

Your Quarterly News & Updates Vol.5 Issue 2/Spring 2020
From The Association of Child and Youth Care Practice



THE CYC ADVOCATE

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

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

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



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ENJOY!

ACYCP PRESIDENT'S PERSPECTIVE

By Jody Rhodes, CYC-P, MS

Dear ACYCP Members and Friends,

Just as I was getting ready to write my President's Perspective a couple weeks ago, the COVID-19 pandemic descended upon us, and it seemed as if my life (along with all of yours too I suspect) was getting turned upside down. Social distancing, school closures (I have children of my own), agency and program closures, funding cuts and reductions, and families in need. All this plus trying to navigate technology, to keep the work happening not just for me but for my 55 staff and hundreds of teens. I know I speak for many of us on this scenario.



Fast forward a couple weeks and one thing that I am very sure of, is the importance of the work anyone does with our youth and young adults. In the spirit of Thank a Youth Worker Day coming up on May 7th, I have a few thoughts to share:

- 1.) Youth workers really are lifelines to the youth we serve. Beyond serving them within our walls, this pandemic has caused us to get creative and "think outside the box" to keep supporting them through these very unprecedented times.
- 2.) The youth workers in the out-of-home care settings are working triple hard to assist the youth they serve, while deepening their impact every day. With schools cancelled, many businesses limited to carry-out or mail order, plus programs and services cancelled, these youth workers are doing more than their job descriptions call for. While a lot of youth workers are not working right now, due to agency lay-offs/shut downs, those out- of- home- care youth workers are still assisting some of the most in-need youth, are super heroes!
- 3.) Teachers, who work with our youth in a variety of settings, are also unsung heroes. With hardly any notice, many had to try and bring their daily lessons online. We who are parents, are feeling the amount of that work, as we try and help fill the gap with at- home schooling. My one daughter, who is a straight-A student, is struggling with the online learning. I am using my youth work skills to help her navigate, as she feels as if she is failing. We all know she is not. None of our youth are ever "failing" and helping them understand that is why our work is so important.

I know it can be hard to feel appreciated and valued in our field of youth and childcare work, but believe me, the work we all do is so critical to each and every person we serve. You may not see it every day, or it may take years to see your efforts come out in a youth's personal development, but always believe each and every one of you is making an important impact in one life, if not dozens. In times of crisis, our youth and our own children need us more than ever.

We all continue to rise to the challenge. Because that is what youth workers do.

Jody Rhodes
ACYCP President

PS: Watch for ways we are going to celebrate Thank a Youth Worker Day virtually on Thursday May 7th.

Enjoy this edition of the CYC Advocate ◇

Advocacy In Action

ACYCP SEEKS CHANGE FOR HMONG FAMILIES

RESOLUTION in SUPPORT of the HMONG COMMUNITY

WHEREAS, the United States and Canada have a rich history of opening their doors to peoples of all backgrounds and experiences; and

WHEREAS the United States and Canada are the proud home of over 260,000 Hmong people of which the vast majority live in the United States, with the top concentrations living in California, Minnesota and Wisconsin, respectively; and.

WHEREAS, many Hmong people living in both the United States and Canada came here as refugees seeking asylum after fighting alongside United States military and supporting Canadian peacekeepers during the Vietnam War; and

WHERE AS, many Hmong people are an integral part of the community fabric across the United States and Canada, as our neighbors, family members, friends, co-workers, business owners, students, and veterans; and

WHEREAS, the Association for Child and Youth Care Practice, representing the child and youth care profession, proudly stands by all children, youth and families; and.

WHEREAS, we celebrate the values of our diverse profession and are inclusive of all its diversity of service providers and the child, youth and families which they serve, including all races, ethnicities, faiths, national origins, immigration statuses, political viewpoints, abilities, sexual orientation, and gender identities, and

WHEREAS, a recent proposal by the current Presidential administration seeks to deport certain longtime Hmong residents of the United States, which could impact up to 4,500 Hmong people nationally; and

WHEREAS, these proposals have sowed fear into Hmong communities across the United States; and

WHEREAS, numerous community leaders, and local and national elected officials have called on the administration to reconsider this proposal and have expressed their opposition to any agreement that results in the deportation of Hmong people living in the United States;

THEREFORE, BE IT RESOLVED that the Association for Child and Youth Care Practice, reiterates its steadfast support of all the members of the Hmong community living in the United States and Canada, and especially their children, youth and families which we serve, we strongly urge the reconsideration of any proposal that would result in the deportation of any members of the Hmong population living in the United States.

IN WITNESS WHEREOF, the undersigned, being duly delegated as representative of the Board of Directors, has executed this resolution this 7th day of April 2020.

Jody Rhodes, MS
Board President

The ACYCP would like to thank the Board of Education of the Sun Prairie Area School District (WI) for their assistance in the drafting of this Resolution.

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Reflections from the JJ Side

THE FEAR IS REAL... FOR EVERYONE



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

The coronavirus in juvenile detention is being described as a “nightmare scenario” by doctors and youth advocates. NBC news reporter Tyler Kingkade in an article by this name quotes one youth in the New Orleans detention facility, “I just don’t want to die in here.” Youth in detention have a fear of

contracting the virus AND they have a fear of being locked in seclusion to avoid contracting the virus. They have a fear that their family members will die while they are locked up AND of why their favorite staff isn’t coming to work. They have a fear of the mask, of wearing it AND of not wearing it. They fear the cough, the snuffle, the shortness of breath they felt running on the basketball court AND they fear telling someone.

The fears are real, and the emotion inevitably leads to behaviors. Those behaviors may seem rational or irrational to others. Youth will act out their fears with defiance and aggressive behaviors or will manage the fear and become more peaceful and compliant. One juvenile justice administrator in a COVID-19 hotspot indicated, at least for the short-term, the later was occurring resulting in fewer behavior incidences and quieter units.

But that is really only half of the story. Detention facility administrators, the decision-makers, also have very real fears. Fears of all of the misinformation and the ability to make decisions based on what is legitimate and real. Fears of responsibility for staff and staff bringing exposure to the virus home to their families. Fears of not catching the one person who is asymptomatic before they come into the facility and spreading the virus throughout the contained environment. Fear of not having adequate space to quarantine, not having enough protective gear and not having enough staff. And yes, ultimately, the same fear as the youth, fear of one youth, one staff or even themselves dying.

The fears are real, and the emotion inevitably leads to behaviors. Those behaviors may seem rational or irrational to others. Facility administrators, (in collaboration with others) have had to make very tough decisions in order to keep staff and youth safe and healthy. Across the country they have closed down campuses to visitors including family members, social workers/counselors, and clergy; postponed school; and cancelled all programming and volunteer events. Where family visits are being allowed it is only through non-contact visitation or videoconferencing and where school is occurring it is by "packet" work with no interaction with teachers. Facility administrators have engaged in contingency planning to ensure non-disruption to the delivery of food and supplies and staffing plans to determine essential staff and the impact of possible workforce reduction based on staff exposure. Courts have also closed resulting in a delay of hearings and of potential release of youth.

