



## **THE CYC ADVOCATE**

*Real Expertise Comes From Those Closest To The Challenge*

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

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

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LIKE WHAT YOU SEE? FEEL FREE TO SHARE, ANNOUNCE, PRINT AND POST AS YOU SEE FIT. FREE SUBSCRIPTIONS AT [propman46@gmail.com](mailto:propman46@gmail.com) REPRINTS?-See terms and conditions at end of this issue. WANT MORE? Join ACYCP ([www.acycp.org](http://www.acycp.org)) and get the monthly Membership Memo as a benefit!

## ACYCP PRESIDENT'S PERSPECTIVE

By Jody Rhodes, CYC-P, MS  
President, ACYCP



Dear ACYCP Members, CYC Colleagues and Friends,

Welcome to the spring 2021 edition of the CYC Advocate!

Welcome to spring and a new season to be excited for- especially annual award nominations! At ACYCP, we have two awards for youth care workers that we accept nominations for. The two are described below and the link to nominate a youth worker for either one can be found at:

<https://www.acycp.org/awards/>

The first is the **Dr. Carol Kelly Newcomer Award:**

To honor the memory of an early founder of ACYCP and a pioneer in the field of Child and Youth Care work (CYC), ACYCP is offering an exciting opportunity for members to nominate a colleague for their early achievements and contributions to the profession. The award consists of an engraved plaque and a public announcement. You know your colleagues best, so we welcome your input and participation in both the awarding and in the evolution of this award.

The second is the **Lifetime Achievement Award:**

This award is considered to be very distinguished and important to the field and is not awarded on an annual basis. It was designed to call special attention to Child and Youth Care leaders who have been exceptional among their peers and have demonstrated a lifelong commitment to the field of Child and Youth Care.

This award is a salute and standing ovation for individuals who have always been there for the Child and Youth Care profession. It 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!

Please nominate a great youth care worker for either one (or both!). Due date for nominations is June 1st 2021.

Happy reading and exploring!

HELP US CELEBRATE!

Go To: <https://www.acycp.org/ideas-resources>



**THANK A  
YOUTH  
WORKER  
DAY**  
MAY 6, 2021



**Thank a Youth Worker Day** is a joint effort of community partners, youth work organizations, youth and child care workers, and individuals who have signed on to declare an international day of celebrating youth workers.

**acycp**  
ASSOCIATION FOR CHILD AND YOUTH CARE PRACTICE

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## Black Lives Matter-The ACYCP Position

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

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

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

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



Now Happening - ACYCP Certification in Review

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



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

CYCCB is the Child & Youth Care Professional Community raising standards and improving practitioner competence.

The Child & Youth Care Certification Board provides an assessment process and certification to child and youth care practitioners who demonstrate their commitment to high standards of care and commitment to ongoing competence development. The CYC certification program is the most rigorous demonstration of competence in the field. Steps in the Certification Process: CYCCB uses a multi-method approach to competence demonstration. Certification is awarded to candidates who successfully demonstrate their CYC competence through completion of all the steps listed below:

### 1. STEP ONE – CHOOSE LEVEL

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

### 2. STEP TWO – TEST

Schedule and complete testing with a passing score. Practitioners are typically able to pass the situational judgement exam at the highest level for which they qualify. Virtual testing is in the works and will be available soon.

### 3. STEP THREE – COMPLETE APPLICATION

Complete an application form for the level chosen and provide supporting documentation. This includes documenting: 1) minimum requirements of education, experience & training;

2) provision of colleague references & supervisor assessment; 3) proof of membership in a professional association; 4) agreement to abide by ethical standards; and 5) confirmation of eligibility to work with children, youth & families.

### 4. STEP FOUR – COMPLETE PORTFOLIO

Complete a written portfolio (professional level only).

## 5. STEP FIVE – RENEW CREDENTIAL

Renew certificate on a two-year cycle.

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

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

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

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

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

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

## Now Hear This

# TIME FOR MARGINALIZED COMMUNITIES TO DO THEIR OWN TALKING, PRIVILEGED TO STEP BACK

[Editor’s Note: The following is reprinted in part with thanks to the Youth Today and was first posted on March 16, 2021. Photo: Pixabay.com]

By Sara Knizhnik

[Sara Knizhnik is director of community engagement for the Newtown Action Alliance and a principal with Purpose Storytellers, a public affairs firm dedicated to helping nonprofits get to the next level of policy influence and thought leadership.]



“Caution, Sir! I am eternally tired of hearing that word caution. It is nothing but the word of cowardice!” —John Brown

“The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew.” —Abraham Lincoln

March on Washington, August 1963, 250,000 people. Women’s March, January 2017, 7 million people, worldwide. March for Our Lives, March 2018, 2 million people, nationwide.

To raise our voices. To be heard. It’s our go-to move when we want, when we need, change. We take to the streets. And we shout from the rooftops. Figuratively, and sometimes literally. We take to traditional media and to social media, to make ourselves heard. We talk to and sometimes shout at anyone who will listen. And the more

oppressed, underserved and not privileged we are, the more we are justifiably outraged when those who are privileged try to speak for us. However, in times of tumult, it is easy to forget that there is more than one way to speak truth to power.

I am a gun violence prevention and criminal justice reform advocate. I speak up and out, daily, about the need for change. About the urgent need to end the easy accessibility of firearms by people who are not qualified to have them and to make our justice system more fair and equitable.

I do this because the policy of guns everywhere, all the time, for anyone who wants them exacerbates every social ill we have. I do this because the systemic racism and inequity in our justice system lies at the root of so much suffering. That suffering affects us all, whether we realize it or not. Because these problems are connected. Because we are all connected. And the solutions to those problems must be connected as well.

[READ MORE](#)

## Reflections from the JJ Side

# MESSAGE TO STAFF: USE YOUR WORDS TO COOL THE ENVIRONMENT



By Felix Brooks Jr., MS-Staff Writer

“Words matter!”-

Amanda Gorman, Poet Laureate (Interview with Anderson Cooper / CNN-“Anderson Cooper 360”, January 20, 2021)

“Your words create your world!”-

Kia Loggins, entrepreneur, author of *Parenting Hacks: 10 Smart Solutions for Raising Amazing Kids*, 2018

“Words are, in my not-so-humble opinion, our most inexhaustible source of magic, capable of both inflicting injury and remedying it.”-

J.K. Rowling, author of *Harry Potter and the Deathly Hallows*, 2008

Our challenge as workers in juvenile justice facilities: To use words (language) to create a world (environmental context or conditions of confinement) so helpful that we remedy trauma, pain, anger, rage, sorrow, depression, loneliness, alienation, rejection, addiction, panic, terror, fear, etc.? Meeting this challenge is daunting, sometimes considerable requiring patience and practice. However, it remains an obligation, a responsibility for juvenile justice professionals to continue to try, to never give up. What does this look like? Here’s a little different look at what “try” means.

