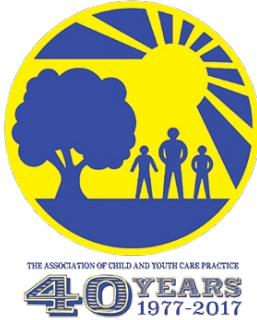


## The Association for Child and Youth Care Practice, Inc.



# THE CYC ADVOCATE

**Our Mission:** ACYCP's mission is to engage practitioners in building the child and youth care profession. We build collaborative partnerships, promote innovative training and education, shape public policy, and inform developmental practice through research and scholarship.

**Our Vision:** We envision a society which recognizes, understands, and supports the essential role of child and youth care work in ensuring the well-being and success of children, youth and families. ACYCP aspires to excel as an influential and innovative organization advancing child and youth care practice throughout the profession.

### Now Happening

## FAMILY FIRST PREVENTION SERVICES ACT PROMISES BIG CHANGES TO CYC SERVICE DELIVERY

*[Editor's Note: This article is reprinted with the kind permission of the First Focus Campaign For Children. Due to the importance and urgency of this subject, we are running the short version of this summary. For the longer more detailed summary, go to the link below. Many smaller scaled facilities may find themselves challenged to meet the standards and requirements of this new legislation. It is hoped that sharing this information will better prepare CYC professionals for the pending changes in US services delivery. For more information on this and other CYC legislative topics, please go to: <https://campaignforchildren.org>]*

READ MORE

### Reflections from the JJ Side

## ADOLESCENCE, CRIME AND DELINQUENCY: THE FOUR BIG QUESTIONS



By Felix Brooks Jr., MA & Carol Cramer Brooks, MA

*[Editor's Note: The staff of the CYC Advocate is honored and delighted to introduce a brand new exclusive column authored by juvenile justice authorities Felix Brooks Jr. and Carol Cramer Brooks. We hope readers will find their information, experience and insights a worthwhile resource, whether applied to the juvenile justice population or to youth and children in general. Enjoy!]*

In my 30 years working with youth in the juvenile justice system, I never interacted with two youth who were alike. The common denominator that they shared was the intersection between deviant behavior and adolescence. That these two things occurred at the same time was not a coincidence. Much of what we know about adolescent behavior is rooted in brain development, a process not completed until age 26. This means our youth are working with a brain that is not done yet. The last part of the brain to develop is the pre-frontal cortex or the Executive Function, the area of the brain governing critical thinking and responsible for planning and understanding the consequences of our actions among other things. Because of this, young people, typically have poor impulse control and engage in risk taking. There is no causal relationship between the rate of development of the Executive Function and deviant behavior.

Risk-taking behaviors, while not necessarily desirable to adults, are auditions for adulthood, necessary adaptations, which prepare young people for the rigors of their adult lives. The vast majority of youth come through adolescence without involvement in the juvenile or criminal justice systems, even though they engage in at-risk behaviors like drinking smoking, or sexual activity.

Central to helping practitioners understand the adolescent mindset are answers to the "Big Four Questions": 1.) Who am I? 2.) What am I? 3.) How do others see me? and 4.) How do I organize myself to go into the world? Youth responses to these questions can manifest into a set of unpredictable behaviors that provide much insight into why youth do the things they do.

**Who am I?** Who is this face in the mirror that I see? Being a Rockefeller is a lot different than being a Brooks. Name and family connection play a critical role in how one's identity is formed. The answer to this question often has an outsized influence on how youth see and interact with the world.

**What am I?** Male, female, straight, LGBTQI, smart, dumb, white, black, brown, musician, athlete, nerd, or jock? No matter how they identify, it matters a great deal to the young person it is applied to. It also gives adults some insight into how the youth feels about themselves and the issues they are facing.

**How do others see me?** The world of young people is a world full of judgement. Despite their rebellious, young people really just want to fit in, to belong to something. Sometimes fitting in involves risky behavior. As the saying goes "Stupidity runs in packs." Young people often get themselves into trouble with friends, engaging in behavior that they would never do on their own.

**How do I organize myself to go into the world?** Youth response to this question is highly influenced by the responses to the previous three questions. Adolescence is so much about identity, and in our social media driven world, it is easy for a young person to get swept up. How youth carry themselves in the world speaks volumes about how they perceive themselves.

Understanding these are correlative, not causative factors, if the trend lines in the first three questions are positive and protective, the individual is less likely to engage in serious delinquent behavior. If the trend lines bend toward the negative, the more at-risk a young person may be.

The importance of these questions cannot be discounted because they represent the core of identity formation. Young people have an internal playbook about how they believe the world works, but they must first figure out where they fit. In order to do so they have to figure out who they are.

The questions serve as road maps in this process. The variables contained in the questions represent off ramps where youth can experiment or improvise behaviors. They do not always get it right. Sometimes they fail. However they come to learn things about themselves that is informative going forward. This becomes a narrative about how they can function in the world.

All young people are at-risk during adolescence. However, some are more so than others. As practitioners, we would do well to remember that young people are vulnerable individuals

with developing brains, trying to figure out who they are. The fact that this process comes at some risk should come as no surprise.

### About the Authors:

#### Felix Brooks Jr.

Felix Brooks Jr. is the former Director of Diversity and Inclusion and International Admissions at Kalamazoo Valley Community College (KVCC), Kalamazoo, Michigan. Mr. Brooks also served as director of the countywide Learning Network Initiative for the Kalamazoo Community Foundation. Prior to working at KVCC Mr. Brooks served youth and families of the 9<sup>th</sup> Circuit Court Family Division, Kalamazoo, Michigan for 30 years as a Probation Officer and Director of a youth transition program. He was an adjunct instructor in the Sociology department for 22 years at Western Michigan University (Kalamazoo), where he taught Juvenile Delinquency and Juvenile Justice Process. He has also worked as a trainer and consultant at the state and national level. Mr. Brooks holds both a BS and MA in Political Science from Western Michigan University.



