



# IYD Credential Core Competencies

The Core Competencies Cover Sheet Provides information on how this document is formatted and can be found online at [www.indianayouthpro.org](http://www.indianayouthpro.org)

GENERAL AREA I: CHILD/YOUTH DEVELOPMENT		
COMPETENCY AREAS (16) with Description	FUNCTIONAL AREAS (32)	GOAL STATEMENT/CRITERIA FOR ASSESSMENT
<b>1. Knowledge of Child/Youth Development</b> Learns practices, communicates and demonstrates an awareness of Child/Youth Development theory, principles and practices.	<b>1. Understands Child/Youth Development</b>	Has basic knowledge of how children/youth learn and develop in the physical, emotional, social, and cognitive domains.
		Has basic awareness of how atypical development affects learning, socialization and physical capabilities.
		Is able to articulate basic theory about children's/youth's physical, emotional, social and cognitive processes; peer group relations and sexuality; and risk and protective factors of youth development.
		Is familiar with and uses Developmental Assets for children and youth as a basis for program planning and evaluation.
<b>2. Observation/Assessment Methods</b> Observes and records pertinent information about children/youth. Utilizes information from observations and assessments to plan for activities, materials and environment so that individual children's/youth's needs, interests and abilities are being met.	<b>1. Observes to respond to individual characteristics</b>	Is familiar with a variety of observation/assessment tools and uses those appropriate for age, group, and desired information.
		Observes children in different settings and at different times of the day; and records many instances of a child's/youth's actions before drawing conclusions.
		Observes children's/youth's activities to plan meaningful and relevant curriculum.
<b>3. Individual Differences</b> Recognizes and respects the wide range of abilities, interests and needs of individual participants in a way that increases their self-esteem and their respect for others.	<b>1. Respects Individual Differences and Includes Children/Youth with Special Needs</b>	Uses information about children's/youth's typical development to assess individual levels of physical, emotional, social, and cognitive development.
		Supports the learning and development of all children/youth. Identifies and supports areas of strengths/contribution that each participant brings to the group setting. For example: <ul style="list-style-type: none"> <li>• Utilizes, even extends, observation strategies to assess areas of strengths and needs of participants with developmental and physical disabilities.</li> <li>• Can identify signs of developmental delays in students and relate observations to appropriate supervisors, and/or parents.</li> <li>• Recognizes family members as a primary source of information and assistance, and establishes a good working relationship with them.</li> <li>• Seeks information from specialists, publications and internet on accommodation strategies.</li> </ul>
		Redesigns the care/learning environment to make them more accessible, responsive and developmentally appropriate for all participants.
		Works with other staff members, related program professionals (when appropriate) to make accommodations for participating children/youth with disabilities.

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<b>4. Guidance Skills</b>  Handles students' challenging behavior using age-appropriate procedures established by best practice and in line with program policies. Identifies type of challenging behavior in students and responds appropriately and consistently,	<b>1. Creates a Positive, Supportive Environment</b>	Provides a supportive environment in which children/youth can learn and practice appropriate and acceptable behaviors as individuals and as a group. Works to reduce environmental factors that encourage misbehavior. For example: <ul style="list-style-type: none"> <li>• Involves program participants in setting limits and making the rules that govern the group. Holds group meetings during which children can raise concerns and grievances and work together to solve problems.</li> <li>• Program reflects children/youth needs, i.e. schedule allows participants to choose their own activities, cohorts and materials to create challenging and engaging opportunities to learn and grow.</li> <li>• Participants are challenged to respect and support one another.</li> </ul>
		Recognizes and respects the individual and developmental range of feelings and temperaments of children and youth, and expects to support the children/youth in appropriate responses in the emotional domain. Recognizes demonstration of emotions as an opportunity to guide a child/youth in an understanding of him/her.
		Builds trusting relationships with children/youth as foundation for positive guidance and self-discipline. Yet articulates and maintains appropriate boundaries (such as roles, responsibilities, relationships and confidentiality) with children/youth.
		Speaks to children/youth with the same tone and respect used with adults. Examples: <ul style="list-style-type: none"> <li>• States directions and reminds participants of rules in positive terms.</li> <li>• Discusses a child's/youth's misbehavior in a private conversation.</li> <li>• Talks to children/youth about their day in school, their friends, their concerns and their feelings.</li> </ul>
	<b>2. Moves to Self-management</b>	Applies principles of growing in self-management with children/youth. For example: <ul style="list-style-type: none"> <li>• Gives attention to children/youth when they cooperate, share, care for materials, join activities, etc.</li> <li>• Uses genuine, positive praise when children use appropriate behavior.</li> <li>• Allows children/youth to experience the natural and logical consequences of their behavior whenever feasible.</li> </ul>
		Accesses information about specific behavior problems relevant to children/youth and applies consistent, appropriate behavior management strategies. With participants with identified special needs, cooperates with behavior management plans recommended by the family and professionals and/or from the child's/youth's IEP (Individualized Education Plan).

