CONNECTING THE DOTS

A detailed crosswalk of CYCCB Competencies and the Developmental Assets®

ABSTRACT

This document details how the Competencies for Professional & Youth Work Practitioners (2010) help nurture development of Developmental Assets® among young people through high-quality child and youth care practice.

How this document came to be

The state of Indiana, through The Journey Fellowship and the Indiana Youth Services Association (IYSA), is supporting a national credential for child and youth care (CYC) practitioners. This credential is based on a three-tiered system that includes Entry, Associate and Professional Levels that allows practitioners to demonstrate their individual development related to five specific areas of competence – Professionalism, Cultural and Human Diversity, Applied Human Development, Relationship and Communication, and Developmental Practice Methods (https://www.cyccb.org/competencies).

In 2018, the Council for Youth Development (CYD) trained a cohort of 24 community leaders on the Search Institute's® 40 Developmental Assets**.** Members of this cohort are now able to facilitate the Developmental Assets framework approach within their own organizations and throughout Bartholomew County, Indiana (https://www.cydbartholomew.org/). As efforts continued, CYD and professionals in the youth development field recognized an opportunity to connect this successful social-emotional framework with emerging professional development practices.

It is the belief of the CYD's Professional Development Workgroup that well trained and certified child and youth workers may be better able to assist and support youth in building Developmental Assets. In support of this belief, CYD secured funding to engage a consultant to develop a crosswalk or table that shows the connections between the CYC professional competencies and the 40 Developmental Assets.

From the President of CYCCB

Connecting the Dots is a significant effort to bring research informed understanding of assets into more general use across the field of child and youth work practice. As such, it will benefit practitioners in early childhood, juvenile justice, after school, disabilities, congregate and foster care, child welfare, education, and many other settings. We applaud the leadership of the Council for Youth Development Bartholomew County for their vision and investment in a future where children, youth, and families are served by CYC professionals who benefit from the sharing of our best ideas across all settings.

Cindy Carraway-Wilson
President, CYCCB

How to use this document

Connecting the Dots is intended to serve as a reference document for practitioners and program managers in the child and youth care field. You will find each of the CYCCB Competencies listed in the left column of the table beginning on the next page. Then, to the right, notation of which Developmental Assets can be associated with that Competency, including the asset *type* (External or Internal), the asset *category*, and finally the specific Developmental Asset(s) *name.* This document can inform individual practice by affirming that efforts to use the Competencies also build child and youth assets. It can also support organizations seeking support for their program efforts by showing funders and supporters how use of professional child and youth care workers, grounded in the Competencies, increases the likelihood for program effectiveness in enhancing the fundamental building blocks of positive youth development.

The connection between the CYCCB Competencies and Search Institute's® Developmental Assets® provided in this document are the perspective of the author alone, based on over 20 years of experience with the asset framework. Attention to any given competency will not <u>guarantee</u> development of the Developmental Asset(s) identified with that competency. However, consistent <u>intentional focus</u> on use of the competency is likely to <u>increase the odds</u> of that asset being nurtured in the children and youth being served. In addition, an organizational structure in which sustained attention and support are provided for staff members to develop, implement, and improve their positive youth development practice is likely to further increase the odds of enhanced asset development.

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Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
PROFESSIONALISM Professional practitioners are generative and flexible; they are self-directed and have a high degree of personal initiative. Their performance is consistently reliable. They function effectively both independently and as a team member. Professional practitioners are knowledgeable about what constitutes a profession and engage in professional and personal development and self-care. The professional practitioner is aware of the function of professional ethics and uses professional ethics to guide and enhance practice and advocates effectively for children, youth, families, and the profession.			
1. Awareness of the Profession			
Access the professional literature	External	• Empowerment • Constructive Use of Time	7. Community values youth 18. Youth programs
Access information about local and national professional activities	External	• Empowerment • Constructive Use of Time	7. Community values youth 18. Youth programs
Stay informed about current professional issues, future trends, and challenges in one's area of special interest	External	• Empowerment • Constructive Use of Time	7. Community values youth 18. Youth programs
Contribute to the ongoing development of the field	External	• Empowerment • Boundaries & Expectations • Constructive Use of Time	7. Community values youth 14. Adult role models 18. Youth programs
2. Professional Development and Behavior			
Value Orientation			
State personal and professional values and their implications for practice including how personal and professional beliefs, values, and attitudes influence interactions	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 18. Youth programs
State a philosophy of practice that provides guiding principles for the design, delivery, and management of services	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 18. Youth programs
Reflection on one's practice and performance			
Evaluate own performance to identify needs for professional growth	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 14. Adult role models 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Give and receive constructive feedback	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	30. Responsibility 33. Interpersonal competence 37. Personal power
Performance of organizational duties: Demonstrate productive work habits			
Know and conform to workplace expectations relating to attendance, punctuality, sick and vacation time, and workload management	N/A	N/A	N/A
Personal appearance and behavior reflect an awareness of self as a professional as well as a representative of the organization	External	• Empowerment • Boundaries & Expectations	7. Community values youth 14. Adult role models
Performance of organizational duties: Professional boundaries			
Recognize and assess own needs and feelings and keeps them in perspective when professionally engaged	External	• Support • Empowerment • Boundaries & Expectations	4. Caring neighborhood 5. Other adult relationships 7. Community values youth 10. Safety 14. Adult role models
	Internal	• Positive Values • Social Competencies • Positive Identity	28. Integrity 29. Honesty 30. Responsibility

