

Your Quarterly News & Updates Vol.4 Issue 4/Fall 2019  
From The Association of Child and Youth Care Practice



## **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.

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ACYCP is on social media! Follow us on [Facebook](#) using [The-Association-for-Child-Youth-Care-Practice-Inc-186063394783003/](#) and [Twitter](#) using [@ACYCP](#) and on [Instagram](#) using [@ACYCP\\_Inc](#) . We look forward to hearing from you!



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ENJOY!

## ACYCP PRESIDENT'S PERSPECTIVE

### RED IS THE NEW BLUE!

By Jody Rhodes, CYC-P, MS-Staff Writer

Hello ACYCP Members and Friends,

The past three months has been a very busy and productive time for the ACYCP. After our Annual face-to-face Board Meeting in Milwaukee in June, our new committee structure has enabled us to get to work on many innovative projects. We also undertook the process of a new website and a new logo! Anyone who has gone through a logo re-branding knows how difficult it can be to get just the right "look" that conveys the message for an organization, and ACYCP was no exception. I am excited to say that we have found one that does just that. Our prior logo was in place for **forty plus years**; it was definitely time for a change! Watch for our new look on all our communications going forward.



Our re-structured committees are in high gear and we invite any members who are interested in joining our work at the committee level to do so. **Committee work is a great way to get to know the organization** and can sometimes lead to an elected board position. The active committees we have right now include:

**Membership Services**  
**Advocacy**  
**Certification**  
**The Journal**  
**Professional Development**  
**Media Committee**

Whatever your passion or interest, we have a place for **YOU!** Find out more by contracting me directly at [jodyrhodes@sbcglobal.net](mailto:jodyrhodes@sbcglobal.net) and I will connect you to the committee chairs. I look forward to hearing from you!

Enjoy this issue of the CYC-Advocate!◇

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Now Hear This!

## ACYCP ENDORSES GUN VIOLENCE RESOLUTION



[Editor's Note: Recently the ACYCP Board unanimously endorsed the following resolution, which [Susan Dreyfus CEO of the Alliance For Strong Families](#) released in a joint statement with [United Way Worldwide CEO Brian Gallagher](#), calling to end gun violence.]

AUGUST 8, 2019

“Gilroy, California. El Paso, Texas. Dayton, Ohio. Over the course of two weeks, these communities have become yet another footnote in a history linked by the devastation of gun violence, not on the battlefield but in our neighborhoods and communities. If your life has not been personally touched by these incidents, don't be complacent. We are ALL impacted and are slowly being forever changed as a nation if we don't say `enough!’

Our entire nation is on edge but will we just move on or stand up as a people and change this course? Children fear going to school and have to endure active shooter drills in their classrooms. In Times Square, people started to flee and take shelter after a motorcycle backfired. Many are afraid to congregate at festivals, places of worship, shopping malls, and concerts – places that have become common targets. No one feels safe anywhere and the sad truth is -- they shouldn't.

Our nation is blessed with community-based human services organizations that understand what brain science tells us – that the toll violence takes on our children and families impacts everyone, whether a direct victim or not. These organizations are often those who see firsthand what trauma resulting from violence does to people through the work they do to support first responders, families of victims and those facing horrific lifetime injuries. We know from brain science research the impact of toxic stress that can result from prolonged exposure to violence or adversity. Prolonged toxic stress can bring about chemical changes in the brain, which can lead to long term stress-related diseases such as heart disease, high blood pressure, depression, suicide, mental illness, addiction and even cancer. In other words, the crisis we face is a public health crisis that requires a comprehensive public health response.

We understand that there is no one cause for the immenseness of the challenge and the solutions are multiple. Some have suggested that this is purely a mental health issue, which flies in the face of fact. According to the American Psychological Association, people with serious mental illness commit only three percent of violent crimes.

That is why our organizations are calling for a range of immediate actions to ensure that mass shootings and gun violence do not become our new normal. These actions include:

We need common sense gun laws.

We need to demand more from our political leaders. Historically we know that it is times like these when our leaders should be calling our nation to its better self. We need to hold one another accountable to building, not eroding, the fabric of civil society that Americans have enjoyed and set as an example to the world. The divisive rhetoric that has become so commonplace is eroding our institutions and tearing our nation apart, not just nationally but in our neighborhoods. Words matter. When political leaders use demeaning and dehumanizing terms in reference to racial, ethnic and other groups of people, they are dividing us and making it okay for violent individuals to act out their hatred and anger in horrible ways.

We all need to love each other more. America's strength has always been its diversity. Families today are more isolated and have fewer meaningful connections with, neighbors, coworkers, and members of their communities. We need to recognize everyone's humanity in our daily lives, as we walk down the street, are standing in line, in our offices or shopping. We need to remember that love is at the heart of the American spirit and the values that have served as a beacon to so many around the world throughout our nation's history.

As human services community-based organizations we do so much more than provide services – we build the foundational supports that enable individuals, families and communities to be resilient and to flourish. It's time for our network to come together and raise our voices to call on our nation's leaders to take a public health approach to gun violence – one that puts prevention, and the health and welfare of our nation's people above special interests that seek to divide us.

There is no time to waste. We all share in humanity with one another. We are all someone's child, someone's relative, someone's friend, someone's neighbor. We need to understand that the solutions are not just for others to act on, we have to take personal responsibility to love one another more and to show care and compassion. We must no longer sit back but speak out, act, mobilize and do everything in our power to stop these senseless tragedies." ◇

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## Reflections from the JJ Side

# WHEN READING A BOOK CHANGES YOUR LIFE



By Felix Brooks Jr., MS & Carol Cramer Brooks, MS-  
*Staff Writers*

[Editor's Note: Readers may wish to follow this link to an interview on NPR's award-winning show via podcast "[Fresh Air With Terry Gross](#)"]

Imagine a book having the power to impact your life. This summer we both read the book **The Nickel Boys by Colson Whitehead**. We both experienced the same visceral level response to the book, even to the point of having to read it in chunks because our emotions were so completely hijacked. Whitehead is masterful in his storytelling, describing the times and the environment of the facility as if he were a 30-year veteran staff. What follows is our thoughts in response to the book. We found it interesting that although different, our responses ended us up in the exact same place.