There are times in detention when decisions made to address one issue, i.e. safety in the presence of a pandemic, actually heighten the fears of youth or exacerbate other pre-existing co-occurring conditions. Examples include isolating a youth exposed to COVID-19 who is also suicidal or cancelling visitation for a youth that already fears a family member will die while they are locked up. Detention administrators and staff can help to mitigate the negative impact of the decisions they HAD TO MAKE by considering HOW those decisions are implemented. For example, YES, they have to isolate individuals who have tested positive, but, NO this cannot mean seclusion in a cell for fourteen days. Other examples include

With testing positive for COVID-19

- The youth didn't stop being that 16-year old with the cognitive functioning level of a 10-year-old that required simple directions and multiple explanations and lots of patience before the positive test. How do we explain COVID-19 in simple terms to youth with limited cognitive functioning?
- The youth didn't stop being that 14-year-old with abandonment issues that just lost visitation with grandma, meetings with a favorite counselor and the teachers whom she has formed a connection with, all goals she was told to work on before the positive test. How do we increase connectivity while decreasing physical contact?
- The youth didn't stop being the HIV positive, substance abuser or the youth with underlying medical conditions such as asthma in need of the same or more medical attention and support they needed before the positive test. How do, facilities, and especially small rural facilities, increase access to medical care during a medical emergency?
- The youth didn't stop being the suicidal youth requiring the 1:1 watch before the positive test. Research and best practice tell us isolating suicidal youth is not what we are supposed to do. How do we justify following guidelines for isolating COVID-19 positive youth, while ignoring the research that tells us this will have negative short- and long-term effects on the youth? The question HAS to be, how do we accomplish both?

The fear that everyone is feeling is actually a good thing. It's what keeps all of the youth in the facilities safe. It's what drives youth and administrators to seek out accurate information and to make and implement rational decisions.

To avoid further heightening the fears of youth and staff, and exacerbating the symptoms of pre-existing conditions, facility administrators and staff must implement COVID-19 directives with love, care and compassion. Communication between administrators, staff, youth and families at this time is critical, for information and HOPE are the best antidotes to the fears.◊

OH CANADA!



By Susan Hunt, CYC-P-Staff Writer

First Call: BC Child and Youth Advocacy Coalition is a non-partisan coalition of 108 provincial and regional organizations who have united their voices to put children and youth first in BC through public education, community mobilization, and public policy advocacy.

With a vision to ensure that BC's children and youth have the rights, opportunities and resources required to thrive, their mission is to put BC's children and youth first through public education, community mobilization and public policy advocacy.

Each year at their First Call Fundraising Gala, First Call recognizes someone with the Champion of Child and Youth Rights Award for their inspiring and important advocacy for BC children and youth rights. Recent past recipients include Mary Ellen Turpel-Lafond, Raffi, and Katie Hyslop.



This year, they were excited to recognize Karen Isaac with this award. Karen, a Migmaq from the Gaspé region of Quebec, has over 20 years of experience working with Aboriginal organizations at national and provincial levels. In 1999, Karen joined the BC Aboriginal Child Care Society (BCACCS), a nonprofit organization established in 1995 by the First Nations Summit to administer BC's \$12 million allocation of the First Nations/Inuit Child Care Initiative. Between 1996 and 2000, BCACCS helped oversee the creation of 800 new licensed child care spaces in 57 BC First Nations communities. BCACCS continues to support Indigenous communities and early childhood educators by providing culturally focused early childhood education and care resources, training, networking and policy analysis and research.

February 13, 2020

<https://firstcallbc.org/news/announcing-recipient-of-2020-champion-of-child-and-youth-rights-award/>



The Government of Canada announces the coming into force of an Act respecting First Nations, Inuit and Métis children, youth and families.

September 10, 2019

According to Census 2016, Indigenous children represent 52.2% of children in foster care in private homes in Canada, despite accounting for only 7.7% of the overall population of children under 15. This statistic prompted the Call to Action item #4 by the Truth and Reconciliation Commission which calls "upon the federal government to enact Aboriginal child-welfare legislation".

On January 1, 2020, new federal legislation came into effect for all provinces and territories in Canada. It is intended to create a "comprehensive reform of child and family services that are provided in relation to Indigenous children."

Reducing the number of Indigenous children in care continues to be one of the Government of Canada's most important priorities. As such, in September 2019, the Honourable Seamus O'Regan, Minister of Indigenous Services announced that the Act respecting First Nations, Inuit and Métis children, youth and families (Bill C-92) will come into force in its entirety on January 1, 2020. This legislation was co-developed with Indigenous partners with the goal of keeping Indigenous children and youth connected to their families, communities, and culture. The Act affirms the inherent right of First Nation, Inuit and Métis communities to move forward with legislation to exercise jurisdiction over child and family services at a pace that they choose and also puts in place national principles such as the best interests of the child, cultural continuity, and substantive equality to help guide the provision of Indigenous child and family services across all jurisdictions. Most importantly, the Act provides an opportunity for Indigenous peoples to choose their own solutions for their children and families and emphasizes the need for the system to shift from apprehension to prevention.

"This is a critical step forward for First Nations and their families. I am very pleased we now know when this important legislation will come into force and form part of Canadian law. This legislation affirms First Nations jurisdiction, which is crucial to First Nations building their own systems based on their own governance, laws and policies. We must now focus on prevention over apprehension, and keeping children close to their cultures and families. We need everyone to support this approach, and we need proper investments to make it a reality.

With more than 40 000 indigenous children in care, the time is long overdue for First Nations to finally regain responsibility over our children."

Perry Bellegarde

National Chief, Assembly of First Nations

<https://www.canada.ca/en/indigenous-services-canada/news/2019/09/the-government-of-canada-announces-the-coming-into-force-of-an-act-respecting-first-nations-inuit-and-metis-children-youth-and-families.html>



Now Hear This:

ACYCP EXTENDS AWARD NOMINATIONS!



Just some of the 2019 ACYCP annual award winners! Congratulations! [Photo: Tom Plake]

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 awards consist 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 professional recognition!

NOTE NEW DEADLINE:

Due date for nominations is Monday June 1, 2020 at midnight!

ACYCP Life Achievement Award

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 Considerations

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?
- 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?

Carol Kelly Newcomer's Award

It is with great pride that the ACYCP Professional Development Committee announces the 2020 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.



Nomination 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

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 [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. ◇

Resources in Review

U.S. DEPARTMENT OF LABOR PUBLISHES GUIDANCE ON PANDEMIC UNEMPLOYMENT ASSISTANCE

[Editor's Note: **WATCH OUT FOR SCAMS!** Go to: [https://www.summitcreditunion.com/blog/how-protect-yourself-new-scams-related-coronavirus-covid-19-stimulus-](https://www.summitcreditunion.com/blog/how-protect-yourself-new-scams-related-coronavirus-covid-19-stimulus-ge?utm_source=news&utm_medium=email&utm_campaign=coronavirus&utm_content=cares)



[ge?utm_source=news&utm_medium=email&utm_campaign=coronavirus&utm_content=cares](https://www.summitcreditunion.com/blog/how-protect-yourself-new-scams-related-coronavirus-covid-19-stimulus-ge?utm_source=news&utm_medium=email&utm_campaign=coronavirus&utm_content=cares) to learn more.]

News Release: <https://www.dol.gov/newsroom/releases/eta/eta20200405>

WASHINGTON, DC – The U.S. Department of Labor today announced the publication of Unemployment Insurance Program Letter (UIPL) 16-20 providing guidance to states for implementation of the Pandemic Unemployment Assistance (PUA) program. Under PUA, individuals who do not qualify for regular unemployment compensation and are unable to continue working as a result of COVID-19, such as self-employed workers, independent contractors, and gig workers, are eligible for PUA benefits. This provision is contained in Section 2102 of the Coronavirus Aid, Relief, and Economic Security Act (CARES) Act enacted on March 27, 2020.