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
			33. Interpersonal competence 37. Personal power
Performance of organizational duties: Staying current			
Keep up-to-date with developments in foundational and specialized areas of expertise	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 18. Youth programs
Identify and participate in education and training opportunities	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 18. Youth programs
3. Personal Development and Self Care			
Self-Awareness			
Recognize personal strengths and limitations, feelings and needs	External	• Support • Empowerment • Boundaries & Expectations	4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models
Separate personal from professional issues	External	• Support • Empowerment • Boundaries & Expectations	3. Other adult relationships 4. Caring neighborhood 10. Safety 14. Adult role models
Self-care			
Incorporate wellness practices into own lifestyle	External	• Empowerment • Boundaries & Expectations	7. Community values youth 14. Adult role models
Practice stress management	External	• Empowerment • Boundaries & Expectations	7. Community values youth 14. Adult role models
Build and use a support network	External	• Empowerment • Boundaries & Expectations	7. Community values youth 14. Adult role models
4. Professional Ethics			
Describe the functions of professional ethics	N/A	N/A	N/A

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Apply the process of ethical decision making in a proactive manner	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Integrate specific principles and standards from the relevant Code of Ethics to specific professional problems	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Carry out work tasks in a way that conforms to professional ethical principles and standards	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
5. Awareness of Law and Regulations			
Access and apply relevant local, state/provincial and federal laws, licensing regulations and public policy	External	• Support • Empowerment	4. Caring neighborhood 7. Community values youth 10. Safety
Describe the legal responsibility for reporting child abuse and neglect and the consequences of failure to report	External	• Support • Empowerment	4. Caring neighborhood 7. Community values youth 10. Safety

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Describe the meaning of informed consent and its application to a specific practice setting	External	• Support • Empowerment	4. Caring neighborhood 7. Community values youth 10. Safety
Use the proper procedure for reporting and correcting non-compliance	External	• Support • Empowerment	4. Caring neighborhood 7. Community values youth 10. Safety
6. Advocacy			
Demonstrate knowledge and skills in use of advocacy	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Access information on the rights of children, youth and families including the United Nations Charter on the Rights of the Child	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Describe the rights of children, youth and families in relevant settings and systems	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Advocate for the rights of children, youth and families in relevant settings and systems	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Describe and advocate for safeguards for protection from abuse including organizational or workplace abuse	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Advocate for protection of children from systemic abuse, mistreatment, and exploitation	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
CULTURAL AND HUMAN DIVERSITY Professional practitioners actively promote respect for cultural and human diversity. The Professional Practitioner seeks self-understanding and has the ability to access and evaluate information related to cultural and human diversity. Current and relevant knowledge is integrated in developing respectful and effective relationships and communication and developmental practice methods. Knowledge and skills are employed in planning, implementing, and evaluating respectful programs, services, and workplaces.			
1. **Cultural and Human Diversity Awareness and Inquiry**			
Describe own biases	External	• Empowerment • Boundaries & Expectations	4. Caring neighborhood 7. Community values youth 14. Adult role models
Describe interaction between own cultural values and the cultural values of others	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 14. Adult role models 18. Youth programs
	Internal	• Social Competencies	34. Cultural competence
Describe own limitations in understanding and responding to cultural and human differences and seek assistance when needed	External	• Empowerment • Boundaries & Expectations • Constructive Use of Time	7. Community values youth 14. Adult role models 18. Youth programs
Recognize and prevent stereotyping while accessing and using cultural information	External	• Empowerment • Boundaries & Expectations • Constructive Use of Time	7. Community values youth 14. Adult role models 18. Youth programs
	Internal	• Social Competencies • Positive Identity	34. Cultural competence 38. Self-esteem
Access and critically evaluate resources that advance cultural understandings and appreciation of human diversity	External	• Empowerment • Boundaries & Expectations • Constructive Use of Time	7. Community values youth 14. Adult role models 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
	Internal	• Social Competencies • Positive Identity	34. Cultural competence 38. Self-esteem
Support children, youth, families, and programs in developing cultural competence and appreciation of human diversity; VI Level 4 -2. Develops understanding of own role and empathy for the struggle of others in creating system change	External	• Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	27. Equality and social justice 33. Interpersonal competence 34. Cultural competence 37. Personal power 38. Self-esteem
Support children, youth, families and programs in overcoming culturally and diversity-based barriers to services	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 13. Community values youth 14. Adult role models 18. Youth programs
	Internal	• Positive values • Social Competencies • Positive Identity	27. Equality and social justice 33. Interpersonal competence 34. Cultural competence 37. Personal power 38. Self-esteem