“Trying” using CBT 2.0 and Flipping the Switch (FTS) strategies asks staff to focus on the power of language to sustain a “cool” environment on the living unit. A cool environment has a positive impact on youths’ ability to self-regulate their emotions and make better behavior choices. Staff must commit to talking first about facts and events, to remaining objective and referencing behaviors similar to a “camera check” exercise and secondly to the interpretation, opinion and reaction to these facts and events. This gives staff insight into the initial evidence of an emotional response to the event.

Staff can lower the temperature of the environment on the hall by responding indirectly to youths’ irrational self-talk (absolutes, needs and demands) with re-statements containing the disputes. For example, a youth states an absolute, “You always say “no” to me.” A rational re-statement from the staff lowers the heat of the youth’s statement by responding first to the absolute, “I sometimes do that.” Or, the youth makes a demand statement, “She’s a bitch,” (implying she should treat me with more respect). The staff lowers the heat of the youth’s statement by re-stating, “You’d like her to treat you



differently (better)." And finally, a youth states a need, "I need some water now!" The staff restates that demand with, "You're dehydrated and ready to faint, or you're thirsty?"

It is also helpful when staff supply youth with alternative self-talk to core irrational beliefs. All people, not just youth engaged with the juvenile justice system, have been known to repeat their self-talk so many times that whether it is true or not true it becomes their truth.

When youth believe irrational self-talk is true, poor decisions and inappropriate behaviors follow. Three core irrationalities are:

1.) Frustration Intolerance: "I can't stand it," "It's not fair," "Things should be different," or "It's terrible and awful," are all examples of low frustration tolerance heard frequently in juvenile justice facilities. Several alternative self-talk restatements include, "You don't like it, but you can stand it," "The evidence and facts confirm the way things are," "You've done it before, you can do it again," and "This is difficult, not impossible."

2.) Blaming/Condemning Others: Blaming or condemning others is typically heard as some version of "you/they are no good." To help the youth reframe this self-talk by providing an alternative self-talk, staff may suggest the youth uses "He/she is a worthwhile human being and like all of us, he/she makes mistakes," "You choose your behaviors," or "Who has the problem?" and,

3.) Self-Condensation. Self-condensation is a form of "I am no good," frequently heard from the abused youth in juvenile justice facilities. Staff can immediately restate with, "Well, I don't see it that way," "You are a worthwhile human being and like all of us, you make mistakes," or "You are a valuable person who is continuing to develop."

Everything staff does and says while on shift has the potential to build up or tear down. I'm leaving you with words from Haim Ginott, a teacher and child psychologist. Simply replace the word "classroom" with "hall, unit, or pod" and "teacher" with "direct care worker":

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Your words matter.

Illustration: Gerd Altman on Pixabay.com

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## OH CANADA!



By Susan Hunt, BA, CYC-P / Staff Writer

### DEVELOPING TRAUMA INFORMED SCHOOLS IN CANADA

An elementary school in Whitehorse, in the Yukon Territory of Canada, is making progress in their development of a trauma-informed, therapeutic learning environment for children. The school has been working towards a more trauma-sensitive and 'trauma transformed' setting with Vice-principal and counsellor at Takhini Elementary School, Lisa Evans, describing,

"whether it be family violence, neglect, abuse; we call it developmental trauma. It can be something they've experienced from the time they're very young, or a one-time incident that had an impact. When we say trauma-sensitive it means we're approaching children in a way that meets them where they are at".

As part of its trauma-informed approach, Takhini Elementary has stopped the use of bells within their day in order to accommodate students who are sensitive to or triggered by loud or sudden noises. As well, they have added a 'sensory room' which includes numerous intervention and sensory supports such as a swing, rocking chairs, a yoga ball, and an area designated to provide a quiet space for students when this is needed.

Another part of the work being done at Takhini Elementary School involves a therapy dog named Luna. VP and Counsellor, Lisa Evans, identified that Luna offers a calming presence as well as physical contact to students. She further described that, "sometimes kids have a really hard time connecting with an adult or other children and Luna is the one they connect with".

The use of dogs and other animals in therapy has shown to have significantly positive impacts for those who have had traumatic experiences as they provide unconditional love and emotional support without requiring or asking for anything in return. Furthermore, the reciprocity and quality of social connection received from these therapeutic animals to those who have difficulty forming relationships can be transformative.

According to VP Lisa Evans, Luna seems to be very popular among the students at Takhini Elementary and even has her picture on the 'staff' wall in the school. She adds that students will often read stories to Luna, as she will listen without judgment or notice if they stumble or stutter, and that Luna's presence helps build healthy connections and relationships within the school environment.

With advocates also supporting the inclusion of therapeutic dogs in the school setting, the Yukon Education Board, spokesperson Erin MacDonald, has expressed that, while there are no government funds allocated to therapy dogs or any related training, individual schools are supported to pursue the use of therapy dogs if they wish; only requiring a Risk management Plan to be in place.

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(Whitehorse 'trauma-informed' school includes therapy dog | CBC News).



**Now Hear This!**

**SUPPORT THE CYC COMMUNITY!**





CYCCB is the Child & Youth Care Professional Community raising standards and improving practitioner competence.

Over the past 12 years CYCCB has significantly taken this work forward (Read More Below).

To accomplish the next benchmarks, we need your help. Think of us when you make charitable contributions this season.

Our efforts are essential to the future of young people, families, & practitioners.

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## Healthy Kids, Healthy Adults

# CONFESSION OF A CHILD P.O.W. (Part IV- Conclusion)

By Michael Mitchell, MAT

(Continued from the CYC Advocate, Winter, 2021)

[Author's Note: Since its inception, this column has been dedicated to supporting the argument that addressing the needs of youth and children in real time, is critical to the development of healthy self-actualizing adults, and that child and youth care (CYC) professional specialists are the most qualified providers of critical services. This particular series was written as an autobiographical case study on complex post traumatic stress disorder (CPTSD), also referred to as toxic stress. A debt of gratitude is owed to Karen Vander Ven, Ph.D. for her encouragement in the writing of this case study. I also salute Dale Curry, Ph.D. for his writings on how CYC work often finds us and not vice versa. This series was also inspired by several articles in the Juvenile Justice Information Exchange (JJIE) "This Week In Juvenile Justice," a few of which are cited herein.]



