

The Association for Child and Youth Care Practice, Inc.



THE ASSOCIATION OF CHILD AND YOUTH CARE PRACTICE
40 YEARS
1977-2017

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.

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!

facebook



ACYCP President's Perspective

HISTORIC ANNOUNCEMENT!

By **Jody Rhodes, CYC-P, MS**

Welcome to the second CYC Advocate of the year; hard to believe it is April already. ACYCP has had a busy first quarter of the year, starting off with **a very important announcement** regarding a partnership between the **ACYCP and the Council on Accreditation (COA)**.



COA has included Child and Youth Care (CYC) Certification as a way to satisfy staffing credentials in a variety of the COA standards. Certification is listed in the Out of School Time (OST) Standards referenced in sections describing qualifications for site directors, senior group leaders and group leaders and is included across all editions of standards: Child and Youth Development, Private, Canadian, and Public.

CYC Certified practitioners are professionals sanctioned by the professional CYC community, who have completed the most rigorous demonstration of competence in the field. CYCCB provides an assessment process and certification to child and youth care practitioners who demonstrate their commitment to high standards of care and ongoing competence development.

Engaging in the certification process connects practitioners, endorses higher standards of practice, and

promotes on-going professional development. Having the CYC Certification included in COA standards is a great step towards the further professionalization of the youth and child care field.

Another important development is with our **Journal of Child and Youth Care**. After 30 years of only having it in hard copy print, we are taking it online at the **University of Pittsburgh**. We will be debuting the first online edition very soon- so watch for that. We are also fortunate that with support from the University of Pittsburgh, we are able to put our past issues online for future use. We are grateful to the University of Pittsburgh in their support of this endeavor.

Enjoy this issue of the CYC-Advocate!◇

ACYCP, CYCCB and COA Announce Inclusion of CYC Certification in the COA Standards



The Association of Child and Youth Care Practice (ACYCP) and the Child & Youth Care Certification Board (CYCCB) proudly announce that they have become Supporting Organizations of the Council on Accreditation (COA). COA Supporting Organizations are separately incorporated, not-for-profit organizations with purpose and value statements that are consistent with that of COA's and with an interest and means to promote quality services.

COA has included Child and Youth Care (CYC) Certification as a way to satisfy staffing credentials in a variety of the COA standards. Certification is listed in the Out of School Time (OST) Standards referenced in sections describing qualifications for site directors, senior group leaders and group leaders and is included across all editions of standards: Child and Youth Development, Private, Canadian, and Public.

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For more information on CYC Certification, visit www.CYCCB.org or contact the CYCCB office at: CYCoffice@youthworkacademy.org

For more information on the ACYCP, visit www.acycp.org and for more information about COA, visit www.COAnet.org ◇

THE DOOR THROUGH WHICH THEY CAME



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

My mother once said, "If you want to know something about a young person, see what door they came out of." By that, she meant look at the family that they came from, the family that raised them. For those of us in the delinquency field, the **family** has always been a central player, something that went a long way in explaining the youth's behavior. However, when trying to determine the **cause** for the youth committing delinquent behavior, the issue is more complex than what my

mother made it out to be.

In our search for the causes of delinquency, the family is often seen as the shiniest object in the room. The truth of the matter is that a number of factors play a part in why a young person may engage in delinquent behavior. The answer to this puzzle may depend on what theory or set of theories you subscribe to regarding human behavior.

Individual Views of Delinquency

In the classical school of crime, the belief has always been that the individual is responsible for his or her own actions; a youth is responsible for their behavior choices. Theorists including Jeremy Bentham believed that each of us is endowed with free will. Moreover, underlying this belief was a conviction that human beings are rational. The choice to commit crime was rational, based on a cost benefit analysis. In such a world, the individual, and not the group or family is responsible for their own behavior.

Social Theory

Edwin Sutherland on the other hand, believed that delinquent behavior is a learned behavior and that the family was the principal educator in this process. His theoretical framework, Differential Association, goes into great detail outlining how this process works.

Nature/Nurture

These two families of theories are part of a larger debate that has been going on for centuries. Are human behaviors a product of their environment or are all our behaviors innate? Your response to this question may determine how much credit or blame you are willing to assign to the family in terms of determining the cause of delinquent behavior.

What we know for certain is that the family is not a direct cause for delinquency. At best we may be able to link it to deviant behavior. The reason for this is that while family function may serve as a plausible explanation for the behavior of one sibling, it fails to account for the law-abiding behavior of other family members.

