

# ZERO TO THREE Cross-Sector Core Competencies for the Prenatal to Age Five Field



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Crosswalks With Sector-Specific Competencies and Other Related Criteria



# Cross-Sector Core Competencies for the Prenatal to Age Five Field Crosswalks With Sector-Specific Competencies and Other Related Criteria



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The ZERO TO THREE *Cross-Sector Core Competencies for the Prenatal to Age Five Field* was developed to promote a more integrated and collaborative approach to the services provided to the prenatal to age 5 (p-5) population. The Cross-Sector Core Competencies aims to shift the focus of the professionals working with p-5 population in the early care and education, early identification and intervention, child welfare/social services, mental health, and physical health sectors by:

- identifying the knowledge, skills, and attitudes needed for the professionals working with the p-5 population;
- providing a foundation for a consensus of key practice components necessary to work collaboratively with and among p-5 professionals; and
- promoting responsive, comprehensive, and family-centered service delivery to expectant parents, young children, and their families.

The eight Cross-Sector Core Competency domains enhance and do not replace professionals' existing sector or discipline-specific competencies. They encourage cross-sector coordination and collaboration on behalf of the p-5 population. This document provides a summary of the relationship between the *Cross-Sector Core Competencies for the Prenatal to Age Five Field* and sector specific competencies including the:

- [California Bachelors of Social Work Curriculum Competencies](#)
- [California Early Childhood Educator Competencies](#)
- [California Masters of Social Work Competencies](#)
- [California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines and Personnel Competencies](#)
- [Division for Early Childhood of the Council for Exceptional Children Recommended Practices](#)
- [Council for Exceptional Children Special Educator Preparation Standards Early Childhood Specialist Set](#)

Visit [www.zerotothree.org/p5competencies](http://www.zerotothree.org/p5competencies) or contact [p5competencies@zerotothree.org](mailto:p5competencies@zerotothree.org) to learn more about the Prenatal to Age Five Workforce Development Project.



# Cross-Sector Core Competencies for the Prenatal to Age Five Field

High-Level Crosswalk with the California Bachelors of Social Work Curriculum Competencies

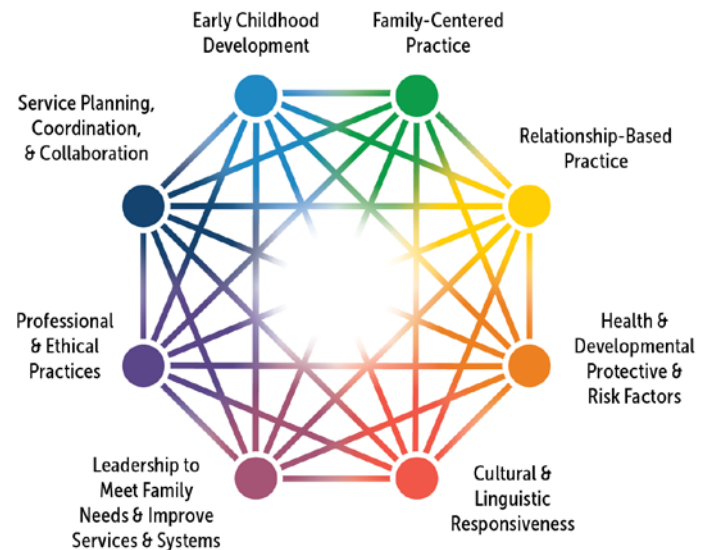


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*The Cross-Sector Core Competencies present a universal set of core competencies necessary for all prenatal-5 service providers. The Cross-Sector Core Competencies describe essential knowledge, skills, and attitudes that any professional working with expectant parents, young children, and their families need in eight domains.*

This document provides a high-level summary of the relationship between the Cross-Sector Core Competencies and the California Bachelors of Social Work (BSW) Curriculum Competencies.

## The Eight Core Competency Domains



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California BSW Curriculum Competencies	Cross-Sector Core Competencies
<p><b>1. Identify as a professional social worker and conduct oneself accordingly</b></p> <p>1a. Based on an understanding of how personal beliefs, norms, and world view influence practice, demonstrate a beginning capacity to advocate for client services that are community-based and culturally sensitive.</p> <p>1b. Practicing self-correction and reflection demonstrate self-awareness of personal biases and knowledge limitations.</p> <p>1c. Present self in a respectful, professional manner, and adapt to community language and cultural needs in communicating with child welfare clients, colleagues, and others.</p> <p>1d. Consistently pursue learning, and recognize the relationship between continuous learning and effective practice.</p> <p>1e. Demonstrate beginning capacity to utilize supervision effectively, including the need to augment knowledge or to mediate conflict between personal emotions and values and practice concerns.</p>	<p><b>Domain 3: Relationship-based Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand and value the central importance of relationships in supporting the development of children</li> <li>Apply this knowledge to assess the quality of relationships children experience and to create constructive and supportive relationships with families and with other service providers</li> <li>Apply self-reflection and other effective communication tools to develop and maintain positive relationships with children, families and other providers</li> </ul> <p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand the profound effect of culture on children's development</li> <li>Respond sensitively to cultural differences among families</li> <li>Integrate culturally responsive methods with children, families and other caregivers</li> </ul>

California BSW Curriculum Competencies	Cross-Sector Core Competencies
<p>1f. Demonstrate the capacity to perceive the diverse viewpoints of clients and others in cases of value conflict, and an emerging ability to use child welfare practice principles to resolve such conflict.</p>	<ul style="list-style-type: none"> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand that when possible appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul> <p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers</li> <li>• Support the use of evidence-informed practice with families and as part of a community system</li> <li>• Assist families in achieving their self-identified goals within and beyond their own sector as needed</li> <li>• Are proactive in obtaining or providing appropriate services</li> <li>• Take a strength-based approach to ensure family members are supported in advocating for the needs of their family</li> <li>• Identify and implement improvements in policy and advocacy for young children and their families</li> </ul> <p><b>Domain 8: Service Planning, Coordination, and Collaboration</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> <li>• Work to understand the services and connections beyond their own sector</li> <li>• Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>• Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>
<p><b>2. Apply social work ethical principles to guide professional practice</b></p> <p>2a. Demonstrate awareness of personal values and bias and manage such bias to practice in a manner consistent with professional ethics.</p>	<p><b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors,</li> </ul>

California BSW Curriculum Competencies	Cross-Sector Core Competencies
<p>2b. Demonstrate understanding of child welfare professional values and capacity to apply NASW Code of Ethics in planning and ethical decision-making that affects children, families, and communities.</p>	<p>requirements, and obligations of their own work sector.</p> <ul style="list-style-type: none"> <li>• Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served</li> </ul>
<p><b>3. Apply critical thinking to inform and communicate professional judgments</b></p> <p>3a. Demonstrate understanding of critical appraisal of knowledge and capacity to integrate and apply evidence-based knowledge and other forms of knowledge in conducting culturally sensitive assessments and interventions.</p> <p>3b. Demonstrate the capacity to observe, gather, and analyze data to inform practice model design and use in child welfare at all levels, including assessment, intervention, and evaluation.</p> <p>3c. Understand and apply the principle that all oral and written communication must conform to audience needs and professional standards.</p>	<p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers</li> <li>• Support the use of evidence-informed practice with families and as part of a community system</li> <li>• Assist families in achieving their self-identified goals within and beyond their own sector as needed</li> <li>• Are proactive in obtaining or providing appropriate services</li> <li>• Take a strength-based approach to ensure family members are supported in advocating for the needs of their family</li> <li>• Identify and implement improvements in policy and advocacy for young children and their families</li> </ul> <p><b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>• Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served</li> </ul>
<p><b>4. Engage diversity in difference and practice</b></p> <p>4a. Recognizing that values and social inequality may oppress and marginalize as well as enhance power and privilege, demonstrate the capacity to develop culturally sensitive interventions.</p> <p>4b. Demonstrate sufficient self-awareness to mitigate the influence of institutional racism and personal biases in working with diverse groups in the child welfare workplace and community</p>	<p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the profound effect of culture on children's development</li> <li>• Respond sensitively to cultural differences among families</li> <li>• Integrate culturally responsive methods with children, families and other caregivers</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> </ul>