### **Felix's Response:**

"Even in death the boys were trouble

." So goes the opening line in Colson Whitehead's new novel, *The Nickel Boys*. The story

is based on the infamous Dozier School for Boys which the State of Florida operated from 1900-2011. Whitehead's story takes us back to a time when the racial lines in society were rigid and unforgiving. He uses the Nickel Academy as a symbol for what happens when issues of race play out in an environment where power has been corrupted in an absolute way. Even in such dire circumstances it is also a story of both optimism and cynicism as seen by Whitehead's two principle characters, young black kids, growing up in the 60's, idolizing MLK and dreaming of a better life for themselves.

Would their skin color determine their destiny? Whitehead uses these two voices to hold up a mirror to our society. It's a story of two young men who find themselves in a world where getting to the finish line was the same as survival. For anyone who has worked in the Criminal Justice system and especially in Juvenile Detention, this book will resonate. It's an intimate look at those we lock up and those who work with kids. Does one sacrifice what it means to be compassionate when power is given? What are the factors that drive some to abuse power and others to see the humanity in all?

The Nickel Boys is a must read for any worker in the juvenile justice field.

### **Carol's Response:**

There are only four ways out of the Nickel Academy. One: Serve your time, Two: The Courts could intervene, Three: You could die, and Four: You could run. The main character, Elwood goes on to explain why none of these options really ended well for youth. Finally, Elwood said, there is a fifth way, GET RID OF NICKEL. This previously college bound youth hatches a plan to close down the facility,

The Nickel Boys is our Call to Action. My strong response to particularly this section of the book is also rooted in my disdain for the abuse of power:

1. Although fictional, the Nickel Academy, it is real and it is recent, not ancient history (2011) in juvenile justice. It took former residents of the Dozier School in 2008, an investigative reporter and archeology students in Florida who discovered unmarked grave sites to initiate investigations. Let that sink in. Not staff, not administrators, not a complicit and involved community, but the youth themselves to blow the whistle.
2. The US Department of Justice is no longer leading the efforts to monitor for or hold facilities engaging in "Dozier like" or even "Dozier lite" activities accountable. Speaking for those of us responsible for the welfare of youth, we have to "police" ourselves and either fix or shut down "bad detention."
3. The effects of trauma do not go away. All you have to do is listen to the interviews conducted by the Tampa Bay Investigative Journalist Ben Montgomery who initially broke the story, Colson Whitehead and others of the now 70-year-old survivors of the Dozier School who have lived with the physical and emotional trauma endured at the hands of sadistic staff, evil leadership and an involved community – these 70-year-old survivors who still sleep with the lights on to know that the trauma we as a field are responsible for lasts a lifetime. We are better than this and must insist that all facilities incorporate trauma responsive practices and end practices that further traumatize traumatized youth.

The Nickel Boys is a must read for any worker in the juvenile justice field. ◇

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**OH CANADA!**



## **Conferences are calling all CYC Students**

**By Susan Hunt, CYC-P-Staff Writer**

[Editor's Note: We are very pleased to introduce Susan Hunt as our new staff writer for the Oh Canada! Column. Please see below for her interesting bio.]

Please join us for the 2020 National CYC Conference in Newfoundland and Labrador!

The Child and Youth Care Association of Newfoundland and Labrador is pleased to announce that they are hosting the 2020 National Conference entitled: Connecting Through Culture happening on June 24-26, 2020!

Culture is defined as the beliefs, values, behaviors, objects, and other characteristics shared by groups of people. There are many different types of culture, including ethnic, racial, gender and sexuality-based, societal, familial, generational, occupational and organizational. Child and youth care, as a field, has a culture, with shared practices, language, and ways of being. Our goal at this conference is to highlight multiple manifestations of culture, enhance cultural understanding and celebrate cultural diversity.

Workshop proposals are currently being accepted!! [Visit this link](#) to submit your proposal. Hope to see you there!

### **Accreditation Progress in CYC Education!**

With a vision of leading excellence in child and youth care post-secondary education across Canada and around the globe, The Child and Youth Care Educational Accreditation Board of Canada (CYCEAB) is charged with the accreditation of child and youth care post-secondary programs. The Child and Youth Care (CYC) Educational Program Accreditation Task Force was created in 2006 and was a time-limited and focused group tasked with developing a flexible model of accreditation for post-secondary Child and Youth Care programs in Canada.

### **FOUNDING BOARD OF DIRECTORS CHILD AND YOUTH CARE (CYC) EDUCATIONAL PROGRAM ACCREDITATION**

The founding board represented Colleges and Universities from across Canada as well as two representatives from the Council of Canadian Child and Youth Care Associations. Individual board members were Carol Stuart (Ryerson University), Anne Black (George Brown College), Dawne MacKay-Chiddenton (Red River College), Doug Magnuson (University of Victoria), Heather Modlin (Child and Youth Care Association of Newfoundland and Labrador/Memorial University), Kelly Shaw (Nova Scotia Community College), Margaret Sullivan (New Brunswick Community College), Varda Mann-Feder (Concordia University), Wendy Weninger (Lethbridge College), Rob Bates (Council of Canadian Child and Youth Care Associations) and David Connolly (Council of Canadian Child and Youth Care Associations).

This Board's mandate was to create and develop a model of accreditation that was unique to Child and Youth Care with the hope that the CYC Educational Program Accreditation Board would be able to fully accredit programs by the end of 2015.

In 2015 the Child and Youth Care Educational Accreditation Board transitioned from a



Founding Board to a Governing Board and, by 2016, the first education programs began to be accredited.