#### Carol Cramer Brooks

Carol Cramer Brooks is an independent juvenile justice consultant providing training and technical assistance for staff and agencies in leadership, trainer and program development (confinement education, behavior management, and cognitive behavior training) as well as writing training curriculum for staff. Ms. Cramer Brooks is the former Director of the OJJDP's National Center for Youth in Custody (NCYC), a training and technical assistance center created to assist staff in juvenile detention, corrections and adult facilities serving youth and the past Chief Executive Officer of the National Partnership for Juvenile Services. Ms. Cramer Brooks has her Bachelor of Science in Special Education with an endorsement in Emotionally Impaired and Learning Disabled, as well as being a Special Education Teacher Consultant. She has her Masters of Arts in Public Administration with an emphasis in Program Development and Design. Ms. Cramer Brooks has experience in detention (county operated, pre-adjudicated status) and corrections (state operated, post-adjudicated treatment) facilities, government grants, and detention education.

Readers may contact them at [carol.brooks1959@att.net](mailto:carol.brooks1959@att.net) ◇

## Advocacy In Action

# TRAUMA-INFORMED CARE ACT HELPS CHILDREN OVERCOME ADVERSITY



[**Editor's Note:** *The following article is re-printed with permission from: <https://cornerstonesofcare.org/ways-to-help/Become-an-Advocate/Current-Issues/TIC-Act> **Update:** *This legislation has been reported to have **now been passed** by Congress and is awaiting the President's signature, but this could not be confirmed this time. Photo credit Pixabay.com* ]*

### Urge Legislators to Pass This 2017 Act S-774

When children don't have the opportunity to heal from the trauma they've experienced, the unaddressed effects are enormous. Trauma affects a child's brain development. Subsequently, children who experience trauma often struggle in school. Their exposure to violence and constant stress may cause them to act out, making it hard for them and their peers to learn.



A child's emotional and educational challenges can threaten their potential to become a productive adult and they are at risk to experience major medical and behavioral health issues. As adults, they are more likely to contribute to another generation of stress and violence in families and communities. The economic burden from new cases of the trauma of child abuse and neglect alone is \$124 billion each year.

### What Is On the Table?

The Trauma-Informed Care for Children and Families Act of 2017 has identical bills in the U.S. House ([H.R. 1757](#)) and Senate ([S.774](#)). Their sponsors recognize the impact of trauma and toxic stress on communities and the people who live in them — especially children and their development. They also recognize that children can overcome adversity to succeed and thrive, but they need help.

The legislation seeks to improve coordination and training among existing federal programs and federally supported services to identify children who have experienced trauma and provide them with immediate support. It also calls for demonstration projects to test innovative, trauma-informed approaches for delivering early and periodic screening, diagnostic and treatment services. It has the potential to help make all communities trauma-informed.

### What You Can Do to Help

1. **Call or email your legislators!** Look up your [senators](#) and your [representatives](#) and let them know you support the Trauma-Informed Care for Children and Families Act of 2017. You can also contact the leaderships in both the [Senate](#) and the [House](#)
2. **Tweet and post Facebook messages to your legislators as well.** To tweet directly to your lawmaker, insert his/her handle before the tweet content. You can [find legislators' Twitter handles here](#). Be sure to tag your posts with #TICCFA. To find lawmakers on Facebook, simply search for their names and "Like" their page.◊

## Now Happening

# THANK YOU FOR JOINING THE ACYCP TEAM



Whether you're joining for the first time, renewing your membership, upgrading from a student level, or accessing benefits as an employee of an agency member, we would like to express a warm and sincere welcome and thank-you for choosing our premier omnibus child and youth care association!

Our Membership Services Committee is constantly working on new and innovative benefits, with which to assist you, professionally and personally, in your work with youth and children. We know that nothing leads to burn-out faster than isolation, lack of training, and outdated information and practices. That's why we are dedicated to helping you not only survive, but thrive, in making the most of your professional education and dedication, in whatever community-of-care you practice.

Just go to: <https://www.acycp.org/acycp-membership/> to review the numerous benefits which you can start using today to strengthen your professional support system. Then share your knowledge with your colleagues and peers, because "sharing is caring."◊ [Photo credit: Pixabay.com ]

## Now Happening

# SHARING IS CARING!



Come and share your ideas, experiences, and opinions with the rest of the ACYCP membership or the entire CYC profession. Don't be shy! We will assist any and all who wish to participate. Copy deadline is the 1st of each month for the **Membership Memo** (ACYCP members only) or the quarterly **CYC Advocate** (general CYC profession).

Tell us about your journey to certification, an event promotion, webinar, agency activities, job openings, new developments in the CYC profession, news in your particular community-of-care, a movie review, share your opinion on some particular CYC topic, or just pass along a juicy bit of information from another source. We especially welcome materials from Canada and other sources internationally.

Our on-line publications have experienced good success because of the many people who support our efforts every month. Please pass this on to your contacts, as contributors don't have to be ACYCP members.◇

For More information Contact:

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Madison, WI  
photo credit: FreeImages.com

## NEED HELP WITH YOUR CYC CERTIFICATION APPLICATION?



Help is HERE! CYCCB offers monthly webinar-based Certification Help. If you need help completing your certification, application, references, documenting your training and experience, finishing your portfolio, or a host of other things, COME TO OUR HELP WEBINAR.



Child and Youth Care  
CERTIFICATION BOARD

If you need immediate help, call the CYC Office (979) 764-7306. They can answer most questions and provide you with necessary forms.

If you need more, attend one of our webinars. The webinars will be focused on whatever issues are brought to the session relating to certification completion. If you need more help than can be offered during the hour session, a resource person will be assigned to you who can stay involved until you get your application filed.

Go to this [link](#) to sign up. You will receive an email confirming you are signed up. Two to three days before the webinar is held we will contact you with instructions for how to join the webinar.

You will need a computer with high speed internet access. You can either use headphones at your computer or call-in using a phone. Certification staff will be available during the webinar to answer your questions.

If you have questions, please contact us at (979) 764-7306 or [CYCoffice@YouthWorkAcademy.org](mailto:CYCoffice@YouthWorkAcademy.org). There is no charge for attending the webinar. Your phone company may charge for the phone call.