California BSW Curriculum Competencies	Cross-Sector Core Competencies
	<ul style="list-style-type: none"> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand that when possible appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul>
<p><b>5. Advance human rights and social and economic justice</b></p> <p>5a. To promote human rights and social and economic justice, demonstrate ability to develop case planning strategies and interventions which recognize the interconnection of oppression and discrimination and act to minimize their effects.</p>	<p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the profound effect of culture on children's development</li> <li>• Respond sensitively to cultural differences among families</li> <li>• Integrate culturally responsive methods with children, families and other caregivers</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand that when possible appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul>
<p><b>6. Engage in research informed practice and practice informed research</b></p> <p>6a. Demonstrate a beginning capacity to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.</p> <p>6b. Demonstrate beginning knowledge of how to consult and utilize research evidence to inform ongoing child welfare practice and policy</p>	<p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers</li> <li>• Support the use of evidence-informed practice with families and as part of a community system</li> <li>• Assist families in achieving their self-identified goals within and beyond their own sector as needed</li> <li>• Are proactive in obtaining or providing appropriate services</li> <li>• Take a strength-based approach to ensure family members are supported in advocating for the needs of their family</li> <li>• Identify and implement improvements in policy and advocacy for young children and their families</li> </ul>

Sources:

California Social Work Education Center. (2013). Integrated foundation & BASW competencies for public child welfare in California. Retrieved from <http://calswec.berkeley.edu/sites/default/files/uploads/basw-comps-final-011513.pdf>

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# Cross-Sector Core Competencies for the Prenatal to Age Five Field

## High-Level Crosswalk with the CA Early Childhood Educator Competencies



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*The Cross-Sector Core Competencies present a universal set of core competencies necessary for all prenatal to age 5 (P-5) service providers. The Cross-Sector Core Competencies describe essential knowledge, skills and attitudes that any professional working with expectant parents, young children and their families need in eight domains. The P-5 Cross-Sector Core Competencies Training is designed to help move the field toward a cross-sector approach to service delivery.*

This document provides a high-level summary of the relationship between the Cross-Sector Core Competencies and the California Early Childhood Educators Competencies.



California Early Childhood Educator Competencies	Cross-Sector Core Competencies for the Prenatal to Age Five Field
Competency Context Area	Domain
<b>Child Development and Learning</b> <ul style="list-style-type: none"> <li>Children learn and develop in the social–emotional, language, cognitive, and perceptual and motor domains in an integrated way across domains.</li> <li>Child development takes place within an ecological context that includes individual, family, community, and cultural influences.</li> <li>Children learn and develop at individual rates, in various ways, and typically in a predictable sequence.</li> <li>Physical and emotional security support children's optimal development and learning.</li> <li>Young children develop and learn through interactions in relationships and with the environment. This includes their feelings of connectedness with nature.</li> <li>The practice of early care and education is informed and guided by theory and research on human growth and development.</li> <li>Play is a means by which children develop and learn.</li> </ul>	<b>Domain 1: Early Childhood Development</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>Understand development unfolds and interacts simultaneously across social, emotional, cognitive, language, physical, and motor development.</li> <li>Understand maternal health and well-being impacts the creation of a positive environment that builds protective factors and mitigates risk.</li> <li>Stay abreast of, and use, recent research findings on healthy growth and development of young children.</li> <li>Support children's development as needed through monitoring, screening, assessment, and referral.</li> </ul>
<b>Culture, Diversity, Equity</b> <ul style="list-style-type: none"> <li>Culture shapes a person's values, beliefs, worldview, experiences, and behavior.</li> <li>Equitable practices provide meaningful learning experiences and support a sense of identity, belonging, and self-esteem.</li> </ul>	<b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>Understand the profound effect of culture on children's development.</li> <li>Respond sensitively to cultural differences among families.</li> </ul>



California Early Childhood Educator Competencies	Cross-Sector Core Competencies for the Prenatal to Age Five Field
<ul style="list-style-type: none"> <li>• Sensitivity to culture, diversity, and equity supports the engagement of families in everyday learning experiences.</li> <li>• Values and beliefs influence child-rearing practices, teaching practices, and family–school interactions for children of all abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate culturally responsive methods with children, families and other caregivers.</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research.</li> <li>• Are committed to supporting child and family development within their cultural context.</li> <li>• Understand appropriate supports and resources in the family's preferred language enhances the provider's effectiveness.</li> </ul>
<p><b>Relationships, Interactions and Guidance</b></p> <ul style="list-style-type: none"> <li>• Early childhood educators' reciprocal relationships with families are crucial to building relationships with children.</li> <li>• Children's development and learning is aided by supportive, consistent, and responsive relationships with adults.</li> <li>• Effective guidance is based on developmentally and individually appropriate expectations for children's behavior.</li> <li>• An early childhood educator's perception of behaviors and his or her expectations for interactions are culturally based.</li> <li>• Positive interactions and guidance help children build competence in solving problems.</li> <li>• The most effective strategies are evidence-based and must be grounded in one's own approach or guiding principles.</li> <li>• Socialization and guidance are ongoing processes, and they include a variety of strategies to help children learn appropriate behaviors and problem-solving techniques.</li> </ul>	<p><b>Domain 3: Relationship-Based Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand and value the central importance of relationships in supporting the development of children.</li> <li>• Apply this knowledge to assess the quality of relationships children experience and to create constructive and supportive relationships with families and with other service providers.</li> <li>• Apply self-reflection and other effective communication tools to develop and maintain positive relationships with children, families and other providers.</li> </ul>
<p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Children develop in the context of families and communities.</li> <li>• Families bring different values, beliefs, strengths, practices, skills, interests, and needs into their relationships with early childhood educators and early education settings, and they play an important role in helping their children to sustain progress made in early education as the children transition to the K–12 school system.</li> <li>• Providing information about community resources and ensuring that support is available beyond the early education experience are important components of supporting families.</li> <li>• Family engagement has short- and long-term benefits for children, families, and early childhood programs and promotes and sustains the progress children make in early education.</li> </ul>	<p><b>Domain 2: Family-Centered Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand services provided to children cannot be separated from family and social context.</li> <li>• Build on an appreciation of the developmental progressions of relationships with families to support children within their families, and connect with other service providers.</li> <li>• Understand that family systems are dynamic and complex.</li> <li>• Recognize family's strengths and vulnerabilities.</li> <li>• Empower families to meet the needs of themselves and their young children.</li> </ul>
<p><b>Dual Language Development</b></p>	<p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p>

California Early Childhood Educator Competencies	Cross-Sector Core Competencies for the Prenatal to Age Five Field
<ul style="list-style-type: none"> <li>Acknowledgement of young children's ability to develop proficiency in both English and the home language, and recognition of the home language as the vehicle by which children are socialized into their families and communities.</li> <li>Young children are capable of learning more than one language and must be supported in all the languages they are learning to achieve competence.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the profound effect of culture on children's development.</li> <li>Respond sensitively to cultural differences among families.</li> <li>Integrate culturally responsive methods with children, families and other caregivers.</li> <li>Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research.</li> <li>Are committed to supporting child and family development within their cultural context.</li> <li>Understand appropriate supports and resources in the family's preferred language enhances the provider's effectiveness.</li> </ul>
<b>Observation, Screening, Assessment and Documentation</b> <ul style="list-style-type: none"> <li>Observation is essential for gathering information and assessing children's development and learning; should be ongoing, across settings, should include input from families or other significant adults; and should be used to inform planning for individual children's learning and development.</li> <li>Assessment encompasses a variety of strategies that provide information about children's development, learning, interests, strengths, and needs and should be developmentally, culturally, and linguistically appropriate; focused on all domains of development; conducted over time.</li> <li>Observation, screening, assessment, and documentation include input from families and reflect cultural understanding.</li> </ul>	<b>Domain 1: Early Childhood Development</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>Understand development unfolds and interacts simultaneously across social, emotional, cognitive, language, physical, and motor development.</li> <li>Understand maternal health and well-being impacts the creation of a positive environment that builds protective factors and mitigates risk.</li> <li>Stay abreast of, and use, recent research findings on healthy growth and development of young children.</li> <li>Support children's development as needed through monitoring, screening, assessment, and referral.</li> </ul>
<b>Special Needs and Inclusion</b> <ul style="list-style-type: none"> <li>Early Childhood Educators have the knowledge and skills needed to foster the learning and development of young children with disabilities or other special needs.</li> </ul>	<b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families.</li> <li>Work to understand the services and connections beyond their own sector.</li> <li>Take a strengths and relationship-based approach in collaborating with other service providers.</li> <li>Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels.</li> </ul>