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
2. Relationship and Communication Sensitive to Cultural and Human Diversity			
Adjust for the effects of age, cultural and human diversity, background, experience, and development on verbal and non-verbal communication	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 13. Community values youth 14. Adult role models 18. Youth programs
Describe the non-verbal and verbal communication between self and others (including supervisors, child/youth and families, or peer professionals)	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 13. Community values youth 14. Adult role models 18. Youth programs
Describe the role of cultural and human diversity in the development of healthy and productive relationships	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 13. Community values youth 14. Adult role models 18. Youth programs
	Internal	• **Social Competencies** • **Positive Identity**	**33. Interpersonal competence** **34. Cultural competence**
Employ displays of affection and physical contact that reflect sensitivity for individuality, age, development, cultural and human diversity as well as consideration of laws, regulations, policies, and risks	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 10. Safety 13. Community values youth 14. Adult role models

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	Internal	• Social Competencies • Positive Identity	18. Youth programs 33. Interpersonal competence 34. Cultural competence 37. Personal power 38. Self-esteem
Include consideration of cultural and human diversity in providing for the participation of families in the planning, implementation and evaluation of services impacting them	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 13. Community values youth 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	27. Equality and social justice 33. Interpersonal competence 34. Cultural competence 37. Personal power 38. Self-esteem
Give information in a manner sensitive to cultural and human diversity	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 13. Community values youth 14. Adult role models 18. Youth programs
Contribute to the maintenance of a professional environment sensitive to cultural and human diversity	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 13. Community values youth

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			14. Adult role models 18. Youth programs
Establish and maintain effective relationships within a team environment - promote and maintain professional conduct - negotiate and resolve conflict - acknowledge and respect cultural and human diversity - support team members	External	• Support • Empowerment • Boundaries & Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 13. Community values youth 14. Adult role models 18. Youth programs
3. Developmental Practice Methods Sensitive to Cultural and Human Diversity			
Integrate cultural and human diversity understandings and sensitivities in a broad range of circumstances	External	• Empowerment • Boundaries & Expectations • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 14. Adult role models 18. Youth programs
	Internal	• **Positive Values** • **Social Competencies** • **Positive Identity**	27. **Equality and social justice** 34. **Cultural competence** 38. **Self-esteem**
Design and implement programs and planned environments which integrate developmental, preventative, and/or therapeutic objectives into the life space, through the use of methodologies and techniques sensitive to cultural and human diversity - provide materials sensitive to multicultural and human diversity - provide an environment that celebrates the array of human diversity in the world through the arts, diversity of personnel, program materials, etc. - recognize and celebrate particular calendar events which are culturally specific - encourage the sharing of such culture specific events among members of the various cultural groups	External	• Empowerment • Boundaries & Expectations • Constructive Use of Time	7. Community values youth 14. Adult role models 18. Youth programs
	Internal	• **Positive Values** • **Social Competencies** • **Positive Identity**	27. **Equality and social justice** 34. **Cultural competence** 38. **Self-esteem**
Design and implement group work, counseling, and behavioral guidance with sensitivity to the child/youth's individuality, age,	External	• Empowerment • Boundaries & Expectations	7. Community values youth 14. Adult role models

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
development, and culture and human diversity; XB Level 4-3 Integrates knowledge of historical, philosophical, psychological, and social foundations of child/youth development into planning and decision-making	**Internal**	• Constructive Use of Time • **Positive Values** • **Social Competencies** • **Positive Identity**	18. Youth programs 27. **Equality and social justice** 34. **Cultural competence** 38. **Self-esteem**
Demonstrate an understanding of sensitive cultural and human diversity practice in setting appropriate boundaries and limits on behavior, including risk management decisions; XB Level 4-3 Integrates knowledge of historical, philosophical, psychological, and social foundations of child/youth development into planning and decision-making	External **Internal**	• Empowerment • Boundaries & Expectations • Constructive Use of Time • **Positive Values** • **Social Competencies** • **Positive Identity**	7. Community values youth 14. Adult role models 18. Youth programs 27. **Equality and social justice** 34. **Cultural competence** 38. **Self-esteem**