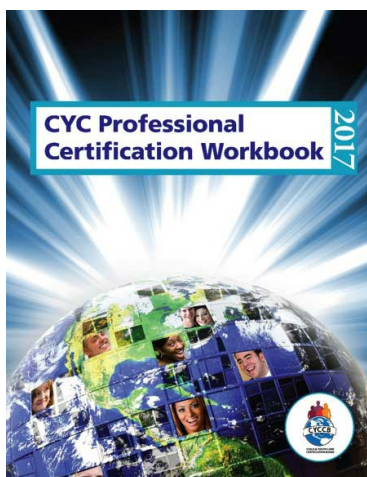
Webinars are all scheduled at:

3:30 - 4:30 PM Newfoundland  
3:00 - 4:00 PM Atlantic  
2:00 - 3:00 PM Eastern  
1:00 - 2:00 PM Central  
12:00 - 1:00 PM Mountain  
11:00 - 12:00 PM Pacific  
10:00 - 11:00 PM Alaska

Webinars will be held once-a-month on the following Wednesdays in 2018:

Nov 14 | Dec 12

## CYC PROFESSIONAL CERTIFICATION WORKBOOK PUBLISHED



CYCCB is pleased to announce that the long awaited *CYC Professional Certification Workbook* is now available. The workbook is designed to help child and youth work practitioners prepare and apply for professional certification (CYC-P) offered by the Child & Youth Care Certification Board.

It provides a wealth of information in an easy-to-use format. It includes information on the history of the CYC certification effort, characteristics of certified practitioners, the testing and application process, forms, costs, and sources for a wide variety of articles, publications, and professional development supports useful to CYC practitioners working in any setting. The sections on test preparation and the professional portfolio offer sample

exam questions and portfolio responses. Information about the Entry, Associate, and Professional level certifications is included.

The workbook is in response to the need for a one-stop source of information that addresses applicant questions and needs. Whether you are preparing for testing, completing an application, or simply exploring how to improve your CYC knowledge and skills, this workbook is designed for you. The workbooks is constructed with tabbed sections to make it easy to find answers for whatever certification related questions you might have.

The workbook is available from CYCCB for \$30 (which includes shipping costs).  
[Order a manual at this LINK](#)



# YOUTH IN FOCUS

Dear friends and colleagues,

The opioid epidemic, violence in schools, distrust between police and young people of color, the growing foster care population. It's a lot to take in, let alone respond to effectively.



Today we're thrilled to announce the launch of Youth in Focus, our new collaborative aimed at changing the way adults fundamentally understand and relate to young people.

Our youth development experts provide powerful, practical, brain-based training to **social workers, educators, law enforcement, child welfare workers, parents, guardians and, of course, child and youth care practitioners** all over the U.S. and Canada.

### **Why is Youth in Focus needed now?**

Because as trainers and coaches, we finally know enough to be truly transformative, and because society can't wait. A growing wave of brain science tells us precisely how young people's development is shaped by the behaviors of adults around them-and which behaviors directly help or hurt despite our best intentions. These kinds of breakthroughs can take years to get into the hands of on-the-ground practitioners, especially in times like these of great social change and political uncertainty. To speed things up, we're taking matters into our own hands.

### **What does Youth in Focus do?**

Youth in Focus trainings fall into two categories. First, we offer intensive trainings in Youth Thrive™ and Families Thrive™ programs. Based on research by the Center for the Study of Social Policy, these trainings weave together neuroscience, adolescent development and trauma research to teach adults how to leverage every interaction with young people for the good. Second, we provide shorter trainings in five areas - resilience, social connection, child & adolescent development, cognitive & social-emotional competence, and concrete support in times of need - known to protect and promote healthy growth in adolescents.

### **What we hope you'll do right now:**

Visit [our new website](#) and sign up today for news and training updates. If you're one of the hundreds of professionals who have already attended a Thrive training, join our [Community of Practice](#) for coaching, refresher content and interactive chats.

Spread the word by forwarding this message generously to colleagues.

### ***Youth in Focus is a collaboration of these organizations:***

*Academy for Competent Youth Work; Bolster Collaborative; Health Care Education and Training; National Safe Place Network; Phillips Programs for Children and Families; and Youth Catalytics.*

[See more about them here.](#)

## **Now Happening**

# **CYCCB-NOW BIGGER AND BETTER THAN EVER!**

As part of our expansion, CYCCB has moved its offices to a new location. It is just down the street from our previous location but will provide us with much needed extra space to house our new staff and programs.

Please change our address in your records:

1212 Orr Street  
College Station, Texas 77840

We have mail forwarding in place for the next 6 months so anything in transit should make it to our new address. After December 2018 mail addressed to the old location will no longer be delivered to us.

All email addresses and phone numbers remain the same. Our email systems are up and running so there should be no disruption to our electronic communication systems.

We have changed the addresses on all of the CYCCB certification forms. Forms listing the new address are available on the CYCCB website.

Thanks,  
Frank Eckles  
CYCCB Office Administrator  
Office: (979) 764-7306

[Frank.eckles@youthworkacademy.org](mailto:Frank.eckles@youthworkacademy.org)  
<http://www.cyccb.org>◇



## FAMILIES THRIVE

*Protective and Promotive Factors to Enhance  
Thriving for All Children, Youth & Families*

*Combined Practitioner Training &  
Training of Trainers*

*Dates: November 26-29 & 30, 2018*

*Location: Craig Hall, 2148 S High Street, Denver, CO*

*Partners: University of Denver Butler Institute for Families*



UNIVERSITY of  
DENVER

BUTLER INSTITUTE FOR FAMILIES  
Graduate School of Social Work

**Families Thrive** is a curricula that applies the protective and promotive factors framework that has been shown to support health, well-being and thriving in young people across childhood into young adulthood. **Families Thrive** brings together the latest research on child development, brain biology, and the impact of trauma on development to help young people, parents, caregivers and professionals understand and respond to youth and their caretakers in ways that increase engagement and the likelihood of healthy developmental outcomes.