California Early Childhood Educator Competencies	Cross-Sector Core Competencies for the Prenatal to Age Five Field
<p><b>Learning Environments and Curriculum</b></p> <ul style="list-style-type: none"> <li>This competency area addresses the design and implementation of environments, interactions, and experiences; the use of developmentally appropriate equipment and materials; the goals, benefits, and limitations of various curriculum models; the importance of having a curriculum-planning process that responds to the strengths, interests, and challenges of the children in the group; the role of early childhood professionals in preparing young children for school; and the relationship between developmental theory and research and practice.</li> </ul>	<p><b>Domain 8: Service Planning, Coordination and Collaboration</b></p> <p>Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families.</li> <li>Work to understand the services and connections beyond their own sector.</li> <li>Take a strengths and relationship-based approach in collaborating with other service providers.</li> <li>Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels.</li> </ul>
<p><b>Health, Safety and Nutrition</b></p> <ul style="list-style-type: none"> <li>Children's health is defined as overall fitness and well-being, encompasses more than the absence of illness or injury, and is related to family functioning and the sociocultural context in which children live.</li> <li>Young children are both competent and vulnerable, and their health is best supported through efforts to promote their resilience and reduce their risk.</li> <li>Children have individual health, safety, nutrition and physical requirements.</li> <li>Families have different values, beliefs and practices about health, safety and nutrition.</li> </ul>	<p><b>Domain 4: Health and Developmental Protective and Risk Factors</b></p> <p>Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand the multiple protective and risk factors at individual, family and community levels that enhance or impede children's development.</li> <li>Identify strategies to build on strengths and manage challenges.</li> <li>Understand the bi-directional and dynamic influences on children, parents and their social network.</li> </ul>
<p><b>Leadership in Early Childhood Education</b></p> <ul style="list-style-type: none"> <li>Early childhood educators need to understand the complex policies and services that constitute and shape the early care and education system; the individual roles and opportunities within the system to motivate and cultivate others to take leadership roles and responsibilities; their own participation as leaders; and their organizations' roles and opportunities in the context of larger public and private systems in which their programs reside.</li> </ul>	<p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b></p> <p>Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers.</li> <li>Demonstrate the use of evidence-informed practice with families and as part of a community system.</li> <li>Assist families in achieving their self-identified goals within and beyond their own sector as needed.</li> <li>Are proactive in obtaining or providing appropriate services.</li> <li>Take a strengths-based approach to ensure family members are supported in advocating for the needs of their family.</li> <li>Identify and implement improvements in policy and advocacy for young children and their families.</li> </ul>

California Early Childhood Educator Competencies	Cross-Sector Core Competencies for the Prenatal to Age Five Field
<b>Professionalism</b> <ul style="list-style-type: none"> <li>Professionals are knowledgeable, operate with integrity, and follow ethical standards. Early childhood education professionals perform critical work that impacts society, and they understand the importance of their role as professionals.</li> <li>A shared and specialized body of knowledge grounded in child development informs professional practice.</li> </ul>	<b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served.</li> </ul>
<b>Administration and Supervision</b> <ul style="list-style-type: none"> <li>Two critical components of high-quality early care and education are effective administrative practices and continuous program improvement, both of which allow early childhood professionals to better serve young children and their families and to meet short- and long-term program goals.</li> </ul>	<b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers.</li> <li>Demonstrate the use of evidence-informed practice with families and as part of a community system.</li> <li>Assist families in achieving their self-identified goals within and beyond their own sector as needed.</li> <li>Are proactive in obtaining or providing appropriate services.</li> <li>Take a strengths-based approach to ensure family members are supported in advocating for the needs of their family.</li> <li>Identify and implement improvements in policy and advocacy for young children and their families.</li> </ul>

Sources:

California Department of Education & First 5 California. (2011). *California early childhood educator competencies*. Retrieved from <http://www.cde.ca.gov/sp/cd/re/ececomps.asp>

ZERO TO THREE. (2013). *Supporting a workforce for infants, toddlers and their families: Findings of a cross-sector core competencies project*. Washington, DC, and Los Angeles, CA: ZERO TO THREE and First 5 LA.

# Cross-Sector Core Competencies for the Prenatal to Age Five Field



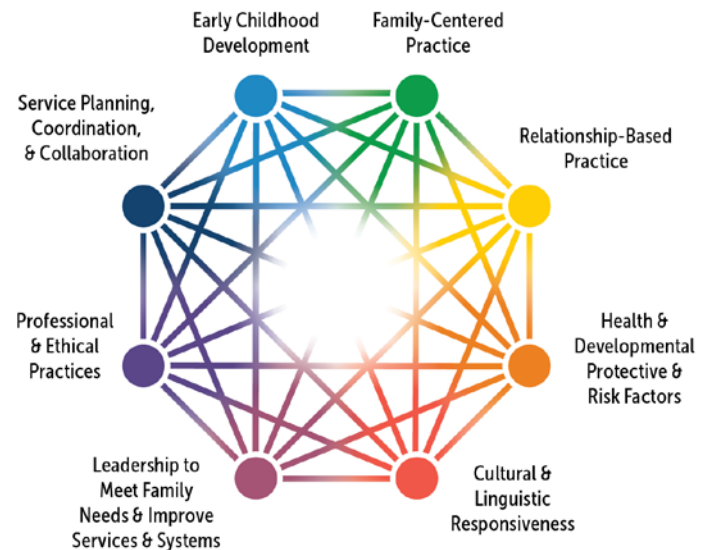
**ZERO TO THREE**  
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High-Level Crosswalk with the California Masters of Social Work Core Competencies

*The Cross-Sector Core Competencies present a universal set of core competencies necessary for all prenatal-5 service providers. The Cross-Sector Core Competencies describe essential knowledge, skills, and attitudes that any professional working with expectant parents, young children, and their families need in eight domains.*

This document provides a summary of the relationship between the Cross-Sector Core Competencies and California's Masters of Social Work Core Competencies..

## The Eight Core Competency Domains



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California Masters of Social Work Core Competencies	Cross-Sector Core Competencies
Standards	Domains
<b>CA 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</b>  1.1 – Able to articulate the roles of a professional child welfare social worker and consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles.  1.2 – Applies ethical principles, codes of ethics and professional social work values skillfully in practice and in resolving ethical conflicts	<b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers:  <ul style="list-style-type: none"> <li>Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served.</li> </ul>
<b>2.1.2 – Apply social work ethical principles to guide professional practice</b>  2.1 – Able to articulate the roles of a professional child welfare social worker and consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles.	<b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers:  <ul style="list-style-type: none"> <li>Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>Use evidence-informed approaches when they are available and develop and improve practice on the</li> </ul>



California Masters of Social Work Core Competencies	Cross-Sector Core Competencies
Standards	Domains
	basis of emerging knowledge for the children and families served
<p><b>2.1.3 – Apply critical thinking to inform and communicate professional judgments</b></p> <p>3.1 – Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment to synthesize information, to practice effectively in child welfare and to communicate professional judgments.</p>	<p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers</li> <li>• Demonstrate the use of evidence-informed practice with families and as part of a community system</li> <li>• Assist families in achieving their self-identified goals within and beyond their own sector as needed</li> <li>• Are proactive in obtaining or providing appropriate services</li> <li>• Take a strengths-based approach to ensure family members are supported in advocating for the needs of their family</li> <li>• Identify and implement improvements in policy and advocacy for young children and their families</li> </ul> <p><b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>• Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served</li> </ul>
<p><b>2.1.4 – Engage diversity in difference and practice</b></p> <p>4.1 – In providing effective child welfare practice, consistently demonstrate and articulate both accurate awareness of self and knowledge of societal variables contributing to power imbalances and interpersonal and intercultural conflict among individuals, families, groups, organizations, and communities.</p>	<p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the profound effect of culture on children's development</li> <li>• Respond sensitively to cultural differences among families</li> <li>• Integrate culturally responsive methods with children, families and other caregivers</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> </ul>

California Masters of Social Work Core Competencies	Cross-Sector Core Competencies
Standards	Domains
	<ul style="list-style-type: none"> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul>
<p><b>2.1.5 – Advance human rights and social and economic justice</b></p> <p>5.1 – Utilize knowledge of human behavior, variables that contribute to injustice, and advocacy theory to provide leadership in applying social work skills to promote social and economic justice at the micro, mezzo and macro levels in child welfare.</p>	<p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the profound effect of culture on children's development</li> <li>• Respond sensitively to cultural differences among families</li> <li>• Integrate culturally responsive methods with children, families and other caregivers</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul>
<p><b>2.1.6 – Engage in research informed practice and practice informed research</b></p> <p>6.1 – Regularly assess and use research to guide child welfare practice, to evaluate child welfare practice, and to disseminate findings to improve child welfare practice.</p>	<p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers</li> <li>• Demonstrate the use of evidence-informed practice with families and as part of a community system</li> <li>• Assist families in achieving their self-identified goals within and beyond their own sector as needed</li> <li>• Are proactive in obtaining or providing appropriate services</li> <li>• Take a strengths-based approach to ensure family members are supported in advocating for the needs of their family</li> <li>• Identify and implement improvements in policy and advocacy for young children and their families</li> </ul>

### Sources:

California Social Work Education Center. (2011). *Integrated foundation & advanced competencies for public child welfare in California*. Retrieved from <http://www.cde.ca.gov/sp/cd/re/ececomps.asp>

ZERO TO THREE. (2013). *Supporting a workforce for infants, toddlers and their families: Findings of a cross-sector core competencies project*. Washington, DC, and Los Angeles, CA: ZERO TO THREE and First 5 LA.