According to the 2018 Annual Report, the CYCEAB's membership has grown to 29 post-secondary institutions with a total of 11 programs currently in varying stages of the accreditation process. Retrieved from: <http://cycaccreditation.ca/>

### **ABOUT SUSAN HUNT**

*Susan is a Certified Child and Youth Care professional with 25 years of experience in the field of supporting vulnerable children, youth and their families. Throughout her careers, she has worked within school districts, community-based and family support programs, mental health facilities, residential programs/group homes, and office-based settings. With a comprehensive understanding of child development, issues of mental health and illness, and the impact of trauma as it relates to behavior, coping, development and relationships; Susan supports families through an attachment and trauma-informed perspective. Several years ago, Susan succeeded in upgrading her education by earning her BA in Child and Youth Care (CYC) from the University of the Fraser Valley in British Columbia, Canada. She has also since completed the North American Child and Youth Care Certification process to become one of the first certified CYC Professionals in the Province BC. She currently holds positions as an Executive Board member on the CYC Certification Board (CYCCB) as well as the Association for Child and Youth Care Practice (ACYCP). Susan believes that the ethics, beliefs, and philosophies of the Child and Youth Care profession align well with the principles of attachment, family systems, life space interventions and trauma informed work with families. ◇*



### **Now Hear This:**

## **WITH ACYCP YOU'RE ALWAYS CONNECTED**



As 2019 winds up an exciting time of major developments with ACYCP, **many of you will be receiving your membership renewal notices.** Looking back over the last year's issues of the quarterly **CYC Advocate** and the **Membership Memo** (members only), it's easy to see that ACYCP has never been more active, offered its members so many benefits, or created such a diversity of opportunities for personal involvement and professional growth. Just click over to <https://www.acycp.org/acycp-membership/> to review your updated and improved benefits. We think

you'll be pleasantly surprised.

**And while you're there, click that renewal button!**

Whether you're employed or retired, a student or a seasoned veteran, ACYCP is a premier omnibus child and youth care professional association, which covers the full scope of the CYC continuum. Regardless in which community-of-care you practice, ACYCP benefits support you, individually and collectively, in one of the largest professions in the world!

ACYCP membership not only gives you benefits, but it also allows you to give back to the profession. This collective strength is what's going to move us forward as a force for the betterment of youth and child care services. And never forget that legislative, policy and funding decision makers not only hear what we say, but they watch everything we do!

Regardless if you're 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 ACYCP as part of your personal support system.

***So let's all make 2019 our best year ever by renewing or upgrading that membership TODAY!*** ♡ [Photo credit: freeimages.com ]

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## Now Hear This: Editorial

# FLYING AND CRYING: IS CHANGE REALLY THAT HARD?

**By Michael Mitchell, MAT-Editor/CYC Advocate**

Recently, on a non-stop flight between Boston and Milwaukee, I had the misfortune of having to endure a small child crying (no, screaming) for the entire duration of the two hour flight. As disconcerting and uncomfortable as this was, I couldn't help but feel sorry for everyone involved in this incident; the child, the mother, the flight crew and the other passengers. I found myself thinking back to how my mother knew how to travel with me, back in the day, when pressurized planes were the newest thing. This thought was reinforced when the child became totally calm the minute we landed.



Although this child wasn't of verbal age, I couldn't help but think that surely there had to be a better way. So when I returned home, I did a little research and quickly found the following:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2528662/>

Helping parents to better nurture their children goes to the heart of youth and child care professionalism. There are so many situations, both routine and exceptional, in which just a little new knowledge can make a significant difference between successful parenting and disaster.

I have frequently shared my personal conviction about this with parenting friends of mine. I remember as a child saying to myself (as I think many have) "I'll never do x-y-z to MY kids when I grow up!" Although my life has not personally involved parenting, I'm



convinced that when a parent finds their mother or father's dysfunctional behaviors, attitudes or words displayed as their own, it's time that something new is learned.

Remember when "timeout", as a disciplinary alternative to corporal punishment, was considered a fad? I do. Can anyone recall when stand-up comics use to make jokes about domestic violence? I do. Have we forgotten when incest was considered a rare aberration? I haven't. Who remembers when the vast majority thought of sexual orientation/gender identity as a choice? I do.

I hope I've made the point.

In the Information Age, with communication technology at the finger-tips of even the most disadvantaged, persisting in patterns of thought and behavior that obviously don't work is becoming more and more inexcusable. I firmly believe that although new information may not totally change the dynamics or the outcomes of a situation, it almost always improves them. This may be the difference between the unbearable and the tolerable.

So let's urge and help parents take the time, and make the effort, to acquire the new knowledge and learning, which may well improve their chances of successful parenting. ◇

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## What About Me?...Self-Care When You're Giving It Your All

# FLEXIBLE SCHEDULES: THE GOOD, BAD AND THE SURPRISING

**By Caroline Forsey-Staff Writer/HubSpot Marketing Blog**

[**Editor's Note:** The following intro is re-printed with permission and thanks from HubSpot.com, with illustration by Susan Mielke at Pixabay.com]

I first became interested in flexible schedules when I didn't have one.

In my first job, I was expected to sit at my desk from 9 a.m. to 6 p.m., with an hour for lunch. Oftentimes, I finished the bulk of my work by noon -- pumping out blog posts, whizzing through emails, responding to Slack requests.

After lunch, I'd hit a lull. I've always been a morning person, and I'm typically incredibly efficient anytime before the afternoon hits. During these afternoon lulls, I'd think, If only I could have a 30-minute break to go for a run, stretch my legs, or grab a coffee, I'm sure I'd be more productive when I came back.

I know I'm not alone -- a study of nearly 2,000 full-time office workers revealed that most people aren't productive for most of the time they're in the office. In an eight hour workday, most people reported productively working for just 2 hours and 53 minutes. That's right -- most of us work eight hour days, and we're only productive for three of them.



Let's explore where this rigid 9-to-5 schedule originated from, and why the science is against us.

