



Celebrating Our 5th Anniversary Edition!

THE CYC ADVOCATE

*SUPPORTING CHILD AND YOUTH CARE
PROFESSIONALS AROUND THE WORLD*

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.

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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ACYCP PRESIDENT'S PERSPECTIVE

By Jody Rhodes, CYC-P, MS

Dear ACYCP Members, Colleagues and Friends,

Welcome to the fall edition of the CYC Advocate! As we all continue to adapt our abilities to serve the youth we work with, it's still a very strange time for all of us.

One bright and shining event that happens every year with the ACYCP is the announcement of our yearly award winners. Honoring some of the best youth care workers from across the US is one of my FAVORITE things about being the ACYCP President. We usually announce and award these awards in the spring, but due to COVID-19 we had to postpone until the fall. We are proud to announce our winners (see below for the official announcement) and even though travel is not as easy to do, I felt it was still important to personally award these awards. Youth workers work so hard and they deserve the award in the traditional sense. It was my pleasure to meet them and congratulate them for all that they do for the field.

I encourage all youth workers to keep up the good work, keep adapting and take care of yourselves. They still need us more than ever.

Enjoy this edition of the CYC Advocate! ◇

Jody Rhodes
ACYCP President



The Association for Child and Youth Care Practice (ACYCP) has announced the winners of their annual awards for 2020. All winners will be honored with events in their home states to be determined due to COVID-19.



Lifetime Achievement:

John Brandon, Marion County Commission on Youth, Indiana (nominated by Tom Plake)

John is currently the President of Marion County Commission on Youth (MCCOY). The accomplishments of MCCOY since its inception in 1993 are really a most direct reflection of its leader and his life-long mission to champion the positive development of youth through leadership on key issues and support the youth worker community.

John's career has its foundation in his formation and preparation as a minister of faith and continued to his experience as a counselor in private practice. A period of program and organization management with Big Brothers reveals his abilities in leadership and administration and finally, his roles as a dreamer, leader and chief advocate with MCCOY had provided a means for John to make significant contributions to the field of youth work in central Indiana and beyond.



President's Award:

The late Kaylin Jones, Milwaukee Academy of Science and Silver Spring Neighborhood Center, Milwaukee, WI

Kaylin Jones was an exceptional youth worker in Milwaukee, WI until her life was cut too short in June 2020. She started as a teen worker at Silver Spring Neighborhood Center, where she rose up the ranks and then left to work at the Milwaukee Academy of Science. Her 12 years as a youth

worker was filled with meaningful relationships, programs created and collaborative partnerships. She was a go-to person in the field of youth work in Milwaukee and well respected by all.



Dr. Carol Kelly Newcomer Award:

Christen Lynette Peterson and Erin Busk, Indiana Dept. of Education, 21st Century community Learning Centers (nominated by Janet Wakefield)

Both Christen and Erin are up and coming leaders in the field of youth work in Indiana. They both work for the Indiana Department of Education as 21st Century Community Learning Center (CCLC) Grant Specialists. They oversee grant compliance and program quality within 78 after school programs statewide in Indiana. They have been instrumental in developing and implementing trainings, technical assistance session to help increase program capacity and strengthen the network of programs.

Black Lives Matter-The ACYCP Position

The Association Child and Youth Care Practice (ACYCP) stands in solidarity with all who seek social justice and equality. We are grateful to be associated with Black Lives Matter and others, who demonstrate their commitment to these ideals and to a vision of a future that recognizes the value and worth of all human beings irrespective of their race, gender identity and expression, sexual orientation, national origin, economic status, or religious beliefs. These are fundamental values upon which the child and youth care field is founded. It is the foundation upon which we humbly stand.

As an association, we strive to uphold these values but know that we, as a board and as a profession, have fallen short of living up to this vision. The recent tragic events connected to the killings of George Floyd, Ahmaud Arbery, Breonna Taylor and others, have brought to light just how big this gap is in our country as well as in our field. We promote diversity and inclusion, but racial disparity and exclusion are still prevalent. We proclaim justice and equality, but injustice and inequality are everywhere we turn.

As child and youth care practitioners, we meet our youth where they are at and accept them for who they are. We are the foundation of society, helping to raise the next generation of leaders. If we don't take this seriously, who will?

We can start making changes to better the world we live and work in – for the youth, children and families we serve, as well as our own. It won't happen overnight, but if we do this together, it will happen. ◇

Now Happening - Help Us Tell YOUR Story

ACYCP SALARY, BENEFITS AND ISSUES STUDY



As a member of the international CYC community, ACYCP is undertaking this survey to collect information on current salaries, benefits, and the most important issues that practitioners want to see addressed. This information will be used to inform future public awareness efforts to improve the field and its services to children, youth, families, and communities.

The Association for Child & Youth Care Practice, Inc. (ACYCP) is child & youth care practitioners, service providers, and state and regional professional associations in the United States working together to improve child and youth care (CYC).

To encourage participation, **we are offering a drawing for \$100 PRE-PAID VISA MASTERCARD.** Participants in the survey, who would like to sign up for the drawing will find a link at the end of the survey. The link will provide a method for entering the drawing and providing your contact information. The drawing information is NOT CONNECTED to your responses in the survey, so all your answers will remain anonymous. **The drawing will be held December 15th, 2020.**

SCOPE: The survey is open to anyone working in child, youth, or family services, in any capacity, in any practice setting, and in any geographic region or country. ACYCP will be distributing the survey worldwide in collaboration with our international colleagues.

RESULTS: The information collected by the survey will be made generally available following the completion of the project. For more information, email <mailto:cycoffice@youthworkacademy.org> cycoffice@youthworkacademy.org<mailto:cycoffice@youthworkacademy.org>.

TIME: It typically takes less than 5 minutes to complete the survey. **The collection of data will end November 30,2020. So please don't delay!**

DATA PROTECTION: The information collected in this survey is provided anonymously. It will be reported aggregately so that no individuals are identified.

INFORMED CONSENT: Because this is a research study and we intend to publish the results, we need to verify that you understand the scope and purpose of the study and are willingly consenting to participate. If you have additional question or concerns, please contact us at cycoffice@youthworkacademy.org

COMPLETE THE SURVEY

We encourage you to forward this announcement to other CYCs and groups who can provide information.

Thank you for helping to make our profession stronger to the benefit of youth and child care workers directly, plus children, youth and families indirectly. ◇

Resources In Review

NEW HEALTHY RELATIONSHIPS CURRICULUM CAN SUPPORT STUDENT WELL-BEING DURING AND AFTER COVID-19

Dear colleagues,

As schools across the country consider how to best support students during and after the COVID-19 pandemic, Child Trends, the District of Columbia Office of Human Rights, and the District of Columbia Department of Health have released El Camino: The Road to Healthy Relationships, an SEL curriculum for middle school students developed with direct input and collaboration from students and educators through a series of pilot implementations. The 10-lesson curriculum focuses on building healthy relationships and equips youth with the skills to identify and manage strong emotions, set personal boundaries, and use assertive communication to get their needs met.



The skills addressed in this curriculum are also critical for supporting youth in responding with resilience to adversity. At a time when school mental health professionals are being called upon to support students during and after the pandemic, this curriculum can be delivered by classroom teachers, out-of-school-time program staff, and other school staff without mental health training.