In the end, family becomes one of many variables along with peer group, education and psychological make-up to provide a few examples, that provide us with some insight into why young people behave the way they do. The proper response to my mom's statement about the door is to proceed with caution.◇

Now Hear This-Deadline: May 1, 2019!

ACYCP URGES NOMINATIONS FOR LIFE ACHIEVEMENT

AWARD



As part of its strategy to professionalize the **field of child and youth care work (CYC)**, the **Association for Child and Youth Care Practice (ACYCP)** is offering an exciting opportunity for members to nominate a colleague for their sustained contributions to the profession. The award consists of an attractive engraved plaque and a public announcement. You know your colleagues best, so we welcome your input and participation in the awarding and evolution of this award!

Deadline is Wednesday, May 1, 2019!

Brief History

Child and youth care pioneer and ACYCP co-founder, Mark Kruger, Ph.D., was in charge of giving the Life Achievement Award since the early 1970s. It has been sustained in recent years by Sister Madeleine Rybicki and professor Karen Vander Ven. It is not given every year and is considered to be very special to the field. It was designed to call special attention to CYC leaders who have been exceptional among their peers, in the development of the field of child and youth care work. This award is a salute and standing ovation for individuals who have always been there for the child and youth care profession. In the earliest days, the award was given to three pioneers who founded the CYC field Dr. Albert Trieschman, Dr. Henry Maier, and Dr. Karen Vander Ven. More recently the award was given to Dr. Andrew Schneider-Munoz, Sister Madeline Rybicki and Michael Mitchell, as leading professional practitioners with a lifelong commitment to child and youth care. Dr. Munoz helped to found the ACYCP Youth Work Certification, Sr. Rybicki is one of the nation's leading trainers and served as the President of the Academy of Child and Youth Care, and Michael Mitchell is Past President of the Wisconsin Association of Child and Youth Care Practitioners (WACYCP), a regional, national and global force for youth worker professional development.

Nomination Criteria

- Nominators **MUST** be current ACYCP members, however, nominees **DO NOT** need to be ACYCP members
- Nominators may consist of more than one person, but at least one nominator **MUST** be an ACYCP member
- Nominees do not have to be currently employed and may be retired, but not deceased
- Nominators may submit more than one nomination, but on separate nomination forms
- Nominees may come from any area of the broad child and youth care field
- Nominees may come from any level of practice (ex. direct care, research, administration, supervision, etc.)
- Nominees may reside or practice in any part of the world
- Finalist nominations are reviewed and a winner selected by the ACYCP Board of Directors
- Nomination forms are coordinated by the ACYCP Membership Committee
- Winners are only eligible for one award
- Nominees hereby consent to their nomination and any related publicity
- Nominator(s) hereby consent to any publicity related to their nomination submission(s)
- Award finalists will be notified prior to the selection of a winner

Award Criteria

- Nominations, with supporting documentation, will be evaluated on the following basis:
- How long has the nominee served the CYC profession?
- What CYC organizations has the nominee been a member of?
- Has the nominee served on any CYC boards?
- What positions has the nominee held during their CYC career?
- Has the nominee been involved in any CYC mentoring activities?
- Has the nominee been involved in research, training or program development and/or promotion?

- Has the nominee been directly involved in CYC training venues?
- Has the nominee contributed towards the advancement of CYC certification?
- Has the nominee advocated for, or otherwise advanced, the welfare of CYC workers?

If you want someone to know just how much you appreciate and recognize their contributions and achievements, then just download and complete the form at www.acycp.org/awards

This is an excellent way to demonstrate recognition and appreciation for a wide range of service, leadership and experience not always readily recognized in day-to-day CYC job performance. The more objective supporting evidence and material you can provide the better. Supporting documentation (COPIES ONLY) may be attached to the form.

Then send it to the Membership Services Committee Chair, Michael Mitchell, at: propman46@gmail.com or call (608) 846-2860, with questions. Or you can hard copy everything and mail to: Jody Rhodes, ACYCP, at P.O. Box 510423, Milwaukee, WI 53203. ◇

Now Hear This:

WITH ACYCP YOU'RE ALWAYS CONNECTED



With the start of an exciting new year, **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 get 2019 off to a great start by renewing or upgrading that membership TODAY! ◇ [Photo credit: freeimages.com]

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

11 WAYS TO MAKE MORNINGS EASIER

[**Editor's Note:** The following intro is re-printed from WedMD.com with photo from Freeimages.com]

"Good news for night owls and anyone else who doesn't bound out of bed when the sun comes up: You CAN learn to love your mornings. These small changes can boost your mood and energy."

