowledge and skill areas of the NYS AIMH competencies and the Core Body of Knowledge. This does not mean that accomplishment of competency in one system insures the accomplishment of identified competency in the other system.

For more information about the Core Body of Knowledge, please contact info@earlychildhoodny.org or go to www.earlychildhoodny.org/nywfc/cbk.php. For more information about the Infant Mental Health Endorsement, please contact reachme@nysaimh.org or go to www.nysaimh.org.

| NYS-AIMH Competencies Level I – Infant Family Associate | Corresponding NYS Core Body of Knowledge | Comments/discussion |
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| <p>1. Theoretical Foundations <i>For infants, very young children, and families referred and enrolled for services:</i></p> <ul style="list-style-type: none"> • Informally (and in some cases, formally) 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 • Supports and reinforces parent’s ability to seek appropriate care during pregnancy • Supports and reinforces parent’s strengths, emerging parenting competencies, and positive parent-infant/very young child interactions • Demonstrates awareness of conditions that optimize early infant brain development • Recognizes conditions that require the assistance of other service providers and refers these situations to the supervisor • Shares with families an understanding of infant and family relationship development | <p>3.1a Assesses children’s progress across developmental domains.</p> <p>2.5 Helps connect families with needed resources and activities</p> <p>2.1g Works to identify and empower the strengths and the competence of the family</p> <p>1 Child Growth and Development</p> <p>2.5 Helps connect families with needed resources and activities</p> <p>2.3 Provides families with opportunities to learn and develop new skills to help children achieve desired outcomes.</p> | |

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| <ul style="list-style-type: none"> • Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each family’s culture | <p>2.1 Respects families and is responsive to language, culture, family characteristics, needs, concerns and priorities.</p> | |
| <p>2. Law, Regulation, & Agency Policy</p> <ul style="list-style-type: none"> • Exchanges complete and unbiased information in a supportive manner with families and other team members • Practices confidentiality of each family’s information in all contexts, with exception only when making necessary reports to protect the safety of a family member (eg, Children’s Protective Services, Duty to Warn) • Maintains appropriate personal boundaries with infants/very young children and families served, as established by the employing agency • Promptly and appropriately reports harm or threatened harm to a child's health or welfare to Children’s Protective Services after discussion with supervisor • Accurately and clearly explains the provisions and requirements of federal, state, and local laws affecting infants/very young children and families (eg, Part C of IDEA, child protection, child care licensing rules and regulations) to families • Is knowledgeable about the rights of citizen children of non-citizen parents • Personally works within the requirements of: <ul style="list-style-type: none"> • Federal and state law • Agency policies and practices • Agency code of conduct | <p>2.2.c Communicates clear and complete information in a manner that matches the family’s style, preferred language, level of understanding, and preferred means of communication</p> <p>2.2g Follows rules about confidentiality</p> <p>2.2l Respects families’ boundaries</p> <p>5.c Has current, valid documentation of training in topics essential to child abuse identification and reporting</p> <p>6.1 Uses and follows all relevant ethical standards and professional guidelines</p> <p>7.2 Maintains systems that adhere to all New York State and local regulatory requirements</p> | |
| <p>3. Systems Expertise</p> <ul style="list-style-type: none"> • Assists families to anticipate and obtain the basic requirements of living and other needed services from public agencies and community resources • Collaborates and communicates with other service agencies to ensure that the child(ren) and family receives services for which they are eligible and that the services are coordinated • Helps parents build the skills they need to access social support from extended family, neighbors, and friends needed and as available in the community | <p>2.5b Empowers families, helping them to access needed resources such as other professionals, community resources, government services, and community activities for themselves</p> <p>2.6 Supports families through transitions between and within programs.</p> <p>2.5 Encourages families to identify informal supports such as shared babysitting, etc.</p> | |

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| <ul style="list-style-type: none"> Makes families and service providers/agencies aware of community resources available to families during pregnancy, the newborn period, and the early years | | |
| <p>4. Direct Service Skills For infants, very young children, and families referred and enrolled for services:</p> <ul style="list-style-type: none"> Establishes trusting relationship that supports the parent(s) and infant/very young child in their relationship with each other and that facilitates needed change Uses example, encouragement, and, when appropriate, own life experience to: <ul style="list-style-type: none"> Empower families to become socially and emotionally self-sufficient Create nurturing, stable infant/young child-caregiver relationships Provides direct care and teaching/developmental activities to infant, very young children, and families with multiple, complex risk factors to help ensure healthy pregnancy outcomes and the optimal development of the child in all domains (physical, social, emotional, cognitive) Participates in formal and informal assessments of the infant's/young child's development, in accordance with standard practice Formally and informally observes the parent(s) or caregiver(s) and infant/young child to understand the nature of their relationship, developmental strengths, and capacities for change Provides information and assistance to parents or caregivers to help them: <ul style="list-style-type: none"> Understand their role in the social and emotional development of infants/very young children Understand what they can do to promote health, language, and cognitive development in infancy and early childhood Find pleasure in caring for their infants/very young children Promotes parental competence in: <ul style="list-style-type: none"> Facing challenges Resolving crises and reducing the likelihood of future crises Solving problems of basic needs and familial conflict | <p>4.4 Creates genuine, supportive relationships with children</p> <p>2.3a Takes time with families and encourages them to find their own way to support their child as he or she develops</p> <p>1 Child Growth and Development</p> <p>3 Observation and Assessment</p> <p>2.3 a. Takes time with families and encourages them to find their own way to support their child as he or she develops</p> <p>2.3b. Offers recommendations, strategies and tools (i.e., libraries, museums, and parks) to families only when requested or welcomed, and matches recommendations with the families' interests and priorities</p> <p>2.3c Makes recommendations about strategies to use at home that preserve the parent/caregiver role</p> | |