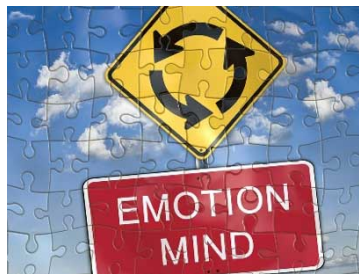
The full El Camino: [The Road to Healthy Relationships curriculum is available for anyone to use at childtrends.org](https://www.childtrends.org) and includes both a training manual and a recorded webinar that briefly reviews the highlights of each lesson. You can learn more about the El Camino curriculum here.

Regards,

Brandon Stratford, Heather Steed, and Yosmary Rodriguez

Reflections from the JJ side

KYLE RITTENHOUSE: WHY EXECUTIVE FUNCTIONING MATTERS



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

I love teaching. I was having a rather animated discussion with my students in my Juvenile Delinquency class a couple weeks ago. We were talking about the subject of adolescent development. We were debating the whole notion of brain development and how it impacts decision making. I talked about how young people can be impulsive, which sometimes leads to poor decision making. Our conversation had been centered on the amygdala and the

prefrontal cortex these being two parts of the brain and the interconnections between them are “works in progress” for all adolescents. The amygdala is the part of the brain that plays an important role in the regulation of our emotions especially around fear and anger. In a developing adolescent brain, it dominates how an individual reacts and responds to various situations that he or she may find themselves in. This helps to explain the inconsistent and oftentimes impulsive behavior that young people engage in. And while it may provide us with an explanation for behavior it does not excuse it. On the other hand, the prefrontal cortex is the portion of the brain responsible for executive functions. In short it is the part of the brain responsible for planning, analyzing and the ability to understand the consequences of our behavior. What I wanted the students to understand that night was that this was the last part of the brain to develop. In most cases it is not fully formed until around the age of 25.

One of my students was having a difficult time grasping the whole concept. For him the discussion was far too abstract. He wanted a real-life situation that would allow him to connect all the dots. Which brings us to Kyle Rittenhouse, the 17-year-old, who shot and killed two protesters in Kenosha WI. All of us wondered what Rittenhouse was thinking at the time. It seemed as good a time as ever to use the concepts we have been speaking about and apply them to a real-life situation. Can we speculate here that Rittenhouse was operating from an emotional space, from his amygdala? He shows up to a protest having been driven up from his home in Illinois by his mother. He partners with several like-minded people who had the ideal that they would protect the property of business owners in the wake of protests stemming from the shooting of an unarmed African American man. These protests have been going on in cities all over the country in response to the shooting of George Floyd. The atmosphere at some of these protests had become chaotic and violent while others remained largely peaceful. The situation in Kenosha had gotten tense; there had been rioting and looting.

A person thinking rationally may have looked at all these variables and decided that that was not a place he needed to be. My argument here however is that Rittenhouse wasn't thinking rationally. Here we have a 17-year-old young man with a semi-automatic weapon walking into a volatile situation in a context he was not familiar with. Clearly, he did not comprehend the nature of these circumstances. His underdeveloped prefrontal cortex simply did not give him the ability to process the danger he was putting both himself and others in. The fact that it ended in disaster is both tragic and predictable. Young people operating from the amygdala can be quickly overwhelmed by fear to the point where they make poor decisions. According to the reports Rittenhouse had already wounded one person and was fleeing the scene and being chased by a group of people. When the group caught up with Rittenhouse there was a scuffle and in the ensuing melee, he fired his weapon twice, killing two individuals. Had he been thinking rationally he would have never put himself in that situation to begin with, but once there the fight or flight response kicked in and rational thinking went out the window. The adolescent brain is many things and what matters the most is that is a

work in progress. This developmental process makes decision making inconsistent at best and dangerous at worse. The tragedy here is that two people are dead and while we may have an explanation, we do not have an excuse. A fully developed prefrontal cortex allows an individual a more developed ability to be self-aware and make decisions that are more rational and well thought out. In those tragic minutes in Kenosha, Rittenhouse demonstrated why that matters. I have no doubt that with a clear eye and the advantage of perspective, years from now he would say, if he had it to do all over again he would have acted different. ◇

Photo: Gerd Altman on Pixabay.com

OH CANADA!



By Susan Hunt, CYC-P-Staff Writer

SUPPORTS FOR YOUTH AGING OUT OF GOVERNMENT CARE IN CANADA HAVE BEEN EXTENDED - AGAIN!

Youth aging out of government care in Canada already face significant barriers when transitioning to independence and adulthood. Now, with the Covid-19 pandemic affecting communities across the country and the world, these youth face even more challenges as their government supports are expected to stop.

Susan Russell, organizer for Fostering Change in B.C. and a former child-in-care herself, has advocated for improved supports for youth-in-care for many years and began campaigning for additional and extended supports due to the Covid-19 pandemic crisis very early. Similarly, Hannah Anderson, a spokeswoman for the Ministry of Children, Community and Social Services in Ontario, advocated, "No young person should be worried about losing their support system in this situation" (<https://www.cbc.ca/news/canada/toronto/covid-youth-in-care-1.5514044>).

In late March, it was announced that youth in Ontario's child welfare system who age out during the Covid-19 pandemic will maintain all of their current supports. With approximately 800-1000 young people expected to age out of care this year in Ontario, Anderson confirmed that "no youth-in-care or former youth-in-care in Ontario will age out of the supports and services they are currently receiving through children's aid societies" (<https://www.cbc.ca/news/canada/toronto/covid-youth-in-care-1.5514044>).

In the same way, the Ministry for Children and Family Development (MCFD) in BC announced relief for almost 1,800 youth who were expected to age out and lose supports during this Covid-19 pandemic. Katrine Conroy, Minister for MCFD, said the extended support was needed and that, "during these uncertain times, youth deserve our steady, consistent support to help them through" (<https://news.gov.bc.ca/releases/2020CFD0042-000596>).

As such, the Province of BC has announced that not only will current youth-in-care not age out of their services during this pandemic, but those who have recently aged out, will also get extra assistance in order to ensure that they have support and guidance navigating the various Provincial and Federal services available.

"We're pleased that the government listened to the voices of youth in and from care," said Fostering Change organizer Susan Russell. "We think that this is a good start and we're happy to see the government heard us" (<https://theyee.ca/News/2020/04/02/Youth-From-Care-Pandemic/>).

"Be Calm. Be Kind. Be Safe."
Dr. Bonnie Henry
British Columbia, Canada

Resources:

Michelle Ward, The Canadian Press, Posted: Mar 29, 2020
<https://www.cbc.ca/news/canada/toronto/covid-youth-in-care-1.5514044>

<https://news.gov.bc.ca/releases/2020CFD0042-000596> Posted: Monday, March 30, 2020

Katie Hyslop, The Tyeec.ca, Apr 2, 2020
<https://thetyee.ca/News/2020/04/02/Youth-From-Care-Pandemic/>



Now Hear This:

'OUR FOSTER CHILD ASKED US TO ADOPT HIM – BY DRAWING HIMSELF ON TO A FAMILY PHOTO'



By Sarah McDermott

BBC News

[First Posted Sept. 20, 2020]

George is one of tens of thousands of children in the UK who've been taken into care because their parents are unable to look after them. Severely neglected, he struggled to express himself, so when there was something very important he wanted to ask his foster family, he chose

an unusual way of doing it.

George was three-and-a-half when he went to live with the Atkinsons. The moment he arrived, the children excitedly steered him into the living room to watch TV while their parents, Tony and Elsie, talked to the social worker in the kitchen. But George didn't seem to know any of the programmes that Nancy and Stanley were flicking through.

