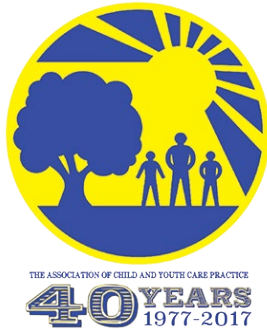


Your Quarterly News & Updates Vol.4 Issue 3/Summer 2019  
From The Association of Child and Youth Care Practice

## The Association for Child and Youth Care Practice, Inc.



# THE CYC ADVOCATE

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

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

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

facebook



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## ACYCP President's Perspective

### **HALF A YEAR DOWN, WITH GREAT THINGS TO COME!**

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

Welcome to the summer edition of CYC Advocate!

It's hard to believe it is July already. ACYCP recently held its annual in-person board meeting in Milwaukee and it was a time to prioritize our focus for the rest of 2019 and early 2020. It was also a time to recognize some of the best in the youth work field as well. We gave out our annual awards for Lifetime Achievement, Carol Kelly Newcomer of the Year and the ACYCP President's Award. It is always great to get together with colleagues from across the U.S. and Canada, who all



believe in the same mission- to engage practitioners in building the child and youth care profession. More information on the award winners follows below.

Other important ACYCP developments include a logo re-design in progress, a new committee structure (watch for ways to engage with us on a committee level) and new membership levels too. There's lots of great work being done through ACYCP, its individual and agency members, and CYC partners and we are so happy to have you here with us!

Enjoy this issue of the CYC-Advocate!◇

## ACYCP ANNUAL AWARDS SPOTLIGHT CYC ACHIEVEMENTS

**By Michael Mitchell, MAT-Staff Writer**

Among the many pleasures enjoyed by ACYCP Board delegates gathering to attend the Annual ACYCP Board Meeting, this year held on June 10 in Milwaukee, was the traditional presentation of awards and recognitions. It is always a time of cheers and sometimes a few tears. Included in this year's presentations were the Carol Kelly Newcomer Award, the Life Achievement Award, and the ACYCP President's Award. The first two are vetted through a formal nominating process and voted on by the Board, while the latter is given at the discretion of the ACYCP President. Nominations for the first two are solicited in early spring. Readers can go to [www.acycp.org](http://www.acycp.org) for further details.

Nominations are always heart-felt and final selections arrived at with great care and deliberation. Awards are announced and presented at a special reception following the Board meeting, held this year on the terrace at the Holiday Inn Milwaukee Riverfront. With a scenic backdrop and perfect weather, ACYCP President Jody Rhodes beamed as she announced the winners for 2019. All three awards consist of an engraved plaque. Since winners don't have to be present to win, this year's awards were extra special since Jody was able to make personal presentations to two of the Newcomer winners, Eric "Obi" Uwagbo and Karla Jimenez, while on a trip to California, which included a reception in honor of Prof. Carol Kelly's legacy. Sincere thanks goes out to Tom Placke for the photos accompanying this article.

### Carol Kelly Newcomer Award

"Carol S. Kelly, a professor emeritus at California State University, Northridge's [CSUN] Department of Child and Adolescent Development (CADV), passed away on Feb. 17 [2017] following a brief illness. Kelly brought CSUN its first Peace Expo in 1989, laid the foundation for what the CADV department is today, re-established the CADV department's alumni chapter in 2005 and established the Carol S. Kelly Endowment Scholarship in 2006. She also received numerous awards: the CSUN Alumni Association's Dean Ed Peckham Award in 2009, the Don Dorsey Excellence in Mentoring Award in 2014 and the Lifetime Professional Achievement Award from the Association for Child and Youth Care Practice in 2016." Read more at: <http://csunshinetoday.csun.edu/community/csun-celebrates-carol-kelly-with-alumni-gathering/> This award honors Carol's years of mentoring students, newly entering the child and youth care profession. The award was established by ACYCP and first sponsored by 1st Vice President, Michael Mitchell, in March

of 2017.

2019 Winners:

Eric "Obi" Uwagbo, Hathaway Sycamores

Karla Jimenez, Casa Pacifica

Melita Carter, The Journey

Emma Carter, The Journey

#### 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 Albert Trieschman, Ph.D.; Henry Maier, Ph.D. and Karen Vander Ven, Ph.D.. More recently the award was given to Andrew Schneider-Munoz, Ph.D. Sister Madeline Rybicki, Michael Mitchell, Dale Curry, Ph.D.; Carol Kelly, Ph.D. ; JB Boyd, Ph.D.; and Pam Clark as leading professional practitioners with a lifelong commitment to the child and youth care field.