PUA provides up to 39 weeks of benefits to qualifying individuals who are otherwise able to work and available for work within the meaning of applicable state law, except that they are unemployed, partially unemployed, or unable or unavailable to work due to COVID-19 related reasons, as defined in the CARES Act. Benefit payments under PUA are retroactive, for weeks of unemployment, partial employment, or inability to work due to COVID-19 reasons starting on or after January 27, 2020. The CARES Act specifies that PUA benefits cannot be paid for weeks of unemployment ending after December 31, 2020.

Eligibility for PUA includes those individuals not eligible for regular unemployment compensation or extended benefits under state or federal law or pandemic emergency unemployment compensation (PEUC), including those who have exhausted all rights to such benefits. Covered individuals also include self-employed individuals, those seeking part-time employment, and individuals lacking sufficient work history. Depending on state law, covered individuals may also include clergy and those working for religious organizations who are not covered by regular unemployment compensation. The UIPL also includes guidance to states about protecting unemployment insurance program integrity. The department is actively working with states to provide benefits only to those who qualify for such benefits.

[Please visit this link for more information on UIPLs or previous guidance.](#)

[For department resources on COVID-19, please visit this link.](#)

[For more information about COVID-19, please visit this link.](#)

The Employment and Training Administration administers federal job training and dislocated worker programs, federal grants to states for public employment service programs, and unemployment insurance benefits. These services are primarily provided through state and local workforce development systems.

The mission of the department 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: April 5, 2020

Release Number: 20-577-NAT

Contact: Department of Labor National Contact Center

Email: DOL-Info@dol.gov

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

INSPIRING MESSAGE FROM JEN HOFMANN

By Jen Hofmann

[Editor's Note: The following is reprinted with permission and gratitude to: Jen Hofmann at <https://americansofconscience.com/inspiring-message-jennifer-hofmann/>
[Illustration by John Hain at Pixabay.com]



What's going on in the world right now is intense. Before you open this week's Checklist, I invite you to pause with me to take a breath.

Uncertainty can be scary.

First, let's acknowledge that people are feeling afraid right now for good reasons. Our nation hasn't been through something like this in recent history. It's unnerving. It's disorienting.

The fact that we don't know everything about this virus can invite fear for our own health and the lives of people we love. It can be distressing to have our everyday lives interrupted as public events are canceled and school activities curtailed. We may worry about financial strain for ourselves and economic loss in our communities. Some feel frustrated by a perceived lack of concern in our nation's highest levels of government.

If you have moments of fear and distress, know that you're not alone. Many people around the world feel this way right now. These are very normal, human ways to respond to uncertainty.

Take care of YOU first.

Here's a reminder to be gentle with yourself and those around you:
For years, I've talked about self-care being crucial to persevering through challenging times. And this has never been more true. To remain resourceful, we must put that proverbial oxygen mask over our own faces first. Do what deeply nourishes and helps you feel calm.

Solid, trustworthy information can also be a balm. The World Health Organization's COVID-19 page has complete information about how to take good care of your body during this time.

And then we can act.

Love in action

As uncertain and unusual as these times are, when we feel resourceful it allows us to act from love instead of fear.

When we wash our hands, it can be a loving act of service to those around us. When we close schools and work from home, we're actively reducing the spread of a disease that can kill people. It is a loving act to spare someone's life, even if we don't know who they are.

When practicing social distancing to prevent transmitting illness, we can still greet someone with a warm look, a kind smile, hand over heart as a gesture of affection. We can laugh together about how awkward it is not to shake hands or hug out of habit, and remind each other this is another form of love.

The citizens of Italy—whose country is under severe quarantine restrictions—are standing on their balconies and singing to help each other feel less lonely. This is love in action.

Choosing love over fear

One of our AoCC volunteers, Emily, lives in Brooklyn, NY and had this to say about a recent trip to the grocery store:

“I’ve never seen it so busy or the shelves so empty. They’re trying to keep up with demand, so there are also boxes in all the aisles with folks trying to restock shelves (anyone who knows NYC grocery stores know that there is NOT room to pass when that happens). What struck me was the lack of conflict among the shoppers. Unlike other busy times (like right before the Superbowl or as a blizzard is approaching), people stayed calm, waited for others to pass or move out of the way, and offered help to each other (like reaching down something from an upper shelf). I’m sure a lot of the folks in there were frightened, and my worry brain did wander off to how ugly it could potentially get. But it didn’t. New Yorkers are famously rude and impatient, but we also have the reputation for pulling together when times are challenging. I was very pleasantly reminded of other crises in recent memory when my community showed its best. Maybe we’ll get through this round together.”

This is love in action.

When I learned that people around the country are avoiding Asian restaurants out of fearful ignorance, we ordered Chinese take out.

I asked Judy (our local restaurant owner) if things had been slow, she said, “No problems here. We are very busy with take out.”

“I’m so glad! I love your food and wanted you to know I support my local Chinese restaurant,” I said.

A huge grin spread over Judy’s face. “Are you local?” It’s a small town. Connections matter.

“I am. I live just up the road here.” I hefted the brown paper bag off the counter, warm and heavy with goodies inside.

“What’s your name?”

“It’s Jennifer.”

“Well, thank you, Jennifer! We’ll see you again soon!”

Making this connection was my way of putting love for my neighbors into action.

Our threadbare safety net

Part of choosing love over fear in these times means keeping a love of justice at the center of our advocacy.

This disease is showing us how many people lack options who work hourly, for tips, and in the gig economy. Many have no other choice than to work while sick in order to keep a roof overhead, lights on, and food in the fridge. We know this is wrong and makes us all vulnerable, so this week’s checklist advocates for our neighbors who need paid sick time.

Many Americans lack the assurance of medical treatment when they're sick. Some people put off diagnosis or treatment because the medical bill might break the bank. We know that when some Americans get treatment and others can't, it is unjust and makes us all vulnerable.

Working parents must take time off when school is cancelled, which can tank their household finances.

It forces some parents to leave their children unsupervised or risk losing their jobs. This is unsafe for all of us.

People who are currently in medical facilities, prison, and ICE detention are especially vulnerable to contracting this contagious disease. All lives matter. If release isn't possible, extra protection for their well being is crucial.

For these issues too, we can put love into action.

We can't do it all, but we all can do something

To support our neighbors in these times, you're invited to dive into this week's Americans of Conscience Checklist.

There's much we can do. Let's do it with love. ◇

GET HELP HERE WITH YOUR CYC CERTIFICATION APPLICATION!



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

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

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

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

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

If you have questions, please contact us at (979) 764-7306 or CYCOffice@YouthWorkAcademy.org . 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.cycpcb.org<<http://www.cycpcb.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:

May 13, 2020
June 10, 2020
July 8, 2020
August 12, 2020
September 9, 2020
October 14, 2020
November 11, 2020
December 9, 2020

The Other Half of the Job

**25 STATS THAT PROVE WHY WORKPLACES
NEED TO EMBRACE DIVERSITY**

By Pamela Bump

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



As a legally blind person who's held roles that involve editing, design, and highly visual tasks, I thought I had it easier than a lot of other visually impaired people in my field.

I'd never been blatantly discriminated against or felt like I didn't receive an offer due to my vision. In fact, I've been lucky enough to work on teams run by women or diverse leaders. However, as I got older, I realized that I hadn't completely evaded misjudgments related to my eyesight. While I've had a handful of great experiences, I've run into a few subtle job interview scenarios that seem more and more unacceptable each time I reflect on them.