There was spaghetti Bolognese for tea, but when Tony and Elsie showed George his plate and his knife and fork he just stared at the floor. They pointed to tins of beans in the cupboards and frozen chips in the freezer in case he'd prefer something else, but George didn't seem to recognize any of it.

[**READ MORE**](#)

Healthy Kids, Healthy Adults

CONFESSION OF A CHILD P.O.W. (Part II)

By Michael Mitchell, MAT

(Continued from the CYC Advocate, Summer 2020)

[Editor's Note: This article is presented as an autobiographical case study of one individual's child and youth development experiences. It explores specific personal childhood micro-events in their macro-historical socio-political context. As such, it is intended to illuminate individual developmental consequences, as they played out in personal development, starting with the post-World War II period. It is hoped that this article will illustrate, through personal narrative, the ramifications of legacy socio-political issues such as domestic violence and sexual orientation, as well as multi-generational issues such as corporal punishment, mental health issues and substance abuse. It is hoped that this narrative will aid less experienced CYC professionals in better understand the persistence of these issues, as they currently exist in contemporary U.S. society. This article contains an analysis, with references to professional resources, which further amplify these topics from a research-based perspective.]



Afraid of the medical side-effects of the newly developed contraception pills, such as the potential for blood clots, my mother rejected birth control. Predictably, she soon became pregnant. Fortunately, unlike my already-married birth-father, this man was very willing to marry her. Promising to provide a marriage where my mother would not have to work and could be a conventional homemaker, the future looked bright indeed. However, there were serious storm clouds on the horizon.

Born to a loveless Greek immigrant arranged marriage, the man who was to become my stepfather had been disowned and emotionally abandoned by his mother and brutalized by his father. Eager to escape this home life, he dropped out of high school and joined the Army, where he fought in both World War Two and the Korean Conflict, being wounded in the latter. The seeds of the domestic violence to come were evident when he was twice promoted to corporal but busted in rank shortly thereafter for fighting. Emotionally fragile, yet very physically powerful, he took work as a physical laborer digging trenches for sewer pipeline, where cave-ins were a serious risk. Both my mother and I had directly experienced the rage of his dark side, which my mother tried to explain away as best she could, in hopes of improvement once they were married. This prediction was not to be realized.

Within two and a half years of their marriage, I went from being an only child to the oldest of five, having acquired a younger stepbrother in our new blended family. Excited to have siblings, I embraced my new role as Big Brother wherein I was required to subordinate my personal needs and aspirations to those of the family. Enlisted as surrogate parent, it was three years before all the children were out of diapers and able to self-feed. This I did gladly, yet the promised-for one-on-one facetime with my mother subsequently disappeared.

Having grown up in a family which owned the largest Chevrolet auto dealership in both the Carolinas, my mother pressed for a home in an upscale Milwaukee suburb, which would offer highly regarded educational opportunities. The financial challenges of these pleadings did little to defuse the pressures on an already stressed breadwinner, with few better paying job prospects. This contributed to violent outbursts, which could be brought on without warning and directed at the closest person at hand. While I was unable to protect my mother, I was able to shield my sister and brothers by getting them physically out of harm's way, with improvised diversionary activities. These incidents arose on an almost weekly basis making family life an emotional minefield, through which I tread very cautiously. Remarkably, the thought of running away from home never occurred to me, such was my devotion to my siblings and cross-gender bonding to my mother.

Now a virtual prisoner-of-love in a domestic detention camp, I soon began to sleep-walk and suffer episodes of psychosomatic asthma (alexithymia), which would make me bed-ridden for weeks at a time. I also began to bite my fingernails, frequently until they bled. At my new school I was introduced to phonics, whereby it was discovered that while I had the vocabulary of a 14-year-old, I was reading at a second-grade level in the fourth grade. Informed of the stresses this learning deficit would place on my future educational prospects, I

agreed with my teacher and mother to repeat the fourth grade, as embarrassing as that was with my peers. With the help of a special summer school tutor from the nearby University of Wisconsin-Milwaukee, I soon was able to read and understand Shakespeare by the sixth grade, although spelling remained a life-long challenge. Only as an adult did I learn that I had been born left-handed, but trained (with good intentions based on conventional social wisdom) to be right-handed. The implications of this for my learning abilities, ex. typing and reading, were to shadow me my entire life.

At the age of eleven, I started puberty, with all its physical, hormonal, and psychological manifestations. It was at this time that I realized that I had a same-gender sexual orientation. I finally had a word for the very pleasurable consensual experiences of intimate physical contact I had enjoyed with a couple of boys when I was younger. However, it would be a decade before I would hear the word "homosexual", in all its derivations, used in anything but the most vile and de-humanizing contexts. Now, trying to find boys who shared my inclinations, became very problematical, causing me to feel isolated and withdrawn. This also led to misunderstanding and being stigmatized by my peers. By high school I had had a few same-sex encounters, all very furtive. It was through one of these encounters that I was accosted and raped by my speech class teacher. This time I was entirely unable to share this trauma with anyone for fear of untold ramifications, so I again locked the abuse away. Years later, this teacher was forced to resign over similar accusations brought before the school board.

Meanwhile life at home continued to deteriorate...

(To be continued in the Winter 2021 issue of the CYC Advocate.)

Photo credit: Gerd Altman at Pixabay.com

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

AVOID THE 'TWINDEMIC'-GET THE FLU VACCINE TODAY!

[Editor's Note: The following is reprinted with permission and gratitude to the National Institute of Health-Health Capsule (NIH) and was first posted in November 2015. Stay safe and well, please. For more information on which vaccines EVERY adult should have, [follow this link](#). You'll be glad you did. Photo by Mojca on Pixabay.com]

Influenza, or flu, can knock you off your feet and leave you miserable for nearly a week. It can cause fever, aches and pains, coughing, and exhaustion.

The best way to avoid this fate is to get a flu vaccine each year as early as possible, before or even during flu season, which usually lasts from October to as late as May. The vaccine is available as either a shot or a nasal spray.

Flu is highly contagious. When infected people cough or sneeze, the flu virus can spread to others up to 6 feet away. As many as 1 in 5 Americans come down with the flu each year, and kids are 2 to 3 times more likely than adults to get sick with the flu. Most cases are mild, but flu can also be serious, leading to hospitalization and even death.

Flu vaccines can reduce illness, doctors' visits, and missed work and school. Vaccines can also prevent flu-related hospitalizations and deaths. When more people get vaccinated, it's harder for the flu virus to spread.



Experts recommend that everyone 6 months and older get the annual flu vaccine, with rare exceptions. Talk to your doctor if you have questions about which vaccine options are best for you and your family. Learn more at www.flu.gov. ◇

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. The day before and the day of the webinar 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 . There is no charge for attending the webinar. Your phone company may charge for the phone call.

CYC Certified practitioners renew their certificates every two years. Beginning in 2019 a \$50 late fee is due for anyone not renewing before the deadline. The deadline is the month and day the certificate was issued on a two year cycle (if your certification was issued on July 1, 2018, your renewal due date is before July 1, 2020). The renewal process is simple and can be accessed by visiting www.cycgb.org and going to the RENEWAL tab.

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 2020:

November 11, 2020
December 9, 2020

The Other Half of the Job

KEEPING YOUR WORKPLACE SAFE AND HEALTHY



Quick **HEALTH TIPS FROM DOL**

DOL COVID-19

TIPS, UPDATES, AND RESOURCES

[Editor's Note: The following article is reprinted with permission and thanks to the U.S. Department of Labor. For active links go to: <https://www.dol.gov/coronavirus>]

The U.S. Department of Labor has resources to help workers and employers prepare for and respond to COVID-19.