2019 Winners:

Janet Wakefield, The Journey

Tom Plake, The Journey

Darryl Brooks, Norris Adolescent Treatment

Clara Anderson (Cooper), The Journey

#### ACYCP President's Award

ACYCP President's Award is presented periodically, by the current ACYCP President, in recognition of exceptional service, to either ACYCP and/or the child and youth care profession-a-large.

2019 Winners:

Hector Sapien, retiring ACYCP Treasurer

Michael Mitchell (and staff), editor of the ACYCP Membership Memo and CYC Advocate

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(Left to Right) Tom Plake, Melita Carter, Emma Carter, Clara Anderson (Cooper), Janet Wakefield/ *Photo: Tom Plake*

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Darryl Brooks (l) and Ira Scott (r)-nominator/ *Photo: Tom Plake*

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(left to right) James Freeman, Karla Jimenez and Jody Rhodes

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(left to right) Jody Rhodes and Eric "Obi" Uwagbo

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Jody Rhodes (l) and Hector Sapien (r) / *Photo:Tom Plake*

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Michael Mitchell / Photo: Tom Plake

## Reflections from the JJ Side

# COLORBLIND JUSTICE?



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

In the Criminal Justice classes and trainings that we have conducted over the years a point of emphasis has been on the power of a **narrative** or **frame**, that is to say the way in which each of us comes to understand how the world works. This “road map” comes complete with ideals and beliefs about what we know as well as those things we do not know. It colors our views on such things as race, gender, religion, politics, and crime. Narratives can serve as core beliefs and as such are difficult to move away from even when a counter narrative may prove more valid.

Such is the case with the film “When They See Us.” This is the story of the Central Park Five, five juveniles from New York City who were accused and wrongfully convicted of criminal sexual conduct in 1989. As you watch the story play out, you see the powerful role that narrative plays in setting the stage for the arrest and subsequent conviction of these young men. You have a sympathetic victim, a white woman brutally beaten and

raped in Central Park. There were dozens of youth in the park that night, but you have four Black and one Hispanic boy accused of the crime. In our society the trope of Black men as rapists is almost as old as the Republic. This combined with a justice system in which all the key players – the detectives, prosecutor and judge – were white, and you had the perfect storm for the miscarriage of justice.

There was not one shred of physical evidence or DNA to connect them to the rape. The youth and young men (ages 14-16) were interrogated over a 42-hour period with no attorneys and in some cases no parents in the room. Each in one way or another confessed to some role in the crime, but these confessions were coerced. These young men were unfamiliar with the legal system and the police took advantage of that fact. The police did not pursue any alternative theory of the crime because they had a believable narrative.

The Central Park Five were exonerated by DNA evidence tied to a man who confessed to the rape along with several others, but not before they had served between six to twelve years behind bars. Despite their complete exonerations the police and prosecutors have never apologized for what they as individuals and as representatives of the "system" did. This is not really a mystery. When people operate from their narrative, seldom do they deviate or stray from that frame. This is true even when there is clear and convincing evidence to contradict their story. To do so would mean admitting that what you did was wrong.

The film holds a mirror up to the legal system and finds it wanting in fundamental ways. It also puts a human face on those individuals trapped in the system exploring not just the impact the case had on them, but their families and community as well. For those of us who have worked in the system, it is a sobering reminder of just how far we have to go before we can have a conversation about Color Blind Justice.◇

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## OH CANADA!



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

#### **Brittany-Lynn Parsons, OACYC Placement Student from Fleming College**

As a Child and Youth Care (CYC) student, the thought of being in a room filled with practitioners that have been in the field for countless years can be overwhelming. I will be the first to admit that, at

my first conference, I felt nervous. It was at the wine and cheese gathering, when Tom Garfat welcomed the new practitioners to the CYC family and explored how we can be identified as a "clan". My desire is to explore the opinions and stories of CYC students and practitioners themselves, to bring light to the topic of students or recent graduates attending CYC specific conferences.

There was a moment, at the Ontario Association of Child and Youth Care (OACYC) 2017 Provincial Conference "The Journey", when I walked into a room full of practitioners eager to share their stories and make connections, when I realized that this is the BEST place for me to be, as a student. I share this experience, because leaving the conference in



June 2017, I wanted other students to experience those feelings I felt.

In January 2018, I was lucky enough to attend the 3rd Biannual CYC World Conference in Ventura, California called, "Nurturing Hope". After sharing my conference experience, a peer, Samantha Tennant decided to join me. This allowed me to be a part of her first experience. Together we planned going to different workshops, with the goal that we could spend the night sharing the knowledge we learned with one another. It was a beautiful moment to realize a shift in our friendship; an unspoken understanding that we wanted to see one another grow professionally while in Ventura.