#### The History of the 9-to-5

- In the 1800's, many Americans worked seventy hours or more per week.
- There were some advocates for shorter workdays as early as the 18th century -- such as Robert Owen, a Welsh mill owner, who coined the term "Eight hours labor, eight hours recreation, eight hours rest."
- While Owen's efforts didn't take hold in Europe, they made their way over to America, where American workers adopted a similar slogan in the years following the Civil War.
- In the late 1800's, President Ulysses S. Grant issued a proclamation that guaranteed an eight-hour workday without a decrease in pay ... but it only applied to government workers.
- In 1926, Henry Ford, founder of Ford Motor's, made headlines when he issued the first five-day, 40-hour workweek for his workers.
- Following Ford Motor, corporate America slowly began adopting the eight-hour work week -- although, it's important to note, even today many employees work longer.
- Why The Science Is Against Us

A few months ago I spoke with Josh Davis, Ph.D., author of the book, *Two Awesome Hours: Science-Based Strategies to Harness Your Best Time and Get Your Most Important Work Done*.

Davis told me -- "Staying on task without a break and working longer hours are wonderful solutions for a computer or machine. But ... We are biological creatures. Continually demanding one kind of work -- and a consistent level of effectiveness -- from our brains is like continually demanding the same speed from a runner under any circumstances."

Ultimately, Davis's research suggests we can get the bulk of our most difficult work accomplished in as little as two hours -- something he calls our "peak productivity window". He urges employees to become incredibly protective of that time.

#### Josh Davis's Tips for Optimal Productivity

1. Exercise for immediate, daily benefits.
2. Eat and drink for increased productivity.
3. Use mindfulness to assess your body's cognitive energy.
4. Let your mind wander.
5. Create an ideal physical environment.

To learn more about flexible schedules and perhaps enact them at your own company, take a look at...

[Click here for additional information on this topic.](#)

[Alternatively, take a look at the full interview with Davis.](#)

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**GET HELP HERE 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.

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 2019:**

## The Other Half of the Job

# THE HAPPINESS ADVANTAGE AND HOW IT IMPROVES PRODUCTIVITY

By Clint Fontanella

[**Editor's Note:** The following intro is reprinted with permission and thanks to HubSpot.com, with photo from Pixabay.com]



What comes first: Unhappy employees or a drop in productivity That may seem like a "chicken or the egg," debate as you could make the case for either option in this scenario. However, a new psychology principle provides an answer to this problem that many SMB owners have. After studying for 12 years at Harvard University, Founder and CEO of GoodThink Inc., Shawn Achor, wrote his best-selling book, "The Happiness Advantage." In it, he discusses the connection between happiness and success as well as why people struggle to find satisfaction in their work.

[READ MORE](#)

## The Accidental Practitioner

# DEVELOPMENTAL ASSETS FOR CHILD AND YOUTH WORKER PROFESSIONAL DEVELOPMENT



By Dale Curry, Ph.D.-*Staff Writer*

Most of us are familiar with the Search Institute's Developmental Assets model consisting of 40 developmental assets (Internal and External assets) <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>. External asset sub-categories include (1) support (family support, positive family communication, other adult relationships, caring community, caring school climate, parent involvement in schooling); (2) empowerment (community values youth, youth as resources, service to others, safety); (3) boundaries and expectations (family boundaries, school boundaries, neighborhood boundaries, adult role models, positive peer influence, high expectations); (4) constructive use of time

(creative activities, youth programs, religious community, time at home).

Internal asset sub-categories include (1) commitment to learning (achievement motivation, school engagement, homework, bonding to school, reading for pleasure; (2) positive values (caring, equality and social justice, integrity, honesty, responsibility, restraint; (3) social competencies (planning and decision-making, interpersonal competence, cultural competence, resistance skills, peaceful conflict resolution; (4) positive identity (personal power, self-esteem, sense of purpose, positive view of personal future.

It seems as though the Search Institute's model is relevant to thinking about our own effectiveness and development as child and youth workers. Leaders in the field have known for many years that developmental needs such as a search for self-understanding have implications for the professional development and training of child and youth workers (Mayer, 1963; Soblesky, 1976; VanderVen, 1979). Rozentals, Piper, & Whipple (1974) stress the importance of a worker being aware of one's own position on the developmental continuum. A developmental assets approach to a worker's professional development emphasizes the role of external as well as internal assets. For example, to what extent does the organizational culture support an individual worker's application of learning from training to the job? Do individual worker professional development plans exist and do the plans provide the necessary external asset support? Does the organization unintentionally support a climate of temporary jobs for workers or does it promote a culture of career development?

An organization using a developmental assets approach to worker development would examine how the organization provides external supports at key worker developmental times. A few examples might include the use of realistic job previews for potential job applicants, providing positive role models and mentors for new and experienced workers, communicating the importance of worker professional development and empowerment, coaching for competent practice, providing support for professional certification and further education, and even early-on preparation for succession planning and an engaged retirement.

In addition to assessing an individual's progress on internal assets such as interpersonal and cultural competence and emotional regulation, an organization using a developmental assets approach would also assess its progress on key external assets. Just as measures have been developed by the Search Institute that assess internal and external developmental assets for young persons; program administrators could develop and use organizational introspection tools to assess external assets for worker professional development. Not only can those of us who arrived in the field accidentally become more playful about our individual professional development; organizations that employ "accidental practitioners" can strategically employ approaches to assess and promote internal and external professional developmental assets.

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## Resources in Review

# WELCOME TO THE DOVE SELF-ESTEEM PROJECT



[**Editor's Note:** Whenever corporations take a stand to address the needs of youth and children, we like to highlight those efforts. However, this should never be construed as an endorsement of the product(s), the corporation or its commercial objectives.]

"At Dove, we believe no young person should be held back from reaching their full potential.

However, low body confidence and anxieties over appearance keep young people from being their best selves, affecting their health, friendships, and even performance at school. For more than 10 years, we've been helping parents, mentors, teachers, and youth leaders deliver self-esteem education that's reached more than 20 million young people so far.

<https://www.dove.com/us/en/dove-self-esteem-project.html>

Join us to help reach even more." ◇

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## Now Happening

# LET'S GET CONNECTED

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]

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## Resources in Review

# WHY ARE AMERICAN KIDS NOW MORE ANXIOUS THAN KIDS IN GERMANY? IT STARTS IN KINDERGARTEN



**By Dr. Leonard Sax, M.D., Ph.D.**

Rates of anxiety disorders are now three to eight times higher for American kids compared with kids in Germany. This summer, I visited an outdoor kindergarten in Bavaria. I saw 4-year-olds climbing tall trees without a harness and without help from grown-ups. I saw 5-year-olds whittling sticks with sharp knives.