Workplace Safety

The Occupational Safety and Health Administration (OSHA) has resources to help employers and workers prepare for and respond to coronavirus in the workplace.

OSHA Guidance on Preparing Workplaces for COVID-19 – Developed in collaboration with the U.S. Department of Health and Human Services to help employers respond in the event of coronavirus in the workplace.

Temporary OSHA Guidance on Respiratory Protection Standard – This guidance provides suggestions and options to help increase the availability of N95 filtering facepiece respirators for healthcare providers.
COVID-19 Webpage – Provides infection prevention information specifically for employers and workers.

Wages, Hours and Leave

The Wage and Hour Division is providing information on common issues employers and workers face when responding to COVID-19, including the effects on wages and hours worked under the Fair Labor Standards Act and job-protected leave under the Family and Medical Leave Act.

Unemployment Insurance Flexibilities

NOTE: Check with your state's unemployment insurance program regarding the rules in your state.

The Employment and Training Administration announced new guidance outlining state flexibilities in administering their unemployment insurance programs to assist Americans affected by the COVID-19 outbreak.

Under the guidance, federal law permits significant flexibility for states to amend their laws to provide unemployment insurance benefits in multiple scenarios related to COVID-19. For example, federal law allows states to pay benefits where:

- An employer temporarily ceases operations due to COVID-19, preventing employees from coming to work;
- An individual is quarantined with the expectation of returning to work after the quarantine is over; and
- An individual leaves employment due to a risk of exposure or infection or to care for a family member.
-

In addition, federal law does not require an employee to quit in order to receive benefits due to the impact of COVID-19.

Learn how to file for unemployment insurance benefits.

Support for Dislocated Workers and States

The Employment and Training Administration announced the availability of up to \$100 million in National Health Emergency Dislocated Worker Grants to help states, territories, and tribal governments respond to the workforce-related impacts of COVID-19.

Job Corps Students

The Employment and Training Administration announced that it is initiating a break for students at all 121 Job Corps centers from March 16 through April 14, 2020. The spring break period may be extended beyond April 14, 2020.

Injured Federal Workers

The Office of Workers' Compensation Programs has published guidance for federal employees outlining Federal Employees' Compensation Act coverage as it relates to the novel coronavirus.

Federal Contractors

The Office of Federal Contract Compliance Programs has issued a National Interest Exemption to facilitate response efforts for COVID-19.

Recursos de Seguridad en el Lugar de Trabajo en Español

El Departamento de Trabajo de los Estados Unidos tiene recursos para ayudar a los trabajadores y empleadores durante la pandemia del coronavirus.

Guía sobre la Preparación de los Lugares de Trabajo para el virus COVID-19

Tome Medidas para Prevenir la Exposición de los Trabajadores al Coronavirus (COVID-19)

News

See news releases on the Department's coronavirus response at website. ◇

The Accidental Practitioner

LEARNING FROM COLLEAGUES AROUND THE WORLD: SUGGESTIONS FOR SUCCESS



By Dale Curry Ph.D., Professor Emeritus, Kent State University

Many of us arrived in the child and youth care (CYC) field by accident but often started our professional journey by purposefully learning from more experienced practitioners. The International Child and Youth Care Network website www.cyc-net.org is one important repository of shared CYC knowledge that new and experienced practitioners can easily access to further one's professional development.

One page within the website www.cyc-net.org/People/people-index.html provides information from a number of colleagues from various countries pertaining to their journeys into the CYC field and suggestions for new practitioners who are beginning their journeys. From this site, I randomly selected 10 colleagues from several countries and highlighted some of their suggestions.

While I did not employ a scientific method, I identified several themes that seemed to emerge from their comments. The statements are not mutually exclusive and sometimes illustrate more than one theme.

Importance of Relational Work (Relationships)

"Always, always, reflect on your part and your feelings in the relationships, the events and the processes engendered by your work. I believe this can give you not only greater self-awareness but just as importantly a sense of the inner world of each of the young people with whom you are working."- Charles Sharpe (England).

"Be open to letting the young people and families you work with care about you. Relationship is not just a one way street." "Always be aware of the honour you are receiving when the young people and families you work with let you into their lives." - Grant Charles (Canada)

"Seeing youth as full people, not merely potential adults, is countercultural work, and it is essential to the resolution of young people's marginalization." "Authentic relationship is the core of youth work practice; to be effective, we must be willing to know and be known by young people. This is also countercultural work." - Ben Anderson-Nathe (USA).

"There are many amazing people in our field. Connect and network to be sure to find them, and spend as much time in their company as you can." – Merle Allsopp (South Africa).

Personal Characteristics (Patience, Self-Awareness)

"Patience is not weakness. It's also a poor excuse not to act."

"Attune to what you are feeling (in the moment and generally) and explore what this has to tell you about what's going on for you and what you might be picking up from the young person. Work hard to decipher."

"Cultivate curiosity – your own, your colleague's and young people's." – Laura Steckley (Scotland).

"Learn to listen more and talk less. That is what my Maori elders taught me." "Be willing to move beyond your comfort zone. That means working out where the boundaries are between comfort zone and beyond comfort zone." – Leon Fulcher (New Zealand).

"We must never take ourselves too seriously, elevate ourselves too highly, or allow ourselves to stop laughing and playing. CYC work is human work, and to do it, we must allow ourselves to be human." - Ben Anderson-Nathe (USA).

Professional Obligations and Professional Growth

"Get involved in your local Child and Youth Care Association. You have a professional obligation to contribute to the field, and the networking will be invaluable." – Heather Modlin (Canada).

"You'll have days when you wonder if this is for you. For some people it might not be – others will get through these feelings." "Hang on to your dreams." "Realize that what you've learnt from books or teachers doesn't always connect directly – hopefully it might make some sense somewhere along the line." – Mark Smith (Scotland).

"Get that CYC degree, it will prepare you well for a life long journey." – Sibylle Artz (Canada).

The Impact And Challenges Of Our Work

"Nothing can prepare you for the pain you will experience when you hear their stories. It is still unbelievable to me that parents can cause such harm to the young, vulnerable people they create. I can never get used to it. So, accept that you are entering a world that will challenge your faith in people and any naïve versions of "families" that you come into the work with. Accept also, that families are made up of people, and people can be disappointing, just as we know we often disappoint ourselves. So, we don't help because we are "better" people, but because we are different people. Some of us got better breaks. Some of us had the good fortune to find people to love us and help us when we needed it. Some of us have learned hard lessons and can now pass them along to others. Being wonderful is not required to be effective, thank goodness. Being open, and persistent, and compassionate is." - Lorrain Fox (USA).

"Just because you think you're one of the good guys won't stop you being tested mercilessly by kids." – Mark Smith (Scotland).

"Always remember that change is measured in moments." – Heather Modlin.

"NEVER underestimate the power of good child and youth care work – even if it is only coming from you. Do not wait for others to work effectively before you do, however unpopular that may make you with colleagues." – Merle Allsopp (South Africa).

"Hang on to your dreams." – Mark Smith (Scotland).

CYC Approach To Our Work

"Become a storyteller. People listen to and learn from good stories but most importantly to be a good storyteller you really have to pay attention to life." – Grant Charles (Canada).