These gatherings consist of workshops that you can participate in, led by some CYC legends like Leon Fulcher. Paul Kitz, a recent graduate of the Bachelor of CYC program from Ryerson University said, "There is the potential to meet people who have inspired you and that can lead to an opportunity of mentorship". As a student, we read countless articles written by CYC's. However, being at conferences allows you to be able to put a face to the name of those we are reading every day.

It's recognized that conferences are not easy to get to, for many reasons. As Andy Leggett, Clinical Director at Broken Arrow Residential Treatment Centre says, "Conferences are best practice oases! It is not a coincidence that the best minds, souls, and hearts in our field can be found at conferences. If they go, I go!" I agree with Andy and the urge to be in the proximity with other great minds and souls. Many individuals go on vacations to beautiful resorts or exotic locations, however for a CYC, a vacation can be a conference.

There was down time between two workshops, when I saw Dr. Lorraine Fox sitting alone, a lady whose work I've been reading for three years. This was my opportunity to put a face to a name. The decision to chat with Lorraine was the best way to wait until another workshop begun. [During] the conversation, I asked her why she felt it was important for students to attend conferences. I was amazed by her response of saying 'well this right here'. Lorraine reminisced about her first conference and explained how she loved the ability to go from one workshop to another. Together we discussed challenges CYC's face daily, her insight reignited my desire to make change. Lorraine said, "When I felt like I wasn't being heard, I went and got more education".

[READ MORE](#)

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Now Hear This:

**WITH ACYCP YOU'RE ALWAYS CONNECTED**



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

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

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

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

Regardless if you're renewing your membership, upgrading from a student level, or accessing benefits as an employee of an agency member, we would like to express a warm and sincere welcome and thank-you for choosing ACYCP as part of your personal support system.

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

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**Now Hear This:**

**INDIANA YOUTH WORKERS CONNECT WITH IRELAND YOUTH WORKERS**



**By Janet Wakefield**

As the Irish blessing goes, "May the road rise up to meet you. . ." and that it did. Forty-nine youth workers from Indiana, who had all earned Journey Fellowships, traveled to Northern Ireland and Dublin, Ireland to exchange ideas, practices, programs and idea on the profession of youth work. The Journey Fellowship is a professional development renewal program that targets current and perspective youth workers, to help them bring the highest quality of youth services to our Hoosier young people, as grounded and vibrant youth workers. As a part of the Journey Fellowship, the International Youth Worker Exchange started in 2005 and 7 countries have participated in the Exchange: UK, Canada, Mexico, Kenya, Australia, New Zealand and Austria.

In Belfast Northern Ireland, the first stop was to walk the Peace Wall that divides this beautiful city to understand the issues that still divide these Catholic and Protestant people today.

Then a day was spent engaged with Irish youth workers in partnership with YMCA George William College, Youth Action Northern Ireland and Ulster University. Enriching conversations about common youth issues and learning from each other were facilitated in small workshops.

Site visits in the Belfast area was to see programs in action including: Derry YMCA; Derry Rainbow GLBTQ+ Project; West and East Northern Ireland Alternatives (working to bridge the divide through youth leadership and community engagement programs); and the Surf Project, a faith-based youth outreach program.

Second stop was Dublin, where the Hoosiers were hosted by the Minister of Children and Youth Affairs in a dialogue on growing the profession of youth work to meet the ever-increasing needs of young people.

The Dublin tour included a wide variety of site visits to: Fighting Words, a youth writing program; Cherry Orchard Integrated Youth Services; Talk About Youth program; Cross Care; Swords Youth Service Community Center; Belong to Youth Services; RICCY's Youth Café -a youth initiated and managed program; Wellington Center & PALS Peer program; School Firhouse Educate Together National School; North Dublin National School Project; and the Fettercairn Youth Horse Project.

The true value of this global experience is the understanding of different cultures and where we as Americans connect with these different cultures. And the precious, lifelong friends that we make as we continue to strive to meet the needs of young people from wherever they live.

[Editor's Note: Readers may contact Janet at 317-440-7260 or [janet@thejourneyonline.org](mailto:janet@thejourneyonline.org)The Journey is an ACYCP agency member]◇

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

# BREAKING BAD HABITS: Why It's So Hard to Change?

[**Editor's Note:** The following intro is re-printed from NIH News In Health at <https://newsinhealth.nih.gov/2012/01/breaking-bad-habits> with illustration from Gerd Altman on Pixabay.com To subscribe go to: <https://newsinhealth.nih.gov/subscribe> ]



If you know something's bad for you, why can't you just stop? About 70% of smokers say they would like to quit. Drug and alcohol abusers struggle to give up addictions that hurt their bodies and tear apart families and friendships. And many of us have unhealthy excess weight that we could lose if only we would eat right and exercise more. So why don't we do it?