**Families Thrive** integrates the Center for the Study of Social Policies's (CSSP) **Strengthening Families™** and **Youth Thrive™** training into one comprehensive training experience. **Families Thrive** devotes a module to each of the protective and promotive factors – knowledge of child development, social connections, cognitive & social/emotional competence, concrete supports in times of need, and resilience – and teaches practical techniques for applying the framework in programs, practices, and communities.

### TRAINING FOR TRAINERS

Course participants who complete the **Families Thrive Training of Trainers** are authorized to teach the **Youth Thrive** and **Families Thrive** curricula. These can be taught as standalone courses or combined as **Families Thrive**. (Strengthening Families does not require trainers to complete a training event. Course materials are available for download at the [www.CSSP.org](http://www.CSSP.org) for practitioners who want to teach Strengthening Families content as a standalone course.)

### SCHEDULE



The **Families Thrive Practitioner Training** is from 9 AM to 5 PM each day for 4 days (7 hours per day x 4 days = 28 total training hours).

Participants attending the **Training of Trainers** attend the Practitioner Training and an additional hour each day, from 9 AM to 6 PM. At the end of the 4-day training sequence, they attend an additional full day of training (Nov. 30) that focuses on trainer skills, course presentation, and short 'teachbacks.'

## COSTS

Practitioner Track: \$1,125 per person

Training of Trainers Track: \$1,600 per person

Follow this link for [REGISTRATION](#)

FOR ADDITIONAL INFORMATION, CONTACT: [Cindy Carraway-Wilson](#)

Ph: (207) 319-6009

## YES, YOU TOO CAN BE AN INSTRUCTOR

Do you have skill sets in a youth and childcare specialty?  
Would you like to share your CYC experience with colleagues in the U.S. and Canada?

Whether you are a novice or an experienced presenter, **ACYCP's Professional Development Committee** would like to hear from you! We can help you with every step from helping with your PowerPoint slides to tips on how to organize and pace your presentation. Like so many of ACYCP's activities, you'll be helping your CYC colleagues do more and do it better. In addition, it will look great on your resume.



We're looking to schedule a line-up of presenters for each quarter, beginning in 2019. So holler back and sign-up to take ACYCP to the next level!

*"I appreciated this webinar's focus on personal and professional growth/development"-Resumes, References and Cover Letters*

*"Very beneficial exercises and group engagement."-Social/Emotional Intelligence*

For more information, kindly contact:

Michael Mitchell (Initial Coordinator)

(608)846-2860 (Madison, WI)

[propman46@gmail.com](mailto:propman46@gmail.com)

photo credit: FreeImages

## Thinking Like a Fox

## LESSONS FOR LIFE

By Lorraine E. Fox, Ph.D.

It's Fall and students of all ages have returned for their various "lessons". Pre-schoolers are back in Day Care learning how to relate to and get along with children who do not live in their house. Grade school children are learning how to get along with peers who do not live on their block. High school teenagers are learning how to get along with peers who do not even live in their neighborhoods. College co-eds are learning

how to relate to people who do not even live in their State. At each level, students are also in school to learn lessons about "subjects" and getting along with others, gaining skills which will enable them to navigate the worlds of childhood, and later adulthood, successfully.

In CYC work we are all "teachers". Those working in group care are having to teach social relationship skills similar to those being learned by college students, as we group residents of multiple ethnicities and from a wide variety of "neighborhoods". In addition, rather than having tasks related to "subjects" our daily challenge is to enable young people with histories of unfortunate previous "learning" re-learn lessons about other ways that "life" can work.



I'm guessing that most of you reading this column have had the misfortune of hearing one of your colleagues in some meeting talk about the need for "our" kids to "learn how to live in the real world". This is most often spoken angrily or at least unkindly. This kind of statement is based on a wish that there is really only **one** "real world", which is thought of at quite different than the "world" our kids have experienced before we met them.

Unhappily, children growing up with abuse and neglect have, indeed, experienced a **real** world, a world quite unlike one we would wish for them. If we are to be successful life "teachers" for our kids it falls to us to be willing to be open to examining what our kids learned in the world they lived in before they came to us, and then to think carefully about how to transition them into knowing how the world can be different for them. The lessons are not easily learned, but knowing that they can be learned is what motivates dedicated CYC workers at all levels to show up for another day of giving it a try.

There are many trite and misguided sayings about the "joys of childhood" and about the naiveté of children, and the need to give up such childhood ignorance and learn to accept the responsibilities of adulthood. But a glance at the intake history will reveal that our children have yet to experience the "joys" of storybook childhoods and the ignorance of "bliss". Our kids know a world of undeserved pain and most have knowledge of "life" that young children should not have. I would like to throw out a challenge for you my dear readers, and we'll follow up in future columns this next school year.

The challenge is this: Before you give a kid a "consequence" for unacceptable behavior, ask yourself what information this troublesome, inappropriate, unacceptable behavior gives you about what the young person may have "learned" before they came to you. What did they learn about "power"? Did they have any? Were they ever able to influence the behavior of their parents, or were they ignored or belittled or scolded when they tried?

When you start asking them questions about why they did something, or what they thought was going to happen, and they say "I don't know" is it to avoid responsibility or could it be that they really don't know, because no one ever really engaged with them about choices and consequences. Were they ever given any real choices, or were they just told what to do and what was going to happen to them if they didn't do it. Do they make "poor choices" because they never got to practice making choices?

Did the kids in your care learn that "consequences" were getting hurt? Were their beatings consequences? Was their neglect a "consequence"? Was being sexually violated some kind of "consequence"? Is one of their consequences feeling guilty about something that someone else did to them?

We love to talk about consequences, and we should. But I don't think we can give fair or effective consequences until we learn first what a child or youth who "misbehaves" (if there is such a thing) already "knows" from the life they've lived so far. We are in a wonderful position to teach them about a life that is fair, and predictable, and safe and we can do that through meaningful consequences.