Although I have only listed one quote within the theme of a CYC approach, much of the above help to articulate some of what Garfat and Fulcher (2011) and Garfat, Freeman, Gharabaghi, & Fulcher (2018) describe as a CYC approach. I encourage you to learn from our colleagues and explore the CYC professional journeys of those listed above and others. Read through their suggestions several times. You may want to look for themes among the statements. Perhaps you will identify additional themes. Perhaps there will be there some individual statements that resonate for you?

References

Garfat, T., Freeman, J., Gharabaghi, K., & Fulcher, L. (2018). Characteristics of a relational child and youth care approach revisited. *CYC-Online*, 236, 7-45.

Garfat, T., & Fulcher, L. (2011). Characteristics of a child and youth care approach. *Relational Child and Youth Care Practice*, 24 (1-2), 7-19. ◇

Illustration: Pixabay.com

ACYCP IS GREAT BECAUSE YOU DONATE



Did you know that ACYCP is an all-volunteer 501(c) 6 (U.S. Tax Code) organization?

Every year those associated with ACYCP donate thousands of hours in service to the organization, to benefit the child and youth care professionals which it serves. Many also dig down into their own pockets to cover travel expenses, accommodations and other expenditures needed to complete strategic tasks, like the annual Board meeting, in service to our Vision and Mission Statements.

In addition, there are the scholarships, awards, and grants, which ACYCP bestows annually to deserving recipients within ACYCP and across the profession at large. In trying to return maximum value to our members, we try and keep dues as low as possible, while keeping membership value high.

We also need to contract with commercial services to help us with those technical and specialized skills, which we're unable to cover with our volunteer resources. Database management, website design and hosting, on-line publication distribution, and membership dues to allied organizations, are just a few of these many expenditures. This leaves little left over to cover daily operating costs or special projects.

That's where you can help us carry the financial load.

Please donate to ACYCP today!

You can give today or include ACYCP in your estate planning. You can make a donation on behalf of yourself, in honor of someone else, or on someone else's behalf (gift?)- your choice! Make your donation online (below) or send your check or money order to:

ACYCP
P.O. Box 510423
Milwaukee, WI 53203
OR
<https://www.acycp.org/donate>

Please feel free to share this information with other ACYCP and CYC friends.◇

ACYCP Certification in Review

HERE'S HOW YOU CAN BECOME AN ACYCP CERTIFIED CHILD AND YOUTH CARE PROFESSIONAL...IN FIVE EASY STEPS!



[Editor's Note: You've come this far and you have great plans for the future, so of course you can do this! Help is available at every step of the way. Go for it!]

The Child & Youth Care Certification Board provides an assessment process and certification to child and youth care practitioners who demonstrate their commitment to high standards of care and commitment to ongoing competence development. The CYC certification program is the most rigorous demonstration of competence in the field.

Steps in the Certification Process: CYCCB uses a multi-method approach to competence demonstration. Certification is awarded to candidates who successfully demonstrate their CYC competence through completion of all the steps listed below:

1. STEP ONE – CHOOSE LEVEL

Determine which certification level best describes your experience, training/education and level of competence. Choose the highest level at which you qualify. Practitioners can apply at any of the three CYC certification levels: Entry (CYC), Associate (CYC-A), and Professional (CYC-P). It is not necessary to complete certification at a lower level before applying at a higher level. The Entry and Associate Levels are not available in Canada.

2. STEP TWO – TEST

Schedule and complete testing with a passing score. Practitioners are typically able to pass the situational judgement exam at the highest level for which they qualify.

3. STEP THREE – COMPLETE APPLICATION

Complete an application form for the level chosen and provide supporting documentation. This includes documenting: 1) minimum requirements of education, experience & training; 2) provision of colleague references & supervisor assessment; 3) proof of membership in a professional association; 4) agreement to abide by ethical standards; and 5) confirmation of eligibility to work with children, youth & families.

4. STEP FOUR – COMPLETE PORTFOLIO

Complete a written portfolio (professional level only).

5. STEP FIVE – RENEW CREDENTIAL

Renew certificate on a two-year cycle.

Application Forms: Each certification level has its own set of application forms. Use the forms for the level you choose. Downloading forms from the CYCCB website assures you are using the most up-to-date editions of each form.

Fillable PDF forms can be downloaded into your device. These allow you to easily type your responses in the fillable blanks on the forms using a keyboard. These can be sent to CYCCB either electronically or printed and sent by mail or scan. Please change the file name so we can identify the form as yours (i.e., e-Associate Level Application Jane Smith.pdf). Be sure to keep a copy of the file for your records.

CYCCB encourages individuals seeking employment to research the education and experience requirements of prospective employers as they vary by region and organization. Many offer increased opportunities and benefits to CYC certified practitioners.

CYC Certification levels are recognized by the Council on Accreditation (COA) as qualification for many positions. Check the standards that apply to your program at the COA website.

If you are interested in learning more about accreditation for academic programs, visit the Child & Youth Care Educational Accreditation Board of Canada. CYCCB is a founding supporter of the CYCEAB.

All of this information and much more is available at the [CYCCB Website](#).

Now Hear This

DEPARTMENT OF LABOR TO MARK SIXTH ANNUAL NATIONAL APPRENTICESHIP WEEK, NOVEMBER 8-14, 2020



WASHINGTON, DC – The U.S. Department of Labor today announced that the sixth annual National Apprenticeship Week will occur from November 8 through 14, 2020.

National Apprenticeship Week (NAW) is a nationwide celebration that gives businesses, communities, and educators the opportunity to highlight their apprenticeship programs and apprentices, and demonstrate the value apprenticeship programs offer businesses, careers seekers, and the community as a whole. The weeklong initiative will focus on themes and industries in which apprenticeships are making a significant difference for American workers, including technology, healthcare, financial services, advanced manufacturing, cybersecurity, and more.

"National Apprenticeship Week 2020 will highlight the ways in which apprenticeships can help Americans succeed in our nation's major industries," said Assistant Secretary for Employment and Training John Pallasch. "As our nation gets back to work, apprenticeships can help workers earn an income while learning new skills that will help them succeed in the recovering economy."

Apprenticeships are industry-driven, high-quality career pathways in which employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and transferable credentials. The Department oversees both Registered Apprenticeship Programs and Industry-Recognized Apprenticeship Programs, which assist employers in developing an immediate pool of workers with the right skills for available jobs and allow workers to get a paycheck from day one while they build skills in a new career.

Learn more about National Apprenticeship Week 2020 and how to participate.

The mission of the Department of Labor is to foster, promote and develop the welfare of the wage earners, job seekers and retirees of the United States; improve working conditions; advance opportunities for profitable employment; and assure work-related benefits and rights.

Agency Employment and Training Administration

Date October 7, 2020

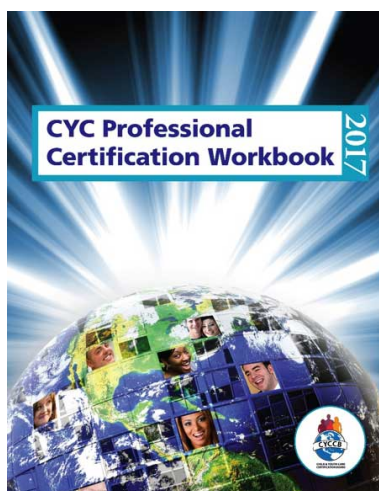
Release Number 20-1669-NAT

Contact: Megan Sweeney

Phone Number 202-693-4661

Email sweeney.megan.p@dol.gov

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](#)

Resources in Review

NEW HIGH SCHOOL VOCATIONAL PROGRAM BRINGS STUDENTS INTO YOUTH WORK

By Frank Eckles, Academy for Competent Youth Work



[Editor's Note: Sincere thanks to ACYCP 3rd VP Frank Eckles for submitting this feature.]