CPTSD has come to be differentiated from PTSD as a prolonged and persistent condition, whereas Post Traumatic Stress Disorder (PTSD) as trauma caused by a single event. CPTSD is reported to have first appeared in *Trauma and Recovery: The Aftermath of Violence--From Domestic Abuse to Political Terror* in 1992 (revised 1997) by Dr. Judith Lewis Herman, M.D. The New York Times praised her work as "One of the most important psychiatric works to be published since Freud." (Wikipedia 1).

CPTSD has been defined as "...a psychological disorder that can develop in response to prolonged, repeated experience of interpersonal trauma in a context in which the individual has little or no chance of escape." (Wikipedia 1)

#### How Is CPTSD Diagnosed?

It is estimated that the costs for children suffering from CPTSD (Complex Post Traumatic Stress Disorder) in the U.S. **exceeds \$280 billion per day**. Lifetime costs, not counting loss in quality of life, **exceeds that for stroke and rivals that of Type 2 diabetes** CPTSD actually causes physical changes to the brain and nervous system. This in turn leads to cognitive, behavioral and emotional challenges, which can persist over an entire lifespan if not treated (NCTSN.)

CPTSD is not found in the American Psychiatric Association's (APA) Diagnostic and Statistical Manual of Mental Disorders-5th edition (DSM-5), although it is found in the World Health Organization's International Classification of Diseases-11th edition (ICD-11) {Ford}. However, a group of researchers and clinicians has formed a working group entitled the US National Child Traumatic Stress Network ([www.nctsn.org](http://www.nctsn.org)) and has succeeded in getting the same basic description included under "Developmental Trauma Disorder (DTD)" (Ford). This may be because CPTSD has been found among civilian survivors of prolonged armed conflict and prisoners of war (among others), which seems to have gone unrecognized in the United States, except in returning soldiers. To put this into perspective, there were 56 armed conflicts worldwide, with over 122,000 military and civilian fatalities from the largest 17 conflicts in 2020 alone (Wikipedia 2). The implications for children, youth, families, and the potential for CPTSD should be self-evident in these situations. However, it seems only recently has CPTSD been recognized in children and youth living in violence-plagued urban centers (Russell and Marsh).

#### Adverse Childhood Experiences Assessment (ACEs)

First developed by Felitti, et al, in 1998, the 10-item Adverse Childhood Experiences (ACEs) assessment seems to have only recently caught on with mainstream medical practitioners, as trauma informed care has moved to center stage in applied practice. This assessment instrument was developed to study the connection between different types of childhood trauma and health problems, including early death, in adults (Felitti, et al).

The ACEs assessment, in age-appropriate versions, [may be accessed here](#).

Child abuse has wide-ranging ramifications through numerous psychological and sociological problematic areas, including: attachment and relationships; body and brain health; emotional responsivity; dissociation; behavioral self-regulation; cognitive functioning in thinking and learning; plus temporal self-concept and identity (NCTSN).

#### Beyond Individual Consequences

Not only is the identification and treatment of CPTSD absolutely critical to the developmental prospects for individual afflicted children and youth, it is paramount for the protection of communities-at-large. Not only are there ramifications from CPTSD for individuals' interactions with their peers, but the maladaptive behaviors and mental health challenges have been shown to be trans-generational (Plattner, et al in Steiner, et al); not only through environmental conditioning, but perhaps genetic impacts as well (Fields). Of immediate concern are the interpersonal and anti-social behaviors, which create yet more victims within child and youth populations, but also cause afflicted offenders to come under the jurisdiction of the juvenile justice system.

Other than violent crime, there is probably no "hot button" issue more emotionally volatile with the general public, than adolescent sexual offenders (Jacobs). Research has shown that trauma and abuse play a far more significant role in the behaviors of sexual offenders versus non-sexual ones (Boonmann, et al). Despite this, it seems there is a huge disparity

across the board between public perception and the actual data. Whereas popular perception sees an increase in such offences, rates have actually fallen over several decades, with recidivism rates below 5% or less (Russell and Marsh), lower than for almost any other juvenile crime (Michaels).

To date, the social response has been to place adjudicated youth on sexual offender registries. There are currently **over 200,000 persons** on these registries for crimes they committed as juveniles. This has proven to be a band-aid approach at best, while compounding the trauma for the offenders, by creating barriers to their successful recovery and functioning in society as adults.

It will take a major paradigm shift to get the public to see offenders as victims, in what has been framed by popular media, as a "good versus evil" dichotomy for decades (Michaels). This is further complicated by the fact that many minors do not qualify as sexual deviants (for whom the registries were designed) due to the plasticity of their immature brain development. The majority of such acts are impulsive and not premeditated (Russell and Marsh). Making such a determination at such a young age is exceedingly complex (Chaffin in Michaels). Unlike adults, youth are more responsive to treatment (Michaels) and may need little treatment or intervention as they age into young adulthood (Russell and Marsh).

#### What Helps?

Thankfully there are several therapeutic approaches, which have proven effective in helping experiencers heal from CPTSD. While these candidates warrant a full article in and of themselves, one which I found very effective is EMDR (Eye Movement Desensitization and Reprocessing-see Resources). Another recent novel approach involves revisiting both traumatic and joyful experiences, in a more holistic therapy (see Daines under Resources).

#### Conclusion

It would seem that continuing the apparent slow pace of adopting CPTSD screening and treatment into the mainstream of trauma informed care, borders on negligence. A German visitor once confounded me with this perception of a social service dilemma in the U.S. She asked: "Why do Americans put 90% of their social service resources into remediation and only 10% into prevention? In Europe, it is exactly the opposite." After almost 25 years, I still do not have an answer to her inquiring challenge.

Will the social equity movement have an impact? I can only hope, but I fear if so, it will not go far enough. Will, as seems have been the case with domestic violence, medical professionals treat depressed symptomatic patients with anti-depressants and send them on their way? (See Child Trends in Resources)

What I have shared in this case study has primarily been the retrospective facts and circumstances of my personal experience, in the context of socio-political issues such as domestic violence, substance abuse and corporal punishment. As a child and youth care professional with over 20 years of experience and training, I have attempted to meld these two bodies of knowledge into a composition, which would be quasi-therapeutic for myself, insightful for my siblings and colleagues, and encouraging to other experiencers.