But until next time, pay close attention to what the behavior of your children and youth "tells you" about what they've learned at home. Behavior is a form of communication: "Listen"! How a young person behaves tells us what they've come to expect

from life, and from you. We don't want to decide what to do until we know **why** something was done. We'll follow up on this assignment next time.◇

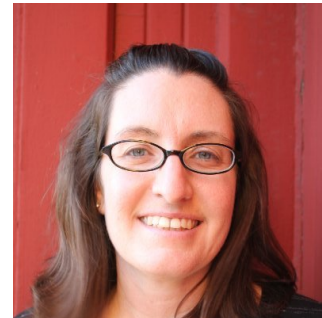
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## President's Perspective

# EXCITING NEWS ABOUT "THE JOURNAL"

By Jody Rhodes, President- ACYCP, Inc.

After a busy summer of preparation, a proposal for the **Office of Scholarly Communication and Publishing at the University of Pittsburgh** and a review by the **University Library System's Publications Advisory Board**, the **ACYCP Journal of Child and Youth Care Work** [fondly referred to as "The Journal" for short] has finally received word that **the Journal will officially be on-line**. The Journal will be **open-access**, meaning that anyone in the world can read the articles. In addition, we are exploring the possibility of putting all of the back issues of the Journal on-line!



A special thank you to Karen VanderVen, Andrew Schneider-Munoz, Dale Curry, Jean Carpenter Williams, Cindy Popovich, Rosanne Renteria, James Freeman who attended, in person or by phone, an organizational meeting at the University of Pittsburgh and have done so much to make the on-line Journal a reality.

Thank you also to the following individuals, who have agreed to be Journal Editors: **James Anglin, Charlyn Harper Browne, Pam Clark, James Freeman, Robert Gallen, Deborah Getz, John Korsmo, Mark Littlefield, Varda Mann-Feder, Michael Nakkula, Pam Richards and Brad Rose.**

A **Call for Papers** for the first on-line issue of the Journal of Child and Youth Care Work is now being circulated and the **deadline for submission is December 31, 2018.** ◇

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## Resources In Review

# GOOD INTERNSHIP NEEDS FREQUENT COMMUNICATION, STURDY STRUCTURE

By Michael Mitchell, MAT

[**Editor's Note:** *The following article, Part 2 of a three part series, is re-printed (with edits) by permission of the author and This Week In Juvenile Justice, March 14, 2018, [www.jjie.org](http://www.jjie.org) To read Part 1, go to [www.acycp.org](http://www.acycp.org) and access the Summer 2018 edition of the CYC Advocate.*]



Timely, accurate and clear communication is the lifeblood of a quality, functional and durable internship. However, there is more to this than just the dialogue necessary to meet the logistical needs of the program.

Complete communication demands the processing of information. It is this processing that leads to retention, thereby enabling integration with existing knowledge, thus producing true learning. Coursework will naturally include both, formative and summary testing or evaluation of some kind, to determine content mastery.



This stands in marked contrast to many professional seminars and workshops, which seem to provide content presentation (perhaps supported by some illustrative exercises), but are void of learning measurement, either in-house or take-away. It is left to the individual to assess, accurately or not, if they have mastered the content in a way that will be applicable at a later date. We call these events trainings, but are they really educational without the assessment component?

Of course this applies predominantly to the intern, but not without the substantial collaboration of the instructor and the supervisor.



### **Data in, learning out**

There are overlapping responsibilities and benefits among the participants. While the instructor's function is that of teacher, the sponsor's function is to be a mentor, a qualitative activity that requires real quantitative structure. Here again, comprehensive communication, in its broadest sense, is essential.

Establishing a weekly face-to-face meeting for a set time and duration with a clear agenda is critical. To assist in this, instructors and supervisors should support student journaling, or at least the completion of a short questionnaire on paper.

Formative evaluation or progress questions might include the following: performance strengths, new responsibilities undertaken since the last review, areas in need of improvement/growth, plan for improvements and/or new responsibilities.

These summaries might also include intern perceptions of challenges or barriers to comprehending agency policies and procedures, client relationships, the scope of the juvenile justice (or social service) system, agency operations, professional development (such as ethics) and cultural competency. In conclusion, the review should include a section for general comments and concerns from intern with a similar section for the supervisor to provide constructive feedback and recommendations. This review should be shared with the instructor at the first opportunity possible.

This enables student self-assessment and progress review over the term of the placement. It can also alert both instructors and supervisors to student progress in harvesting maximized learning from their internship experience.

In addition, placing the intern in close physical proximity to the supervisor allows for real-time processing of daily experiences. The value of this cannot be overemphasized. Why? The true integration of experience requires both detail and context; data and background. Only the seasoned supervisor can fulfill this on-the-job function. There is really no substitute for real-time processing of real-time events, and the closer to the experience the better. Waiting up to a week to process the student's activities, reflections and conclusions seriously dulls the edge of maximized learning potential.

This can then be used either as the focal core or the general background of the weekly meeting agenda. This gives both intern and supervisor the opportunity to jointly witness events as they happen and incorporate some short interactive processing, no matter how brief. Having students sign a confidentiality agreement and reviewing it in the orientation (before placement confirmation), should alleviate most concerns about client privacy.

### **Each one teach one**

Having students share their weekly progress with others in the classroom can provide the instructor with an abundance of enrichment materials. This experiential cross-pollination is perhaps the best in-class supplemental activity an instructor might employ. With textbooks lagging significantly behind the latest research, supplemental reference materials are often mandatory. Student-generated anecdotal materials can provide the context in which to place objective research. Instructors can take this a step further and invite supervisors to class as guest lecturers. This provides yet another opportunity for students to process details within a larger context, creating an integrated learning matrix. The relevancy and value of this kind of learning cannot be overestimated. If you have a class where students occupy a wide range of placement types (detention facility, community-based, law enforcement, social work, etc.) in juvenile justice, plus maybe in social services (nursing homes, community centers, clinics, mental health facilities, etc.), the range of intern experiences on which to report and share

could be exceptionally large.

### **If you build it they will come**

If not developed jointly by the agency and the instructor, the supervisor should have a master internship plan, with details as to its scope, sequence and objectives. Collaboration with the instructor is an ideal way to tie in these same three elements from the course curriculum, thus producing an internship program. This need not be minutely integrated, but rather generally coordinated. A general outline retains enough flexibility to accommodate a range of courses, minors or majors.