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| <ul style="list-style-type: none"> Note: In some agencies, this may be the responsibility of the supervisor/Infant Family Specialist (Level II) practitioner Advocates for services needed by infants, child(ren) and families with the supervisor, agencies, and programs Recognizes environmental and caregiving risks to the health and safety of the infant/young child and parents and takes appropriate action | <p>2.3 d Works with families to embed teaching and learning opportunities in natural ways throughout the child's day</p> | |
| <p>5. Working with Others</p> <ul style="list-style-type: none"> Builds and maintains effective interpersonal relationships with families and professional colleagues by: <ul style="list-style-type: none"> Respecting and promoting the decision-making authority of families Understanding and respecting the beliefs and practices of the family's culture Following the parents' lead Following through consistently on commitments and promises Providing regular communications and updates Works with and responds to families and colleagues in a tactful and understanding manner Collaborates and shares information with other service providers and agencies to ensure the safety of the infant/young child and effective, coordinated services, and promote awareness of relationship-focused approaches to working with children Works constructively to find "win-win" solutions to conflicts with colleagues (eg, interagency, peer-peer, and/or supervisor-supervisee conflicts) | <p>2.4 The professional working with young children shares responsibility, collaborates with families, and involves them in decision-making</p> <p>2.1The professional working with young children respects families and is responsive to language, culture, family characteristics, needs, concerns and priorities</p> <p>2.2 Communicates regularly, respectfully and effectively with families.</p> <p>6 Professionalism and Leadership</p> | |
| <p>6. Communicating</p> <ul style="list-style-type: none"> Actively listens to others; asks questions for clarification Uses appropriate non-verbal behavior and correctly interprets others' non-verbal behavior Communicates honestly, sensitively, and empathically with families, using non-technical language Obtains translation services as necessary to ensure effective communication with families who may experience a communication barrier | <p>2.2j Listens to families' questions and responds honestly with accurate information.</p> <p>2.2c Communicates clear and complete information in a manner that matches the family's style, preferred language, level of understanding and preferred means of communication.</p> | |

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| <ul style="list-style-type: none"> Writes clearly, concisely, and with the appropriate style (business, conversational, etc) in creating notes, reports, and correspondence | <p>2.2l Uses an interpreter when necessary to ensure clear communication with families.</p> | |
| <p>7. Thinking</p> <ul style="list-style-type: none"> Sees and can explain the “big picture” when analyzing situations Sees and can explain the interactions of multiple factors & perspectives 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 when making important decisions Generates new insights and workable solutions to issues related to effective relationship-focused, family-centered care Defines, creates a sequence for, and prioritizes tasks necessary to perform role and meet the needs of families Employs effective systems for tracking individual progress, ensuring follow-up, and monitoring the effectiveness of service delivery as a whole | <p>6.2a Develops and exhibits an attitude of inquiry</p> <p>6.4 Exhibits commitment to ongoing growth and learning</p> <p>6.2l Values multiple perspectives and participates in open, collaborative discussion to generate ideas and solve problems.</p> <p>4.11l Collects data frequently to evaluate the effectiveness of interventions and plan changes</p> | |
| <p>8. Reflection</p> <ul style="list-style-type: none"> Regularly examines own thoughts, feelings, strengths, and growth areas Seeks the ongoing support and guidance of the supervisor to: <ul style="list-style-type: none"> Ensure that family progress and issues are communicated and addressed Determine actions to take Help maintain appropriate boundaries between self and families Seeks a high degree of agreement between self-perceptions and the way others perceive him/her Remains open and curious Identifies and participates in appropriate learning activities Keeps up-to-date on current and future trends in child development, behavior, and relationship-focused practice Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work Understands capacity of families to change | <p>6.2 l Asks for help</p> <p>6.2k Is open to mentoring relationships and collaborative dialogue</p> <p>6.3f Maintains professional boundaries in relationships with staff, children and families</p> <p>6.4 Exhibits commitment to ongoing growth and learning</p> | |

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| • Recognizes areas for professional and/or personal development | | |
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