What do you do when your Charter High School students want to become youth workers?

That was the problem faced by Danyelle Austin, Chief Program Officer at YouthBuild Philly. Their inner-city charter school was offering vocational training leading to jobs in early childhood education, but her students wanted more. How could they qualify for jobs in afterschool, employment, juvenile justice, mental health, and recreation programs geared for adolescents and young adults?

After extensive research into available options, Ms. Austin approached the Academy for Competent Youth Work. Their Child and Youth Care: Foundations course is well known and widely used to help youth workers qualify for CYC Entry Level Certification. Students learn about the profession, relationship development, communication and counseling skills, brain-based guidance, developmental practices, and other fundamentals for entry level youth work practice. The course is strengths-based, asset focused, trauma informed, brain-based, diversity inclusive, relational, and evidence-informed. Best of all, it is based on CYC Certification competencies and requirements and has been shown to help graduates do well on the certification exam.

Ms. Austin and her staff conducted a survey of local youth work organizations. She asked them if students who had a CYC Certification would have a greater likelihood of being chosen for employment over others who didn't have a certification. The overwhelming response was: of course. Why wouldn't an employer be interested in hiring a person who had completed a skills-based youth work course of study and supervised field placement? Most employers have little opportunity to hire entry level workers who have ANY preparation for the work. This represented a significant improvement in the available workforce.

When Ms. Austin investigated the possibilities for getting YouthBuild students certified by the Child and Youth Care Certification Board, the largest international CYC certification organization, she received a surprise. There were no other high schools in the US offering this type of program because the CYCCB certification didn't provide a vocational track for high school students into the profession. CYCCB leadership recognized the need for a high school route into the profession but had concerns about the risks involved to other youth who would be in the care of the students during the field placements. It took the Board a month to create a recommended protocol to assure that the charter school students would receive the supervision, coaching, and support to safely enter the field and care for other, younger, students. Attainment of the Entry Level certification will give students a widely recognized, transportable credential useful across North America and in most practice settings. It also provides a career track for advancement and possible connection to higher education.

Over the next three years, YouthBuild Philly, the Academy for Competent Youth Work, and CYCCB will be collaborating to create, evaluate, and revise the new vocational program. At the end of August, three YouthBuild Philly staff completed the CYC: Foundations Training for Trainers while an additional three completed the CYC: Foundations Course. Fifteen high school students entered the program in mid-September 2020, following Covid-19 school opening delays. This cohort will attend vocational classes in-person and virtually for five weeks. Then they move into supervised field placements and another cohort begins the vocational classes. At the same time, the students are taking academic classes to complete their high school diplomas. The last class will be July 23rd. Both cohorts graduate in September 2021 with high school diplomas, and complete CYC Entry Level certifications.

The CYCCB research team composed of Dr. Deborah Getz (faculty at Indiana University) and Dr. Dale Curry (retired faculty from Kent State University and the Independent Investigator who headed up the team that validated the CYC certification program) will be working with the project. They will be working with local colleges, Americorps, and the US Department of Labor to research program outcomes. The results will be used to develop improvements to the program and to document the impact of the program.

Given the need for this type of vocational program, it is expected that this program will be replicated widely, Especially now, there is great need to help youth become competent, well-prepared youth workers who can find local employment where they make a contribution to the overall well-being of the community. ◇

For more information on YouthBuild, go to:
<https://www.youthbuild.org/>

Now Happening

WEBINAR: TRANSITIONING INTO YOUR NEW SUPERVISORY/ADMINISTRATIVE ROLE



Presenters

Frank Delano, LMSW
Noor Almaoui, LCSW

Thursday, December 10
12:30 – 2:30 PM Central Time

Many times people are promoted into a new supervisory role and are not fully aware of, or prepared to, negotiate the many changes that will happen for them in this new job. Being promoted from within raises unique challenges as does entering the program from the outside.

This highly interactive workshop is geared toward newer supervisors in their first two years as a supervisor as they navigate their professional "new world". Many times new supervisors are tough on themselves as they fear they have to master their new role right away, not fully realizing they will need to set a realistic pace to navigate new professional and social relationships, finding a way to ethically and judiciously use their power, learn new administrative skills, confront staff in a positive and constructive way, facilitate meetings, and much more.

This workshop will help new supervisors develop a realistic plan to master the necessary skills and learn the intricacies in their new role.

Learning objectives:

At the completion of this webinar, attendees should be able to competently do the following:

- Identify dynamics and develop strategies to navigate the new social and professional relationships in their new role;
- Understand a working definition of supervision and develop strategies to operationalize it;
- Identify the concrete and subtle "power" they now have as a supervisor;
- Develop strategies to better balance that power in their supervisory relationships;
- Be able to make a realistic growth and development plan for themselves as a supervisor;
- Learn to confront in a constructive way;
- Develop strategies to get quality supervision for themselves.

Cost:

ACYCP Members \$5

Non-Members \$20

To Register: <https://www.acycp.org/acycp-webinar-registration>

Presenters:

Frank Delano, LMSW

Frank has over 40 years experience in a wide variety of roles in Child and Youth Care including Child Care Worker, Unit Director, and Senior Manager. He also spent 20 years as an adjunct faculty member in the Fordham University Graduate School of Social Service. He has published and trained extensively on supervision, leadership, cultural appreciation and a wide variety of other topics. Frank has presented at numerous National and International Conferences and agencies in 9 different countries.

Noor Almaoui, LCSW

Noor is a biracial, trilingual world traveler. As a Licensed Clinical Social Worker, she has had experience working directly with vulnerable populations such as foster youth, at risk children and families and adults experiencing homelessness throughout Southern California. Noor completed a Bachelor's degree in Psychology and Masters in Social Work at California State University, Northridge.

Noor began her career at Casa Pacifica in Ventura County as a behavioral therapist working with foster youth and at-risk children and families. While at Casa Pacifica, she also took on positions as a clinical case manager for the agency suicide prevention hotline program as well as case manager for the intensive family services program, preventing families from further involvement in the child welfare system.

Noor later moved to Los Angeles County and conducted professional trainings for social service providers on important topics such as cultural diversity, burnout prevention, harm reduction and overdose prevention throughout the county. Noor returned to direct service and worked as a mental health consultant for a multidisciplinary team which consisted of conducting crisis management and temporary therapeutic support to help individuals experiencing homelessness link to housing and supportive services throughout LA County.

Noor has conducted long-term individual therapy with a wide range of age groups and is currently a Clinical Supervisor for various community based mental health programs, such as Wraparound and Full Service Partnership, at Hathaway-Sycamores Child and Family Services in Los Angeles County. ◇

Now Happening

WEBINAR: OUR FUTURE IS WITH FAMILIES



Presenter

Tom Woll, MEd.

Wednesday, Nov 18 1:00 – 2:00 PM Central Time

“I thought he was great.”—past webinar participant

For almost seventy years we believed that our most important job was to protect vulnerable children from their families. During those years, vulnerable children were removed from their homes and many of those children never returned to their families until they were eighteen.

We have since learned that children need the identity and the sense of belonging that comes from being a member of a family. Going forward, vulnerable children won't be removed from their families for long periods of time. The Families First Prevention Services Act ensures that.