That kind of risky activity is now much less common in American kindergartens. On the contrary, I have visited many kindergartens here in the United States where kids are constantly being told, "You mustn't do that, you might get hurt." A constant drumbeat of "don't do that, you might get hurt" sends the message that the world is full of dangers and that the best solution is to avoid risk.

As I write in my latest article for Psychology Today, we now have good research suggesting that constantly reminding young kids that they shouldn't do anything that might result in injury leads to kids who are anxious and risk-averse. That might be part of the reason why American kids are now much more anxious than kids in Germany. I'm not saying it's the whole story, but I think it's a part. And I think we can fix it.

I hope you will take a look!

Read my article for **Psychology Today**:  
<https://www.psychologytoday.com/us/blog/sax-sex/201910/lessons-germany-children->

climbing-trees

Here are my upcoming events through December. If you live near any of these venues, I hope you will consider attending! Send me an email if you need more information about any of these events.

- On Thursday October 24, I will speak at a statewide conference of the Missouri Juvenile Justice Association, in Osage Beach, Missouri. I will do a keynote on "The Collapse of Parenting" followed by a breakout on "boys adrift" and another on "girls on the edge."
- Friday evening October 25, I will speak to parents at Borden High School Auditorium in Ottawa, Ontario. My topic will be "Instagram Ate My Daughter, and My Son Won't Stop Playing Fortnite: what parents need to know about social media and video games." The following morning, from 9:00 to 11:30 AM, I will speak to parents about "Boys Adrift: the factors driving the growing epidemic of unmotivated boys and underachieving young men."
- Tuesday November 5, I will return to Nashville Tennessee to lead a workshop for teachers at St Bernard Academy on "The Four Bullies." That evening, I will speak to parents about "Evidence-Based Parenting."
- Thursday November 7, I will lead four workshops for juvenile justice professionals in Effingham, Illinois: "Beyond Resilience," "Boys Adrift", "Girls on the Edge," and "Dealing with Difficult Parents."
- Monday December 2, I will lead a workshop for teachers at Regis High School, on the Upper East Side of New York City.
- Saturday December 7, I will speak to parents at the Arizona Cultural Academy in Phoenix, Arizona.

I would love to customize a presentation for your group. Send me an email! Or, read comments from people who have attended some of my workshops.

All best wishes, Leonard Sax MD PhD

(author of Why Gender Matters, Boys Adrift, Girls on the Edge, and the New York Times bestseller The Collapse of Parenting)  
64 East Uwchlan Ave., #259  
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(610) 296-2821

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**CYC PROFESSIONAL CERTIFICATION  
WORKBOOK : GET IT NOW AND COMPLETE  
THAT CERTIFICATION TODAY!**

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](#)

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## Advocacy In Action

# CRIMINAL RECORD BARS MANY YOUNG ADULTS FROM STABLE HOUSING

**By Thomas Montaglione**

[**Editor's Note:** The following article is reprinted with permission and thanks from This Week In Juvenile Justice (jjie.org) and was first posted on September 25, 2019. Photo by lannyboy89 at Pixabay.com]



**OPINION:** Each year, thousands of young adults filter through the criminal justice system in Charlotte, N.C. While a lot of attention is given to finding solutions for decreasing the number of young adults in the system, equal attention must be paid to meeting their needs post-incarceration. Upon their release, young adults often encounter barriers that limit their access to stable housing, employment, and education. These barriers often result in housing instability, putting young adults at a higher risk for becoming repeat offenders.

criminal record: Thomas Montaglione (headshot), housing program supervisor for The

Relatives, smiling man with short hair, glasses, checked button-down shirt.  
Thomas Montaglione

One of the primary concerns for a young adult recently released from incarceration is finding stable housing. Unfortunately, a number of variables make this difficult for recent offenders. Some may find that their families will not allow them to return home because of family discord. In other cases, young adults may not be able to return to the family home because their families may have lost stable housing themselves. Quite often this is a result of restrictions imposed by landlords or the housing authority that do not allow those with a criminal record to rent because of a fear of criminal activity happening on the property.

For more information on Re-entry, go to [JJIE Resource Hub | Re-entry](#)  
A criminal history can also prevent young adults from finding employment, which, in turn, can prevent them from getting stable housing. Many companies do not hire those with even an arrest record, making it even more difficult for those who have been incarcerated to find work. Companies that do hire those with a criminal history often do not provide these individuals with many opportunities for upward advancement, leaving them underemployed.

Furthermore, depending on the age at which incarceration occurred, an offender's ability to either finish their education can be severely limited. A lack of education can prevent a young adult from getting a job that can pay for safe and stable housing.

Vicious cycle can be created

The negative effects of homelessness and under- or unemployment can be far-reaching. A lack of sufficient employment and the desire for safe housing can lead to more criminal involvement. Sometimes, these crimes are committed purely for survival (i.e. trespassing in order to find a safe place to sleep). At other times, the crimes can be more intentional, like the theft of food or money. In either case, young adults can find themselves incarcerated again.

Homeless young adults can also become the victims of human or labor trafficking, which can cause or exacerbate mental health issues or substance abuse. These problems, if left unaddressed, can continue to prevent young adults from obtaining the stable housing they need in order to exit the cycle of homelessness.

Fortunately, members of the Charlotte community came together and formed The Relatives On-Ramp Resource Center in 2010 to help address the problem of homelessness among young adults. On-Ramp is a drop-in location in the heart of uptown Charlotte that takes a multifaceted approach to helping young adults. On-Ramp is open to all individuals aged 16 to 24 regardless of their criminal history. Case managers provide daily life skills workshops, including assistance with the expungement of criminal records. An employment specialist helps young adults find jobs by assisting with resume building, providing soft skills training and connecting youth with community-based mentors. Educational programming is also provided to help young adults get their GED degree.