Download Now: [Company Culture Guide + Templates \[Free Kit\]](#)

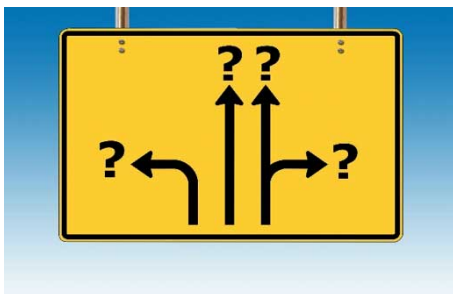
In my first job search after college, I realized that disclosing my blindness would always result in a look of concern or an incredibly awkward series of questions from a hiring manager. Many of these questions didn't even have to do with the job role I was interviewing for.

Sometimes, an interviewer would try to hide a look of concern. Then, they'd make things even more awkward by trying to relate to me with statements like, "My second cousin is blind too! I should ask her what she has."

READ MORE

The Accidental Practitioner

CYC LEADER/COLLEAGUE MATCH ACTIVITY



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

How have other practitioners arrived in the child and youth care field and how have they navigated their careers? Who and what were important influences on their careers and their approach to child and youth work? What advice do some of the leaders in the field have for new practitioners? How can we become

leaders in the field?

How do we explore these questions? Who are the persons with whom we should talk? Who are some of the leaders in the field, past and present? We are the largest human service profession in the world; a field that transcends different service populations, settings and geographical boundaries. We are a field with a rich history and extensive knowledge base and a field of international scope. -- Yet, many practitioners and organizational leaders, as well as other related professionals, are unaware of these facts! We cannot advocate effectively for

our professional field unless we become more aware of our history, our colleagues, our knowledge base, and practice models.

The goal of this column in this issue is to facilitate awareness of a few of our colleagues/leaders in the field and encourage readers to seek out others. There are many ways to learn from our colleagues such as interviewing by phone or in-person at conferences. The International Child and Youth Care Network www.cyc-net.org provides a listing of some of our colleagues who were willing to share some of their thoughts regarding information such as how they came to the field, influences on their work and advice for novice practitioners <http://www.cyc-net.org/People/people-index.html>. This practitioner listing is one example of the many valuable resources on the CYC-Net website that can be explored.

Following is an activity to test your ability to recognize a few key contributors to our field (past and present). See if you can match the names of the following child and youth care leaders with their brief descriptions below (answers provided at the end of the activity).

1. Fritz Redl ____
2. Jody Rhodes ____
3. Ellen Gannett ____
4. Fred McFeely Rogers ____
5. Al Trieschman ____
6. Thom Garfat ____
7. Karen VanderVen ____
8. Sister Madeleine Rybicki ____
9. Lorrain Fox ____
10. Martha Mattingly ____
11. Andrew Schneider-Munoz ____
12. Benjamin Spock ____
13. Mark Krueger ____
14. Frank Eckles ____
15. Leon Fulcher ____

a. Co-founder of the International Child and Youth Care Network www.cyc-net.org. Author or co-author of numerous publications including the classic "Characteristics of a Child and Youth Care Approach."

b. Once gave the following advice to new child and youth care workers on CYC-Net: "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."

c. Elected as the first president of the Child and Youth Care Certification Board www.cyccb.org. Executive Director of the Academy for Competent Youth Work and author of "Child and Youth Care: Foundations," a nationally recognized child and youth care training curriculum used throughout the U.S.

d. Authored the second highest selling book (second only to the Bible). Also, co-founded with Erik Erikson an early child and youth care higher education program at the University of Pittsburgh.

e. Received the Presidential Medal of Freedom in 2002. Also received child and youth care graduate training at the University of Pittsburgh.

f. "Of the twelve books I have written, these are the ones that I often feel the best about in reflection: Careless to caring for Troubled Youth (1983), Floating (1987), Nexus (1995), and Sketching Youth, Self, and Youth Work (2007)." Was also the founding editor of the Journal of Child and Youth Care Work and the founding director of the Youth Work Learning Center, University of Wisconsin, Milwaukee. Former President of the Association for Child and Youth Care Practice.

g. Initially received training in Vienna, Austria and was psychoanalyzed by Anna Freud. Developed the concept of the "Life Space Interview."

h. Co-authored the classic child and youth care book "The Other 23 Hours."

i. Former director of the National Institute on Out-of-School Time. Was recognized by the National Afterschool Association as one of the 25 most influential people in the afterschool community.

j. Former professor and chair of the International Child and Youth Care Network. Author or co-author of several classic child and youth care publications including "Rituals of Encounter that Guarantee Cultural Safety" and "Characteristics of a Child and Youth Care Approach."

k. Chair of the committee that conducted the meta-analysis of competencies that led to the development of the "North American Competencies for Child and Youth Work Practitioners" that serves as the foundation of the CYCCB certification program.

l. Former editor of the Journal of Child and Youth Care Work. Author of more than 200 publications. Conducted more than 200 professional presentations. Columnist for the CYC Advocate. Co-author of the "North American Competencies for Child and Youth Work Practitioners" that serves as the foundation of the CYCCB certification program. Strong advocate for activity programs.

m. A Harvard-trained Developmental Psychologist and Certified Child and Youth Care Practitioner. Former President of the Association for Child and Youth Care Practice. Former editor of the Journal of Child and Youth Care Work. Served as Deputy Chief and Senior Fellow of the National Court-Appointed Special Advocate Association. Recognized as a Senior Fellow of the Association of Children's Residential Centers. Author of numerous publications and co-editor of the classic special issue "Professional Child and Youth Work Practice: Five Domains of Competence" of the Journal of Child and Youth Care Work.

n. Current President, Association for Child and Youth Care Practice. Executive Director, Neu-Life Community Development. Advocate strengthening career pathways for young persons to enter the field of child and youth work. Board member of the Child and Youth Care Certification Board and Wisconsin Association of Child and Youth Care Professionals.

o. Founding director of the Parmadale Training Institute. Master child and youth care trainer who has trained thousands of practitioners in numerous content and competency areas throughout the U.S. and in various countries including Canada, Australia, Belgium, Germany, Philippines, and South Africa. Past President of the Academy of Child and Youth Care Professionals and served on numerous boards including the Association for Child and Youth

Care Practice, National Staff Development and Training Association, and the Ohio Association of Child and Youth Care Professionals. ◇

Answers: 1. g; 2. n; 3. i; 4. e; 5. h; 6. a; 7. l; 8. o; 9. b; 10. k; 11. m; 12. d; 13. f; 14. c; 15. j

Photo: Gerd Altman on Pixabay.com

ACYCYP IS GREAT BECAUSE YOU DONATE



Did you know that ACYCP is an all-volunteer 501c4 (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. 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.◇

Now Happening!

GETTING THE INTERVIEW: RESUMES, REFERENCES AND COVER LETTERS

WEBINAR WITH

MICHAEL MITCHELL, MAT

WEDNESDAY, MAY 13, 2020



In today's child and youth care (CYC) environment, funding, political events or other dynamic changes can find CYC professionals out on the street looking for their next position, with little or no advance notice. Having an updated and effective resume, is not unlike knowing where your life-preserver is (and how to use it) during a lifeboat drill, or in the event of a real emergency. Hopefully, things won't ever get to this point, but do you really want to take that chance? Would you be prepared on short notice? In competing with dozens of other applicants, would you make the cut and land that all-important job interview? Either way, we all know that change, like taxes and death, is inevitable. So why not be prepared now? Preparing today can bring so much peace-of-mind later, just when you need it most. This has proven to be a very popular "real-world" training, which everyone can use, regardless of their CYC specialty or organizational position.