Join us to explore how youth work will be changing over the next 5-10 years. This is one of a series of webinars that offers insight into what we know is coming and how to best prepare as the field moves to community-based, family-centered practice.

Tom Woll brings a wealth of experience and insight collected over the course of his many years as an organizational leader and consultant. His nationally recognized work with organizations and practitioners can help you make important decisions about your future as the field of practice moves forward.

This webinar will:

1. Consider the ways our field is moving toward working more with families.
2. Help you understand what families want from service providers.
3. Familiarize you with the Seven Stages of Family Engagement.
4. Offer insight into how the Seven Stages might also apply to our work with youths.

Following the webinar, attendees will receive a document that summarizes the key take-aways from the training.

Cost:

ACYCP Members \$5

Non-Members \$20

To Register: <https://www.acycp.org/acycp-webinar-registration>

Presenter:

Tom Woll was a leader in the Human Services field in Northeast Ohio for 38 years. He was responsible for Behavioral Health Services for Catholic Charities for 25 years. Then he undertook the challenge, on behalf of Catholic Charities, to oversee the merger of 21 Catholic Charities organizations and to work with them to form an integrated service delivery system for Northeast Ohio, covering 3,500 square miles.

He left his work with Catholic Charities in 2010 and established the Strategic Change Initiative. Under the framework of this Initiative, Tom has worked to help Human Service organizations to successfully prepare for the future. He has extensively interviewed public and nonprofit leaders, elected public officials, practitioners delivering services for us and youths and families receiving services from us from across the country to determine what we need to be doing to successfully prepare for the future. Tom has assisted 120 organizations in the development of their Strategic Plans.

For the last six years Tom has also served as the facilitator for the various Transformation Projects that have been undertaken under the auspices of the Alliance for Strong Families and Communities. In his work with the various Alliance Transformation Projects, Tom has assisted 65 organizations in their efforts to transform what they do and how they do what they do. Tom is also a Board Member of ACYCP. ◇

Thinking Like the Fox

A LESSON IN RESILIENCE



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

On August 11 I woke up to find my entire house flooded. Silently in the night, while Oliver (my dog) and I snoozed away, the shut-off valve in my refrigerator gave out and without a sound filled the entire house with water. The interior of the house was ruined and I am still living in a hotel while the house gets put together again, with no certain return date.

Sitting here in my new situation helps me to think about the world's experience with the Corona virus. It snuck up on us without warning, like my flood, and we went from living one way to living another way in what seems like the blink of an eye. The highways are crowded; the highways are empty. People have long commutes to work; people commute from their kitchen to their dining room with their laptops. Children meet up with their friends and teachers at school; children see their teachers on a screen and are lucky to see their friends at all. We go out to eat; we order in to eat and go nowhere. We spend time shaving and putting make up on to put on a good face for the world; we start ignoring both as we hide behind masks. Life, as we knew it, is no longer. We're not in the same boat, despite all the talk about "we're all in this together". The rich are having a very different experience than the poor. People with certain kinds of jobs still have them; others have lost their jobs with no certain return.

For kids in care the COVID changes are yet another in a long list of changes, all of which were quite stressful for a variety of reasons. As we put energy into helping our change-weary clients cope with yet another big one, it is important to keep two principles in mind with regard to managing changes and crises:

1. Events do not determine how someone responds to the situation!
2. A person's experience of an event determines how they respond!

Let's use my recent circumstance as an example. What if I wasn't able to see the broken valve and understand what happened and it was all a mystery? What if my entire house flooded and I did not have home insurance? What if my entire house flooded and I did not have friends to surround me with love and practical support? What if my house flooded and I didn't know anyone who would take care of and love my dog. What if I did not have a faith to sustain me and reassure me I was still being held in God's hand during this entire adventure by the God who knows when a sparrow falls? It's not the flood that is dictating how I am responding but a combination of who I am, what my inner and external resources are, and what past experiences have taught me.

As our national COVID crisis continues – with no end in sight - I would like to suggest that this is a good time to sit down with your kids and look at their particular circumstances with them, to help both you and them understand why they may be having more or less trouble coping. I'd like to suggest a sit-down to take an inventory with your clients.

It can be done individually or in a group if the group is cohesive. Help the kids figure out why they are coping with "things as they are" fairly well, or why they might be struggling more than some others. The goal is to make the reasons for troubles coping concrete and thus avoid negative feelings about oneself if you're having more trouble than some others. Use my flood example if you want to.

Create categories and have kids either write down and/or talk out loud about each with you and/or their peers.

1. Friends: are you surrounded by a bunch of friends or is it harder for you to make friends?
2. Family: are you still in touch with your family? Do they care about you? Are there reasons why they couldn't take good care of you? Do they understand how things are hard for you sometimes? Are there other people in your life like family?
3. Do you have other personal challenges in addition to dealing with the Virus problem? Do you feel sad or depressed sometimes? Is learning harder for you than some others? Do you like school or hate school? Do you have physical problems?

4. Do you have hobbies and interests that keep you occupied and happy?
5. Do you get along well with others? Do you like and need to be with others, or are you okay spending time alone?
6. Do you find it easy to laugh or are things that others find funny not funny for you?
7. When you get upset and “stressed out” do you have good “tools” to calm yourself down or is it hard to figure out what to do to get more settled?
8. Are you able to share how you feel with other people or do you often keep your feelings to yourself?

Use your personal knowledge and understanding of each young person to help them make the connection between their own personal strengths and challenges and how they are coping with these hard times.

Finally – heap lots of praise on each young person for each and every personal strength and effective coping mechanism they share. Mark Katz wrote a wonderful book many years ago titled *On Playing a Poor Hand Well*. I’ve always loved the title because I believe that sums up our job in a nutshell. That’s what we’re here to do: help each of our clients who haven’t gotten a fair shake to begin their lives figure out how to play the hand they’ve been dealt as well as possible – with our help!◇

Photo: Somchai Chitorathak on Pixabay.com

From the Soapbox... Again!

HOPE AND THE CHALLENGE TO CHILD AND YOUTH CARE TO PROVIDE HELP DURING THE CORONAVIRUS PANDEMIC

By Karen VanderVen, Ph.D., Professor Emerita, Department of Psychology in Education, University of Pittsburgh-Staff Writer
kvander@pitt.edu

“Hope springs eternal,” as Alexander Pope said. Over the years I have sought those concepts that might best inspire our work, suggesting values we might live by and by which we would try to instill in the youngsters and others with whom we worked. Given these grievous and challenging times, we might take a further look at the concept of “HOPE” - what it means to us personally and what it means for those concerned with the growth and wellbeing of children, youth, families and to the world of the future. As well, we can consider the rest of the statement: “Spirits eternal”. Do these notions have relevance to us now?



Let us first turn to Erik Erikson. Erik Erikson got it right, way back in 1950 with the publication of his famous *Childhood and Society*. As we all know he posed 8 stages of life with each one posing a dichotomy: Development can have either a positive or negative outcome depending on general age ranges. The first stage is “Trust vs. mistrust” If this is negotiated successfully with the provision of dedicated caregiving and parental nurturance the outcome that provides the foundation for lifelong development is “hope”.