For the most basic of needs, On-Ramp provides young adults with access to food, clothing, hygiene products, showers and a washer/dryer. A case manager specializing in rapid rehousing helps young adults get access to mid-/long-term housing subsidies. Case managers utilize a low-barrier, housing-first model, ensuring that the housing needs of young adults are met before addressing employment, education, mental health or substance abuse issues.

Although The Relatives On-Ramp Resource Center has been very successful in Charlotte, it only provides short-term solutions. The ultimate goal of The Relatives, and other organizations like it, is to encourage long-term, systemic change at the state and national level. Only when this happens will The Relatives reach its ultimate goal of ending homelessness.

Thomas Montaglione joined The Relatives team in 2016 as a case manager and in 2018 became housing program supervisor, directing both The Relatives' transitional living home and scattered-site housing. He has a bachelor's degree in criminal justice and a master's degree in criminology and justice. ♦

## Healthy Kids, Healthy Adults

# THE COMMON COLD AND YOUR CHILD



**[Editor's Note:** The following is reprinted with permission and thanks to Growing Up Healthy via the University of Wisconsin Hospital and Clinics, and was first posted on September 18, 2018. ]

**By Caroline R. Paul, MD**

It's called the "common" cold with good reason; it's the most common infectious disease in the United States. The common cold responsible for more school absences than any other illness. Most kids under age five can have 6-8 colds per year and the symptoms can last seven to fourteen days.

This contagious infection of the upper airway (nose, throat, and sinuses) is caused by a virus. A cold virus is spread from a sick person to others by sneezing or coughing or contact with the hands or mouth. A cold virus can live on toys, phones, door knobs, tables, and other objects for up to three hours and transfer to a child's hands. The virus gets on a child's hands and is transferred to the nose, mouth, or eyes by normal face touching habits.

Colds are more common in winter because people stay indoors and have more contact with each other. Not wearing a jacket, sleeping in a draft and going outside while your hair is wet do not cause colds. A cold is not the same as the flu (influenza).

What are the signs and symptoms of a cold?

- ♣ Sneezing
- ♣ Cough
- ♣ Red eyes
- ♣ Fussiness
- ♣ Sore throat
- ♣ Slightly swollen glands (lymph nodes)
- ♣ Runny nose (clear at first, then thicker and slightly colored)
- ♣ Decreased appetite
- ♣ Slight fever (100° – 102° F)

### When to call the doctor

Call if your child has any of the signs and symptoms listed below:

- ♣ Very sleepy or looks very ill.
- ♣ Is younger than 2-3 months of age and has a fever (Temperatures are best taken in a rectal manner)
- ♣ For children over 3 months of age if the temperature is 102° F or higher
- ♣ Has had a temperature of 101° F or more for 48-72 hours (2-3 days) or longer
- ♣ Breathing is fast, labored, or difficult or any other concerns for breathing
- ♣ Young infant with a cough
- ♣ Infants and older children with cough that is persisting or that is worsening
- ♣ Has yellow drainage from the eyes
- ♣ A sore throat without a runny nose or cough
- ♣ Ear, face, teeth or sinus pain
- ♣ Looks dehydrated
- ♣ Dry lips or mouth
- ♣ Decreased urination (less than their normal urination pattern)
- ♣ No tears with crying
- ♣ Eyes appear sunken and dark
- ♣ General weakness
- ♣ Nasal congestion that is not beginning to get better in 7-10 days
- ♣ Fever that occurs in the middle of the cold illness

Infants are more prone to dehydration because of their small size and because it is hard for them to eat with a stuffy nose.

You could also see urgent care providers for cold symptoms and other problems through UW Health's Care Anywhere app. You don't have to leave home and can see a provider when it's convenient for you and your child.

### How to prevent the common cold

Although you will not be able to prevent your child from catching colds, it is best to keep your child away from people who are ill, especially if your baby is younger than three months old. Keep your young baby away from shopping centers, day care settings, churches and other places where there may be large numbers of people who may be ill.

Other tips that may help prevent the spread of a cold virus:

- ♣ Wash your hands and your child's hands often
- ♣ Keep your child's hands away from the nose and mouth
- ♣ Dispose of used facial tissues right away
- ♣ Teach your child to cover the nose and mouth when coughing and sneezing
- ♣ Teach them to cough in their elbow (the Dracula cough cover-up)
- ♣ Use a cool mist humidifier in your child's room to prevent drying of mucous membranes. When mucous membranes become dry, they are more at risk for infection. Be careful if using large doses of vitamin C. It has not been shown to prevent or shorten colds and may cause diarrhea.

### How to treat the common cold

There is no cure for colds. Antibiotics have no effect because they work against bacteria not viruses. Here are some things you can do that will help your child feel better:

- ♣ Make sure your child gets plenty of rest.
- ♣ Make sure your child gets plenty of fluids. Don't worry if your child doesn't want to eat solids.
- ♣ Use a cool mist humidifier in your child's room. Do not use warm or hot mist as it can



cause burns and scalds in children. Clean the humidifier weekly with a mixture of bleach and water.

♣ Use a nasal bulb syringe for infants to clear the nose of mucus.

If your child's nose is stuffed up but not dripping, use warm plain water or saline drops in the nose before using the bulb syringe. Saline drops can be made by adding 1/4 teaspoon salt to 8 ounces warm water. Use an eye dropper or clean cotton ball to drip 2-4 drops into your child's nostrils. Let the drops stay in the nose for one minute and then use the bulb syringe. Repeat this process if needed. This is helpful in small babies before they eat because they breathe through their noses. When noses are stuffed up, it becomes hard for small babies to breathe while they are sucking and drinking. This is also a good thing to do before your child goes to sleep. Fresh saline drops should be made daily.

Are over the counter medicines safe for my child?

The FDA strongly advises that over the-counter (OTC) cough and cold products should not be used for infants and children under 6 years of age. Studies have shown cough and cold products do not work well for children under six years of age, and may pose serious health risks. They also can be the cause of accidental poisoning in young children because they are colored and taste good.