As mentioned heretofore concerning the estimated medical costs of CPTSD to society, this piece has not gone into the personal costs in quality of life, which have endured over a span of 75 years. Quality of life factors may be hinted at from an ACEs score of 7 (on a 10 point scale). I will just say that these issues have been substantial and persistent. However, if experiencers (I decline to use the term 'victims') like myself do not speak up, then how is the child and youth care profession to be informed, beyond the clinical analysis? Even more so, how is social policy to be changed in an accurately informed and timely manner?

It seems that it is not sufficient to just develop a set of data points and then "connect the dots". What is needed is an integrated context, through which the two complement and reinforce one another. One without the other is seriously weakened. However, in my opinion, the need appears to have reached crisis proportions and to delay further is nothing more than benign neglect and medical malfeasance. We have the tools, what we seem to lack is the public policy will.



I have often thought how great it would be if we all put mental health on the same footing as physical health. How much "prevention" could we generate if every person had a mental health check-up every 2-3 years? Maybe just a self-reporting assessment "check-up" to help catch problems before they become ingrained pathogens.

**Will the child and youth care profession rise to the challenge and help lead the way?◇**

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#### Resources

(With thanks in part to PACEs Connection-formerly ACEs Connection)

Child Trends: Child welfare agencies spent little on prevention in 2018, March 15, 2021, <https://www.childtrends.org/news-release/child-welfare-agencies-spent-little-on-prevention-in-2018>

Screening for Adverse Childhood Experiences  
<https://www.acesaware.org/screen/screening-for-adverse-childhood-experiences/>

PACes Connection (formerly ACEs Connection)  
Positive & Adverse Childhood Experiences, Inc.  
<https://www.acesconnection.com/>

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Photo credit: Gerd Altman at Pixabay.com

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

# WHY SELF-CARE ISN'T ENOUGH: RESILIENCE FOR TRAUMA-INFORMED PROFESSIONALS

[Editor's Note: The following is reprinted with permission and gratitude to This Week In Juvenile Justice-Juvenile Justice Information Exchange, March 11, 2021]

By Patricia K. Kerig

The well-established finding that a majority of youth in the juvenile justice system have been exposed to trauma has led to a clarion call for the implementation of trauma-informed practices.



However, to date, less attention has been paid to the importance of providing juvenile justice staff with the tools needed to carry out trauma-informed practices in ways that protect them from the potential risks associated with this work. In fact, recognition of such risks is relatively new; only in 2013 did the official diagnosis of post-traumatic stress first recognize that secondary exposure to another person's trauma is a bona fide type of traumatic experience [Emphasis added]. Such secondary traumatic stress (STS) — also termed vicarious trauma or compassion fatigue — has mostly been the focus of attention among mental health professionals and first responders.

But well known in the juvenile justice community — even if not well recognized outside of it — is that working with traumatized youth and families, reading their extensive trauma histories, performing trauma screenings and delivering trauma-informed programming all bring us into contact with thoughts, feelings and images that can be difficult to put aside at the end of the day. What can be done?



*Patricia K. Kerig*

To date, most of the strategies designed to prevent or intervene with STS have been focused on self-care and wellness promotion, which are certainly of value. For example, this Self-Care Assessment includes activities such as physical self-care (healthy eating,



exercise, taking time off), psychological self-care (engaging in self-reflection, decreasing life stress), emotional self-care (maintaining interpersonal relationships, engaging in comforting activities), spiritual self-care (finding a spiritual community, contributing to others) and professional self-care (taking breaks, seeking support from colleagues)....

[READ MORE](#)

Illustration: Gerd Altmann on Pixabay.com

## GET HELP HERE WITH YOUR CYC CERTIFICATION APPLICATION!



### HELP IS HERE!

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

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

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

Go to this [link](#) to sign up. You will receive an email confirming you are signed up. The day before and the day of the webinar we will contact you with instructions for how to join the webinar.

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

If you have questions, please contact us at (979) 764-7306 or [CYCoffice@YouthWorkAcademy.org](mailto: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.cyccb.org](http://www.cyccb.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:

April 14, 2021  
May 12, 2021  
June 9, 2021  
July 14, 2021  
August 11, 2021  
September 8, 2021  
October 13, 2021  
November 10, 2021  
December 8, 2021

See you there! ◇

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## The Other Half of the Job

# MODERN NONPROFIT BOARD GOVERNANCE -- PASSION IS NOT ENOUGH!



[Editor's Note: "This talk was given at a local TEDx event, produced independently of the TED Conferences. Chris Grundner is the president and CEO of the Delaware Alliance for Nonprofit Advancement. Since his arrival in February 2012, he has enabled the organization to nearly double its membership and significantly expand its reach. Grundner, originally from Buffalo, NY, received his Bachelors in Business Administration from the State University of New York at Fredonia. He earned his MBA

from Southern Methodist University in Dallas, Texas. In 1999, Grundner moved to Wilmington to join the co-brand credit card division of First USA Bank as the Director of Business Development. Due to his significant achievements, Grundner became one of the organization's youngest Senior Vice Presidents in early 2002. However, later that same year, his wife, Kelly, was diagnosed with a malignant brain tumor at the age of 29. Grundner left his job at JPMorgan Chase in 2004 after her passing and started The Kelly Heinz-Grundner Brain Tumor Foundation in 2005 with the goal of bringing national attention to the disease. Through the foundation, Grundner has launched two brain tumor awareness initiatives – GET YOUR HEAD IN THE GAME® and Tulips Against Tumors™ – both of which became national programs when the organization merged with the National Brain Tumor Society (NBTS) in March 2010.”]

By Chris Grundner: TEDxWilmington

<https://www.youtube.com/watch?v=MIF9yJVldwQ>

Illustration by Gerd Altmann on Pixabay.com

# MISSION TRANSITION



By Dale Curry, Ph.D., LSW, CYC-P, Professor Emeritus-Kent State university

Those of us who transition from being an accidental to a professional child and youth care (CYC) practitioner should be able to profess one's values, beliefs and approach to CYC practice. An individual mission

statement can help guide your daily practice and future career; helping you achieve short and long-term goals.