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APPLIED HUMAN DEVELOPMENT Professional practitioners promote the optimal development of children, youth, and their families in a variety of settings. The developmental-ecological perspective emphasizes the interaction between persons and their physical and social environments, including cultural and political settings. Special attention is given to the everyday lives of children and youth, including those at risk and with special needs, within the family, neighborhood, school, and larger social-cultural context. Professional practitioners integrate current knowledge of human development with the skills, expertise, objectivity, and self-awareness essential for developing, implementing, and evaluating effective programs and services.			
1. Contextual-Developmental Assessment			
Assess different domains of development across various contexts	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 18. Youth programs
Evaluate the developmental appropriateness of environments with regard to the individual needs of child/youth and families	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Assess child/youth and family needs in relation to community opportunities, resources, and supports	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
2. Sensitivity to Contextual Development in Relationships and Communication			
Adjust for the effects of age, culture, background, experience, and developmental status on verbal and non-verbal communication	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 14. Adult role models 18. Youth programs
Communicate with the child, youth and family in a manner which is developmentally sensitive and that reflects the child/youths' developmental strengths and needs - recognize the influence of the child/youth's relationship history on the development of current relationships - employ displays of affection and physical contact that reflect sensitivity for individuality, age development, cultural and human diversity as well as consideration of laws, regulations, policies, and risks	External **External**	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time • **Positive Values** • **Social Competencies**	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 14. Adult role models 18. Youth programs **27. Equality and social justice**

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
- respond to behavior while encouraging and promoting several alternatives for the healthy expression of needs and feelings		• Positive Identity	33. Interpersonal competence 34. Cultural competence 38. Self-esteem 40. Positive view of personal future
Give accurate developmental information in a manner that facilitates growth	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 14. Adult role models 18. Youth programs
	Internal	• Positive Identity	37. Personal power 40. Positive view of personal future
Partner with family in goal setting and designing developmental supports and interventions	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 8. Youth as resources 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	30. Responsibility 32. Planning and decision making 37. Personal power 38. Self-esteem 40. Positive view of personal future
Assist child/youth (to the level consistent with their development, abilities, and receptiveness) to access relevant information about legislation/regulations, policies/standards, as well as additional supports and services	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 14. Adult role models 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
	Internal	• Positive Values • Social Competencies • Positive Identity	30. Responsibility 32. Planning and decision making 37. Personal power 38. Self-esteem 40. Positive view of personal future
5. Practice Methods that are Sensitive to Development and Context			
Support development in a broad range of circumstances in different domains and contexts	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
	Internal	• Positive Identity	37. Personal power 40. Positive view of personal future
Design and implement programs and planned environments including activities of daily living, which integrate developmental, preventive, and/or therapeutic objectives into the life space through the use of developmentally sensitive methodologies and techniques	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	30. Responsibility 32. Planning and decision making 37. Personal power 38. Self-esteem 40. Positive view of personal future
Individualize plans to reflect differences in culture/human diversity, background, temperament, personality and differential rates of development across the domains of human development	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
	Internal	• Positive Values	

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
		• Social Competencies • Positive Identity	27. Equality and social justice 30. Responsibility 32. Planning and decision making 34. Cultural competence 37. Personal power 38. Self-esteem 40. Positive view of personal future
Design and implement group work, counseling, and behavioral guidance, with sensitivity to the child/youth's individuality, age, development, and culture	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 32. Planning and decision making 34. Cultural competence 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future
Employ developmentally sensitive expectations in setting appropriate boundaries and limits	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 13. Neighborhood boundaries 16. High expectations