If your child has discomfort from fever, acetaminophen (Tylenol®) or Ibuprofen may be given. Do not give your child aspirin. If you decide to give your older child a cold medicine, be sure to read the label well and check with your doctor. If the cold medicine contains acetaminophen, do not give your child extra Tylenol®. Follow all dose guidelines with care; check with your clinic if unsure about doses.

**About Caroline R. Paul, MD**

**Dr. Caroline R. Paul is a pediatrician at UW Health West Clinic. View all posts by Caroline R. Paul, MD. ♦**

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## SPEAKING OF YOUTH AND CHILDREN



*Eddy Kenzo (Edrisah Musuuza)*

**[Editor's Note:** We often share insightful quotes from famous adult people, on the importance of caring for youth and children. However, we know that it is often wiser to let youth and children speak for themselves. Here is just such an example. Many thanks to musician Art Maddox for passing this along.]

[Masaka Kids Afrikana Dancing Serebu By Eddy Kenzo](#)

[Masaka Kids Afrikana Dancing Kumbaya](#)

[... & lots more on the Masaka Kids Afrikana YouTube channel](#)

"Edrisah Musuuza (known professionally as Eddy Kenzo) is a Ugandan singer and music executive who is a member of Big Talent Entertainment. He received international attention after the release of his 2014 single, "Sitya Loss" and an accompanying viral video that featured the Triplets Ghetto Kids[emphasis added]. In total, he has released 4 albums, including most recently, Roots, in 2018. Kenzo has also won numerous national and international awards, including a Nickelodeon Kids' Choice Award in 2018, a BET Award in 2015, and multiple All Africa Music Awards..."

**[READ MORE](#)**

## Thinking Like the Fox

# WON'T vs. CAN'T: "SITUATIONAL" PROBLEM SOLVING



**By Lorraine E. Fox, Ph.D.-Staff Writer**

Our columns this past year have been discussions about helping children and teens manage their behavior using principles of discipline. Our thoughts have included becoming clear about the goals of all "behavior intervention", including understanding the purpose of behavior from the young person's point of view, and using real rather than contrived consequences to help them make better behavior choices. Better choices work out better not only for our programs, but for the client personally. Behavior intervention should never be behavior "management". The goal of interventions at any age is always the same: to teach the young person to manage their own behavior in acceptable ways – ways that keep them out of trouble and get their needs met.

As we start a new school year I want to introduce an intervention concept that can be useful both at home and at school. Very often children are having trouble with their behavior, and their school work, for some of the same reasons. Understanding why we (staff) are having trouble with their behavior, or why they are having trouble complying with expectations, can make all the difference in reaching agreeable interventions and outcomes. I'd like to present another framework for looking at the why, in addition to understanding what needs they may be trying to meet with a particular behavior. This framework asks us to wonder: are they not doing what we want them to do because they won't; or are they not complying because they can't.

It's true that problems compliance over expectations is not at all only a "child" problem! We have all encountered adults who engage in "unacceptable" behavior even when they are getting paid to do something. Supervisors often have to adapt an almost

parental role with some employees to achieve compliance with what is expected of them. With this in mind, over the next few columns I am going to introduce you to a wonderful "leadership" style that is going to be just as effective with your children as it has proven to be with non-compliant adults (supervisors and managers take note). I think learning to distinguish between being "unwilling" and "unable" may also be helpful for clients' having trouble with some of the tasks and expectations at school. Sometimes CYC's are able to figure something out about a child/teen, pass it along to their teacher, and completely change their experience of school!

Situational Leadership is an intervention model designed to help people in "authority positions" (parents, foster parents, teachers, CYC's, supervisors) tailor an intervention based on whether non-compliance with expectations stems from the client (or adult) being unwilling to cooperate, or, whether they are not cooperating because they are unable to.

The notion of "authority" is important here because the position of authority allows the person with authority, whether it is with an adult who is subordinate, or with a young person, who, according to the law, is always subordinate (much to their chagrin). When someone is granted "authority" they are granted the "right to" intervene with others in particular ways. Authority is not the same as "power". Power is the "ability" to influence others. While it is possible to designate authority, it is not possible to designate power. Most of us have experienced a teacher or "boss" or colleague who was not capable of convincing others to cooperate and do as they are told. The most effective leaders have both, authority and power.

When staff persons have an informed practice model to guide their interventions with clients, it is more likely that they will be able to develop the ability to use their authority effectively. Ultimately, we are successful when children and teens have the structure and skills they need to live successful lives, whether there is a person with authority present or not.

You, my dear readers, know that I am always frustrated by the length of time that passes between our chats. And you also know that this frustration results in homework assignments to prepare your mind for our next deliberation. Starting with our next column we will provide clear definitions and principles to be applied to a "situation" where a client is not cooperating with a request. For now, toss around in your mind two possibilities: 1: They are not cooperating because they don't want to cooperate, or 2: They are not cooperating because they are not able to. Lack of ability often looks like lack of motivation. Look for clues. ◇

Illustration: Wilhen Jose Gomes / Pixabay.com

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

**THE TIMES ARE TROUBLED AND WE ARE NEEDED**

**By Karen Vander Ven, Ph.D.-Staff Writer**

With the burgeoning advocacy movement, the wide circulation of the Advocate, and the continued solidification of the Certification program, among other advances, the times are right for us as practitioners and advocates, to focus on a number of contemporary issues if we haven't already. One way I identify such issues is by my daily close perusal of newspapers. The network and reach of the papers' reporters is far and wide and its concerns with issues pertaining to children, youth and families is immediate.



As I used to urge my students at the University of Pittsburgh in courses on designing interventions, one of the best ways to identify pressing societal issues impacting children, youth and families is by reading the newspapers. Professional journals of course provide important research on an issue, but by the time these are published, some amount of time has gone by. Television might pick up some issues too but today's news often moves aside when tomorrow comes. Academic courses with established syllabi may not have been updated to consider these contemporary situations. Following, for what it's worth, are some of the issues I've been reading about recently. I only bring these up because there seem to be so many situations in which our special expertise in child and youth work can be effectively applied and used to bring additional actions to addressing them.