[READ MORE](#)



NEED HELP WITH YOUR CYC CERTIFICATION APPLICATION?



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

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 . 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:**

May 15 / June 12 / July 10 / Aug 14 / Sept 11 / Oct 16 / Nov 13 / Dec 11

The Other Half of the Job

8 INEXPENSIVE EMPLOYEE APPRECIATION DAY IDEAS YOUR TEAM WILL LOVE

By **Swetha Amaresan @swethamaresan**

[Editor's Note: This article intro is re-printed with the permission of Hubspot.com with photo from Freeimages.com]

It's normal to focus your energies on customer appreciation. In fact, it's great. Your customers are typically your main priority. Happy customers spend more, and that makes you happy, too.

However, once in a while, it's important to show some love for the people who work every day to help satisfy your customers. Without your employees, your company would fall apart.

According to a [study](#) by the University of Warwick, happier employees are 12% more productive. So, shower your employees in appreciation, and they'll appreciate their work even more.

When is Employee Appreciation Day?

National Employee Appreciation Day falls yearly on the first Friday of March...It was created in 1995 by Bob Nelson, a founding board member of Recognition Professional International, with the help of Workman Publishing, his publishing company.

[READ MORE](#)



The Accidental Practitioner

“I PASSED MY DEEP WATER TEST”



By Dale Curry, Ph.D.

"I passed my deep water test! I passed my deep water test!" Those were the words excitedly shouted by Roger to the other children and adults in the swimming pool area. His aquatic world instantly expanded to the full length of the pool, including the "deep water" section. Roger, who at that time, had a diagnosis of childhood psychosis, soon started to transfer some of his

newly acquired autonomy, trust and self-confidence in the aquatic area to other aspects of his world. For example, later that weekend day when the group was crossing a street to another section of the facility where the cafeteria was located, Roger pulled his hand away from me as if he was saying "I passed my deep water test, you no longer need to hold my hand when we cross the street." We no longer held Roger's hand when crossing the street to the cafeteria. There were a number of reasons why Roger continued to make significant developmental progress while in care, but the strategic use of swimming to promote developmental and therapeutic outcomes was a significant factor.

Many programs for children and youth include swimming within the program menu because it is fun. That is a valid rationale as some young persons have limited opportunities for fun and limited memories of pleasurable life experiences. But even if we ourselves have arrived in child and youth work accidentally, we have learned to be more strategic in our daily use of life events to positively impact young persons. We can also increase our understanding of swimming and the aquatic milieu to more skillfully promote developmental competence for the young persons in our care.

It has long been known that developmental challenges can be worked on in water. The process of learning to swim appears to replicate many of the same developmental issues experienced in other areas of life. Using a modified Eriksonian framework (e.g., trust, autonomy, initiative, industry, identity), aquatic activities can support these developmental accomplishments and perhaps help some young persons re-experience these crucial tasks with more positive and successful outcomes (Curry, 1977; 1980; Dentler, 1967). Think of the physical contact and trust involved in the first experiences in learning how to swim. Young persons must trust the instructor to safely hold them in an environment that actually could involve the possibility of death/drowning. This experience has similarities to the context of physical contact and trust involved daily between parent and infant. In a family, a child must learn that his parents will not withdraw support when needed. In the pool, a child can learn that the child and youth care worker (CYCW) will not withdraw support (physical or emotional) when needed. During infancy, being held and receiving physical contact from a caregiver is essential (Winnicott, 1965). In the pool, a child can be held and supported easily with the assistance of the buoyancy of water. An older child can still appropriately receive this physical contact and support because that is the manner in which one learns to swim. Water games that require a child to walk backward in the pool or do back somersaults in the water also demand much trust in the environment. Progress toward a basic sense of trust in oneself, others and the environment (a major developmental achievement) can be realized in an aquatic setting with competent, supportive, and trustworthy CYCWs.

While significant opportunities for progress toward developing a healthy sense of trust to develop abound, CYCWs must also be aware of the potential physical and psychological threats that are inherent within aquatic activities. Taking safety precautions (physical and psychological safety) is an essential priority. We know that many of the young persons in our programs have experienced previous traumatic and other adverse experiences. As mentioned previously, some developmental challenges can be re-experienced in water; but water activities can also reactivate the fears and other responses associated with previous adverse experiences. Naively conducting trust activities such as a blindfold activity (Marco Polo) in the water without considering and planning for prevention of potential adverse experiences is unethical (Above all, do no harm!). Recognizing the inherent elements involved in activities (activity analysis) and how to adapt activities to promote developmental outcomes and prevent unnecessary discomfort will be the focus of a future article in this column.