<b>GENERAL AREA :II FAMILIES AND COMMUNITIES</b>		
<b>COMPETENCY AREAS (16) with Description</b>	<b>FUNCTIONAL AREAS (32)</b>	<b>GOAL STATEMENT/CRITERIA FOR ASSESSMENT</b>
<b>5. Respect for Diverse Cultures in Communities</b>  Incorporates a positive attitude toward differences relating to language, culture, economics, gender roles, religion, family structures, age, and physical/mental capacity.	<b>1. Respects Ones Own and Diverse Cultures</b>	Appreciates his/her own cultural makeup and how it influences life-style choices and values.
		Demonstrates respect for diversity and differences among children/youth, their families and their community, with an awareness of commonalities and differences and an appreciation of differing cultural features, sexual orientation and faith.
		Has basic skills to obtain information about community factors: historic, economic, social, and cultural.
		Learns culture-specific information about the groups represented in her/his program setting, and works with a cultural guide or mediator, when needed, to establish collaborative relationships with families.
		Seeks opportunities to visit and/or participate in community cultural events and uses observation skills to "map" the community's social, economic, ethnic characteristics.
		Has interest and involvement in groups and individuals who seek to identify community needs and determine appropriate responses.
	<b>2. Knows and Accesses Community Resources</b>	Awareness of the array, mission and referral processes of community agencies and organizations that serve children/youth and families. Helps staff identify agencies that can serve as support to program participants and their families. Follows program policy about referrals, information sharing.
		Initiates and sustains positive relationships with related school personnel. (Where possible and appropriate) For example: <ul style="list-style-type: none"> <li>▪ Seeks and responds to information from the school programs that children/youth attend.</li> <li>▪ Contacts teachers or principals to communicate program goals and activities and the student's engagement when such communication will support the child/youth.</li> <li>▪ Works with families, affiliated school and special programs as a team member to set and achieve goals for each child/young person.</li> <li>▪ Does not seek information about individual students w/o parental consent.</li> </ul>
		Observes and talks with child/youth to assess individual needs, interests, fears and cognitive processes and supports, within scope of program goals, the individual's achievement in school.

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<b>6. Works with Families</b>  Maintains an open, friendly and cooperative relationship with each child's/youth's family, encourages their involvement in the program and supports the child's/youth's relationship with his/her family.	1. Communicates with and Involves Families	Uses a variety of communication strategies to inform parents about the program and offers a variety of ways for parents to participate in the program to accommodate parents' varied schedules, skills and interests. For example: <ul style="list-style-type: none"> <li>• Shares interesting, positive information about each child's/youth's day.</li> <li>• Learns the names of parents and something about them to build trust and establishes and maintains positive relationships with parents.</li> <li>• Asks parents to share information about their child's interests, outside involvements in order to individualize the program. Involves parents in making decisions about their child's activities in the program.</li> <li>• Seeks parent's insight in dealing with challenging behavior, lack of involvement, etc.</li> </ul>
		Provides support/encouragement to parents/guardians as appropriate or when asked. For example <ul style="list-style-type: none"> <li>• Nurturing the development of children, and provides information on the developmental stages.</li> <li>• Establishing appropriate boundaries for their child/youth.</li> <li>• Promoting acceptance and respect for participation in all aspects of community activities.</li> </ul>
		Maintains confidentiality about all program participants and their families.
<b>GENERAL AREA: III PROGRAM ENVIRONMENTS</b>		
<b>COMPETENCY AREAS (16) with Description</b>	<b>FUNCTIONAL AREAS (32)</b>	<b>GOAL STATEMENT/CRITERIA FOR ASSESSMENT</b>
<b>7. Assures a Healthy and Safe Environment</b>  Provides a safe environment to prevent and reduce injuries, and promotes good health and nutrition, while providing an environment that contributes to the prevention of illness.	1. Promotes Safe Environment	Assures there are no observable safety hazards or security threats for children/youth and they do not have access to hazards. Can inspect the indoor/outdoor equipment for safety and teaches safe use of equipment.
		Reminds participants of safety rules and encourages them to remind each other.
		Knows appropriate role and limits in first aid procedures. Is aware of program's policies with regard to risk management. Cooperates with supervisors and co-workers to assure the following: <ul style="list-style-type: none"> <li>• Maintains appropriate first aid supplies</li> <li>• Knows location and proper use of emergency equipment.</li> <li>• Maintains accessible, current contact information for each participant, for emergency services and medical help.</li> <li>• Posts easily understood procedures for fire, other emergencies.</li> <li>• Plans and practices emergency responses for moving children/youth to safety as quickly as possible.</li> <li>• Recognizes the signs of a health crisis, i.e. seizure, hypo/hyperglycemic, respiratory distress, hypo/hyperthermia, lice, fever, pink eye, etc. and responds appropriately</li> </ul>