While it's probably a given that student activities within the sponsoring agency will be derived from the agency's mission, this should be the core, but not the totality of the internship structure. It is wise to get student oriented to the agency's daily activities and culture as soon as possible. Think of this as a "job description," but with measurable learning outcomes.

Integration of the intern into the agency environment should begin with a general orientation long enough to tell the student the specific expectations, opportunities, duties and anticipated outcomes of the placement. This includes plenty of time for Q & A, so that students arrive at what we extend to clients as a right of service — informed consent. Supervisors could even work up a list of FAQs. This must happen before the placement confirmation. The relatively small time commitment can help insure a comfortable and durable fit for student, sponsor and instructor alike.

Having students reject or abandon their placement at the last minute can be extremely disruptive for everyone. At best, this is highly inconvenient. At worst, it can cost an instructor a valuable placement opportunity. The responsibility for preventing this rests on all three parties equally.

### **Strong trees from little acorns grow**

When the internship starts, it is essential that interns and supervisors talk personally. This establishes the collegial spirit for the mentorship environment. Exploring how and why both parties chose to pursue a juvenile justice (or social service) career is conducive to good bonding and an enduring rapport, which can thrive well beyond the completion of the internship. Many a career-long friendship has been launched in just such a manner. Following this personal introduction, supervisors should go over the master plan. This is where they need to model strong organization and efficiency habits and techniques. Good time management skills, agency policy adherence, timely communications and work accuracy are just some of the skill sets an intern should be expected to acquire from supervisors.

### **Take it outside!**

Perhaps halfway through their tenure, interns should be given the opportunity to expand their learning opportunities through auxiliary enrichment activities.

Whether the agency or program is governmental- or community-based, enrichment activities are yet another opportunity to expand both experiential detail and context for the intern. These opportunities may be coordinated with other intern supervisors within the agency (or with other agencies) or with the instructor's other placements.

Interviewing foster parents, social workers, juvenile court judges and law enforcement officers would be a good start. Touring a group home, juvenile detention facility and neighborhood community center would all expand direct student knowledge of the social service environment.

This is how interns can assess where the gaps exist within the prevailing juvenile justice system of service delivery. This contextual knowledge might well help them better understand how and why specific programs and policies succeed or fail in the real world. Any internship that does not provide the opportunity to attend a juvenile court hearing might be considered deficient. This can also help interns sharpen their career focus.

*Michael Mitchell has worked with more than 30 post-secondary interns from graduate, four-year and two-year institutions working with juvenile court-supervised, at-risk, special-education teens, plus adolescents with clinical mental health issues. He is a first vice president, online publications editor and membership services chair for the **Association for Child and Youth Care Practice**, [www.acycp.org](http://www.acycp.org) Write to him at [propman46@gmail.com](mailto:propman46@gmail.com) He wishes to acknowledge his sincere gratitude to Program Director*

## Oh Canada!

[Editor's Note: *This column will return in the winter edition of the CYC Advocate.*]



## SPEAKING OF YOUTH AND CHILDREN

"Children are likely to live up to what you believe of them."

FORMER FIRST LADY, LADY BIRD JOHNSON

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## What About Me?: Self-care When You're Giving It Your All

### MAKE YOURSELF A PRIORITY THIS SEASON

By Dr. Shilagh Mirgain

The holidays are often seen as a time of joy and celebration. Visiting with family and friends, special traditions and festivities seem to fill the month following Thanksgiving. But many people also experience significant stress this time of year. So how to keep from having a blue Christmas or holiday celebration?



"Make self-care your priority," says Shilagh Mirgain, UW Health psychologist. "Think of it like the safety messages we are told on airplanes – put your own oxygen mask on before helping others."

Mirgain explains that there can be tremendous expectations surrounding the holidays – the pressure to buy expensive and numerous gifts, creating the "perfect" holiday meal, maybe even pressure to feel happy when we are feeling far from it. Add to that time with extended family, which can bring its own stresses, and it's no wonder so many feel overwhelmed.

"When you make your own well-being a priority, it enables you to manage the pressures more effectively. It allows you to feel happier and savor the positive aspects of the season," she comments.

To help you feel good will toward all, Mirgain offers a few simple suggestions to help you 'put the oxygen mask on' and connect with your own needs.

#### **Do one small thing each day that brings you joy**

Like many others, you may find yourself caught up in the "should do", "have to," and "must do" aspects of the season. When that happens, you may end up feeling drained because you're trying to live up to other people's (or you own) expectations. Instead, try to do one thing each day that would make you happy.



"It's giving you a chance to recharge," comments Mirgain. "Take a nap, watch your favorite holiday show, buy yourself a treat, call a friend or loved one. When you do small things for yourself, it can help you feel fulfilled and allows you to have more to give – your time, attention, love and energy – to others."

### **Speak kindly to yourself**

With high expectations for holiday joy, it can be easy to focus on what isn't going right or things that aren't getting done. But Mirgain comments that it's important to manage expectations – things aren't going to go perfectly no matter how hard you try.

"The little voice in your head can be very defeating sometimes," says Mirgain. "Try to remember to keep your self-talk supportive. If you catch yourself being self-critical, stop and choose a different kind of thought. A simple self-affirming statement like 'I'm doing my best,' or 'it will all be okay,' or even 'nice job,' can make a difference in your mood and enjoyment of this time of year."

### **Practice an attitude of gratitude**

In the flurry of activities and even the commercial messages about buying lots of expensive gifts, it can be hard to focus on what the holidays truly mean to you. Whether it's time with family that you don't get to see very often, an opportunity to give back to the community, or an affirmation of your personal beliefs, the true meaning of the holidays can be a very personal one. And one way to help remember that is by taking the time to reflect and be grateful for those special things in your life. Feeling appreciation for things in your life helps you feel good and can actually help those around you feel good as well.

"Think about giving the gift of appreciation this year. Make a list of a few people you are grateful for and reach out and tell them what a difference they have made and remember to keep yourself at the top of the list," shares Mirgain.