Several sections within the Professional Level Portfolio Guidelines of the Child and Youth Care Certification Board (CYCCB) request an applicant to focus on mission statement-like content areas. For example, section 3 (a) requires an applicant to identify a specific philosophy of practice and describe how it provides guiding principles for the design and practice of CYC (CYCCB, 2017).

Developing your professional mission statement requires you to articulate your core values, beliefs, and CYC approach. It may be helpful to re-visit your reasons for entering the field. This may involve a new awareness for those of us who may have less intentionally arrived (accidental practitioners) and/or identification of reasons for staying. You may want to identify what it is that you would want young persons, families, colleagues, and the profession to remember about you (your CYC legacy/story).

It is important to compare your statement with the values and principles of the of North American Child and Youth Care Professionals (Association for Child and Youth Care Practice, 2017).

Sharing your mission statement with colleagues and receiving feedback is important. Again, a professional CYC should be able to profess one's mission to others. As your career develops, your mission state may change (your story continues). An example of my revised mission statement after moving into indirect practice is below. In addition to indirect practice, my statement reflects preparing practitioners as a college professor for the broader field of human services.

Teaching Mission Statement and Philosophy  
Dale Curry, Ph.D., LSW, CYC-P

My philosophy of teaching is significantly influenced by my education, training and development experiences in the field of human services. Primarily, my personal mission statement is to promote the development and well-being of children, youth, and families through education, training, support, and development of current and future human services professionals who serve (or will serve) children and families. The following nine assumptions and implications are central to my teaching philosophy.

1. Human services workers must have the knowledge and skills necessary to perform their job functions in a competent manner. Therefore, education and training involves comprehensive needs assessment that leads to interventions that address the gap between student/worker competence level and the level of competence necessary to serve the client.
2. Working with children and families requires a high level of self-awareness and other attitudinal qualities. Therefore, education and training methods must go beyond information sharing. The affective domain must be addressed as well as the cognitive and behavioral domains. In addition, learners can be taught to develop metacognitive strategies to help guide their own learning and development.
3. There are powerful forces that prevent knowledge and skills learned in the classroom from transferring to the application setting. Strategies to promote transfer of learning must be integrated into education and training. This also implies that learner needs



assessment must also include an assessment of the learner's application environment. Learning and application interventions may involve the learner's work space (e.g., visual cues posted in a worker's office). Educators must stay connected to the practice setting. The "learning" and "doing" settings must be integrated to promote a climate of continuous learning.

4. Learners are affected by personal and professional developmental issues. Education and training should promote student and worker development. Different educational and training interventions may be indicated for learners at different developmental levels.

5. Adult learners can be powerful teachers as well as learners. Learner involvement in the learning and application process must be actively encouraged.

6. It is important to evaluate the effectiveness of educational and training interventions. Assessment must include multiple indicators of instructional success. In addition, research to assess factors affecting education and training effectiveness should be conducted and the results effectively communicated to add to the knowledge base regarding education, training, and development in human services.

7. Ethical principles from the human services and higher education and training must be integrated into instruction. Educators should advocate for best practice standards for human service delivery as well as adhere to best practice standards for education and training.

8. Teaching provides an opportunity to exhibit leadership in human services. Educators must recognize their potential influence and take responsibility for their instructional activities.

9. Teaching and learning can be hard work! Teaching and learning can also be a lot of fun! The hard work and the fun can be very gratifying!

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Illustration from Pixabay.com

## IT'S NEVER TOO LAKE TO INVEST IN ACYCP



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

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

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

We also need to contract with commercial services to help us with those technical and specialized skills, which we're unable to cover with our volunteer resources. Database management, website design and hosting, on-line publication distribution, and

membership dues to allied organizations, are just a few of these many expenditures. This leaves little left over to cover daily operating costs or special projects.

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

**Please donate to ACYCP today!**

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

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

Need yet another reason to invest in ACYCP? Just go to:  
<https://www.youtube.com/watch?v=wOcC8BBhtAY>

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

## Did You Know?

# HOW TO TALK ABOUT COVID-19 VACCINES WITH FRIENDS AND FAMILY (...And Clients!)

[Editor's Note: ACYCP has joined over 275 other organizations in the Community Corps, under the auspices of the White House, to help disseminate timely and accurate information about the COVID-19 pandemic and the efforts to fight back against it. For more information go to <https://wecandothis.hhs.gov/covidcommunitycorps> to get started. For a Black perspective on COVID-19 vaccinations go to: <https://www.thebody.com/article/black-people-covid-vaccine-concerns?ic=700100> ]



**An estimated 40,000 kids in the U.S. lost a parent to COVID-19. (JAMA Pediatrics)-Ed.**

### Listen To Their Questions With Empathy

COVID-19 vaccines are new, and it's normal for people to have questions about them. The sheer amount of information—and misinformation—about COVID-19 vaccines can be overwhelming to anyone. You can help by listening without judgement and identifying the root of their concerns.

Acknowledge their emotions so they know they have been heard. For example, you can say, "It sounds like you are stressed at work and home, and concerns about the vaccine are another source of stress. That's really tough."

### Ask Open-Ended Questions To Explore Their Concerns

Open-ended questions are meant to elicit more than a yes-or-no answer. Asking openended questions can help you understand what your friend or family member is worried about, where they learned any troubling information, and what they have done to get answers to their questions. For example, you can ask, "How did watching that news report make you feel? What did you do next?" Do not be judgmental and respectfully ask questions that help you understand their concerns. For example, avoid things like, "That's a silly concern," or "Why would you be worried about that?"

### Ask Permission To Share Information

Once you understand your friend or family member's question or concern, ask if you can provide some information, tell them where you get information you trust and be careful not to push information on them. You can find answers to common questions from reputable sources, including CDC.gov, the local health department website, or other trusted sources such as their doctor, nurse, or pharmacist. Sometimes, sharing quick, accurate answers to common concerns your family or friends might have can go a long way toward moving someone from worry to confidence. If you don't know the answer to their questions, consider offering to help look for information.

### Help Them Find Their Own Reason To Get Vaccinated

Everyone who chooses to get vaccinated does it for a reason—to protect their family, to protect their children, to be less anxious, to visit their parents, or to get back to activities like seeing friends, resuming work, or returning to school. After addressing concerns with empathy, respect and facts, you can steer the conversation from "why not" to the important reasons that matter to them—their "why." You may choose to share your reasons for getting vaccinated or discuss common goals you may have, like visiting with each other safely. The reasons that someone may choose to get vaccinated will always be those that are most compelling to them personally.