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	2. Supervises for Safety and Security	Observes and notes arrival and departure time of participants. Knows and complies with program's policy to keep unauthorized people from being in the program areas, or taking children/youth from the program.	
		Knows where participants are and what they are doing and supervises activities appropriately according to the ages, abilities and needs of participants. Intervenes immediately when participants are involved in unsafe play.	
		Provides appropriate level of direction, and supervision to effect orderly group movement from one area to another, one activity to another.	
		Raises supervisory levels when potentially harmful situations arise: mixed age groups, new equipment or experiences, field trips, unexpected occurrences, security breaches, adverse weather conditions, etc.	
	3. Promotes Healthy Environment 3. Promotes Healthy Environment (Continued)		Promotes good health and provides an environment that contributes to the prevention of illness. For example: <ul style="list-style-type: none"> <li>• Supports program staff in assuring that activity areas are clean and free of observable health hazards.</li> <li>• Takes appropriate actions to provide adequate ventilation, lighting, comfortable room temperature, and encourages outdoor activities daily.</li> <li>• Using approved technique, washes own hands and makes sure participants wash hands after toileting, nose blowing, and before food preparation/handling/eating.</li> <li>• Adheres to best practices/policies for care of sick children/youth: isolation, contacting family, administering medicines.</li> </ul>
			Provides resources on health and hygiene, such as magazines, books, pamphlets and visiting health professionals.
			Seeks to assure emotional healthy environment. For example: <ul style="list-style-type: none"> <li>• Conducts activities in a positive, relaxed, pleasant atmosphere to reduce tension and stress.</li> <li>• Changes activities when participants are too excited, angry or tired to maintain safety or congenial atmosphere.</li> <li>• Has realistic expectations for children's/youth's social behavior based on their level of development</li> <li>• Provides opportunities for children and youth to be successful and feel competent.</li> </ul>
			Learns about good nutrition and supports program's intent to serve foods and drinks that meet the nutritional needs of children/youth. Also promotes good health by the following: <ul style="list-style-type: none"> <li>• Better nutritional choices toward a lifetime of healthy eating habits.</li> <li>• Role of physical activity and exercise in keeping fit.</li> <li>• Involves children/youth in food and meal preparation routines.</li> </ul>
			Is alert to children's/youth's usual and unusual behavior and physical symptoms, keeps appropriate records and alerts parent/guardian to potential problems with objective information.
			Completes and submits all required reports/documentation regarding health and safety issue