### **Maintain positive health habits**

Rich foods and decadent desserts can make overindulging easy to do. Holiday festivities and cold weather can make it challenging to find time to exercise or get adequate sleep. Add in the fact it's also cold and flu season and it becomes a recipe for getting sick. While it's easy to let self-care go, it's important for it to stay a priority.

"It can be tempting to think 'it's only one time a year' but when you overindulge it can affect your health and even interfere with your ability to enjoy the season. Remember to make movement part of your day, even if you don't have access to a gym you can take walks for example. Drink plenty of water, get good sleep, keep sweets and alcohol in check – when you do, you'll stay healthier and happier," comments Mirgain. "Remember, your well-being is the biggest gift you have to give."



*Dr. Shilagh Mirgain*

**Date Published: 12/15/2014 Re-printed courtesy of UW  
(University of Wisconsin) Hospital & Clinics. ♦**

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## **Now Hear This**

# **SEEKING PROFESSIONAL CYC POSITION**

Due to new size minimums from our national office, the small Big Brothers Big Sisters agency I currently manage must close its doors. With a bachelor's degree in Professional Communication, focused in Public Relations, my passion has always been with the program work as well as communicating its value. I conduct all of my agency's public relations work and media positioning, including press releases, newsletters, radio talk show interviews, and

radio commercial-writing.

For the two years since my hire I have executed our annual fundraiser involving hundreds of individuals and dozens of companies. Every six weeks I provide events for my program participants. I present in all public speaking engagements and I am assertive and professional in volunteer recruitment, having increased our program count from 20 to 48 participants during my short tenure here. I am also responsible for all volunteer training and have worked with various ages, backgrounds, religions, and ethnicities among parents, youth, and volunteers.

I am looking for an opportunity to sharpen my skills while I make a difference in the Indianapolis area.

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## Now Happening

# JJIE DONATION APPEAL

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By pledging to make your donation between Nov. 1 and Dec. 31, you can watch your contribution double, dollar for dollar up to \$1,000. This effort, known as NewsMatch, is coordinated by the Miami Foundation and supported by the Democracy Fund, the Knight Foundation, the MacArthur Foundation and the Ethics and Excellence in Journalism Foundation.

With your donation, we can continue to report on the facts and the stories you want to hear about.

*[Editor's Note: While we usually don't run ads for non-ACYCP donations, we feel we owe a deep debt of gratitude to the JJIE for allowing us to re-print articles from their publication [This Week In Juvenile Justice \(jjie.org\)](#).]*

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## THE ACCIDENTAL PRACTITIONER

*[Editor's Note: This column will return in the winter edition of the CYC Advocate.]*

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## Resources in Review

# A MUCH NEEDED, REFRESHING GLIMPSE OF RESIDENTIAL CARE OF CHILDREN

By Frank Delano

[Editor's Note: For more information, [please follow this link](#) ]

I recently facilitated cultural competence training with **Noor Almaoui** at **Optimist Youth Homes in Los Angeles**. We were both taken with the exceptional self-reflection of the participants and their ability to openly discuss their own practice and their own potential biases in working with families and kids. This was even more impressive given the training was attended by such a wide range of staff from all organizational levels including Optimist CEO Sil Orlando himself. I have done supervision trainings at Optimist before and have always been impressed with my perception of the staff and the quality of services they are providing.



Silvio John Orlando was a former supervisor of mine in New York and we both have a long history with, and love of, residential treatment. Before the training we were discussing how Optimist was doing with all the changes in residential services today and I was lamenting about my frustration with the negative image that many in society seem to have around the importance and quality of residential treatment over the years. Sil then told us about a video that CNN featured nationally about Optimist.

"Sil" commented that he has always felt agencies should be reaching out to the media more. A number of years ago he found some commonalities with current CNN star Michaela Pereira. Sil told us "The commonality was that Michaela was a product of the foster care system herself and in our case identified with me as both she and I are Canadian! She became very involved in volunteering, hosting some events, emceeding our agency video, and eventually joining our advisory board. Her career progressed in the meantime and she went national, joining CNN. She remained involved with us all along. We never asked her to do something on TV for us, but when the opportunity presented itself, she featured our organization on national television. While it was good for our organization it is also good for all of us in the field.

The video below speaks for itself....a much needed refreshing look and a model for why we should all be reaching out to the media to share the many positive stories of the work we do: <http://fave.api.cnn.io/v1/fav/?video=world/2017/06/12/champions-for-change-michaela-pereira.cnn&customer=cnn&edition=domestic&env=prod> ◇

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**From the Soapbox...Again!**

## WE'RE ALL NEIGHBORS!: ON THE LIFE AND WORK OF FRED ROGERS

By Karen VanderVen, Ph.D., Professor Emerita, U. of Pittsburg

*A Commentary on the documentary film **Won't You Be My Neighbor**  
Tremolo Productions 2018*

[Editor's Note: To see a trailer for this film, [please follow this link](#)]

It was hard to sit in a movie theater chair balancing a large cup of Coke, a box of popcorn, and a pad and pen for note-taking, especially as this would be my first time in a movie theater in 20 years! But this one I couldn't miss. Pan back to early 1962 and a class on the School Age Child in the Department of Child Development and Child Care at the University of



Pittsburgh where I was beginning graduate study. Sitting across from me at the large conference table was a slender dark haired man who was a ministry student. His name was Fred Rogers. The next term I took a course on the Preschool Child from Dr. Margaret McFarland who shared warm wisdom and profound insights about what promoted healthy development.



How lucky could I be? I didn't realize at the time I was in the company of the future "Mister Rogers" of "Mister Rogers' Neighborhood" and the unique and brilliant child development advisor— Margaret McFarland, whose collaboration with Fred produced the extraordinary television program that enthralled and supported children – and adults to for that matter – for decades.

The years went by and the unique program became an institution. So when the film appeared I went to see it not once but twice. The film essentially interweaves an account of Fred Rogers' own development from an only child to a famed television star and producer, and especially the powerful ideas he had about how to help children grow into developmentally healthy adults.