# Cross-Sector Core Competencies for the Prenatal to Age Five Field



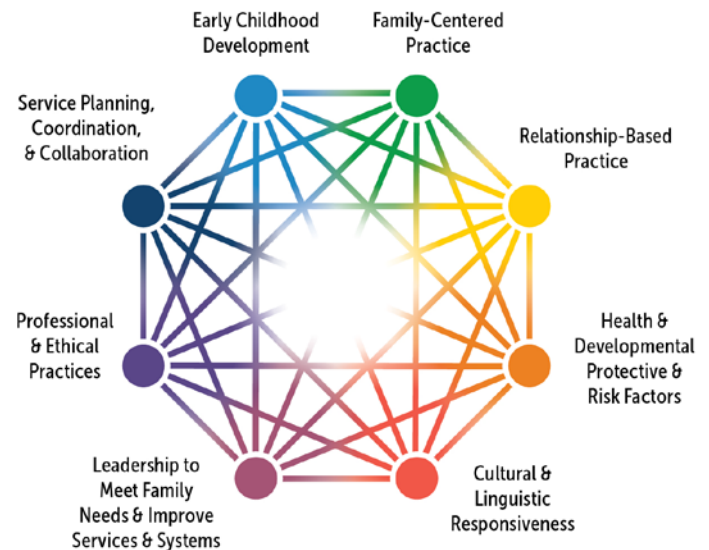
High-Level Crosswalk with the California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines and Personnel Competencies

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*The Cross-Sector Core Competencies present a universal set of core competencies necessary for all prenatal-5 service providers. The Cross-Sector Core Competencies describe essential knowledge, skills, and attitudes that any professional working with expectant parents, young children, and their families need in eight domains.*

This document provides a high-level summary of the relationship between the Cross-Sector Core Competencies and the California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines and Personnel Competencies Domain 1: Knowledge Key Concepts.

## The Eight Core Competency Domains



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California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines – Domain 1: Knowledge Key Concepts	Cross-Sector Core Competencies
<b>Domain A: Parenting, Caregiving, Family Functioning, and Parent-Child Relationships</b> Key Concepts <ul style="list-style-type: none"> <li>• Range of family structure</li> <li>• Pregnancy and childbirth</li> <li>• Postpartum period</li> <li>• Attachment issues</li> <li>• Parenting as a developmental process</li> <li>• Family dynamics</li> <li>• Range of family structure</li> <li>• Family expectation regarding child development</li> <li>• Providing family-sensitive services</li> <li>• Cultural issues in parenting and family development</li> </ul>	<b>Domain 1: Early Childhood Development</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>• Understand development unfolds and interacts simultaneously across social, emotional, cognitive, language, physical, and motor development</li> <li>• Understand maternal health and well-being impact the creation of a positive environment that builds protective factors and mitigates risk</li> <li>• Stay abreast of, and use, recent research findings on healthy growth and development of young children</li> <li>• Support children's development as needed through monitoring, screening, assessment, and referral</li> </ul> <b>Domain 2: Family-Centered Practice</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>• Understand services provided to children cannot be separated from family and social context</li> </ul>

California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines – Domain 1: Knowledge Key Concepts	Cross-Sector Core Competencies
<ul style="list-style-type: none"> <li>• Goodness of fit between parents and young children</li> <li>• Importance of relationships to development</li> <li>• Family systems</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the developmental progression of relationships with families and build on that relationship to support the child within the family and with other service providers</li> <li>• Understand that family systems are dynamic and complex</li> <li>• Recognize family's strengths and vulnerabilities</li> <li>• Empower families to meet the needs of themselves and their young children</li> </ul> <p><b>Domain 3: Relationship-based Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand and value the central importance of relationships in supporting the development of children</li> <li>• Apply this knowledge to assess the quality of relationships children experience and to create constructive and supportive relationships with families and with other service providers</li> <li>• Apply self-reflection and other effective communication tools to develop and maintain positive relationships with children, families and other providers</li> </ul>
<p><b>Domain B: Infant, Toddler, and Preschool Development</b></p> <ul style="list-style-type: none"> <li>• Typical development in infancy, toddler, and/or preschool periods</li> <li>• Milestones of development</li> <li>• Peer relationships</li> <li>• Expectations of children in groups</li> <li>• Cultural variations in development and family expectations</li> </ul>	<p><b>Domain 1: Early Childhood Development</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand development unfolds and interacts simultaneously across social, emotional, cognitive, language, physical, and motor development</li> <li>• Understand maternal health and well-being impact the creation of a positive environment that builds protective factors and mitigates risk</li> <li>• Stay abreast of, and use, recent research findings on healthy growth and development of young children</li> <li>• Support children's development as needed through monitoring, screening, assessment, and referral</li> </ul> <p><b>Domain 3: Relationship-based Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand and value the central importance of relationships in supporting the development of children</li> <li>• Apply this knowledge to assess the quality of relationships children experience and to create constructive and supportive relationships with families and with other service providers</li> <li>• Apply self-reflection and other effective communication tools to develop and maintain positive relationships with children, families and other providers</li> </ul>



California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines – Domain 1: Knowledge Key Concepts	Cross-Sector Core Competencies
	<p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the profound effect of culture on children's development</li> <li>• Respond sensitively to cultural differences among families</li> <li>• Integrate culturally responsive methods with children, families and other caregivers</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand that when possible appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul>
<p><b>Domain C: Biological and Psychosocial Factors Impacting Outcomes</b></p> <ul style="list-style-type: none"> <li>• Temperament</li> <li>• Regulatory and sensory issues</li> <li>• Brain research</li> <li>• Neuro-developmental issues</li> <li>• Prematurity and low birth weight</li> <li>• Child abuse</li> <li>• Nutrition</li> <li>• Poverty</li> <li>• Community issues</li> <li>• School and community services</li> <li>• Impact of such factors upon development and relationships</li> </ul>	<p><b>Domain 3: Relationship-based Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand and value the central importance of relationships in supporting the development of children</li> <li>• Apply this knowledge to assess the quality of relationships children experience and to create constructive and supportive relationships with families and with other service providers</li> <li>• Apply self-reflection and other effective communication tools to develop and maintain positive relationships with children, families and other providers</li> </ul> <p><b>Domain 4: Health and Developmental Protective and Risk Factors</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the multiple protective and risk factors at individual, family and community levels that enhance or impede children's development</li> <li>• Identify strategies to build on strengths and manage challenges</li> <li>• Understand the bi-directional and dynamic influences on children, parents and their social network</li> </ul> <p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote</li> </ul>

California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines – Domain 1: Knowledge Key Concepts	Cross-Sector Core Competencies
	<p>optimal outcomes for young children, birth to 5 and their families and caregivers</p> <ul style="list-style-type: none"> <li>• Support the use of evidence-informed practice with families and as part of a community system</li> <li>• Assist families in achieving their self-identified goals within and beyond their own sector as needed</li> <li>• Are proactive in obtaining or providing appropriate services</li> <li>• Take a strength-based approach to ensure family members are supported in advocating for the needs of their family</li> <li>• Identify and implement improvements in policy and advocacy for young children and their families</li> </ul>
<p><b>Domain D: Risk and resiliency</b></p> <ul style="list-style-type: none"> <li>• Atypical development</li> <li>• Maternal depression</li> <li>• Teenage parenting</li> <li>• “Ghosts” in the nursery</li> <li>• Chronic physical illness</li> <li>• Chronic mental illness in parent</li> <li>• Developmental disabilities</li> <li>• Prematurity</li> <li>• Communication and interaction problems</li> <li>• Substance abuse in families</li> <li>• Family violence</li> <li>• Working with challenging caregivers</li> <li>• Foster care</li> <li>• Institutional care</li> <li>• Protective factors that promote family resiliency</li> <li>• Promoting resiliency in young children and families</li> </ul>	<p><b>Domain 4: Health and Developmental Protective and Risk Factors</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the multiple protective and risk factors at individual, family and community levels that enhance or impede children’s development</li> <li>• Identify strategies to build on strengths and manage challenges</li> <li>• Understand the bi-directional and dynamic influences on children, parents and their social network</li> </ul>
<p><b>Domain E: Observation, Screening, and Assessment</b></p> <ul style="list-style-type: none"> <li>• Development of observational skills with infants and young children</li> <li>• Use of observational information</li> </ul>	<p><b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> </ul>