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
	Internal	• Positive Values • Positive Identity	18. Youth programs 30. Responsibility 31. Restraint 37. Personal power 38. Self-esteem
Create and maintain a safe and growth-promoting environment	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
Make risk management decisions that reflect sensitivity for individuality, age, development, culture and human diversity, while also insuring a safe and growth promoting environment	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
6. Access Resources That Support Healthy Development			
Locate and critically evaluate resources which support healthy development	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
Empower child/youth and programs in gaining resources which support healthy development	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
	Internal	• Positive Values • Positive Identity	30. Responsibility 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
RELATIONSHIP AND COMMUNICATION Professional practitioners recognize the critical importance of relationships and communication in the practice of quality child and youth care. Ideally, the service provider and client work in a collaborative manner to achieve growth and change. "Quality first" practitioners develop genuine relationships based on empathy and positive regard. They are skilled at clear communication, both with clients and with other professionals. Observations and records are objective and respectful of their clients. Relationship and communication are considered in the context of the immediate environment and its conditions; the policy and legislative environment; and the historical and cultural environment of the child, youth or family with which the practitioner interacts.			
1. Interpersonal Communication			
Adjust for the effects of age, cultural and human diversity, background, experience, and development of verbal and non-verbal communication	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
	Internal	• Positive Identity	**37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future**
Demonstrate a variety of effective verbal and non-verbal communications skills including: - use of silence - appropriate non-verbal communication - active listening - empathy and reflection of feelings - questioning skills - use of door openers to invite communication, and paraphrasing and summarization to promote clear communication - awareness and avoidance of communication roadblocks	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Recognize when a person may be experiencing problems in communication due to individual or cultural and human diversity history, and help clarify the meaning of that communication and to resolve misunderstandings	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
	Internal	• Positive Values • Social Competencies • Positive Identity	18. Youth programs 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 36. Peaceful conflict resolution 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future
Assist child/youth (to the level consistent with their development, abilities and receptiveness) to receive relevant information about legislation/regulations, policies/standards, and supports pertinent to the focus of service	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	30. Responsibility 32. Planning and decision making 33. Interpersonal competence 37. Personal power 38. Self-esteem 39. Sense of purpose

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
			40. Positive view of personal future
Provide for the participation of children, youth and families in the planning, implementation and evaluation of service impacting them	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	28. Integrity 29. Honesty 30. Responsibility 32. Planning and decision making 33. Interpersonal competence 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future
Set appropriate boundaries and limits on behavior using clear and respectful communication	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	30. Responsibility 31. Restraint 32. Planning and decision making 37. Personal power

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
			38. Self-esteem 39. Sense of purpose 40. Positive view of personal future
Verbally and non-verbally de-escalate crisis situations in a manner that protects dignity and integrity	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	28. Integrity 30. Responsibility 33. Interpersonal competence 36. Peaceful conflict resolution 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future
2. Relationship Development			
Assess the quality of relationships in an ongoing process of self-reflection about the impact of the self in relationship in order to maintain a full presence and an involved, strong, and healthy relationship	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 14. Adult role models 18. Youth programs
Form relationships through contact, communication, appreciation, shared interests, attentiveness, mutual respect, and empathy	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Demonstrate the personal characteristics that foster and support relationship development	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Ensure that, from the beginning of the relationship, applicable procedures regarding confidentiality, consent for release of information, and record keeping are explained and clearly understood by the parent/caregiver and by the child/youth as appropriate to his/her developmental age; follow procedures in a caring and respectful manner	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Develop relationships with children, youth and families that are caring, purposeful, goal-directed, and rehabilitative in nature; limiting these relationships to the delivery of specific services	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
	Internal	• **Positive Values** • **Social Competencies** • **Positive Identity**	30. **Responsibility** 32. **Planning and decision making** 33. **Interpersonal competence** 37. **Personal power** 38. **Self-esteem** 39. **Sense of purpose** 40. **Positive view of personal future**
Set, maintain, and communicate appropriate personal and professional boundaries	External	• Support • Empowerment	3. Other adult relationships 4. Caring neighborhood

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
		• Boundaries and Expectations • Constructive Use of Time	7. Community values youth 10. Safety 13. Neighborhood boundaries 14. Adult role models 18. Youth programs
Assist child/youth to identify personal issues and make choices about the delivery of service	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety 13. Neighborhood boundaries 14. Adult role models 18. Youth programs
	Internal	• **Positive Values** • **Positive Identity**	**30. Responsibility** **37. Personal power** **38. Self-esteem** **39. Sense of purpose** **40. Positive view of personal future**
Role-model appropriate interpersonal interactions handling the activities and situations of the life-space	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Use structure, routines, and activities to promote effective relationships	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Encourage children, youth and families to contribute to programs, services, and support movements that affect their lives by sharing authority and responsibility	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety 13. Neighborhood boundaries 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Positive Identity	30. Responsibility 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future
Develop and communicate an informed understanding of social trends, social change and social institutions; demonstrate an understanding of how social issues affect relationships between individuals, groups, and societies	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Identify community standards and expectations for behavior that enable children, youth and families to maintain existing relationships in the community	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 13. Neighborhood boundaries 14. Adult role models 16. High expectations 18. Youth programs
	Internal	• Positive Values • Social Competencies	30. Responsibility