### Help Make Their Vaccination Happen

Once someone decides on their "why," help them make a commitment to get vaccinated. Help make the path to vaccination shorter, easier, and less stressful for them. Offer to help your family member or friend make a vaccination appointment at a location nearby and, if needed, go with them to the appointment. Offer to help with transportation or to babysit if they need childcare. Remember, every person who chooses to get vaccinated brings us all a step closer to moving past the COVID-19 pandemic. As a trusted messenger to your family and friends, you can play a role in their decision to vaccinate. ◇

Editor's Note: World Immunization Week is April 24-30, 2021

Go to: [https://www.who.int/campaigns/world-immunization-week/2021?utm\\_medium=email&utm\\_source=govdelivery](https://www.who.int/campaigns/world-immunization-week/2021?utm_medium=email&utm_source=govdelivery)

## Did You Know?

# YOUTH DETENTION FACILITY FINDS CULTURE OF KINDNESS MORE EFFECTIVE THAN PUNISHMENT

[Editor's Note This article is reprinted with thanks to ACEs Too High at <https://acestoohigh.com/> and the author, and was first published March 30, 2021. Go there to subscribe to email bulletins.]

By Laurie Udesky

<https://acestoohigh.com/author/laurieudesky/>

When a young person enters the de-escalation room in the Sacramento County Youth Detention Facility, they'll find dimmed lights, bottles of lavender, orange and other essential oils, an audio menu featuring the rush of ocean waves and other calming sounds, along with squeeze balls, TheraPutty, jigsaw puzzles, and an exercise ball to bounce on.

TheraPutty, squeeze balls and more

Sometimes, with a teen's permission, "We'll put a weighted blanket on them, just to give them that hug that feels good, since we can't give them [real] hugs in our facility," says Valerie Clark, the probation officer who oversees the room. Giving hugs violates the





protocol requiring that staff maintain healthy boundaries with their young charges. But “especially if someone is highly upset and just really crying,” Clark explains, the blanket can be a comforting substitute.

Since it first opened to youth in November 2016, the de-escalation room has been a refuge for kids feeling overwhelming anger, grief, sadness, and anxiety, who are either referred by staff or can request a visit. They stay in it anywhere from 30 minutes up to two hours.

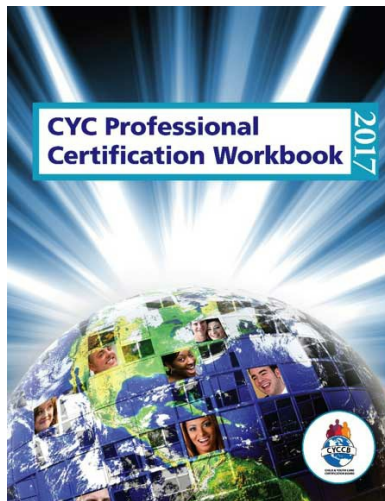
The room is one example of how the Sacramento County Probation Department is shifting its culture to be responsive to adolescent trauma. In 2016, the department sponsored a countywide summit on trauma and the adolescent brain. This February and March, 330 employees from the Youth Detention Facility, and 155 from Juvenile Field, Placement and Court divisions, were trained in the roots of trauma and how to respond to it. And five members of the probation leadership were certified as trainers in trauma-informed practices. The training includes learning about how trauma in childhood can trigger the brain into fight, flight and freeze; can cause depression and lead to disruptive behaviors, and how they can build strength and resilience in the youth they serve.

Prior to having the de-escalation room, says Clark, youth would be sent to their individual rooms when they were disruptive or upset. “This way they have the opportunity to regain control of their emotions and behavior so they can go back to their programs instead of [having to stay] in their room alone with their thoughts,” she explains...

[READ MORE](#)

Illustration: John Hain on 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 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](#)

# 3 STRATEGIES NONPROFITS CAN USE TO ADDRESS SOCIOECONOMIC MOBILITY

[Editor's Note: This article is reprinted with permission and thanks to the Alliance for Strong Families and Communities and was first published on March 10, 2021. To learn more, go to: <https://alliance1.org/>]



We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. — Dr. Martin Luther King Jr.

The 1963 March on Washington for Jobs and Freedom, where Dr. King delivered these words, was a turning point in the fight for civil rights. However, progress in social and economic mobility has stalled, with stagnated wages for most Americans. The wage gap between white and Black Americans today is as large as it was in 1950.

Fifty-seven years after The March, Dr. King's "urgency of now" still ripples throughout the country. Although we may traditionally think of changing systems as a slow, long-term process, the circumstances of 2020, from the pandemic to racial protests, have made way for small changes to make an outsized impact. The Alliance for Strong Families and Communities and Council on Accreditation have identified social and economic mobility (SEM) as an area where we can advance racial equity across generations, communities, and systems through:

- Engaging participant voice
- Fostering the talent pipeline
- Addressing the racial wealth gap

These approaches can be taken as first steps, grounded in asset-based community development, to implement changes that will contribute to a foundation of racial equity in the organization and open opportunities for SEM advancement for the community....

[READ MORE](#)

Illustration: Peggy and Marco Lachmann-Anke on Pixabay.com

## Now Happening

# 2021 SPECIAL ENROLLMENT PERIOD ACCESS EXTENDED TO AUGUST 15 ON HEALTHCARE.GOV FOR MARKETPLACE COVERAGE (Obama Care)

March 23, 2021: Today, President Biden announced that the Centers for Medicare & Medicaid Services (CMS) is extending access to the Special Enrollment Period (SEP) until August 15 – giving consumers additional time to take advantage of new savings through the American Rescue Plan. This action provides new and current enrollees an additional three months to enroll or re-evaluate their



coverage needs with increased tax credits available to reduce premiums.

"Every American deserves access to quality, affordable health care – especially as we fight back against the COVID-19 pandemic," said HHS Secretary Xavier Becerra. "Through this Special Enrollment Period, the Biden Administration is giving the American people the chance they need to find an affordable health care plan that works for them. The American Rescue Plan will bring costs down for millions of Americans, and I encourage consumers to visit HealthCare.gov and sign up for a plan before August 15."

As a result of the American Rescue Plan, additional savings will be available for consumers through HealthCare.gov starting April 1. These savings will decrease premiums for many, on average, by \$50 per person per month and \$85 per policy per month. On average, one out of four enrollees on HealthCare.gov will be able to upgrade to a higher plan category that offers better out of pocket costs at the same or lower premium compared to what they're paying today.