California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines – Domain 1: Knowledge Key Concepts	Cross-Sector Core Competencies
<ul style="list-style-type: none"> <li>• Use of screening tools</li> <li>• When to make referrals for more comprehensive assessment</li> <li>• How to make referrals for more comprehensive assessment</li> <li>• How to make a referral, including following through or assisting family with initial contacts</li> <li>• Introduction to major assessment instruments and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Work to understand the services and connections beyond their own sector</li> <li>• Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>• Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>
<p><b>Domain F: Diagnosis and Intervention</b></p> <ul style="list-style-type: none"> <li>• Diagnostic systems for infants, toddlers, and young children</li> <li>• Linking assessment and diagnosis to intervention</li> <li>• Development of intervention goals</li> <li>• Effective communication with caregivers and others</li> <li>• Concrete assistance</li> <li>• Community resources</li> <li>• Developmental guidance</li> <li>• Strategies to promote infant-family and early childhood mental health</li> <li>• Strategies for preventive intervention addressing social-emotional-behavioral vulnerabilities</li> <li>• Intervention strategies</li> <li>• Therapeutic options, including current knowledge of evidence-based practice</li> <li>• Developing reflective practice skills</li> <li>• Use of self in provision of services</li> </ul>	<p><b>Domain 3: Relationship-based Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand and value the central importance of relationships in supporting the development of children</li> <li>• Apply this knowledge to assess the quality of relationships children experience and to create constructive and supportive relationships with families and with other service providers</li> <li>• Apply self-reflection and other effective communication tools to develop and maintain positive relationships with children, families and other providers</li> </ul> <p><b>Domain 4: Health and Developmental Protective and Risk Factors</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the multiple protective and risk factors at individual, family and community levels that enhance or impede children's development</li> <li>• Identify strategies to build on strengths and manage challenges</li> <li>• Understand the bi-directional and dynamic influences on children, parents and their social network</li> </ul> <p><b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>• Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served</li> </ul> <p><b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers:</p>

California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines – Domain 1: Knowledge Key Concepts	Cross-Sector Core Competencies
	<ul style="list-style-type: none"> <li>• Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> <li>• Work to understand the services and connections beyond their own sector</li> <li>• Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>• Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>
<b>Domain G: Interdisciplinary/Multidisciplinary Collaboration</b> <ul style="list-style-type: none"> <li>• Understanding the roles of other professionals in working with young children and families</li> <li>• Respecting boundaries of practice</li> <li>• Community resources</li> <li>• Working together with other professionals to create an integrated plan</li> <li>• Collaborating to prioritize child and family needs</li> </ul>	<b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>• Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> <li>• Work to understand the services and connections beyond their own sector</li> <li>• Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>• Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>
<b>Domain H: Ethics</b> <ul style="list-style-type: none"> <li>• Ethics of scope of practice</li> <li>• Working ethically in family settings</li> </ul>	<b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers: <ul style="list-style-type: none"> <li>• Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>• Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served</li> </ul>

Sources:

California Center for Infant-Family and Early Childhood Mental Health. (2016). *California compendium of training guidelines, personnel competencies, and professional endorsement criteria for infant-family and early childhood mental health*. Retrieved from <http://cacenter-ecmh.org/wp/professional-development/california-compendium-of-training-guidelines-personnel-competencies-and-professional-endorsement-criteria-for-infant-family-and-early-childhood-mental-health/>

ZERO TO THREE. (2013). *Supporting a workforce for infants, toddlers and their families: Findings of a cross-sector core competencies project*. Washington, DC, and Los Angeles, CA: ZERO TO THREE and First 5 LA.

# Cross-Sector Core Competencies for the Prenatal to Age Five Field



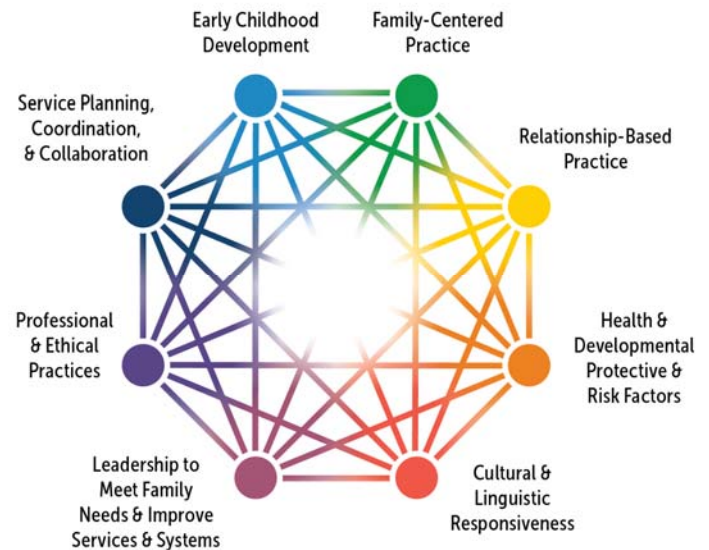
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High-Level Crosswalk with the Division for Early Childhood of the Council for Exceptional Children

*The Cross-Sector Core Competencies present a universal set of core competencies necessary for all prenatal-5 service providers. The Cross-Sector Core Competencies describe essential knowledge, skills and attitudes that any professional working with expectant parents, young children and their families need in eight domains.*

This document provides a summary of the relationship between the Cross-Sector Core Competencies and the Division for Early Childhood (DEC) of the Council for Exceptional Children.

## The Eight Core Competency Domains



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DEC Recommended Practices	Cross-Sector Core Competencies
Recommended Practices	Domain
<p><b>Topic Area: Leadership</b></p> <p>L1. Leaders create a culture and a climate in which practitioners feel a sense of belonging and want to support the organization's mission and goals.</p> <p>L2. Leaders promote adherence to and model the DEC Code of Ethics, DEC Position Statements and Papers, and the DEC Recommended Practices.</p> <p>L3. Leaders develop and implement policies, structures, and practices that promote shared decision making with practitioners and families.</p> <p>L4. Leaders belong to professional association(s) and engage in ongoing evidence based professional development.</p> <p>L5. Leaders advocate for policies and resources that promote the implementation of the DEC Position Statements and Papers and the DEC Recommended Practices.</p> <p>L6. Leaders establish partnerships across levels (state to local) and with their counterparts in other systems</p>	<p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers</li> <li>• Support the use of evidence-informed practice with families and as part of a community system</li> <li>• Assist families in achieving their self-identified goals within and beyond their own sector as needed</li> <li>• Are proactive in obtaining or providing appropriate services</li> <li>• Take a strength-based approach to ensure family members are supported in advocating for the needs of their family</li> <li>• Identify and implement improvements in policy and advocacy for young children and their families</li> </ul>



DEC Recommended Practices	Cross-Sector Core Competencies
Recommended Practices	Domain
<p>and agencies to create coordinated and inclusive systems of services and supports.</p> <p>L7. Leaders develop, refine, and implement policies and procedures that create the conditions for practitioners to implement the DEC Recommended Practices.</p> <p>L8. Leaders work across levels and sectors to secure fiscal and human resources and maximize the use of these resources to successfully implement the DEC Recommended Practices.</p> <p>L9. Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.</p> <p>L10. Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision.</p> <p>L11. Leaders collaborate with higher education, state licensing and certification agencies, practitioners, professional associations, and other stakeholders to develop or revise state competencies that align with DEC, Council for Exceptional Children (CEC), and other national professional standards.</p> <p>L12. Leaders collaborate with stakeholders to collect and use data for program management and continuous program improvement and to examine the effectiveness of services and supports in improving child and family outcomes.</p> <p>L13. Leaders promote efficient and coordinated service delivery for children and families by creating the conditions for practitioners from multiple disciplines and the family to work together as a team.</p> <p>L14. Leaders collaborate with other agencies and programs to develop and implement ongoing community-wide screening procedures to identify and refer children who may need additional evaluation and services.</p>	<p><b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served</li> </ul> <p><b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> <li>Work to understand the services and connections beyond their own sector</li> <li>Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>
<p><b>Topic Area: Assessment</b></p> <p>A1. Practitioners work with the family to identify family preferences for assessment processes.</p> <p>A2. Practitioners work as a team with the family and other professionals to gather assessment information.</p> <p>A3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's</p>	<p><b>Domain 1: Early Childhood Development</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand development unfolds and interacts simultaneously across social, emotional, cognitive, language, physical, and motor development</li> <li>Understand maternal health and well-being impact the creation of a positive environment that builds protective factors and mitigates risk</li> </ul>