The film shows how Fred Rogers grew up as a somewhat lonely and frail only child. His childhood situation exerted a strong influence obviously on his overall development as an adult, his choice of career, and the way in which he enacted it. To me this is one of the most important 'lessons' of the film for child and youth workers. I always contended "we're not in this field by accident". Certain aspects of our childhood destined us for it. As well the program was concerned with modulation of children's experiences. Isn't that a core role of the child and youth care worker? The concepts of child and youth work as fundamentally relational gives further impetus to integrating Mister Rogers' insights into our ongoing of child and youth care work and the overall welfare of children and families.

There are numerous examples of Fred's beliefs about children and childhood in the film. Those that are the most embracing and the most eloquent interestingly are those that can still apply to children today. He speaks of the highest order of human emotions, which include hope, faith, and love of neighbor and of oneself. Kindness is central – and I may add, is needed more than ever in today's world. He points out that 'you don't need to jump through hoops' to have a relationship with a child. And indeed today such relationships are profoundly needed by children.

He importunes us to be an 'emotional archeologist' – seeing the root causes of things. Certainly as he conveys, trust, just as advocated by Erik Erikson, is the first thing one experiences in a caring family. The neighborhood beyond the family should take care of you as you grow and be an integral part of that growth, with its opportunities to participate in interesting activities and to form new relationships with people of all ages.

As you watch the film and experience Mister Rogers' premises about children and child development, you may feel that a few of them may need to be modified or re-translated to make them applicable to a completely different world than that which existed when the programs were made several decades again. This is positive and can maintain his legacy.

But Fred represents people of all ages, If we believe that development is life long, the film gives Fred Rogers as an example. He demonstrates growth as he meets difficult challenges and ingrained prejudices. For example, he eloquently confronts a senator who was going to oppose federal funding for children's television but who graciously capitulates after Fred's moving and impassioned speech. He warmly relates to a gay man, giving his implicit support, acceptance and endorsement of all variations in human characteristics.

We see snapshots of Fred as a family man and a person outside of his television role. He loves to swim and keeps his weight down to 143. That's inspiring! His sons Jim and John weigh in on home life with Mister Rogers, and we learn about his loving and supportive relationship with his gracious and musical wife, Joanne. And a lot more which you should see for yourself.

Mr. Rogers always told us we were "special". So is this film. Make sure to see it if you haven't already. If you have seen it – go again. You'll cry, learn, and grow even more.

## Reference

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## Healthy Kids, Healthy Adults

# TEEN HEALTH AND HOUSING AFTER AGING OUT OF FOSTER CARE

By Natalie Guerrero, PhD and Paula Cody, MD, MPH

*[Editor's Note: This article marks the beginning of a new column for the CYC Advocate. The following article is re-printed with permission from the on-line blog **Growing Up Healthy** (July 26, 2018) published by the University of Wisconsin Hospital and Clinic & American Family Children's Hospital. Do you have a good article on health issues for youth and children? Please pass it along and we'll be glad to run it. Thanks and enjoy!]*



Foster care has been a frequent topic of discussion lately; there have been heart breaking-stories (like foster families helping ease anxiety of [immigrant children placed in foster care](#) while separated from parents), as well as heart-warming stories like the clothing store in Florida who has [special shopping hours just for children in foster care](#). There are many [reports](#) available about the health of children while in foster care, but what happens to the teenager who "ages out" of the foster care system?

Teens who are in the foster care system face challenging social stressors after leaving foster care when they turn 18 years old. Every year [24,000 US foster adolescents](#) age out of foster care. The period after leaving foster care can be a rough transition. These teens are at high risk of bouncing from one living situation to another, which is termed "housing instability." It's been estimated that [more than 35%](#) of them may experience homelessness after leaving foster care.

How is housing related to teen health? More ways than you'd think. For example, having a stable place where a teen calls "home" seems to actually help teens avoid engaging in risky sexual behaviors. Some of the risky sexual behaviors include exchanging sex for money or drugs, not using condoms consistently, and having multiple sexual partners. Having stable housing also helps teen mental health by helping them to have high self-esteem.

Different programs have tried to make sure that teens who grow out of foster care have more support when it comes to housing. One program, for example, called the [New York City/New York State-Initiated Third Supportive Housing Program](#) was started through a partnership between New York City and New York State in 2007. They called it NYNY III for short. It provides housing that is supportive for people at risk of homelessness, and it focused special attention on teens aging out of foster care.

So did the program actually help former foster teens have better housing stability after they grew out of foster care? In short, [yes](#). Those teens who were in the program were more than four times more likely to have stable housing during the 2 years after they grew out of foster care compared to those who were not in the program.

Former foster adolescents are also more likely to engage in [risky sexual behaviors](#) that may lead to sexually transmitted infections, also called STIs, like chlamydia and gonorrhea. The NYNYIII program helped to decrease the number of STIs the teens had after they left foster care. Teens who were in the program had less than half the risk of having STIs after

they grew out of foster care compared to those who were not in the program.

So these types of programs may help with both housing and health risks among former foster adolescents. In Wisconsin, the [Department of Children and Families](#) can give foster teens more information about services available to them after they turn 18. If you or your teen are concerned about housing and health risks, your doctor's office can help you get connected to the resources available to you.◇

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### **MOVING? CHANGE OF JOB? GOT A PROMOTION?...**

Well, we wish you all the best of success! But don't forget to take us along! Who knows, your ACYCP membership benefits and resources may come in real handy in your new situation. Or does your current email not permit personal or outside messages? Just get us your new email contact and any other membership data updates. So put us on your calendar or to-do list to make sure our contact remains unbroken. Just shoot off a quick easy email to [acycp2011@yahoo.com](mailto:acycp2011@yahoo.com) with all your relevant changes, and we'll take care of the rest. We're soooo confident you'll be glad you did!

### **LINK WITH US!**

CYC agencies and organizations may email the general email address at: [acycp2011@yahoo.com](mailto:acycp2011@yahoo.com) and send their logo and web link, along with the name and contact information of a designated representative. Please put "Invitation To Link-ACYCP" in the subject line. We look forward to welcoming you to our communications and resource network!

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