Consumers who want to access the SEP to enroll in coverage and see if they qualify for financial help to reduce the cost of monthly premiums, can visit HealthCare.gov or CuidadoDeSalud.gov to view 2021 plans and prices and enroll in a plan that best meets their needs. Additionally, consumers can call the Marketplace Call Center at 1-800-318-2596, which provides assistance in over 150 languages. TTY users should call 1-855-889-4325. Consumers can also find a local assister or agent/broker in their area: <https://localhelp.healthcare.gov>

Consumers who are eligible and enroll under the SEP will be able to select a plan with coverage that could start as soon as the first month after plan selection. Current enrollees will be able to change to any plan available to them in their area. To take advantage of the SEP, current enrollees should review their application and make changes, if needed, to their current information and submit their application in order to receive an updated eligibility result.

Additionally, beginning in early July on HealthCare.gov, consumers who have received or have been determined eligible to receive unemployment compensation for any week during 2021 may be able to get another increase in savings when enrolling in new Marketplace coverage or updating their existing Marketplace application and enrollment. These savings to be made available starting in early July for eligible consumers are in addition to the increased savings available to consumers on HealthCare.gov starting April 1, 2021.

The SEP is currently available to consumers in the 36 states that use the HealthCare.gov platform. Consumers served by State-based Marketplaces that use their own platform can check their state's website to find out more information on Special Enrollment Periods in their state.

To see how the American Rescue Plan will bring down health care costs and expand on the Affordable Care Act, visit: <https://www.hhs.gov/about/news/2021/03/12/fact-sheet-american-rescue-plan-reduces-health-care-costs-expands-access-insurance-coverage.html>

Illustration: Areka Socha at Pixabay.com

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## Resources in Review

# EDUCATION, EMPLOYMENT TRAINING GRANTS WILL SUPPORT YOUNG ADULTS INVOLVED WITH THE JUSTICE SYSTEM

WASHINGTON, DC – The U.S. Department of Labor today announced the availability of \$25 million to





fund grants to approximately six organizations to provide education and employment training to young adults between the ages of 18 and 24 who left high school before graduation, or are currently or have been involved previously with the juvenile or adult criminal justice system.

“Our communities and our economy both benefit when justice-involved young adults have the opportunity to pursue education and training leading to careers,” said Principal Deputy Assistant Secretary of Labor for Employment and Training Suzi LeVine. “Partnering organizations’ ties with local businesses mean that these programs will create the best possible pathways for participants to succeed.”

Administered by the department’s Employment and Training Administration, Young Adult Reentry Partnership grants will support partnerships with community colleges, the criminal justice system and employers, employer associations, unions providing training, or labor-management partnerships and focus on occupations – in industries with high local demand – that offer these young adults living wages. ETA seeks applicants serving communities with high rates of poverty and crime, and those who programs offer accelerated learning and work-based learning opportunities including registered apprenticeships, and exhibit strong employer partnerships.

Authorized by the Workforce Innovation and Opportunity Act, the awards will provide up to \$4,500,000 each to eligible intermediary organizations (defined as organizations that have sub-grantees, affiliates or local offices that serve at least three communities across at least two states) to serve young adults. Award recipients must partner actively with community colleges to deliver education and training opportunities and create pathways that lead to better economic outcomes for justice-involved young adults.

In the past, grants awarded through this partnership launched programs that allow participants to pursue apprenticeships in construction, health care, manufacturing and logistics while working to reduce recidivism. Programs have also been funded through this grant that help participants obtain GED certificates and the legal services and support they need to gain credentials in growing fields such as information technology.

Learn more about the funding opportunity and how to apply.

#### **Agency Employment and Training Administration**

**Date March 17, 2021**

**Release Number 21-338-NAT**

**Contact: Grant Vaught**

**Phone Number 202-693-4672**

**Email [vaught.grant.e@dol.gov](mailto:vaught.grant.e@dol.gov)**

Illustration: Pixabay.com

## **Thinking Like the Fox**

# **COVID-19 AND RE-VISITING CONSEQUENCES**



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

I just got back from a – Ta Da! – social outing for lunch. Yes indeed: I went out to lunch.....WITH OTHER PEOPLE. First, I am fortunate enough to live in California, where it is a very warm and beautiful day, and we were able to sit outside. Second, I am old enough that I have had both vaccinations. Third, my friends are old enough that they, too, are fully vaccinated, and thus all of us are approved for human contact with other

vaccinated people.

One of the people at lunch is a man who sits in front of me in our weekly ukulele class. Our class hasn't met in a year. We got to talking about how we all missed each other and began wondering when, in heaven's name, we would be able to actually see each other again. It's a big class, with over 65 in weekly attendance under normal (pre-Covid) circumstances. The discussion then turned to the vast amount of irresponsible behavior (by adults!!) that is definitely contributing to our delayed ability to get back to a semblance of familiar routines. My friend lost his best friend (who was also in our class) to the virus. I asked what he thinks happened that got his friend sick, since we knew the friend had health conditions that put him at risk. "He didn't want to do what he knew he should do to stay safe" was the answer. A grown man, not a troubled child or teen!

I'm not sure this would have been the theme of my column, except for this lunch conversation. But now I am swirling in frustration from witnessing, in supposedly fully formed adults, the kind of dangerous decision making we spend so much time talking with the kids about. I'm guessing that of all topics in Child and Youth Care this is probably the one that is most repetitive. "What were you thinking?"; "What did you think was going to happen?"; "Why are you surprised?"; "Have you thought about the consequences?!" Now I'm thinking that instead of pulling clients over to the kitchen table for yet another round of "Actions Have Consequences talks," I should be standing on the sidewalk wagging my finger at passersby saying the same thing! But many will not listen to me, as they are not listening to anybody else, so I'll make myself feel better by talking with you.

This delay in the "return to normal" that everyone is so impatient for, presents the perfect laboratory for teaching lessons to our young people, using other people's behavior – which causes much less defensiveness than asking people to look at their own. May I suggest that every time you: a.) share hearing the news with your kids; b.) are the recipient of vented frustration at on-line learning, or c.) lack of sports playing, or d.) lack of human contact with friends, that you buy up the moments! Consequences 101. Let's go to the dictionary. A real "consequence" is not whatever you decide to do in response to a behavior you don't like or that goes against the rules. According to the dictionary a consequence is "that which naturally follows from a preceding action." Very few lessons in life are more important than this one.