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<p><b>8. Uses Indoor/Outdoor Environments</b></p> <p>Uses space, equipment, and materials as resources for creating an interesting, secure, enjoyable environment that encourages interaction, exploration, learning and self-management for each child/youth, including those with special needs.</p>	<p>1. Uses Space, Equipment and Materials</p>	<p>Assesses spatial characteristics of the indoor/outdoor environment: space, sound, furnishings, equipment, materials, and optimizes creatively the resources at hand. For example:</p> <ul style="list-style-type: none"> <li>• Balances active and quiet, free and structured, individual and group, indoor and outdoor areas. Provides some areas with soft, comfortable furniture where participants can relax, within environmental constraints.</li> <li>• Arranges for or creatively compensates for adequate and convenient storage space for equipment, materials and personal possessions of participants.</li> <li>• Adapts indoor and outdoor environments so children/youth with disabilities and/or physical challenges can maximize their independence and participation.</li> <li>• Works with administration and sponsoring agency to assure that equipment is suitable for the sizes and abilities of participants.</li> <li>• Assesses and makes known to administrator(s) conditions and practices that do not meet standards for a safe, healthy and engaging program.</li> <li>• Allows and supports participants in getting materials out and putting them away by themselves with ease.</li> <li>• Encourages children/youth to participate in planning for and use of materials and equipment in the program space.</li> </ul>
		<p>Makes periodic assessment of materials used in the program. Works with administration to obtain and/or adapt materials on-hand. Assures the following:</p> <ul style="list-style-type: none"> <li>• Provides materials that reflect diversity and show no bias, while making participants comfortable with community-based interests, activities and values.</li> <li>• Assesses materials for appropriateness with regard to program participants' ages and/or abilities. Seeks to update materials so that participants can be successful and have appropriate challenges for continued growth.</li> <li>• Assesses materials relative to the goals and objectives of the program.</li> </ul>

<b>GENERAL AREA: IV PROGRAM CONTENT/CURRICULUM</b>		
<b>COMPETENCY AREAS (16) with Descriptions</b>	<b>FUNCTIONAL AREAS (32)</b>	<b>GOAL STATEMENTS/CRITERIA FOR ASSESSMENT</b>
<p><b>9. Planning for Inter-personal (Social) and Intra-personal (Self) Development</b></p> <p><b>Social</b> Supports development of peer group cohesion and collaborative participation by promoting group work, cooperative learning and community building.</p> <p><b>Self</b> Provides many opportunities for all children/youth, including those with disabling conditions to feel effective, experience success and gain positive recognition from others.</p>	1. Plans for Positive Group Participation	<p>Observes and listens to learn how each child/youth relates to others in the program; uses information to guide and assist them with being accepted, solving conflicts, helping each other and having positive social interactions. For example:</p> <ul style="list-style-type: none"> <li>• Models and facilitates positive group acceptance.</li> <li>• Models and teaches conflict resolution so children/youth seek to resolve conflicts nonviolently.</li> <li>• Lets children/youth solve their own problems whenever possible, and steps in only if needed to discuss issues and work out solutions.</li> </ul>
	2. Fosters Interpersonal Relationships	<p>Recognizes and supports the importance of peer relationships and close friendships.</p> <p>Provides books and materials that help children/youth deal with their feeling about friendship, conflicts, ethnic diversity and similar topics; and that help children/youth develop inter-personal skills.</p>
	3. Fosters Growth in Self-esteem	<p>Observes, surveys, converses with children/youth to identify what makes them unique, what their interests are and what they value. Uses information to plan activities and provide materials. For example:</p> <p>Promotes acceptance and respect for:</p> <ul style="list-style-type: none"> <li>- differences in abilities</li> <li>- differences in values and life styles</li> <li>- differences in language, nationality, ethnicity, race</li> <li>- participation in different faith communities.</li> </ul> <p>Respects the individual and developmental range of feelings and temperaments of children and youth, and supports the child/youth in appropriate responses in the emotional domain. Shows children/youth in many ways that they are appreciated, valued and enjoyed.</p>
	4. Fosters Personal and Social Responsibility	<p>Facilitates and supports children/youth in understanding implications of personal choices and helping them act on convictions, beliefs and values so young person can resist negative peer pressure and dangerous situations.</p> <p>Helps children/youth deal with setbacks by accepting their feelings and failures and responding respectfully. Helps child/youth gain a vision of themselves as a successful adult.</p> <p>Encourages children/youth to ask for, accept and give help to one another.</p> <p>Provides opportunity for children/youth to develop citizenship and leadership skills. Involves participants in the program's daily responsibilities and weekly chores.</p> <p>Facilitates and supports children/youth in understanding implications of behavior with regard to use of alcohol/drugs, sexual activity, weapons, etc.</p>