Gradually becoming more autonomous in the pool can in some ways parallel the separation and individuation process that typically occurs in family life. It is quite an achievement for a child to let go of the side of the pool or of the worker and venture out on one's own in the pool. A sense of independence is surely

experienced when a child has jumped into the air, about to enter the water. Self-regulation/control is another central issue in the autonomy phase of development. Control of body process, of the sphincter muscles, and the ability to make the body do what one wants it to do are important. Issues of holding on and letting go (think of bowel and bladder control that are typically learned in early childhood), can be repeatedly experienced by holding and letting go of one's breath in the water or holding onto and letting go of the youth worker or side of the pool. A sense of autonomy is typically experienced early on for most children when learning to crawl and walk. The initial balance experiences of learning to walk can be somewhat replicated with the initial balance challenges of walking in water.

Swimming also offers exciting opportunities for a sense of initiative to develop because it is a whole new world to be mastered. Structured and unstructured water activities provide numerous opportunities for children to express themselves. Trying out new body movements that being in a buoyant water environment permits, can also enhance a sense of initiative and creativity. Creative body movements in the air and water are possible. An aquatic setting also provides an excellent atmosphere for dramatic fantasy play which is an important development. The development of symbolic thinking can be facilitated with fantasy water play. A wrestling mat in the pool can become a pirate ship in the middle of the ocean. Pretending to scuba dive for treasure can become an adventure. Of course, "Jaws" may also be in the thoughts of some children. CYCWs must again be aware of potential internal threats. Fears of bodily harm are typical for children in the initiative phase. Think about how a swimmer in the deep water may appear to some young persons. Only the top half of the person may be seen and/or the legs may appear to be distorted in the water. The CYCW can do a number of interventions to reassure young persons such as having them wear swim goggles and encouraging them to touch and view their own legs underwater.

Learning to swim different strokes, swim at different speeds, and play various water games can provide a meaningful sense of industry or competence as described by Karen VanderVen. A pool provides opportunities to promote physical and social competence. Being in the water environment with others can provide a transition toward more effective group participation (similar to parallel play). Both individual and group water play can be encouraged. Opportunities for authentic water skill accomplishments are possible. In addition to instruction of traditional swim strokes and dives, CYCWs can structure water activities that can promote a number of developmental competencies such as an accurate sense of body image, self-regulation, and an understanding of cause and effect (e.g., for every action, there is an equal and opposite reaction; ripple of actions). Typical on-land activities (e.g., basketball, volleyball) can be adapted to be performed in the water to become novel and potentially more exciting experiences for the young persons.

While a sense of identity occurs in all developmental phases (VanderVen, 2015), teens can try out different roles in a swimming environment as well. Learning to develop an attitude of reasonable risk can be practiced in many ways. The trust involved in being held by a worker in the pool when a child does not know how to swim is a potentially dangerous situation but a low-risk decision in quality programs. Jumping in the deep water when not knowing how to swim and tread water is a very high-risk decision but low risk after mastering those crucial skills. Walking out on to the diving board on the high dive can activate a significant amount of fear and yet exhilaration and a sense of accomplishment after successfully taking that first step off the board and into the water. Performing a variety of jumps and dives can further provide the opportunity to try out different "selves." The search for excitement and reasonable risk taking that often occurs in adolescence can be supported in an aquatic milieu. Taking water safety/lifesaving courses can provide a potential opportunity for later employment teaching swim lessons, serving as a lifeguard or pool manager. That was my part of my early pathway into child and youth care work.

Swimming activities may have some inherent risks/threats for young persons as well as adult CYCWs. Wearing only a swimsuit can expose one as few other activities can do. One may be getting dressed and undressed in close proximity or in view of others, depending on the privacy of the physical facility. Professional CYCWs must carefully plan for the potential benefits and risks of incorporating aquatic activities into a comprehensive child and youth work program. As mentioned previously, one planning tool involves conducting an activity analysis.