DEC Recommended Practices	Cross-Sector Core Competencies
Recommended Practices	Domain
<p>sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.</p> <p>A4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.</p> <p>A5. Practitioners conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.</p> <p>A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.</p> <p>A7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.</p> <p>A8. Practitioners use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.</p> <p>A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.</p> <p>A10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.</p> <p>A11. Practitioners report assessment results so that they are understandable and useful to families.</p>	<ul style="list-style-type: none"> <li>Stay abreast of, and use, recent research findings on healthy growth and development of young children</li> <li>Support children's development as needed through monitoring, screening, assessment, and referral</li> </ul> <p><b>Domain 2: Family-Centered Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand services provided to children cannot be separated from family and social context</li> <li>Appreciate the developmental progression of relationships with families and build on that relationship to support the child within the family and with other service providers</li> <li>Understand that family systems are dynamic and complex</li> <li>Recognize family's strengths and vulnerabilities</li> <li>Empower families to meet the needs of themselves and their young children</li> </ul> <p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand the profound effect of culture on children's development</li> <li>Respond sensitively to cultural differences among families</li> <li>Integrate culturally responsive methods with children, families and other caregivers</li> <li>Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> <li>Are committed to supporting child and family development within their cultural context</li> <li>Understand that when possible appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul> <p><b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> <li>Work to understand the services and connections beyond their own sector</li> </ul>

DEC Recommended Practices	Cross-Sector Core Competencies
Recommended Practices	Domain
	<ul style="list-style-type: none"> <li>• Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>• Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>
<p><b>Topic Area: Environment</b></p> <p>E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.</p> <p>E2. Practitioners consider Universal Design for Learning principles to create accessible environments.</p> <p>E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.</p> <p>E4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.</p> <p>E5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.</p> <p>E6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.</p>	<p><b>Domain 4: Health and Developmental Protective and Risk Factors</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the multiple protective and risk factors at individual, family and community levels that enhance or impede children's development</li> <li>• Identify strategies to build on strengths and manage challenges</li> <li>• Understand the bi-directional and dynamic influences on children, parents and their social network</li> </ul>
<p><b>Topic Area: Family</b></p> <p>F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.</p> <p>F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.</p> <p>F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.</p> <p>F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.</p> <p>F5. Practitioners support family functioning, promote family confidence and competence, and strengthen</p>	<p><b>Domain 2: Family-Centered Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand services provided to children cannot be separated from family and social context</li> <li>• Appreciate the developmental progression of relationships with families and build on that relationship to support the child within the family and with other service providers</li> <li>• Understand that family systems are dynamic and complex</li> <li>• Recognize family's strengths and vulnerabilities</li> <li>• Empower families to meet the needs of themselves and their young children</li> </ul> <p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p>

DEC Recommended Practices	Cross-Sector Core Competencies
Recommended Practices	Domain
<p>family-child relationships by acting in ways that recognize and build on family strengths and capacities.</p> <p>F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.</p> <p>F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.</p> <p>F8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.</p> <p>F9. Practitioners help families know and understand their rights.</p> <p>F10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.</p>	<ul style="list-style-type: none"> <li>• Understand the profound effect of culture on children's development</li> <li>• Respond sensitively to cultural differences among families</li> <li>• Integrate culturally responsive methods with children, families and other caregivers</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand that when possible appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul>
<p><b>Topic Area: Instruction</b></p> <p>INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.</p> <p>INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.</p> <p>INS3. Practitioners gather and use data to inform decisions about individualized instruction.</p> <p>INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.</p> <p>INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.</p> <p>INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.</p> <p>INS7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.</p> <p>INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.</p>	<p><b>Domain 1: Early Childhood Development</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand development unfolds and interacts simultaneously across social, emotional, cognitive, language, physical, and motor development</li> <li>• Understand maternal health and well-being impact the creation of a positive environment that builds protective factors and mitigates risk</li> <li>• Stay abreast of, and use, recent research findings on healthy growth and development of young children</li> <li>• Support children's development as needed through monitoring, screening, assessment, and referral</li> </ul> <p><b>Domain 2: Family-Centered Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand services provided to children cannot be separated from family and social context</li> <li>• Appreciate the developmental progression of relationships with families and build on that relationship to support the child within the family and with other service providers</li> <li>• Understand that family systems are dynamic and complex</li> <li>• Recognize family's strengths and vulnerabilities</li> </ul>

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Recommended Practices	Domain
<p>INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.</p> <p>INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.</p> <p>INS11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.</p> <p>INS12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.</p> <p>INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.</p>	<ul style="list-style-type: none"> <li>• Empower families to meet the needs of themselves and their young children</li> </ul> <p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the profound effect of culture on children's development</li> <li>• Respond sensitively to cultural differences among families</li> <li>• Integrate culturally responsive methods with children, families and other caregivers</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand that when possible appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul> <p><b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> <li>• Work to understand the services and connections beyond their own sector</li> <li>• Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>• Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>
<p><b>Topic Area: Interaction</b></p> <p>INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.</p> <p>INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.</p> <p>INT3. Practitioners promote the child's communication development by observing, interpreting, responding</p>	<p><b>Domain 3: Relationship-based Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand and value the central importance of relationships in supporting the development of children</li> <li>• Apply this knowledge to assess the quality of relationships children experience and to create constructive and supportive relationships with families and with other service providers</li> <li>• Apply self-reflection and other effective communication tools to develop and maintain positive</li> </ul>

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<p>contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.</p> <p>INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.</p> <p>INT5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.</p>	<p>relationships with children, families and other providers</p>
<p><b>Topic Area: Teaming and Collaboration</b></p> <p>TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.</p> <p>TC2. Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.</p> <p>TC3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.</p> <p>TC4. Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.</p> <p>TC5. Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.</p>	<p><b>Domain 3: Relationship-based Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand and value the central importance of relationships in supporting the development of children</li> <li>Apply this knowledge to assess the quality of relationships children experience and to create constructive and supportive relationships with families and with other service providers</li> <li>Apply self-reflection and other effective communication tools to develop and maintain positive relationships with children, families and other providers</li> </ul> <p><b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> <li>Work to understand the services and connections beyond their own sector</li> <li>Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>
<p><b>Topic Area: Transition</b></p> <p>TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.</p>	<p><b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Are aware they are a part of a system of service and supports that requires a coordinated effort in the</li> </ul>



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TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.	<p>planning and provision of services for young children and their families</p> <ul style="list-style-type: none"> <li>• Work to understand the services and connections beyond their own sector</li> <li>• Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>• Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>

Sources:

Division for Early Childhood of the Council for Exceptional Children. (2014). *DEC recommended practices*. Retrieved from [www.dec-sped.org/dec-recommended-practices](http://www.dec-sped.org/dec-recommended-practices)

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# Cross-Sector Core Competencies for the Prenatal to Age Five Field



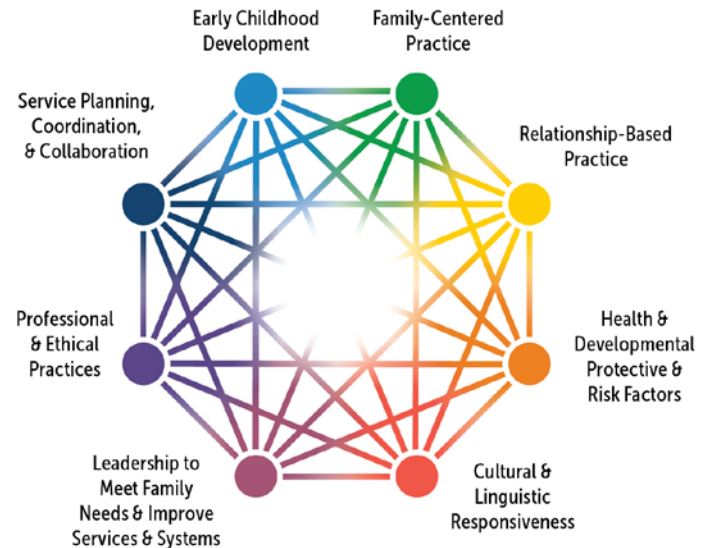
High-Level Crosswalk with the Council for Exceptional Children Initial Special Educator Preparation Standards Early Childhood Specialist Set

**ZERO TO THREE**  
Early connections last a lifetime

*The Cross-Sector Core Competencies present a universal set of core competencies necessary for all prenatal-5 service providers. The Cross-Sector Core Competencies describe essential knowledge, skills, and attitudes that any professional working with expectant parents, young children, and their families need in eight domains.*

This document provides a high-level summary of the relationship between the Cross-Sector Core Competencies and the Council for Exceptional Children (CEC) Initial Special Educator Preparation Standards Early Childhood Specialist Set.