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	5. Empowers Children/Youth	<p>Actively and continuously consults and involves participants and encourages them to contribute to the program and to other conditions that affect their lives. For example:</p> <ul style="list-style-type: none"> <li>• Offers children/youth many opportunities, at many levels, to make choices about what they will do, how and when they will do it, and with whom. Provides sufficient time for participants to carry out their plans and do long-term projects.</li> <li>• Plans multi-age activities that encourage cooperation, empathy and allows older children to play the role of leader and mentor.</li> <li>• Participants are encouraged to help build community within the program and are involved, to as large a degree as possible within the program mission, with schedule, norms, activities, etc. of the program.</li> </ul> <p>Offers opportunities for children/youth to be interested and involved in the community outside the program.</p> <p>Invites community members to share their special knowledge and skills with the children/youth.</p>
<p><b>10. Planning for Cognitive and Language/Literacy Learning</b></p> <p><b>Cognitive</b> Provides activities and opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and leaning styles of each child/youth.</p> <p><b>Language/Literacy</b> Provides opportunities and support for children/youth to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.</p>	1. Plans for Hands-on-Learning and Collaborative Learning	<p>Observes children's/youth's activities frequently to assess their cognitive development and readiness for new learning opportunities</p> <p>Encourages active learning: gives children/youth time and space for extended concentrated involvement in projects and adjusts routines/schedules for this purpose. Stimulates children/youth's curiosity, inventiveness, problem-solving and communication skills. For example:</p> <ul style="list-style-type: none"> <li>• Asks questions: observation, recall information, relate information to a new situation, convergent thinking, divergent thinking, evaluation.</li> <li>• Extends children's ideas and challenges their thinking by encouraging involvement in collaborative learning and group problem solving.</li> <li>• Stimulates observation and experimentation skills; provides open-ended materials that can be used in many different ways; and provides materials that help children classify, sequence and understand cause and effect.</li> </ul> <p>Utilizes equipment and materials that children/youth can explore and master by themselves. Involves children/youth in projects such as cooking, designing, constructing, repairing, when possible.</p>
	2. Directs Language/Literacy Activities	<p>Actively communicates with children/youth on a daily basis. Listens attentively to what children/youth have to say and shows respect for their ideas.</p> <p>Observes, listens, and assesses the language and literacy skills of participants, and promotes activities that strengthen and utilize skills and knowledge.</p>



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<b>COMPETENCY AREAS (16) with Descriptions</b>	<b>FUNCTIONAL AREAS (32)</b>	<b>GOAL STATEMENTS/CRITERIA FOR ASSESSMENT</b>
	2. Directs language/literacy activities continued	<p>Uses knowledge of developmental stages to promote communication. For example:</p> <ul style="list-style-type: none"> <li>• Provides props, costumes and materials that encourage dramatic play, skits and puppetry.</li> <li>• Stocks an area with materials that encourage writing such as pens, pencils, paper, book-binding materials and a computer.</li> <li>• Provides materials, space and time for reading and reading related activities, both directed and free-choice.</li> <li>• Designates a homework area and responds to children's requests for assistance.</li> <li>• Provides, or arranges for, audio and videotape equipment participants can use to record their storytelling, plays, skits, music and other creations.</li> </ul>
<p><b>11. Planning for Physical Learning</b> Provides a variety of equipment, activities and opportunities to promote the physical development and physical fitness of children/youth.</p>	1. Directs Physical Activities for Both Gross Motor and Fine Motor Growth	<p>Observes and records information about each child's/youth's physical strengths, interests and needs. Encourages participants to keep track of their own progress also.</p>
		<p>Reinforces and encourages physical development through an appropriate environment, activities and interaction.</p> <ul style="list-style-type: none"> <li>• Provides for appropriate large-muscle activities both indoors and outdoors on a daily basis</li> <li>• Utilizes materials and equipment that encourage and accommodate different fine motor skill levels.</li> </ul>
		<p>Adapts program activities to meet individual needs, including special needs of children with disabilities. For example:</p> <ul style="list-style-type: none"> <li>• opportunities for team-building and skill-development in a variety of active games and sports.</li> </ul>
<p><b>12. Planning for Creative Learning</b> Provides opportunities that stimulate children/youth to experiment with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.</p>	1. Creative Expression	<p>Recognizes that the process of creating is more important than the product that each child's/youth's creative expression is unique and that creativity is "messy" and provides space and opportunity for it on a frequent basis. Values distinctive contributions and does not encourage uniformity.</p>
		<p>Plans a variety of both participation and exposure experiences such as drama, dance, music, literature, film, painting, drawing and sculpture, if appropriate to program goals.</p>
		<p>Helps children/youth develop specific skills they can use in their creative work. Helps children/youth understand that it takes hard work and practice to develop their talents. Encourages children/youth to take risks, learn from their mistakes and try again.</p>
		<p>Models creativity: sharing her/his own interests, taking risks, solving problems, entertaining new and different ways to do or think about things, and values creative thinking in others</p>