My first formal exposure to the concept of activity analysis involved my coursework at the University of Pittsburgh and my review of Chuck Gorre's master's thesis. Activity analysis is a process used to identify the

inherent properties within an activity as well as the knowledge, skills, and abilities necessary to successfully participate and complete the activity. This process can also help us to understand how to adapt some of an activity's elements to encourage participation and successful outcomes for young persons (Gorres, 1977). Some of these activity elements may include:

1. Physical setting and materials involved
2. Demands of required behavior (knowledge, attitude, skills required for performance)
3. Form and source of controls
4. Provisions for participant interactiveness
5. Required closeness/distance (physical and emotional)
6. Competitive and cooperative factors
7. Number of participants
8. The element of time
9. Internal threats (physical and psychological)
10. Normalization and inclusion factors.

A more comprehensive discussion pertaining to activity analysis will be the focus of this column in a future issue.

A closing thought regarding the inclusion of swimming in child and youth care programs is that aquatic activities must be planfully integrated with the other program components. For example, the transition to and from the aquatic setting can significantly influence the potential outcomes of the swimming activity. Because swimming is often a very popular activity for young children, some CYCWs have used swimming as a reward or consequence for misbehavior. I have many memories of overly excited children having to take "time-outs" or missing the activity entirely as a punishment for misbehaving before or after the swim activity. Not only may children be excited before the swim activity; some may have difficulty ending an enjoyable activity (getting out of the pool and getting ready for the next activity). I also remember seeing skills employed by many of my colleagues supporting children during transitions. For example, a CYCW quietly interacting with the fully dressed children outside the dressing room playing a quiet transition game while awaiting the remaining children that were still getting dressed. Crucial program elements such as swimming should not be used as rewards and punishments. Effective planning and intervention before, during, and after aquatic activities will lead to more successful outcomes.◇

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Photo: Pixabay.com

Now Happening

SHARING IS CARING!



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

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

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

For More information Contact:

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Madison, WI
[photo credit: FreeImages.com]

Now Happening: Deadline May 1, 2019!

ACYCP ANNUAL AWARD HONORS CYC PIONEER, TEACHER AND MENTOR

It is with great pride that the ACYCP Professional Development Committee announces the **2019 opening of nominations for the annual ACYCP Carol Kelly Newcomers' Award**. This award was established to honor the example, spirit and legacy of child and youth care (CYC) pioneer, teacher and mentor **Carol Kelly, Ph.D.** who taught at the **University of California-Northridge**.

Nominations are **open now** under the follow criteria:

- Nominees and nominators **both must be current ACYCP members.**
- Nominees must have a **minimum of 3 years paid CYC experience.**
- Nominators may consist of more than one person, but at least one nominator must be an ACYCP member.
- Nominators may submit more than one nomination, but on separate nomination forms.
- Nominees may come from any professional CYC community of care.
- Nominees may come from any level of practice (ex. direct care, research, administration, supervision, etc.)
- Nominees may reside or practice in any part of the world.
- Finalist nominations are reviewed and a winner selected by the ACYCP Board of Directors.
- Nominations are coordinated and vetted by the ACYCP Executive Board.

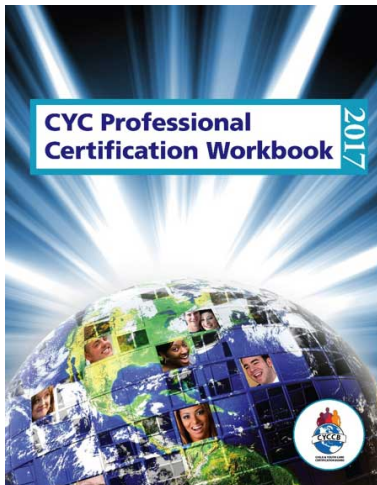


- Winners are only eligible for one award.
- Nominees hereby consent to their nomination and any related publicity.
- Nominators hereby consent to any publicity related to their nomination submission(s)
- Award finalists will be notified prior to the selection of a winner
- The award announcement and/or presentation will be made by the ACYCP President, at a time and/or place of the ACYCP Board's choosing. The award winner need not be present to qualify.

WHAT BETTER WAY TO CELEBRATE THANK A YOUTH WORKER DAY?

To download a nomination form, go to www.acycp.org and click on **Scholarships and Awards** and follow the directions. Then send it to the Membership Services Committee Chair, Michael Mitchell, at: propman46@gmail.com or call (608) 846-2860, with questions. Or you can hard copy everything and mail to: Jody Rhodes, ACYCP, at P.O. Box 510423, Milwaukee, WI 53203. The **deadline** for the 2019 award is **Monday, May 1, 2019** ◇.

CYC PROFESSIONAL CERTIFICATION WORKBOOK PUBLISHED



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

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

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

The workbook is available from CYCCB for \$30 (which includes shipping costs).