## The Eight Core Competency Domains



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CEC Initial Preparation Standards	Cross-Sector Core Competencies
Standards	Domains
<p><b>Standard 1: Learner Development and Individual Learning Differences</b></p> <p>Special Education Early Childhood Specialty Set Knowledge and Skills</p> <p>K1.1 Theories of typical and atypical early childhood development</p> <p>K1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning</p> <p>K1.3 Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life</p> <p>K1.4 Impact of medical conditions and related care on development and learning</p> <p>K1.5 Impact of medical conditions on family concerns, resources, and priorities</p> <p>K1.6 Factors that affect the mental health and social-emotional development of infants and young children</p>	<p><b>Domain 1: Early Childhood Development</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand development unfolds and interacts simultaneously across social, emotional, cognitive, language, physical, and motor development</li> <li>Understand maternal health and well-being impact the creation of a positive environment that builds protective factors and mitigate risk</li> <li>Stay abreast of, and use, recent research findings on healthy growth and development of young children</li> <li>Support children's development as needed through monitoring, screening, assessment, and referral</li> </ul> <p><b>Domain 4: Health and Developmental Protective and Risk Factors</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand the multiple protective and risk factors at individual, family and community levels that enhance or impede children's development</li> </ul>

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Standards	Domains
<p>K1.7 Infants and young children develop and learn at varying rates</p> <p>K1.8 Impact of child's abilities, needs, and characteristics on development and learning</p> <p>K1.9 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development</p> <p>K1.10 Impact of language delays on behavior</p> <p>S1.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families</p> <p>S1.2 Develop and match learning experiences and strategies to characteristics of infants and young children</p> <p>S1.3 Support and facilitate family and child interactions as primary contexts for development and learning</p> <p>S1.4 Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations</p> <p>S1.5 Establish communication systems for young children that support self-advocacy</p>	<ul style="list-style-type: none"> <li>• Identify strategies to build on strengths and manage challenges</li> <li>• Understand the bi-directional and dynamic influences on children, parents and their social network</li> </ul>
<p><b>Standard 2: Learning Environments</b></p> <p>K2.1 Impact of social and physical environments on development and learning</p> <p>S2.1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments</p> <p>S2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments</p> <p>S2.3 Embed learning opportunities in everyday routines, relationships, activities, and places</p> <p>S2.4 Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers</p> <p>S2.5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences</p>	<p><b>Domain 1: Early Childhood Development</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand development unfolds and interacts simultaneously across social, emotional, cognitive, language, physical, and motor development</li> <li>• Understand maternal health and well-being impact the creation of a positive environment that builds protective factors and mitigates risk</li> <li>• Stay abreast of, and use, recent research findings on healthy growth and development of young children</li> <li>• Support children's development as needed through monitoring, screening, assessment, and referral</li> </ul> <p><b>Domain 2: Family-Centered Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand services provided to children cannot be separated from family and social context</li> <li>• Appreciate the developmental progression of relationships with families and build on that relationship to support the child within the family and with other service providers</li> </ul>

CEC Initial Preparation Standards	Cross-Sector Core Competencies
Standards	Domains
<p>S2.6 Implement basic health, nutrition and safety management procedures for infants and young children</p> <p>S2.7 Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services</p>	<ul style="list-style-type: none"> <li>Understand that family systems are dynamic and complex</li> <li>Recognize family's strengths and vulnerabilities</li> <li>Empower families to meet the needs of themselves and their young children</li> </ul>
<p><b>Standard 3: Curricular Content Knowledge</b></p> <p>K3.1 Concept of universal design for learning</p> <p>K3.2 Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children</p> <p>K3.3 Developmental and academic content</p> <p>S3.1 Apply current research to the five developmental domains, play and temperament in learning situations</p> <p>S3.2 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community</p> <p>S3.3 Implement and evaluate preventative and reductive strategies to address challenging behaviors</p> <p>S3.4 Plan and implement developmentally and individually appropriate curriculum</p>	<p><b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served</li> </ul>
<p><b>Standard 4: Assessment</b></p> <p>K4.1 Role of the family in the assessment process</p> <p>K4.2 Legal requirements that distinguish among at-risk, developmental delay and disability</p> <p>K4.3 Alignment of assessment with curriculum, content standards, and local, state, and federal regulations</p> <p>K4.4 Connection of curriculum to assessment and progress monitoring activities</p> <p>S4.1 Assist families in identifying their concerns, resources, and priorities</p> <p>S4.2 Integrate family priorities and concerns in the assessment process</p> <p>S4.3 Assess progress in the five developmental domains, play, and temperament</p>	<p><b>Domain 2: Family-Centered Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand services provided to children cannot be separated from family and social context</li> <li>Appreciate the developmental progression of relationships with families and build on that relationship to support the child within the family and with other service providers</li> <li>Understand that family systems are dynamic and complex</li> <li>Recognize family's strengths and vulnerabilities</li> <li>Empower families to meet the needs of themselves and their young children</li> </ul> <p><b>Domain 3: Relationship-based Practice</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>Understand and value the central importance of relationships in supporting the development of children</li> </ul>

CEC Initial Preparation Standards	Cross-Sector Core Competencies
Standards	Domains
<p>S4.4 Select and administer assessment instruments in compliance with established criteria</p> <p>S4.5 Use informal and formal assessment to make decisions about infants and young children's development and learning</p> <p>S4.6 Gather information from multiple sources and environments</p> <p>S4.7 Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process</p> <p>S4.8 Participate as a team member to integrate assessment results in the development and implementation of individualized plans</p> <p>S4.9 Emphasize child's strengths and needs in assessment reports</p> <p>S4.10 Produce reports that focus on developmental domains and functional concerns</p> <p>S4.11 Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness</p>	<ul style="list-style-type: none"> <li>• Apply this knowledge to assess the quality of relationships children experience and to create constructive and supportive relationships with families and with other service providers</li> <li>• Apply self-reflection and other effective communication tools to develop and maintain positive relationships with children, families and other providers</li> </ul> <p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the profound effect of culture on children's development</li> <li>• Respond sensitively to cultural differences among families</li> <li>• Integrate culturally responsive methods with children, families and other caregivers</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand that when possible appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul>
<p><b>Standard 5: Instructional Planning and Strategies</b></p> <p>S5.1 Facilitate child-initiated development and learning</p> <p>S5.2 Use teacher-scaffolded and initiated instruction to complement child-initiated learning</p> <p>S5.3 Link development, learning experiences, and instruction to promote educational transitions</p> <p>S5.4 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children</p> <p>S5.5 Use strategies to teach social skills and conflict resolution</p> <p>S5.6 Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines</p> <p>S5.7 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team</p>	<p><b>Domain 5: Cultural and Linguistic Responsiveness</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Understand the profound effect of culture on children's development</li> <li>• Respond sensitively to cultural differences among families</li> <li>• Integrate culturally responsive methods with children, families and other caregivers</li> <li>• Are aware of their own cultural assumptions and check those assumptions with members of the cultural group as well as with current research</li> <li>• Are committed to supporting child and family development within their cultural context</li> <li>• Understand that when possible appropriate supports and resources in the family's preferred language enhances the provider's effectiveness</li> </ul> <p><b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers:</p>