GENERAL AREA: V PROFESSIONALISM			
COMPETENCY AREAS (16) with Descriptions	FUNCTIONAL AREAS (32)	GOAL STATEMENTS/CRITERIA FOR ASSESSMENT	
<p><b>13. Self-Development</b></p> <p><u>Understanding of Self</u> Uses knowledge of self, including personal values and philosophy to evaluate program approaches. Takes measures to insure one's own mental and physical health.</p> <p><u>Basic Skills</u> Possesses basic communication and computation skills and is able to apply thinking skills to solve problems.</p>	1. Self-Evaluation and Self-Realization	<p>Able to reflect, translate into life choices and express opinions. For example:</p> <ul style="list-style-type: none"> <li>• Has an awareness of one's learning and teaching style.</li> <li>• Reflects on one's pivotal life moments and how one might share those experiences to support others.</li> <li>• Able to articulate one's personal motivation for choosing child/youth development work.</li> <li>• Evaluates self and seeks feedback from colleagues, parents and group members.</li> <li>• Makes evaluative decisions about extent to which a compromise in practice does, or does not constitute a compromise in principles.</li> </ul>	
	2. Self-Care and Well-Being	<p>Contributes to his/her own physical well-being by:</p> <ul style="list-style-type: none"> <li>• Eating a healthy diet</li> <li>• Getting enough sleep</li> <li>• Exercising regularly</li> </ul> <p>Recognizes signs of stress and seeks to address source, or seeks to reduce effect of stress inducers by:</p> <ul style="list-style-type: none"> <li>• Balancing work and recreation.</li> <li>• Maintaining support system and talking to family or friends about worries or negative feelings.</li> <li>• Establishing more effective communication patterns.</li> <li>• Seeking professional help when stress symptoms or not alleviated.</li> </ul>	
	3. Language and Literacy Skills: Reading Writing Listening Speaking Mathematical computation	<p><b>Reading:</b> Locates, understands and interprets written information in prose and documents - including manuals, tables and schedules - to perform tasks:</p> <ul style="list-style-type: none"> <li>• Learns from text by identifying the main idea or essential message;</li> <li>• Identifies relevant details, facts and specifications;</li> <li>• Infers or locates the meaning of unknown or technical vocabulary;</li> <li>• Judges the accuracy, appropriateness, style and plausibility of reports, proposals or theories of other writers.</li> </ul> <p><b>Writing:</b> Communicates thoughts, ideas, information and messages in writing:</p> <ul style="list-style-type: none"> <li>• ;Records information completely and accurately</li> <li>• Composes and creates basic documents such as letters, directions, and reports.</li> </ul> <p><b>Listening:</b> Receives, attends to, interprets and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose - to comprehend, learn, critically evaluate, appreciate or support the speaker</p> <p><b>Speaking:</b> Organizes ideas and communicates oral messages appropriate to listeners and situations:</p> <ul style="list-style-type: none"> <li>• Participates in conversation, discussion and group presentations;</li> <li>• Uses verbal language and other cues such as body language appropriate to style, tone and level of complexity to the audience and the occasion;</li> <li>• Speaks clearly and communicates a message;</li> <li>• Understands and responds to listener feedback and asks questions when needed</li> </ul> <p><b>Math:</b> Performs basic computations and uses basic numerical concepts. Makes reasonable estimates of arithmetic results without a calculator</p>	