[Order a manual at this LINK](#)

Advocacy In Action

BREAKING NEWS: PRESIDENT TRUMP'S BUDGET PLAN ELIMINATES AFTERSCHOOL AND SUMMER LEARNING PROGRAMS FOR 1.7 MILLION YOUNG PEOPLE

[**Editor's Note:** Sincere thanks to Frank Eckles for passing this along.]

Breaking news: President Trump's budget plan eliminates afterschool and summer learning programs for 1.7 million young people.

Please take two minutes to tell your representatives in Congress to stand up for the programs America's children and families rely on.



While the President makes budget requests, Congress has the power to decide: will local afterschool and summer learning programs remain open or close their doors?

If the 21st Century Community Learning Centers initiative is eliminated, many programs will not survive.

Tell Congress to protect afterschool programs. [Take action now.](#)

Healthy Kids, Healthy Adults

PHYSICAL FITNESS IN YOUTH LOWERS ADULT DISABILITY RISK

Effect was significant even for the overweight and obese

by **Jeff Miner**, Contributing Writer-MedPage Today.com

[Editor's Note: Intro re-printed from MedPage Today.com posted February 11, 2019]

Being overweight or unfit in adolescence was linked with physical disability in adulthood, but better fitness mitigated that risk regardless of body weight, a national cohort study of Swedish men reported.

Among over 1 million men followed for nearly 3 decades, those in the lowest decile of cardiorespiratory fitness as adolescents were nearly four times more likely than those in the highest to receive disability pensions as adults (HR 3.74, 95% CI 3.55-3.95), after adjusting for age and socioeconomic status, said researchers led by Pontus Henriksson, PhD, of the Karolinska Institute in Huddinge, Sweden.

[Photo: JudM/Pixabay.com]

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Now Happening

CALLING ALL INSTRUCTORS!

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Speaking of Youth and Children

On Celebrating the 100th Day of School:

"When I Am 100 Years Old

When I am 100 years old I will be tired of everything & everyone so I will tell everyone I am going to Canada but actuatally (sic) go to the Bahamas. I'll live in a tiny hut with my tiny dog. I will order fish tacos when I'm hungry (sic) & live my best life with no crap."---

-Emma Knight, 6th grade student [posted on the internet 2019]

Thinking Like the Fox

THERAPEUTIC BENEFITS OF "REAL" CONSEQUENCES



By Lorraine E. Fox, Ph.D.

When last we talked at the beginning of the year I left you with homework assignments related to consequences you handed out following unacceptable behavior. Your task was to examine whether, in fact, they were “real” consequences in that they were closely related to the behavior in terms of what the client did, and what need you think they were trying to meet with their behavior. Did the consequence “naturally follow” in a way that a young person could understand how it

(the consequence they received) was supposed to help them learn to meet the **same need** in a better way? We mentioned that imposing a consequence because a behavior was in violation of some “rule” in the program was not helpful unless we understood what was more important to the client than following the rule. In other words, rules should be in place for the good of clients and we should be able to clearly explain why a particular rule is in their best interests. Many, if not most clients, think the “rules” are there for the staff! When a client doesn’t follow a rule it is because they have another interest that is more important to them than doing what we want. This incompatibility with their need and our rule is what should help determine the consequence.

Let’s say a client was bullied at school by one of the peers, or, was humiliated in class by the response of a teacher to something they said. To meet their need for feeling safe, or for saving face, the client might decide that either of these can be achieved by not going to school the next day. From their point of view, staying home and accepting whatever “consequence” they get would be worth avoiding the harm or humiliation at school. Here’s the catch: they are not having an issue with school! If our conversation centers on the “rules”, or about going to school, we are wasting our breath. We are also missing the opportunity to find out what the problem really is and therefore how to help them solve it.

Frankly, conversation with staff, wanted or unwanted, is my favorite “consequence” – for almost any behavior. The first question to ask before imposing a consequence is “why did you do that”? In the example above, a lecture about what they did (cutting school), or about our “rule” about school attendance, will do nothing to help the client solve the problem. Answering the question about why they cut school points us to how we can help them? Questions about any behavior will lead to learning one of two things: 1. Maybe even the child/teen doesn’t know exactly what s/he was wanting or needing that prompted a particular behavior. “I don’t know” might be a truthful answer. Or, saying something like “school is stupid” may be letting us know they have not learned how to be honest about their feelings. Being honest may not have been safe for them in the past. Or, possibility #2, maybe they know what they needed but couldn’t figure out how to get it in a way that was compatible with following program expectations. Their behavior thus “backfired” on them, and not only did they not get their need met, but they received a negative consequence that was unrelated to their problem as well. It may also be true that for them meeting their need may have been “worth” the negative consequence.