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
		• Positive Identity	33. Interpersonal competence 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future
3. Family Communication			
Identify relevant systems/components and describe the relationships, rules and roles in the child/youth's social systems and develop connections among the people in various social systems	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Recognize the influence of the child/youth's relationship history and help the child/youth develop productive ways of relating to family and peers	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 2. Positive family communications 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	30. Responsibility 33. Interpersonal competence 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Encourage children and families to share folklore and traditions related to family and cultural background; employ strategies to connect child/youth to their life history and relationships	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 2. Positive family communications 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety 14. Adult role models 18. Youth programs
	Internal	• **Positive Values** • **Social Competencies** • **Positive Identity**	**27. Equality and social justice** **30. Responsibility** **33. Interpersonal competence** **34. Cultural competence** **37. Personal power** **38. Self-esteem** **39. Sense of purpose** **40. Positive view of personal future**
Support parents to develop skills and attitudes which will help them to experience positive and healthy relationships with their children/youth	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 2. Positive family communications 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
4. Teamwork and Professional Communication Skills			
Establish and maintain effective relationships within a team environment by promoting and maintaining professional conduct,	External	• Boundaries and Expectations	14. Adult role models

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
negotiating and resolving conflict, acknowledging individual differences, and supporting team members			
Explain and maintain appropriate boundaries with professional colleagues	External	• Boundaries and Expectations	14. Adult role models
Assume responsibility for collective duties and decisions including responding to team member feedback	External	• Boundaries and Expectations	14. Adult role models
Use appropriate professional language in communication with other team members, consult with other team members to reach consensus on major decisions regarding services for children, youth and families	External	• Boundaries and Expectations	14. Adult role models
Build cohesion among team members through active participation in team building initiatives	N/A	N/A	N/A
Collect, analyze and present information in written and oral form by selecting and recording information according to identified needs, agency policies and guidelines; accurately record relevant interactions and issues in the relationship	N/A	N/A	N/A
Plan, organize, and evaluate interpersonal communications according to the identified need, context, goal of communication, law/regulation, and ethics and involved; choose an appropriate format, material, language, and style suitable to the audience	N/A	N/A	N/A
Acknowledge and respect other disciplines in program planning, communication and report writing using multidisciplinary and interdisciplinary perspectives; communicate the expertise of the profession to the team	N/A	N/A	N/A
Establish and maintain a connection, alliance, or association with other service providers for the exchange of information and to enhance the quality of service	N/A	N/A	N/A
Deliver effective oral and written presentations to a professional audience	N/A	N/A	N/A
Demonstrate proficiency in using information technology for communication, information access, and decision-making	N/A	N/A	N/A

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
**DEVELOPMENTAL PRACTICE METHODS** Professional practitioners recognize the critical importance of developmental practice methods focused in child and youth care practice: Genuine Relationships, Health and Safety, Intervention Planning, Environmental Design and Maintenance, Program Planning and Activity Programming, Activities of Daily Living, Group Work, Counseling, Behavioral Guidance, Family (Caregiver) Engagement, and Community Engagement. These are designed to promote optimal development for children, youth, and families including those at-risk and with special needs within the context of the family, community, and the lifespan.			
**1. Genuine Relationships**			
Recognize the critical importance of genuine relationships based on empathy and positive regard in promoting optimal development for children, youth and families. (as fully described in section III)	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Forming, maintaining and building upon such relationships as a central change strategy	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
**2. Health and Safety**			
Environmental safety - participate effectively in emergency procedures in a specific practice setting and carry them out in a developmentally appropriate manner - incorporate environmental safety into the arrangement of space, the storage of equipment and supplies, and the design and implementation of activities	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Health - access the health and safety regulations applicable to a specific practice setting, including laws/regulations related to disability - use current health, hygiene and nutrition practices to support health development and prevent illness - discuss health related information with children, youth, and families as appropriate to a specific practice setting	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
	Internal	• **Social Competencies** • **Positive Identity**	**32. Planning and decision making** **37. Personal power**
Medications - access current information on medications taken by child/youth in a specific practice site - describe the medication effects relevant to practice - describe the rules and procedures for storage and administration of medication in a specific practice site, and participate as appropriate	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Infectious diseases - access current information on infectious diseases of concern in a specific practice setting - describe the components relevant to practice - employ appropriate infection control practices	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
3. Intervention planning			
Assess strengths and needs	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Plan goals and activities which take agency mission and group objectives, individual histories and interests into account	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Encourage child/youth and family participation in assessment and goal setting in intervention planning and the development of plans	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family Support 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
	Internal	• Positive Values • Social Competencies • Positive Identity	14. Adult role models 18. Youth programs **30. Responsibility** **32. Planning and decision making** **37. Personal power** **38. Self-esteem** **39. Sense of purpose** **40. Positive view of personal future**
Integrate child/youth and family empowerment and support of strengths into conceptualizing and designing interventions	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
Develop and present a theoretical/empirical rationale for a particular intervention or approach	N/A	N/A	N/A
Select and apply an appropriate planning model	N/A	N/A	N/A
Select appropriate goals or objectives from plans and design activities, interactions, management methods that support plans in an appropriate way	N/A	N/A	N/A
Work with child/youth and family and team to assess and monitor progress and revise plan as needed	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family Support 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	**30. Responsibility** **32. Planning and decision making** **37. Personal power**