CEC Initial Preparation Standards	Cross-Sector Core Competencies
Standards	Domains
<p>S5.8 Design intervention strategies incorporating information from multiple disciplines</p> <p>S5.9 Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction</p> <p>S5.10 Align individualized goals with developmental and academic content</p> <p>S5.11 Develop individualized plans that support development and learning as well as caregiver responsiveness</p> <p>S5.12 Develop an individualized plan that supports the child's independent functioning in the child's natural environments</p> <p>S5.13 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds</p>	<ul style="list-style-type: none"> <li>• Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> <li>• Work to understand the services and connections beyond their own sector</li> <li>• Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>• Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>
<p><b>Standard 6: Professional Learning and Ethical Practice</b></p> <p>K6.1 Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs</p> <p>K6.2 Trends and issues in early childhood education, early childhood special education, and early intervention</p> <p>K6.3 Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families</p> <p>K6.4 Advocacy for professional status and working conditions for those who serve infants and young children, and their families</p> <p>S6.1 Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures</p> <p>S6.2 Integrate family systems theories and principles into professional practice</p> <p>S6.3 Respect family choices and goals</p> <p>S6.4 Participate in activities of professional organizations relevant to early childhood special education and early intervention</p> <p>S6.5 Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds</p>	<p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers</li> <li>• Support the use of evidence-informed practice with families and as part of a community system</li> <li>• Assist families in achieving their self-identified goals within and beyond their own sector as needed</li> <li>• Are proactive in obtaining or providing appropriate services</li> <li>• Take a strength-based approach to ensure family members are supported in advocating for the needs of their family</li> <li>• Identify and implement improvements in policy and advocacy for young children and their families</li> </ul> <p><b>Domain 7: Professional and Ethical Practices</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Follow and apply high-quality practice consistent with the ethical and legal standards, behaviors, requirements, and obligations of their own work sector.</li> <li>• Use evidence-informed approaches when they are available and develop and improve practice on the basis of emerging knowledge as appropriate for the children and families served</li> </ul>



CEC Initial Preparation Standards	Cross-Sector Core Competencies
Standards	Domains
<p>S6.6 Advocate on behalf of infants and young children and their families</p> <p>S6.7 Implement family services consistent with due process safeguards</p>	
<p><b>Standard 7: Collaboration</b></p> <p>K7.1 Structures supporting interagency collaboration, including interagency agreements, referral, and consultation</p> <p>S7.1 Apply models of team process in early childhood</p> <p>S7.2 Collaborate with caregivers, professionals, and agencies to support children's development and learning</p> <p>S7.3 Support families' choices and priorities in the development of goals and intervention strategies</p> <p>S7.4 Implement family-oriented services based on the family's identified resources, priorities, and concerns</p> <p>S7.5 Provide consultation in settings serving infants and young children</p> <p>S7.6 Involve families in evaluation of services</p> <p>S7.7 Participate as a team member to identify and enhance team roles, communication, and problem-solving</p> <p>S7.8 Employ adult learning principles in consulting and training family members and service providers</p> <p>S7.9 Assist the family in planning for transition</p> <p>S7.10 Implement processes and strategies that support transitions among settings for infants and young children</p>	<p><b>Domain 6: Leadership to Meet Family Needs and Improve Services and Systems</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Exercise leadership in sharing knowledge and resources with families, colleagues and the general public to promote optimal outcomes for young children, birth to 5 and their families and caregivers</li> <li>• Support the use of evidence-informed practice with families and as part of a community system</li> <li>• Assist families in achieving their self-identified goals within and beyond their own sector as needed</li> <li>• Are proactive in obtaining or providing appropriate services</li> <li>• Take a strength-based approach to ensure family members are supported in advocating for the needs of their family</li> <li>• Identify and implement improvements in policy and advocacy for young children and their families</li> </ul> <p><b>Domain 8: Service Planning, Coordination and Collaboration</b> Prenatal to 5 Service Providers:</p> <ul style="list-style-type: none"> <li>• Are aware they are a part of a system of service and supports that requires a coordinated effort in the planning and provision of services for young children and their families</li> <li>• Work to understand the services and connections beyond their own sector</li> <li>• Take a strengths and relationship-based approach in collaborating with other service providers</li> <li>• Understand that effective cross sector work requires devotion of time at administrative, supervisor and worker levels</li> </ul>

Sources:

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# Cross-Sector Core Competencies for the Prenatal to Age Five Field

## Alignment Overview



**ZERO TO THREE**  
Early connections last a lifetime

Sector-Specific Competencies or Related Criteria	Performance or Core Knowledge Area	Cross-Sector Core Competencies for the Prenatal to Age Five Field: Competencies Domain							
		Domain 1: Early Childhood Development	Domain 2: Family-Centered Practice	Domain 3: Relationship-Based Practice	Domain 4: Health and Developmental Protective and Risk Factors	Domain 5: Cultural and Linguistic Responsiveness	Domain 6: Leadership to Meet Family Needs and Improve Services and Systems	Domain 7: Professional and Ethical Practices	Domain 8: Service Planning, Coordination, and Collaboration
California Bachelors of Social Work (BSW) Curriculum Competencies	Identify as a professional social worker and conduct oneself accordingly			X		X	X		X
	Apply social work ethical principles to guide professional practice							X	
	Apply critical thinking to inform and communicate professional judgments						X	X	
	Engage diversity in difference and practice					X			
	Advance human rights and social and economic justice					X			
	Engage in research-informed practice and practice informed research						X		
	Apply knowledge of human behavior to the social environment				X				
	Engage in policy practice to advance social and economic well-being and to deliver effective social services						X	X	X
	Respond to contexts that shape practice		X					X	
	Engagement		X						
	Assessment		X						
	Intervention		X						
	Evaluation		X						

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California Early Childhood Educator Competencies	Child Development and Learning	x							
	Culture, Diversity, Equity					x			
	Relationships, Interactions, and Guidance			x					
	Family and Community Engagement		x						
	Dual Language Development					x			
	Observation, Screening, Assessment, and Documentation	x							
	Special Needs and Inclusion								x
	Learning Environments and Curriculum								x
	Health, Safety, and Nutrition				x				
	Leadership in Early Childhood Education						x		
	Professionalism							x	
	Administration and Supervision						x		
California Masters of Social Work (MSW) Core Competencies	Identify as a professional social worker and conduct oneself accordingly			x		x	x		x
	Apply social work ethical principles to guide professional practice							x	
	Apply critical thinking to inform and communicate professional judgments						x	x	
	Engage diversity in difference and practice					x			

## Cross-Sector Core Competencies for the Prenatal to Age Five Field: Alignment Overview

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California Masters of Social Work (MSW) Core Competencies (continued)	Advance human rights and social and economic justice					x			
	Engage in research informed practice and practice informed research						x		
	Apply knowledge of human behavior to the social environment				x				
	Engage in policy practice to advance social and economic well-being and to deliver effective social services						x	x	x
	Respond to contexts that shape practice		x					x	
	Engagement		x						
	Assessment		x						
	Intervention		x						
	Evaluation		x						
California Transdisciplinary Infant Family Early Childhood Mental Health Practitioner Guidelines and Personnel Competencies —Domain 1: Knowledge Key Concepts	Domain A: Parenting, Caregiving, Family Functioning, and Parent-Child Relationships	x	x	x					
	Domain B: Infant, Toddler, and Preschool Development	x		x		x			
	Domain C: Biological and Psychosocial Factors Impacting Outcomes			x	x		x		
	Domain D: Risk and Resiliency				x				
	Domain E: Observation, Screening, and Assessment								x
	Domain F: Diagnosis and Intervention			x	x			x	x
	Domain G: Interdisciplinary/ Multidisciplinary Collaboration								x

## Cross-Sector Core Competencies for the Prenatal to Age Five Field: Alignment Overview

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<i>(continued)</i>	Domain H: Ethics							X	
Council for Exceptional Children Special Educator Preparation Standards Early Childhood Specialist Set	Standard 1: Learner Development and Individual Learning Differences	X			X				
	Standard 2: Learning Environments	X	X						
	Standard 3: Curricular Content Knowledge							X	
	Standard 4: Assessment		X	X		X			
	Standard 5: Instructional Planning and Strategies					X			X
	Standard 6: Professional Learning and Ethical Practice						X	X	
	Standard 7: Collaboration						X		X
Division for Early Childhood of the Council for Exceptional Children	Topic Area: Leadership						X	X	X
	Topic Area: Assessment	X	X			X			X
	Topic Area: Environment				X				
	Topic Area: Family		X			X			
	Topic Area: Instruction	X	X			X			X
	Topic Area: Interaction			X					
	Topic Area: Teaming and Collaboration			X					X
	Topic Area: Transition								X



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California Center for Infant-Family and Early Childhood Mental Health. (2016). *California compendium of training guidelines, personnel competencies, and professional endorsement criteria for infant-family and early childhood mental health*. Retrieved from <http://cacenter-ecmh.org/wp/professional-development/california-compendium-of-training-guidelines-personnel-competencies-and-professional-endorsement-criteria-for-infant-family-and-early-childhood-mental-health>

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