Understanding consequences from one's behavior builds in two crucial understandings for a peaceful, successful life. First, things don't "just happen" to us. Things happen for a reason, and very often the reason is because of something we said or did. Understanding this builds in a sense of control over one's life. Because abuse and neglect are not caused by children/youth, it takes some patience and commitment to convince them that once out of a situation (where they had no control), understanding cause and effect will give them much relief from the anxiety from being controlled. Second, understanding the logical connections between behavior and real consequences provides an important building block for self-responsibility, leading to successful relationships and the ability to predict what one can expect from other people.

As we watch the world and our neighborhoods struggle to "control" the spread of the COVID-19 virus, use what's happening to help your kids to make the connection between the way people are behaving and why we can't seem to "stop the spread". Don't lecture and turn them off so they don't want to listen anymore. But don't miss the opportunity either. Every time you see something (a behavior that is not safe), quietly say something. Be specific. Tell them how a particular behavior leads to a particular consequence. In this context, you may also, gently give some examples from their own behavior and how it led to either positive or negative consequences.

We certainly are not thankful for these days of living with a pandemic after a full year, but one ray of gratitude may be the opportunity to use the situation to reinforce crucial "lessons for living" that may help provide a brighter future for those we are caring for. ♦

Illustration: Pixabay.com

# KEEPING OUR EYES ON THE GOAL

By Karen Vander Ven, Ph.D., Professor Emerita,  
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It is gratifying to see the continued development and advancement of child and youth care work and recognition of the multiple roles that those who have committed to careers in the field can play. And our work is never done. In fact, there are so many purposes, domains, and areas in which we can expand and deliver CYC knowledge and skills.

The situation of migrant children is pressing and is, as well it should be, of concern to us all. From general life circumstances to the impact of particular events and situations; if children, youth, and families are involved, we are mandated to be concerned.

So let's recall the troubling photograph of hundreds of migrant children crammed at the southern border into unsuitable, insufficient places. One can only imagine the experience of these children, separated from families, each individually and as a group, under these circumstances.

Given the current times, we would seem obligated to make a response. These are just the kinds of occurrences in which we need to be actively involved at every level – using our commitment, professional knowledge and experience, to continually identify and assess such situations, and make an informed and timely response.

We have the capacity – the leadership, the membership, and the knowledge now to address these issues. How about a task force? A call for interested participants – individuals, programs, and agencies?

A task force could study the situations, develop guidelines and supportive information for dealing with all of the critical areas when dealing with children in non-parental and out of home situations; taking the contexts of the situations into careful and studied account. For example, how can educational preparation include current situations, with relevant knowledge and skills in their curricula?

It doesn't seem like these kinds of situations are going to be rectified soon, all the more reason to galvanize the CYC profession into action.

Where should we go from here? Let's consolidate our resources, human and others, and make a plan on which we can mobilize and deliver. ◇

{Editor's Note: The ACYCP has issued position statements on this situation and others, through its Advocacy Committee. Want to get involved? Just contact us at [acycp2011@yahoo.com](mailto:acycp2011@yahoo.com)]

Illustration: Gerd Altmann on Pixabay.com

**Now Hear This!**

**ACYCP HAS GREAT VIRTUAL TRAINING FOR  
YOU AND YOUR STAFF**





During the Covid-19 Pandemic many CYC practitioners and programs have had a hard time finding live professional development. This has consequences for individuals when renewing CYC Certification and for programs attempting to comply with licensing requirements.

ACYCP, its members, the CYC Certification Board, and other partners are collaborating to create low-cost high quality virtual training. Beginning in March, ACYCP is offering two or more virtual trainings each month through the end of 2021. Trainings will focus on helping practitioners explore best practices and emerging trends in the field. Most offerings are one to two hours in length. Longer courses are also included to promote deeper skill development.

[Follow this LINK](#) for a complete listing of current live trainings available. This page is updated when additional trainings become available.

ACYCP trainings are priced between \$25 and \$35, depending on length. Trainings offered through collaborating partners may be priced higher. ACYCP members receive \$10 discounts on all the trainings. Bulk pricing is available when purchasing 25 or more seats at the same time. Seats can be divided across multiple trainings.

Proceeds from the trainings go directly to support ACYCP and its partnering organizations. Your training dollars help ACYCP to move the CYC field forward. You can make a donation to ACYCP by purchasing a bulk package of trainings and making the seats available. ACYCP will distribute these seats to members and programs who are operating on reduced budgets due to the Covid-19 Pandemic. Donations are tax deductible for most individuals.

Remember that archived webinars are always available so you can pursue your professional development goals 24/7 at a convenient time of your choosing. [Follow this LINK](#) for a complete listing.

If you have training skills and relevant content, we are interested in content on subjects relevant to child and youth care practitioners, best, and emerging practices. Presentations are delivered using our Zoom platform, are recorded, and typically archived for future use by our members. Although many of our members donate training to support ACYCP and the CYC field, we have partners who offer virtual live and archived training on a fee-for-service basis.

For more information about submitting a training, [contact Laura Klemm](#).

**Now Hear This!**

**YOUR AGENCY NEEDS THIS ACYCP**

# MEMBERSHIP BENEFIT NOW!



Yes, believe it or not, **CYC agencies SAVE a whopping 40% on individual staff ACYCP memberships**, when firms join as an Agency Member!

When your agency joins ACYCP, it received 20 Individual Memberships, among many other benefits. That represents a 40% savings over the cost of the same number of solo memberships. This, in turn, meets the individual CYC

association membership requirement for Certification.

How great is that!?

Want to know more? [Follow this link.](#)

Questions?

**Just contact:**  
**Michael Mitchell, MAT**  
**ACYCP Membership Services Chair**  
[propman46@gmail.com](mailto:propman46@gmail.com)  
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Join today and show your hard working staff that you're invested in their professional growth and development!

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Would you like to advertise a job opening, service or event? Contact Michael Mitchell at [propman46@gmail.com](mailto:propman46@gmail.com). ACYCP members ads are free as a membership benefit!

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Member: White House COVID 19 Community Corps



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# AMERICAN RESCUE PLAN



✓ **Lost your job?**

✓ **Had your hours reduced?**

**You may qualify for 100% coverage  
of COBRA premiums.**

Go to: <https://blog.dol.gov/2021/04/07/3-ways-the-american-rescue-plan-helps-people-who-lost-jobs-afford-health-coverage>

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

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

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

### LINK WITH US!

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

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