<b>GENERAL AREA: V PROFESSIONALISM</b>		
<b>COMPETENCY AREAS (16) with Descriptions</b>	<b>FUNCTIONAL AREAS (32)</b>	<b>GOAL STATEMENTS/CRITERIA FOR ASSESSMENT</b>
<b>13. Self-Development (continued)</b>	4. Creative Thinking, Decision Making, Problem Solving	<ul style="list-style-type: none"> <li>• Open to new ideas and is able to combine ideas or information in new ways.</li> <li>• Makes connections between seemingly unrelated ideas;</li> <li>• Reshapes goals in ways that reveal new possibilities.</li> </ul>
		<ul style="list-style-type: none"> <li>• Specifies goals and constraints;</li> <li>• Proposes alternatives;</li> <li>• Considers risks;</li> <li>• Evaluates and chooses best alternatives.</li> </ul>
		Assesses environments and/or social interactions to determine if there are ways to prevent conflicts/problems.
		Recognizes that a problem exists - recognizes that there is a discrepancy between what is and what should or could be. Is able to identify possible reasons for the discrepancy and devise and implement a plan of action to resolve it. Can evaluate and monitor progress on plan and revise as plan as needed. ;
<b>14. Appreciates Children/Youth</b>  Demonstrates a belief in the potential and empowerment of all children and youth, and enjoys being with youth.	1. Demonstrates Caring for Youth	Models and demonstrates warmth and responsiveness to EVERYONE. Makes all feel welcome and comfortable. For example: <ul style="list-style-type: none"> <li>• Values and enjoys the time spent with children/youth and expresses appreciation verbally and non-verbally.</li> <li>• Demonstrates a concern about the well-being of others, interest in feeling and experiences of others, support of the self-esteem of others.</li> <li>• Believes in the potential and empowerment of all children/youth, and articulates belief in the form of high expectations for response and behavior and seeks to identify developmental possibility amid difficult situations.</li> <li>• Challenges values and attitudes of youth in a supportive manner, affirms and validates feelings and ideas, and nurtures and confirms learning.</li> </ul>
		Is oriented to identifying the assets/abilities/successes of a child/youth, rather than the deficits, problems/failures. Assesses environments and/or social interactions to determine if there are ways to prevent conflicts/problems.
<b>15. Ethical and Responsible Employee</b>  Demonstrates professional work habits and conforms practices to information from public policy, agency policies and professional ethics.	1. Ethical Conduct	Consults a code of ethics (NSACA -National School-Age Care Alliance Code Of Ethics, or other appropriate code of professional ethics) and seeks to apply principles to day-to-day situations with children/youth, families, co-workers and supervisors.
		Seeks advice of mature, ethical co-professional or mentor.
		Applies ethical consideration to all aspects of working with children/youth, families, other staff persons and administrators, and the general public.
	2. Organizational Mission	Understands when leadership is required and takes initiative -- Maintains control of self and others when necessary -- Assumes responsibility for actions
		Understands and supports the mission and program objectives of the organization in which the children's/youth worker is employed.
		Implements events consistent with needs of children/youth, the scope of the program and in the context of available resources.
		Understands role of program evaluation in program and curriculum planning and participates in program evaluations as appropriate.

<b>GENERAL AREA: V PROFESSIONALISM</b>		
<b>COMPETENCY AREAS (16) with Descriptions</b>	<b>FUNCTIONAL AREAS (32)</b>	<b>GOAL STATEMENTS/CRITERIA FOR ASSESSMENT</b>
<b>15. Ethical and Responsible Employee (continued)</b>	3. Co-worker responsibility	Works cooperatively with other staff members accepts supervision and helps promote positive climate. Communicates with co-workers to ensure that the program flows smoothly and that the program goals are met and activities are meeting the needs of children/youth.
		Appreciates and respects diversity of personalities and experience as well as teaching and learning styles of co-workers, supervisors and those under his/her supervision.
	4. Using Public and Program Policies	Is familiar with and applies the policies adopted by the agency or program he/she works within.
		States the applicable laws and regulations related to reporting child abuse and neglect, and describes the signs of possible child maltreatment. Follows the program procedure for the forgoing.
		Is familiar with the general provisions of federal and state law applicable to special-needs students including ADA and IDEA. Understands the purpose of an IEP and can implement the items applicable to his/her assignment.
	<b>16. Professional Development</b>  Promotes quality in children/youth services and takes advantage of opportunities to improve competence for personal and professional growth, and for the benefit of children/youth and their families.	1. Engaging in Professional Development
Takes advantage of opportunities for professional/personal development by joining professional organizations, attending meetings, participating in training/education activities and conferences.		
Reads books and articles on child development and appropriate programming for children and youth. Seeks information/resources relevant to the needs of the children/youth s/he is serving from professional journals and literature, community colleges and universities, social agencies, other care givers and community experts.		
Evaluates own performance to identify needs for professional growth, and is able to accept comments and criticism from colleagues, supervisors and clients in a constructive way.		
Plans and works on short and long-range goals relative to education and experience in the child and youth development field.		
2. Linked to Professional and Community Organizations		Assists groups in process of identifying community needs and determining appropriate responses.
		Assists groups in affirmatively responding to structural inequality and community factors that diminish opportunities for youth development.
		Knows of the objectives and services of a variety of professional organizations that pertain to his/her program area or role.

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