So, what are the implications for us in child and youth care work in these times of uncertainty, disruption, and for many too many, worldwide, severe deprivation of these core features of a reasonably safe and productive life –and for many through no fault of their own? All of us, one way or another, are living under these unsettling conditions now with perhaps little notion of what the future will bring. If hope is such a fundamental factor in positive and healthy development, then what can we do about it? There is something that I suggest we consider doing:

One hardly needs me to describe what it means to families who have lost income, perhaps their living quarters, their jobs, the future they were preparing for. We read daily of families, home schooling their children, trying to replicate the normal experiences of childhood under these circumstances. We can empathize with high school and college students for whom friendships are so important, not to speak of their plans for preparing for meaningful careers. Many families with preschool and school age children have needed substitute caregivers so that the parents can keep their jobs, whether outside or at home. In all these cases there is a need for practical and developmentally based knowledge about how to provide such supports as and guidance for schoolwork, activities and play opportunities with necessary adaptation, and to parents and other family members.

With the comments above comes a pragmatic and needed role for ACYCP. What can we as the field of child and youth care work do? We should feel challenged and compelled to use every connection and resource we collectively must propose answers to this question.

We can provide expert guidance and resources to families, schools, hospitals, in the tradition of our field and its competencies. Who better has centered its focus, knowledge and knowledge creation, energy, experience and focus on those conditions – hardly ideal today– that shape children’s development?

So, here is a suggestion: Why don’t we compose an experienced and expert group from our own membership to develop a compendium of competencies and interventions for supporting and working with children, families and communities affected by the pandemic (that is everybody, one way or another)? These might include a consulting arm to work –online as indicated – with families, schools, hospitals, community, and governmental agencies as well. We are accustomed to adapting positively to various environments and contexts.

We are experienced in developing competencies in the crucial domains of development and educational and experiential activities to support their development

Of course, we would have to collaborate in designing and delivering this using current social distancing practices. But as Fred Rogers said, “If it’s mentionable it’s manageable”. I

So, I’m flinging down the gauntlet. Can we find a way to bring together and organize our collective expertise to develop a set of guidelines, with many resource suggestions, for best caring for children and youth at these times?

Couldn’t we organize a working committee that can talk by telephone and participate in Zoom meetings (we’ve all done lots of these meetings already, right?) to set up a procedure for reviewing I key features of our knowledge and practice base, identify those areas where the greatest need is, and then develop multiple means for disseminating child and youth care knowledge and skills for dealing with children, youth, families and community program. We have done this kind of activity before, e.g. the Conference-Research Sequence in Child Care Education, the Child and Youth Care Certification Program, and a number of others.

The project would include development of a dissemination plan which fortunately in these days of the internet is readily possible. We could certainly, among other things, have an accessible website with guidance, ideas, and many other needed and appropriate features. We could have resource people available for individual, group, and agency, consultation. We could offer webinars and training and information sessions. Perhaps external funding could -and should be sought. what better way to utilize sources for addressing the coronavirus situation?

These are troubling times. We have something unique and substantial to contribute to help ameliorate their devastating effects. How can we use our knowledge, experience, and empathy to develop and implement a supportive intervention? Let’s think about it, make a plan, and get started. ◇

Want free individual coaching preparing and polishing your resume?

Karen Vander Ven, the author of this article, has years of experience as a resume writer, including having her own business and taking referrals from others. She has written and consulted on numerous resumes of child and youth workers. She has given workshops at child and youth care conferences on writing resumes, writing for publication, and career development. If interested, contact her by e-mail at: kvander+@pitt.edu

She will reply by e-mail and review with you the process, reflective of the Mitchell / Eckles webinar, for getting started and leading to a finished product. Again, there is no charge. ◇

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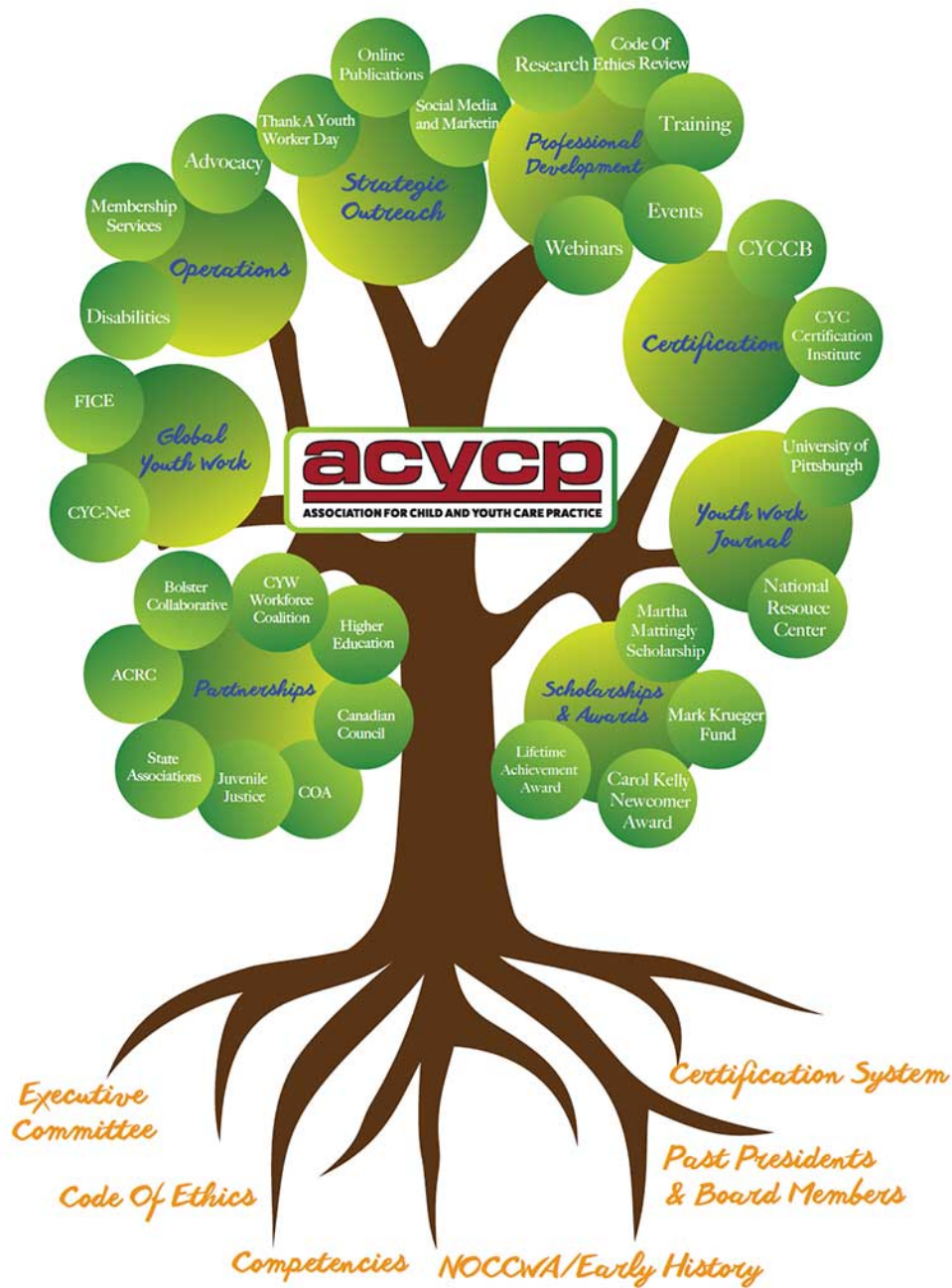
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ACYCP organization tree update, v6.0
10/3/2019

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LINK WITH US!

CYC agencies and organizations may email the general email address at: 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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