- The School lunch shaming situation. In all too many school systems, where families pay for their children's lunches and have fallen behind in payments. The children, often in front of others, are told their parents haven't paid and thus they will receive a conspicuously different lunch (e.g. cold rather than hot) from the other children. The humiliation among other negative experiences from this are almost unspeakable.
- Preparing school students in the event of a school shooter. This is a controversial and complex concern. Some seem to think that it's best to be completely transparent in implementing rehearsal of procedures to be followed on the premise that not knowing what needed to be done might be more frightening in its uncertainty; in absence of real information sometimes children construct their own answers. Others feel that children should be protected and that it would increase their anxiety to be put through the experience of what would actually need to be done in a real intrusion.. Others think it's unnecessarily frightening. When designing such procedures, a possible approach would involve bearing the ages of the children in mind. Young children may need to 'know less' and their caregivers know more so that in an occurrence they could immediately gather the children and implement the appropriate safety plan.
- Affordable quality early child care. This situation has been going on for decades and hardly needs another newspaper or early childhood journal article to bring it to our attention. However we might accentuate our efforts to connect with younger-child serving organizations to add further strength to their efforts to address this issue.
- Decline of free play. Play practitioners and scholars lament the intrusion of overly structured, overly competitive activities whereas in years gone by children had more freedom to roam and generate their own play activities. Here they learned the 'culture of childhood', friend making and problem solving skills among others. Naturally our first thought is restricting 'screen time'. But there are other dimensions to this issue.
- Migrant detention facilities. The protests and outrage that burst out when stories of

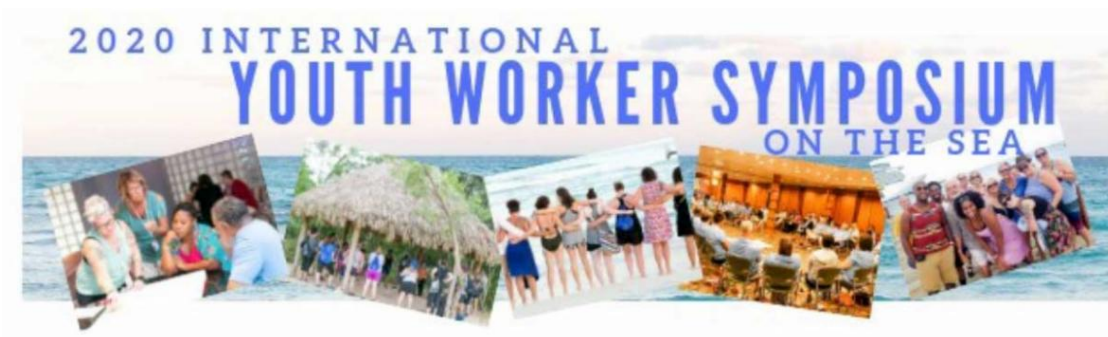
the horrendous conditions facing children and families, including separation of parents and children, have seemed to die down lately. We need to be vigilant and keep up any activities we have initiated already to keep the issue at hand and advocate for humane treatment for migrant families

- Providing support for children whose parents are drug-addicted. Undoubtedly some child and youth care workers are doing this as a function of their positions in different programs. However, the situation seems to be so pervasive – and thus possibly not the focus of targeted and multi-leveled interventions.

These are some of the situations I've been reading about daily. Some – maybe many – of you may be attending to these. All the better. If not, here are some contemporary issues that the values and competencies of today's child and youth workers may be productively applied and towards which advocacy action can be directed. ◇

Photo: Evgeni Tcherkasski at Pixabay.com

## IT'S BAAACK!



**September 6-13, 2020**

### **Alaska Cruise, Departing from Seattle, WA on Princess Cruise Line**

Join leading nonprofit professionals and youth workers from around the globe as we gather to reflect upon and improve our practice, deepen our relationships and refresh ourselves as practitioners dedicated to serving young people.

Every two years, The Journey hosts and facilitates a learning experience for leading nonprofit professionals and youth workers from around the globe so they can:

- to reflect upon and improve their practice
- deepen their relationships
- refresh themselves as practitioners dedicated to serving young people

The event is intended to provide an affordable way for youth workers to be able to get away AND invest in their careers. The following symposia were enjoyed by youth workers from several countries and several US states:

2020: Princess' Emerald Princess sailing from Seattle to Alaska's Inside Passage:

September 6-13, 2020

The Journey is excited to share our 2020 SOS will be an Alaskan Cruise on Princess Cruiseline. [Registration is currently available here](#)

Check out the SOS Flyer for all the details. [You can find pricing and cabin information here](#)

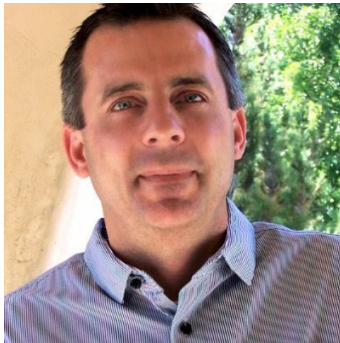
(Pricing starts at \$1,140 per person). Additionally, CYC Certified Youth Workers will receive an additional \$50 in on board credit!

[Watch a cruise ship video here](#)

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## Now Hear This!

# ACYCP BOARD MEMBER TO BE HONORED



**Congratulations to James Freeman** who will be receiving the **Career Achievement Award** from the **National Staff Development and Training Association/American Public Human Services Association** <https://aphsa.org/About/default.aspx> to be presented at their annual conference (Oct 20-23). Info about the conference can be found at the link below.

The **CYCCB** (Child and Youth Care Certification Board) was a past recipient of the **Quality Program Award from NSDTA/APHSA**, and **Sister Madeleine Rybicki and**

**Frank Eckles** are past recipients of the **Career Achievement Award**. We should be proud that CYCCB and several of our ACYCP and CYCCB Board members have been recognized by these national organizations. It's not too late to join James at the conference and award presentation.

## [READ MORE](#)

[Editor's Note: Thanks to Dale Curry for passing this along to the CYC Advocate. James is also a staff member with Casa Pacifica] ◇

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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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