"Thank you so much!! You pointed out things I didn't even think of. And you're exactly right: I know I'll apply to a variety of positions, so it's a trick trying to speak to them all with one page!"—Rebecca

Cost:

ACYCP Members-FREE (e-mail propman46@gmail.com)

Non-members-\$20 USD (See below)

Non-members register at the [ACYCP Website](#).

2:00-3:30 pm Eastern

1:00-2:30 pm Central

12-1:30 pm Mountain

11 am-12:30 pm Pacific

Michael has 20 years of experience teaching and counseling youth and adults in career development and employment skills mastery. He holds a master's degree in secondary education. He has extensive experience as a for-profit and non-profit business manager, with domestic and international companies. ◇

Now Hear This

NOMINATE LEADERS TO THE ACYCP BOARD

We are currently accepting nominations for the ACYCP Board positions listed below. We will be accepting nominations until midnight Thursday, April 30th, Central Time.

Yes, you can self-nominate!

The election ballot will be emailed to you Monday, May 4th. ACYCP members can vote until midnight Friday, May 29th Central Time. The election results will be announced in the ACYCP Annual Meeting in Milwaukee the first week in June 2020. Voting will be conducted electronically.



Terms for officers are three years and two years for delegates. All terms begin January 1, 2021.

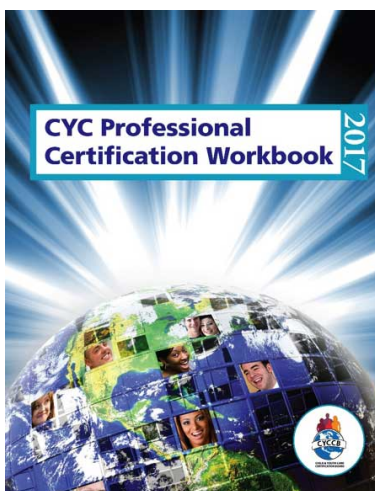
- 3rd Vice President (currently Chris Scanlon)
- Secretary (Winslow Brokaw will run for another term)
- Delegate C (currently vacant)
- Delegate M (currently vacant)
- Delegate K (Tom Woll will run for another term)
- Delegate Q (Chip Bonsutto will run for another term)

Practitioners nominated for Board positions must be members of ACYCP.

<https://www.acycp.org/nominate-leaders-to-the-acycp-board>

[Illustration: Pixabay.com]

**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 workbook 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

A CHECK-IN CHECKLIST (COVID-19)

By Tom Plake, MSOD



One reason why airline pilots use checklists to manage their work is that most of the steps—however small they seem—are critical to the safety and efficiency of flying a plane full of precious cargo. Pilots can often experience an environment that is quickly changing all around them, mixed in with times of potentially mind-numbing boredom. In either of these situations, and faced with many tasks to perform, it could become easy--for even the most experienced pilot--to forget to "put down the landing gear" or "make sure engine #2 is still running."

And the same could be said for those of us in the helping professions.

Without a checklist, and with so many things to attend to, we might forget to do the very things we have been trained to address: making sure the people (our people) are alright.

With that in mind, and as a gentle reminders, here is a checklist of eight questions that any effective leader (or colleague) would address with ALL of the individuals on their team, in order to ensure strength today and resiliency for the future. Ask these of everyone who relies on you for leadership:

How are you doing?

Fine is not an adequate answer. And neither is you moving on quickly after they say it's all good. What is helping it be "fine" for you? Any tips I can share with the others on how you're making it work? Our situation really has changed. It's a little strange, isn't it? I was wondering how you've been feeling about what's happening and how it's impacting your wellness?

What are you currently doing to take care of your well-being?

Nothing or very little is not an acceptable answer here. The more activities and strategies that individuals have that are life-giving, the more they will be available to do their work bring life to others. I have rarely come across anyone who doesn't know something they can do that helps them rejuvenate. It's always a matter of them simply committing to it. How can you support them in making sure it happens? Challenging times call for greater diligence here.

- How can I be of help?

You're writing this stuff down, aren't you? They are helping you understand what your most effective work might be. Maybe you can dispel rumors here, or identify solutions, or provide needed tools, or...just be a listening ear: I don't know what we'll be able to do about that right now, but I'm sure glad you told me. Or...this is also where you can bring clarity to what you meant when you said we're all in this together.

- What can I do to support you in this current (new) way we are doing our work?

Let them answer here. How else would you know they don't have the right cable for their laptop monitor at home? Just you asking the question sends a powerful message. Even your acknowledgment that things are different is something. (You do realize things have changed, right?) Maybe you need to let them know that extraordinary times might mean looking at the work differently.

- What are you currently most concerned or worried about?

Maybe they have already told you things when they answered, "how are you doing?" Maybe now they are finally letting you know how they really are doing. And it might benefit you to hear about things they are worried about that are beyond work. I'm concerned about getting food to my elderly mother is just the kind of thing you might be able to ease their mind about with a flexible schedule.

- Where is there currently a lack of clarity / too much chaos in our work?

Some of these things you can resolve, because you actually influence some of the chaos. Some of these things might not be yours to solve, only acknowledge. Their answers help you see the big picture. Eight more video conference calls could bring clarity OR foster distraction instead. It will be good for your people to know you realize either are possible.

- Is there anything you think we should put on the back burner so you can fully tend to what's going on?

You're communicating that, in your wisdom, you realize priorities might have shifted. And you realize the important work of the leader in taking things off people's plates. Some might be relieved for you to place a project on the backburner yourself. You can also help people see themselves into the future by pointing out, yes, we still want to pursue that...just not now.

- Where are opportunities for us as an organization to step up and lead or serve in better ways?

You've been encouraging everyone to think bigger and about more impact for a long time already. Now you get to encourage your team to think creatively about how shifting needs and growing awareness has revealed some opportunities important to helping now and playing a significant role in the future.◇

Tom Plake, MSOD, CYC-P is the Chief Experience Officer for The Journey, a collection of programs of the Indiana Youth Services Association, focused on personal and professional development for youth workers in Indiana. He is currently negotiating screen time with his family in an undisclosed bunker somewhere in central Indiana. tom@thejourneyonline.org

AUTISM SPECTRUM DISORDER



Engaging in a Social World

[Editor's Note: The following is reprinted with permission and thanks to the National Institute of Health at www.nih.gov and was first posted April 2020]

Being social and making friends isn't always easy. Relationships have many subtleties. But people with autism spectrum disorder, or ASD, struggle more than most. For them, communicating with others can be very difficult.

Autism is called a "spectrum" disorder because it's not the same for everyone. Generally, people with autism both have difficulties with social communication and engage in repetitive behaviors.

ASD can also affect learning and problem-solving abilities. But people with ASD range from being very gifted to having severe challenges.

"Some people with ASD need a great deal of support and more extensive services, and some have a milder range of difficulties and need less support," explains Dr. Lisa Gilotty, an autism expert at NIH.

Scientists don't know the exact causes of ASD. They're working hard to understand how different factors contribute. Genes, biology, and environment all can play a role in its development.