There should be different consequences for not understanding why you do what you do, than for knowing why you did something because you didn’t know what else to do. Those clients coming from homes and families where they were not given the opportunity to know themselves from relationships and interactions with others need us to do more than slap penalties on them for “misbehaving”. They need us to sit with them at the kitchen table and figure out why in the world they used that particular behavior to meet that particular need. It’s tedious to be sure and they would rather be going anything than talking to one of us. But it’s a fine consequence to play detective and learn why they got a response they didn’t like and how they could do things differently next time.

A client who is being bullied doesn’t need a consequence related to school attendance but related to how to stand up for him or herself, and maybe practicing some responses to kids who pick on them. In the case of avoiding school to avoid feeling embarrassed, reviewing the teacher’s response that caused the humiliation and ways to manage embarrassing feelings would be helpful. In both cases, consequences related to school attendance would not.

Another part of the “consequence conversation” is for them to help us understand what need of theirs was more important to them than going along with the expectation. What prompted them to behave against what we ask? How can we help them find an acceptable way to meet their need, and also comply with our expectations. If this exchange does not happen, we can expect them to once again go against our wishes to get what they think they need.

For our morale, I think it is important to believe that it is always possible for clients to meet their needs in ways that are acceptable to us, and it is our job to help them do so. Unrelated or unreasonable consequences do not accomplish this, and leave both staff and client angry and frustrated.

Treatment environments not only teach young people how to live safely, but help them learn how to understand “natural” consequences. Living in a safe situation, they are both free to make choices of how to behave, and to learn how their actions lead to predictable consequences. In safe environments, consequences can usually be predicted and planned for, giving us the chance to learn how to plan our actions to get what we want and avoid what we do not want. We do not get a speeding ticket for driving a red car. We get a speeding ticket for driving a red car too fast. This is true for both clients and staff.

This “logical” connection between behavior and outcomes can be reinforced using examples from both our lives and theirs. “You are not watching television with the others tonight because you have to do your schoolwork. And the reason you are doing your schoolwork now is because you chose to fool around during class and not get your work done”. Again, consequences are not given; they are chosen! I can do the laundry now or I can do it later. But at some point, I’ll have to do the laundry. If I’m doing it when it’s inconvenient it’s because I put it off when I could have done it more easily.

Discipline allows us to move into and past a specific behavior in one interaction. Rather than simply punishing a child for throwing rocks and issuing commands that they stop throwing rocks – which will probably be ignored unless they learn what else to do – we can confront the behavior by first learning why the rocks are being thrown and then impose a meaningful, related consequence. For example, the client will pay for something that was broken, or help to repair it. Or, they can make a list of “Five other things I can do when I’m mad that won’t get me in trouble”.

In any case, what is clear is that consequences must be related to what, and why, and who.

And now you know why you’re exhausted. Treatment is not for the faint of heart. It is never easy, and never a matter of “you do this and I’ll do that”. Not if we really want to help, and heal – which is the definition of the word, therapeutic. ♦ [Photo: JaredBrashier/Upsplash.com]

From the Soapbox... Again!

MAKING CONNECTIONS ACROSS THE FULL SPECTRUM

By Karen Vander Ven, Ph.D.

There is little doubt that the more connections child and youth care work has with other constituencies, such as organizations and programs with some shared goals and interests, the stronger it will be in attaining its own mission.

Thanks to the dedicated efforts of ACYCP and other child and youth work organizations and programs over the years, the field is gaining strength. The increasing visibility of ACYCP, the identification of competencies, the Certification Program, and the now on-line Journal of Child and Youth Care Work are major contributors. Continued international



involvement, such as representation on FICE's board and other global activities, give the field a solid base of credibility as well. Now it needs to take significant steps towards establishing itself as the crucial human service that it is, and it deserves to be in an equal footing with the other disciplines/professions that serve people of all ages.

However, as I have continued to advocate, child and youth care work still has a way to go to convince the world of its significance in caring for and helping youngsters develop into the best that they can be. The reason that I have always given for the place of child and youth work on the lowest rung of the human service hierarchy, is because its crucial service is confined to an age range; a factor that contributes to under-funding and lack of political clout. Focusing more on the unique service the CYC field provides, and how it can be extended to other age groups, is needed to increase its capacity. Enabling CYC connections with the other age cohorts can empower all populations, and may enable the profession to command better resources and support.