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
			38. Self-esteem **39. Sense of purpose** **40. Positive view of personal future**
4. Environmental Design and Maintenance			
Recognize the messages conveyed by environment	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Design and maintain planned environments which integrate developmental, preventive, and interventive requirements into the living space, through the use of developmentally and culturally sensitive methodologies and techniques	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Arrange space, equipment and activities in the environment to promote participation and prosocial behavior, and to meet program goals	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Involve child/youth and families appropriately in space design, and maintenance	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety 14. Adult role models 18. Youth programs
	Internal	• Positive Values • Social Competencies • Positive Identity	30. Responsibility 32. Planning and decision making 37. Personal power 38. Self-esteem

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
			39. Sense of purpose
5. Program Planning and Activity Programming			
Connect own childhood activity experiences and skills, and adult interests and skills to current work	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 18. Youth programs
Teach skills in several different domains of leisure activity	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Assist child/youth and family in identifying and developing their strengths through activities and other experiences	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety 14. Adult role models 18. Youth programs
	Internal	• **Positive Values** • **Positive Identity**	**30. Responsibility** **37. Personal power** **38. Self-esteem** **39. Sense of purpose** **40. Positive view of personal future**
Design and implement programs and activities which integrate age, developmental, preventive, and/or interventive requirements and sensitivity to culture and diversity	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Design and implement challenging age, developmental, and cultural and human diversity appropriate activity programs - perform an activity analysis - assess child, youth and family interests, knowledge and skill levels in various activities - promote child, youth and family participation in activity planning - select and obtain resources necessary to conduct a particular activity or activity program - perform ongoing (formative) and outcome (summative) evaluation of specific activities/ and activity programs	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 8. Youth as resources 10. Safety 14. Adult role models 18. Youth programs
	Internal	• **Positive Values** • **Social Competencies** • **Positive Identity**	**27. Equality and social justice 30. Responsibility 32. Planning and decision making 34. Cultural competence 37. Personal power 38. Self-esteem 39. Sense of purpose**
Adapt activities for particular individuals or groups	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Locate and critically evaluate community resources for programs and activities and connect children, youth and families to them	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 17. Creative activities 18. Youth programs
6. Activities of Daily Living			
Integrate child, youth and family needs for dignity, positive public image, nurturance, choice, self-management, and privacy into activities of daily living	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Design and implement, and support family members and caregivers to implement, activities of daily living, which integrate age,	External	• Support • Empowerment	1. Family support

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
developmental, preventive, and/or interventive requirements and sensitivity to culture and diversity - age and cultural and human diversity-appropriate clothing - pleasant and inviting eating times that encourage positive social interaction - age and developmentally appropriate rest opportunities - clean and well-maintained bathroom facilities that allow age and developmentally appropriate privacy and independence - personal space adequate for safe storage of personal belongings and for personal expression through decorations that do not exceed reasonable propriety	Internal	• Constructive Use of Time • Positive Values • Social Competencies • Positive Identity	2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 17. Creative activities 18. Youth programs 20. Time at home 27. Equality and social justice 34. Cultural competence 37. Personal power
Design and maintain inviting, hygienic and well-maintained physical environments and equipment and supplies which positively support daily activities	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Encourages child/youth development of skills in activities of daily living - personal hygiene and grooming skills - developing and maintaining of areas related to daily living (e.g., maintaining living space, preparing and serving meals, cleanup) - socially appropriate behavior in activities of daily living: respecting other's privacy, expected grooming and dress for various occasions	External Internal	• Support • Empowerment • Boundaries & Expectations • Positive Values • Social Competencies • Positive Identity	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 16. High expectations 30. Responsibility 33. Interpersonal competence 38. Self-esteem
7. Group Process			
Assess the group development and dynamics of a specific group of children and youth	External	• Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Use group process to promote program, group, and individual goals	External	• Support • Empowerment	4. Caring neighborhood 7. Community values youth