Parents of children with ASD may notice their child doesn't respond to their name, avoids eye contact, or interacts with others only to achieve a specific goal. Kids with autism usually don't understand how to play or engage with other children.

"Typically developing children who don't have autism also have to learn how to interact with one another," explains Dr. Dennis Wall, a child mental health and technology expert at Stanford University.

"They're inherently social and go engage with others. But kids with autism aren't as social. They need to be brought into that social world."

Researchers are studying ways to better engage people with autism. They're developing tools that aid in learning emotions and interacting with others. They're also looking for ways to identify who's at risk earlier on. That way kids can get help as early as possible.

Early Detection

Diagnosing ASD can be difficult. There are no medical tests. Doctors can only look at a child's behavior as they age.

The symptoms of ASD usually appear around age two. That's why experts recommend children be screened for autism at their 18- and 24-month well-child visits.

"Children with autism don't look like they have symptoms in the first year of life," says Dr. Joseph Piven, a child psychiatrist at the University of North Carolina. "Children at age six months are very social. Typically developing children can play peekaboo, laugh, and engage. The children who go on to develop autism are not distinguishable on the basis of their social behavior."

Researchers are trying to detect changes in the brain before behavioral symptoms appear. "If you can identify children at risk, you can follow their development more closely and get them into a very early intervention program that can work to hopefully minimize that risk," Gilotty explains.

Piven's team is tracking infants' brain development using brain scans. Their studies follow infants from families that have an older child with ASD.

"We looked at the brain in the first year of life and could predict which of those children are going to get a diagnosis of autism at age two," Piven says. "We found that parts of the brain's surface basically expanded more quickly in children who developed autism than in comparison children," he says.

They also found differences in how brain networks function. His team is now trying to confirm these results in studies with more children. They're recruiting infants from families with autism to participate.

Innovative Interventions

Getting treatment as early as possible may help change the way a child develops.

"In early infancy, the brain is considered much easier to change and so interventions may have a bigger effect," Piven says.

Current treatments for autism involve behavioral therapy. "One of the most widely used strategies is called applied behavior analysis, or ABA, therapy," explains Wall. "This therapy uses tools like flashcards to reinforce an understanding of facial emotion. So the flashcards will have happy faces and sad faces."

Wall's team has built a computerized version of this therapy. The system uses a camera on augmented-reality glasses. But instead of faces on flashcards, the camera captures the face of the actual person you're talking with. Then, it identifies the person's emotion in the glasses.

"The emotion comes in the form of an emoji, a written word, or color. It also emits a computerized voice saying the emotion through the earpiece," Wall explains.

Kids with autism who used the technology showed improvements in social behaviors. Wall's team is now testing a complementary approach in an app to help kids learn to act out emotions. It's called "Guess What."

The app works as a game. One person holds the phone on their forehead and the other acts out the image displayed, like a surprise face. Then, you say what you think they're acting out. If you're right, you get a point and move to the next one.

"These tools are meant to be used in the same developmental windows that typically developing kids are learning emotions," Wall says. They give kids with autism the extra help they need to understand their social world.

Another group is testing theater techniques for honing social and emotional abilities. People with autism act out a play alongside their peers. The plays have different themes that deal with age-appropriate topics.

"They focus on every aspect of what someone needs to be successful in their social interactions," says Gilotty. "You have to think about your own character and what you're projecting with your face, body, voice, and gestures. But you also have to think about the other characters in a play and what they're thinking and what they're feeling and what they're projecting."

A clinical trial led by Dr. Blythe Corbett at Vanderbilt University found that people with autism who were in the plays improved in their social understanding and interactions with peers.

Personalized Treatments

Because autism is different for each person, researchers are searching for ways to identify which treatments will work best for whom.

"They're looking for different markers that are associated with different types of social difficulties," Gilotty says. "If you can begin to identify those brain differences, then you can develop treatments around them."

People with ASD will face different challenges as they age. For some, symptoms may improve with age and treatment. But many will still need help as they get older. NIH-funded research also focuses on how to support the transition to adulthood.

You can be diagnosed with ASD at any age. Though symptoms show up in early childhood, they may go unnoticed until later. If you think you or your child may show signs of the condition, talk with your health care provider.

Wise Choices

Signs of Autism

Children or adults with autism may:

- avoid eye contact and want to be alone.

- have difficulty making friends or interacting with peers.
- miss social cues, such as facial expressions and gestures.
- avoid or resist physical contact.
- not point at objects to show interest or not look at objects when others point at them.
- have trouble talking about their own feelings or understanding others' feelings.
- insist on familiar routines and get upset by minor changes.
- be more or less sensitive than others to the way things smell, taste, look, feel, or sound.◇

Now Happening

HONOR YOUR COVID-19 YOUTH WORKER HERO



Thank a Youth Worker Day Thursday, May 7, 2020

In honor of Thank a Youth Worker Day on Thursday May 7th, 2020, ACYCP would like to encourage people to nominate youth workers, who are being heroes during this very difficult time of COVID-19. Youth workers in all settings are challenged to do their work differently, with different focus, in different venues and with ever changing agency policies and procedures. We would like to highlight all these youth worker heroes on a special page on our [Thank a Youth Worker webpage](#).

Please fill out the simple nomination form, and we will get your hero showcased! We may also acknowledge them in other ways on the actual TAYWD on May 7th.

Please email us at acycp2011@yahoo.com with any questions.

Thinking Like the Fox

USING CURRENT EVENTS TO HELP CHILDREN/YOUNG PEOPLE MANAGE FEAR AND ANXIETY



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

Those working with children and youth, already too familiar with fear and anxiety because of their life events that bring them into care, are now challenged with helping them cope with a worldwide epidemic that is throwing everyone, including their caregivers, into conditions of fear and anxiety. It will present situations of additional stress for staff as they care for themselves, their own families, and their

clients. There is nothing I can write that will make these days easier. We have been given a real-life laboratory and classroom, however, which will provide numerous opportunities for us to be helpful to those we care for and about.

Children and teens in our care are observing adult reactions (unplanned) and responses (planned), to fears and anxiety about the Coronavirus epidemic. Even as we work with their

reactions and responses to past and current events, they struggle to manage. Young clients are witnessing both responsible and effective methods of managing such emotions, along with observing some very unreasonable and irrational emotional and behavioral reactions and responses, from adults. Our current crisis gives us a good time to reinforce our teaching and modeling about various ways to manage a particular set of emotions, which our children have experienced, and will continue to experience throughout their lifetime. They will encounter some of the inevitable “unnerving” life events, that are unavoidable: death of people they love, romantic break-ups, natural disasters, illness and accidents, etc.

The next weeks give us a real-time opportunity to help our young ones learn how to distinguish between reasonable, helpful methods of coping with fear and anxiety. This in contrast to erratic, unhelpful ways of managing inner responses to outward threats. It is also a time when we can partner with them, as we acknowledge together how difficult it is to keep our heads together during very stressful events.

Let’s distinguish between “fear” and “anxiety”. The most simplistic difference between the two is that “fear” is focused and specific, and “anxiety” is non-specific and generalized. Fear is prompted by a specific real or imagined event, that threatens impending danger to our well-being. When we are afraid and respond with fear, we know what we are afraid of. Whether real (factual) or imagined, it is specific. Emphasizing that we can be afraid of something that is not actually posing a danger, is important to point out to children, as they watch adults in their current living situation, or people on the media, responding to fears not based on facts.