One way of extending the external connections of child and youth care work is to study and get involved with organizations with overlapping and similar interests. So an organization I can highly recommend that we connect with is *Generations United* (<https://www.gu.org/>). Its mission is to make connections between young people and older people, resulting in interactions and activities empower both populations.

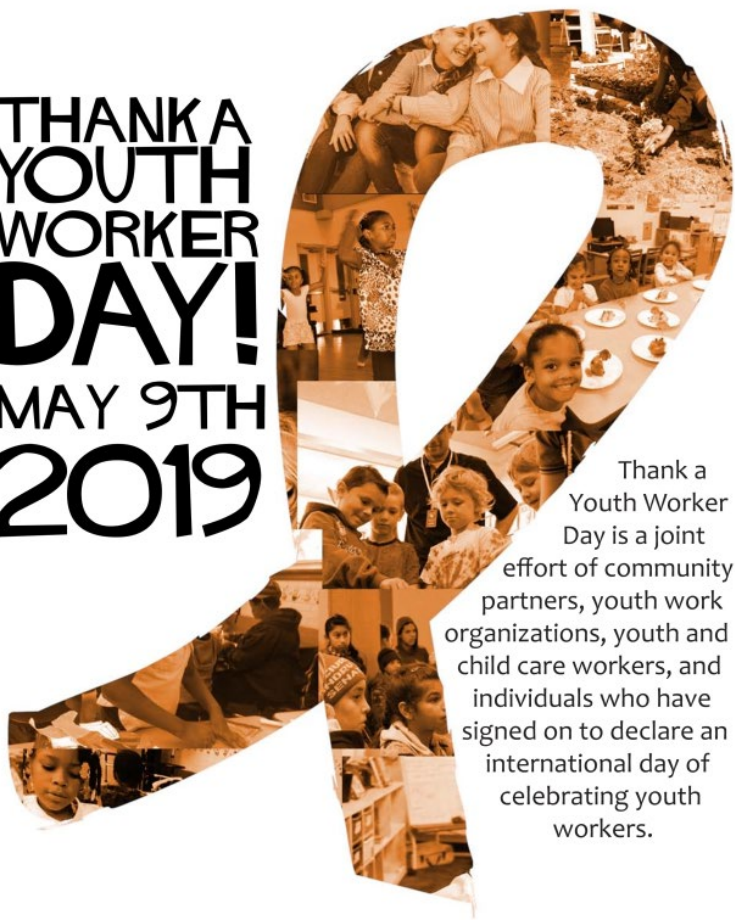
Right now, in American society, there is a fissure between the younger and older generations, which this organization would like to heal, through facilitating connections among the generations. This is part of growing efforts to fight ageism and point out how much the 'senior' population can contribute to society – and how enriched their lives are with contact with younger persons. However, youth continues to be seen as the ideal situation, with the future still ahead, while old age is seen as a decline and the end-of-the-road, so to speak. Yet, this pessimistic image doesn't have to be. Fortunately there are many stories, perhaps lesser known, of how the well-being of younger people is enhanced by relationships and shared activities with those of greater years.

What if ACYCP made a connection with this organization and joined with it, offering its commitment to children and youth, to promote relationships and activities between the young and the old? The organization's substantive newsletter states that it provides "*News for Advocates of Children, Youth and Older Adults*". Check the phrase above up until the 'and older adults'. We've heard it before and it immediately defines our common ground.

Of course such a connection and relationship should and could be reciprocal, but in the meantime somebody should make the first move. How about it? Certainly this could be a good resource for the readers of the **Child and Youth Care Advocate** - and vice versa!◇

[Editor's Note: Karen makes an excellent point. While ACYCP has a Strategic Outreach Committee, making connections, both within the CYC profession and across disciplines, is an activity which can be undertaken at many levels. Often the efforts of knowledgeable individuals can lead to strong collaborative bonds. One such fine example has been **Andy Schneider-Munoz, Ph.D.**, who for years has served as a liaison between ACYCP and the rest of North America, if not the world. As Andy would be the first to attest, these connections don't have to be a special mission, but rather a natural part of day-to-day professional activities. If you would like to connect with ACYCP or visa-versa, just drop us an email at <https://www.acycp.org/ACYCP> and we will welcome and respond to your suggestions. [Photo: Dan/Kelli Oakley_ Pixabay.com]

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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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