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
		• Constructive Use of Time	10. Safety 18. Youth programs
Facilitate group sessions around specific topics/issues related to the needs of children/youth	External	• Empowerment • Boundaries and Expectations • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult Role Models 18. Youth programs
Mediate in group process issues	External	• Empowerment • Boundaries and Expectations • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult Role Models 18. Youth programs
	Internal	• **Positive Identity**	**36. Peaceful conflict resolution**

8. Counseling			
Recognize the importance of relationships as a foundation for counselling with children, youth, and families. (as fully described in Section III, Relationships and Communication)	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Has self-awareness and uses oneself appropriately in counseling activities	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Able to assess a situation in the milieu or in individual interaction and select the appropriate medium and content for counseling	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Able to make appropriate inquiry to determine meaning of a particular situation to a child/youth	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Assist other adults, staff, parents and caregivers in learning and implementing appropriate behavioral support and instruction	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Employ effective problem solving and conflict resolution skills	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
	Internal	• **Social Competencies** • **Positive Identity**	**36. Peaceful conflict resolution 37. Personal power 38. Self-esteem 40. Positive view of personal future**
9. Behavioral Guidance			
Assess child/youth behavior including its meaning to the child/youth	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Design behavioral guidance around level of child/youth's understanding	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
	Internal	• **Positive Values** • **Positive Identity**	**30. Responsibility** **31. Restraint** **37. Personal Power**
Assess the strengths and limitations of behavioral management methods	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 7. Community values youth 10. Safety 18. Youth programs
Employ selected behavioral management methods, where deemed appropriate	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 13. Neighborhood boundaries 18. Youth programs
Assist other adults, staff, and parents/caregivers in learning and implementing appropriate behavioral guidance techniques and plans	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 11. Family boundaries 13. Neighborhood boundaries 18. Youth programs
Give clear, coherent and consistent expectations; set appropriate boundaries	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 13. Neighborhood boundaries

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
			14. Adult role models 16. High expectations 18. Youth programs
Evaluate and disengage from power struggles	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 13. Neighborhood boundaries 14. Adult role models 18. Youth programs
	Internal	• **Social Competencies** • **Positive Identity**	**36. Peaceful conflict resolution** **37. Personal power**
Employ genuine relationship to promote positive behavior	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Employ effective problem solving and conflict resolution skills	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 13. Neighborhood boundaries 14. Adult role models 18. Youth programs
	Internal	• **Social Competencies** • **Positive Identity**	**32. Planning and decision making** **36. Peaceful conflict resolution** **37. Personal power**

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Employ planned environments and activities to promote positive behavior	External	• Support • Empowerment • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 18. Youth programs
Employ at least one method of conflict resolution	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 13. Neighborhood boundaries 14. Adult role models 18. Youth programs
	Internal	• Social Competencies • Positive Identity	36. Peaceful conflict resolution 37. Personal power
Employ principles of crisis management - describe personal response to crisis situations - describe personal strengths and limitations in responding to crisis situations - take self-protective steps to avoid unnecessary risks and confrontations - dress appropriately to the practice setting - employ a variety of interpersonal and verbal skills to defuse a crisis - describe the principles of physical intervention as appropriate to the setting - conduct a life space interview or alternative reflective debriefing	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 13. Neighborhood boundaries 14. Adult role models 18. Youth programs
	Internal	• Social Competencies • Positive Identity	36. Peaceful conflict resolution 37. Personal power
10. Family (Caregiver) Engagement			
Communicate effectively with family members	External	• Support • Empowerment	1. Family support 3. Other adult relationships 4. Caring neighborhood

Child and Youth Care (CYC) Certification Competency	Associated with External or Internal Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
		• Boundaries and Expectations • Constructive Use of Time	7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Partner with family in goal setting and designing and implementing developmental supports and/or interventions	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Identify child/youth and family needs for community resources and supports	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Support family members in accessing and utilizing community resources	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
Advocate for and with family to secure and/or maintain proper services	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
11. Community Engagement			

Child and Youth Care (CYC) Certification Competency	Associated with **External** or **Internal** Asset(s)	Associated Developmental Asset Category(ies)	Associated Developmental Asset(s)
Access up-to-date information about service systems, support and advocacy resources, and community resources, laws, regulations, and public policy	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 18. Youth programs
Develop and sustain collaborative relationships with organizations and people	External	• Support • Empowerment • Constructive Use of Time	4. Caring neighborhood 7. Community values youth 18. Youth programs
Facilitate child/youth and family contact with relevant community agencies	External	• Support • Empowerment • Boundaries and Expectations • Constructive Use of Time	1. Family support 3. Other adult relationships 4. Caring neighborhood 7. Community values youth 10. Safety 14. Adult role models 18. Youth programs
END			