Anxiety is different from fear, in that it is a general feeling of uneasiness, tension, or even dread, that does not have such a specific focus. For example, we can have a general feeling of anxiety about getting sick without fearing a specific illness. If we’re in an airplane, we can experience general anxiety about a plane crash, even though nothing is wrong with the plane. If we look out the window and see the engine on fire, our anxiety turns to fear.

Our current situation with the Coronavirus is a combination of fear and anxiety: fear of a specific virus combined with general anxiety of being in crowds, not knowing if someone might be sick and posing a threat of infection. Fear is a response to a particularly vicious dog which is growling or attacking us and tries to bite us. Anxiety is “fear of dogs”.

It is important for both adults and children to keep in mind that fear is a gift of nature, designed to help us stay safe. In other words, it is not a “bad” emotion and not something to be avoided. We should not be afraid of being afraid. Rather, we want to closely examine the source of our fear, to be sure the source is worthy of a fearful response. Then, if it is, to begin to design a plan to cope with it effectively. It is never a good idea to tell children not to be afraid! All living creatures – even those without brains – have a built-in mechanism that enables it to detect and respond to danger. A sea anemone will closeup if it is poked!

Part of growing up for children, who were blessed not to live in houses where fear and anxiety were part of daily life, is to experiment with fear, such as telling scary stories, or going on amusement park rides, which cause us to feel temporarily afraid. We enjoy these because part of us knows the ride will end and that we will eventually be safe. When we finish the ride and realize we are safe, we want to ride again! It’s a way of trying to both experience and control fear. Kids in care should be so lucky. The sources of their fear were out of their control, prompting the need to get help controlling their fear.

Since our clients' fears were not contrived or "arranged", we can use what all of us are experiencing now. We can develop and reinforce skills for learning how to manage our emotions, so that we can experience some "relief" from our distressing feelings. As role-models, child and youth care professionals are faced with the challenge of managing their own fearful emotions, and then explaining to children and teens, who are watching exactly how we are going about doing that.

What specific plans and interventions are you using to keep your fear in check and preparing to be safe? Fear is "good" because it prompts us to plan and act! Actively engage your young clients in learning to do whatever you are doing, to promote safety for yourself, your family, and your kids in care. Explain all of your reasons for your actions. Help them understand why others in the community are doing what they are doing, and help sort out what is being done that is a sensible response to the real problem, and what they are seeing that are unnecessary reactions, based on fear without reason. Assist them sort through truths and lies, as they listen to people in the media. Aid them in learning to discern how some people will use "fake fear" to achieve personal gains. Help them listen carefully to wise and knowledgeable people, who give useful advice. Teach them; Why do we listen to some people and not others? As they grow, they will have to learn how to sort through real and manipulative information and figure out, on their own, how they are going to deal with real and imagined threats to their well-being.

The gifts you give them now in terms of learning how to think and plan, will serve them well.

While it is nothing but unfortunate that we are experiencing a situation producing massive amounts of fear, anxiety, irrational, reactive and other distressing responses, it does provide those of us who care about children and youth, a myriad of opportunities to use up close and personal experiences, to help younger people develop attitudes and skills that will serve them well in the future. Buy up the moments my friends. ◇

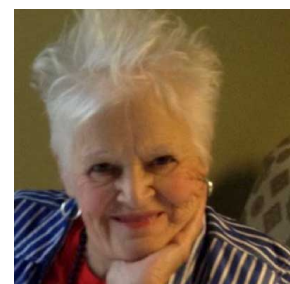
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From the Soapbox... Again!

A BIT OF THE SOAPBOX AND A TRIP DOWN MEMORY LANE

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

Given the current times I told myself I would not presume to write the traditional Soapbox in which I could bluntly rail against things I didn't think were healthy for children; or advocate ardently for those that I thought were good. I based this all on my many decades of work in the child and youth care field. I can hardly believe that this all started from my earliest career as a day camp counselor, life guard and swimming teacher, nursery school teacher, arts and crafts teacher and program coordinator in children's psychiatric inpatient programs Turns out I'm already getting quite "Soapboxy". Old habits die hard.



One thing that stands out for me in this time of unpredictability is the predictability

of editor Michael Mitchell's tactful reminders that his regular writers' columns are due. First of all, I am happy to leap on my Soapbox and honored to offer a thank you for Michael's development of the CYC Advocate into exactly what the title says: An advocate for the best practices, the development of the field, presenting our 'voices' and thus telling the world all about it. (Don't edit this out, Michael. You greatly deserve it).

So then what to write about this time. It hit me. Write about how my child and youth work background, particularly my interests in play and activity, and positive practices, are helping me now as I am practicing "social distancing". These, and also a look at myself, my work, and my relationships with others in the field. Perhaps others might be encouraged to take such a trip down 'Memory Lane'.

So for the first topic I'd like to mention something that has come up recently – no longer a memory from the past, unfortunately. Out of the blue sky" I have received inquiries about my previous work in eliminating "point and level systems" which were endemic – and in my opinion limiting and destructive – to children and youth and to the adults who had to apply them. I haven't heard much in the past few years about them and thought – " Well, maybe all this focus and information worked". But, " Uh-oh", I thought. "They're not completely gone after all ". I answered the messages and recommended my "Digital Point Pack – all kinds of resources on why they are not good for youngsters and their adult workers, how to get rid of them and what to do instead. Relationships and activities !! (Read more on-line by 'googling' Karen VanderVen's Updated 2016 Point Pack'.)

While I have always thought that my work in child and youth care would help my own 'development' as an adult, it really never occurred to me to apply its learnings directly to my own life. Now I'm doing it as I continue to adhere to the stipulation to stay at home. It also supports my continued contention that care work intended to promote positive development and life skills should be extended to cover the entire life course. You've heard that one before and you'll undoubtedly be hearing it again. It is greatly needed in settings serving older adults.

So how has this approach worked ?

Something I learned early on as I developed my interests in program design – how to use time– was the notion of planning a schedule. So that's what I do each day. It's known as a "to do" list for adults. There are the things that have to be done, like paying the bills. This provides some structure, something I've always advocated, as long as it is based on the needs and characteristics of those it is being done for, or even better, done with.

I am now retrieving some of the things I wrote earlier, about activity programming and how important it is in care settings for children and youth. So the first things on my schedule are the 'logistical' things. Make my bed. Believe it or not this sets the stage for putting a little order and meaning into the day. I remember in some settings that 'bed making" was the first way youngsters could gain or lose "points", depending on the 'system' in place. I thought the approach should be child and workers gently helping the youngsters wake up and help them look forward to the day; rather than levying a punishment that would certainly have the opposite effect. Certainly bed making could be built into the routine, but more because it would help them get off to a good start and be inviting later, when it was time to go to bed. (Oh, that reminds me of a former Soapbox, in which I railed against early bedtimes –and for good reason).

So back to pay the bills. Make a shopping list. Call a repair person. Then come the things that are more fun, but remember – they are more than that. These tasks are crucial in continued

development throughout the entire life course. Anyway, I plan a special activity or more work on each day. One for morning, one for afternoon.

Some of these are 'creative'. I'm planning to make some paper towel masks, having heard that they may be just a little bit of help. I'm going to think up some decorations for them. Sure, why not put a cat face on it? At least I can wear it on my daily walk, keeping my distance of course.

I'll always positively remember what a difference an activity made in the behavior of the most difficult adolescent. One large and aggressive boy made a point out of using challenging behavior. Somehow I heard that he would like to build a motor! I bought a kit for doing this, yielding a little motor that would actually run on electricity. He sat and worked attentively on this without a peep, tolerating the frustration in a way I could barely believe, as we puzzled together over the instructions, but finally made it work.

