

	<b>Demonstrates Competency</b>	<b>In Progress</b>	<b>Yet To Be Addressed</b>	<b>Comments</b>
<b>COMPETENCY</b>				
<i>Understands Child/Youth Development</i>				
Has basic knowledge of how children/youth learn and develop in the physical, emotional, social, and cognitive domains.				
Has basic awareness of how atypical development affects learning, socialization and physical capabilities.				
Is able to articulate basic theory about children's/youth's physical, emotional, social and cognitive processes; peer group relations and sexuality; and risk and protective factors of youth development.				
Is familiar with and uses Developmental Assets for children and youth as a basis for program planning and evaluation.				

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<b>COMPETENCY</b>				
<i>Observes to, Responds to Individual Characteristics</i>				
Is familiar with a variety of observation/assessment tools and uses those appropriate for age, group, and desired information.				
Observes children in different settings and at different times of the day; and records many instances of a child's/youth's actions before drawing conclusions				
Observes children's/youth's activities to plan meaningful and relevant curriculum.				

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<b>COMPETENCY</b>				
<i>Respects Individual Differences &amp; Includes Children/Youth with Special Needs</i>				
Uses information about children's/youth's typical development to assess individual levels of physical, emotional, social, and cognitive development				
Supports the learning and development of all children/youth. Identifies and supports areas of strengths/contribution that each participant brings to the group setting. For example:				
<ul style="list-style-type: none"> <li>• Utilizes, even extends, observation strategies to assess areas of strengths and needs of participants with developmental and</li> </ul>				
<ul style="list-style-type: none"> <li>• Can identify signs of developmental delays in students and relate observations to appropriate supervisors, and/or parents.</li> </ul>				
<ul style="list-style-type: none"> <li>• Recognizes family members as a primary source of information and assistance, and establishes a good working</li> </ul>				
<ul style="list-style-type: none"> <li>• Seeks information from specialists, publications and internet on accommodation strategies.</li> </ul>				
Redesigns the care/learning environment to make them more accessible, responsive and developmentally appropriate for all participants.				
Works with other staff members, related program professionals (when appropriate) to make accommodations for participating children/youth with disabilities.				

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<b>COMPETENCY</b>				
<i>Creates a Positive, Supportive Environment</i>				
Provides a supportive environment in which children/youth can learn and practice appropriate and acceptable behaviors as individuals and as a group. Works to reduce environmental factors that encourage misbehavior.				
<ul style="list-style-type: none"> <li>• Involves program participants in setting limits and making the rules that govern the group. Holds group meetings during which children can raise concerns and grievances and work together to solve problems.</li> </ul>				
<ul style="list-style-type: none"> <li>• Program reflects children/youth needs, i.e. schedule allows participants to choose their own activities, cohorts and materials to create challenging and engaging opportunities to learn and grow.</li> </ul>				
<ul style="list-style-type: none"> <li>• Participants are challenged to respect and support one another.</li> </ul>				
Recognizes and respects the individual and developmental range of feelings and temperaments of children and youth, and expects to support the children/youth in appropriate responses in the emotional domain. Recognizes demonstration of emotions as an opportunity to guide a child/youth in an understanding of him/her.				
Builds trusting relationships with children/youth as foundation for positive guidance and selfdiscipline. Yet articulates and maintains appropriate boundaries (such as roles,responsibilities, relationships and confidentiality) with children/youth.				
<ul style="list-style-type: none"> <li>• States directions and reminds participants of rules in positive terms.</li> </ul>				
<ul style="list-style-type: none"> <li>• Discusses a child's/youth's misbehavior in a private conversation.</li> </ul>				
<ul style="list-style-type: none"> <li>• Talks to children/youth about their day in school, their friends, their concerns and their feelings.</li> </ul>				

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<b>COMPETENCY</b>				
<i>Moves Children/Youth to Self-Management</i>				
Applies principles of growing in self-management with children/youth. For example:				
<ul style="list-style-type: none"> <li>• Gives attention to children/youth when they cooperate, share, care for materials, join activities, etc.</li> </ul>				
<ul style="list-style-type: none"> <li>• Uses genuine, positive praise when children use appropriate behavior.</li> </ul>				
<ul style="list-style-type: none"> <li>• Allows children/youth to experience the natural and logical consequences of their behavior whenever feasible.</li> </ul>				
Accesses information about specific behavior problems relevant to children/youth and applies consistent, appropriate behavior management strategies				
With participants with identified special needs, cooperates with behavior management plans recommended by the family and professionals and/or from the child's/youth's IEP (Individualized Education Plan).				