Some youth are, hopefully, doing something to be helpful under the current dire circumstances. I used to say, during my working days, that all children, even those in residential treatment, should be encouraged to be productive, and even more so, do something that benefits others. I always worried about their being treated passively and only as recipients, rather than those who could be meaningful contributors.

In one institution in which I worked, I had to put my foot down on the groups, who suddenly turned up at Christmas, wanting to come in and put on a play for the children, maybe a party, and after having done so, would disappear for another year. "Nope", I said (as Program Coordinator) "We will put on a play for you! We will make and serve the refreshments! The structure, content and expectation involved in doing this reduced behavior problems; tenfold!. The explanation perhaps, was in Bronfenbrenner's notion of the "super-ordinate goal" – a goal so compelling that it would motivate and engage everybody together, in working to attain it.

I often felt that the adolescents on the units I worked on, were not having the opportunity to contribute and be productive. Everything was done for them, while they either milled around aimlessly with some 'acting out', while others dusted the furniture, swept the halls and the like. I instituted a work detail, although with some staff resistance to it.

I remember one autistic-like young man, who would sit rocking back and forth, but with the 'work' program, would happily push a broom up and down the hall on 'sweep detail'. By the way, when the staff saw the behavior improvement and even the pride these 'disturbed' adolescents had, they became believers in this approach.

So now I am looking for ways that I can 'give back'. Interestingly, a major senior care center in my area, put out a request for people to send in cards to cheer up the residents. I decided to respond to this, not with pre-printed commercial cards, but rather those I would make myself. This gave me a structured project for several days, during which had to decide on both illustration and text. So, I find that having a plan and something specific to do – preferably something real and beneficial – gives meaning to the day. Situations such as our current one with the coronavirus, encourage us to connect even if we are behind closed doors.

Caring, and doing so in a way that promotes positive development – initiative, learning, new skills, connections, relationships and relational skills, is what we are all about. (I'm not telling you anything you don't already know—am I?).

My career in the child and youth care field was not always smooth (if you haven't gathered that already). Ideally of course, one would try to engage others in planning and working out better approaches. In order to encourage teamwork, I instituted team meetings and found a way to include the direct care workers, who traditionally had not been included. After all, somebody had to watch the children!

A person (I mean me, really) could anger others, and sometimes for good reasons, upon honest reflection. Trying to make change inevitably could cause some dissonance. There could be "words" and even not speaking for a while. But the 'best' thing about this, in addition to what one needs to learn about how she approaches things, was the ultimate forgiveness and rapprochement, that would eventually take place, no matter who was 'wrong' and who was 'right'. I came to discover, luckily not too late, that forgiving and forgetting was a key part of the nature of others in the field. Soon there would be something compelling to bring us back together, and we'd just 'get on with it' and have a very good time in the process.

I always thought that 'we in child and youth care' did not get here 'by accident'. It was almost determined by various common factors in our backgrounds and growing up. I actually wrote an article about this decades ago. In doing it, I came to recognize in myself the unspoken bonds I experienced with my working colleagues and friends, over the decades. With that, I want to take this opportunity to express my gratefulness for the opportunity to be a member of the child and youth work field, and for the colleagues and friends who have come to comprise it. For this I am eternally thankful. ◇

FOUNDATIONS INVITE PROPOSALS FOR RAPID-RESPONSE GRANTS (CORONAVIRUS ROUNDUP)



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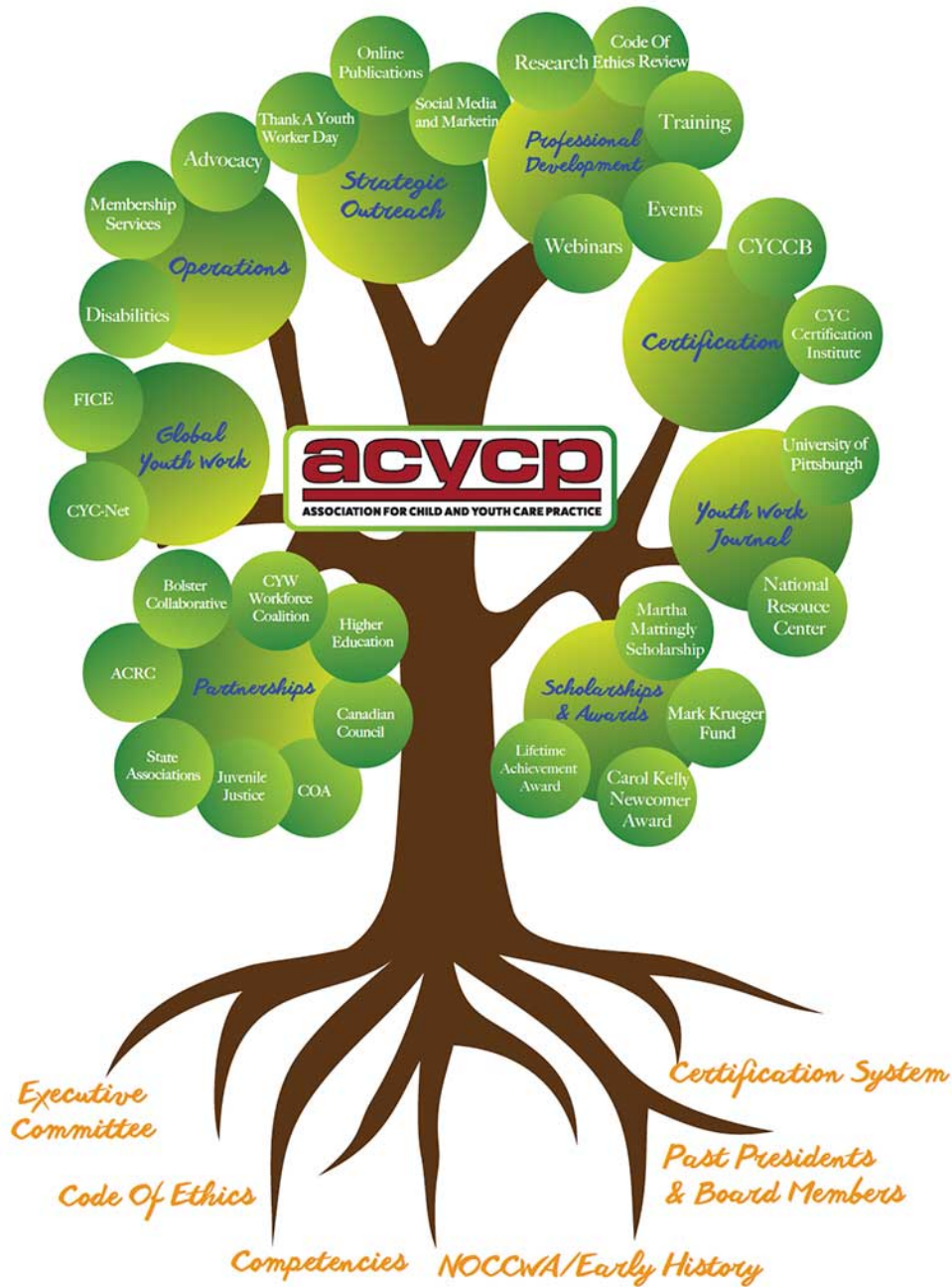
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ACYCP organization tree update, v6.0
10/3/2019

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