NIH-funded scientists have been searching for answers. They've studied what happens in our brains as habits form. They've found clues to why bad habits, once established, are so difficult to kick. And they're developing strategies to help us make the changes we'd like to make.

"Habits play an important role in our health," says Dr. Nora Volkow, director of NIH's National Institute on Drug Abuse. "Understanding the biology of how we develop routines that may be harmful to us, and how to break those routines and embrace new ones, could help us change our lifestyles and adopt healthier behaviors."

Habits can arise through repetition. They are a normal part of life, and are often helpful. "We wake up every morning, shower, comb our hair or brush our teeth without being aware of it," Volkow says. We can drive along familiar routes on mental auto-pilot without really thinking about the directions. "When behaviors become automatic, it gives us an advantage, because the brain does not have to use conscious thought to perform the activity," Volkow says. This frees up our brains to focus on different things.

Habits can also develop when good or enjoyable events trigger the brain's "reward" centers. This can set up potentially harmful routines, such as overeating, smoking, drug or alcohol abuse, gambling and even compulsive use of computers and social media.

"The general machinery by which we build both kinds of habits are the same, whether it's

a habit for overeating or a habit for getting to work without really thinking about the details," says Dr. Russell Poldrack, a neurobiologist at the University of Texas at Austin. Both types of habits are based on the same types of brain mechanisms.

"But there's one important difference," Poldrack says. And this difference makes the pleasure-based habits so much harder to break. Enjoyable behaviors can prompt your brain to release a chemical called dopamine. "If you do something over and over, and dopamine is there when you're doing it, that strengthens the habit even more. When you're not doing those things, dopamine creates the craving to do it again," Poldrack says. "This explains why some people crave drugs, even if the drug no longer makes them feel particularly good once they take it."

In a sense, then, parts of our brains are working against us when we try to overcome bad habits. "These routines can become hardwired in our brains," Volkow says. And the brain's reward centers keep us craving the things we're trying so hard to resist.

The good news is, humans are not simply creatures of habit. We have many more brain regions to help us do what's best for our health.

"Humans are much better than any other animal at changing and orienting our behavior toward long-term goals, or long-term benefits," says Dr. Roy Baumeister, a psychologist at Florida State University. His studies on decision-making and willpower have led him to conclude that "self-control is like a muscle. Once you've exerted some self-control, like a muscle it gets tired."

After successfully resisting a temptation, Baumeister's research shows, willpower can be temporarily drained, which can make it harder to stand firm the next time around. In recent years, though, he's found evidence that regularly practicing different types of self-control—such as sitting up straight or keeping a food diary—can strengthen your resolve.

"We've found that you can improve your self-control by doing exercises over time," Baumeister says. "Any regular act of self-control will gradually exercise your 'muscle' and make you stronger."

Volkow notes that there's no single effective way to break bad habits. "It's not one size fits all," she says.

One approach is to focus on becoming more aware of your unhealthy habits. Then develop strategies to counteract them. For example, habits can be linked in our minds to certain places and activities. You could develop a plan, say, to avoid walking down the hall where there's a candy machine. Resolve to avoid going places where you've usually smoked. Stay away from friends and situations linked to problem drinking or drug use.

Another helpful technique is to visualize yourself in a tempting situation.

"Mentally practice the good behavior over the bad," Poldrack says. "If you'll be at a party and want to eat vegetables instead of fattening foods, then mentally visualize yourself doing that. It's not guaranteed to work, but it certainly can help."

One way to kick bad habits is to actively replace unhealthy routines with new, healthy ones. Some people find they can replace a bad habit, even drug addiction, with another behavior, like exercising.

"It doesn't work for everyone," Volkow says. "But certain groups of patients who have a



history of serious addictions can engage in certain behaviors that are ritualistic and in a way compulsive—such as marathon running—and it helps them stay away from drugs. These alternative behaviors can counteract the urges to repeat a behavior to take a drug.”

Another thing that makes habits especially hard to break is that replacing a first-learned habit with a new one doesn’t erase the original behavior. Rather, both remain in your brain. But you can take steps to strengthen the new one and suppress the original one. In ongoing research, Poldrack and his colleagues are using brain imaging to study the differences between first-learned and later-learned behaviors.

“We’d like to find a way to train people to improve their ability to maintain these behavioral changes,” Poldrack says.

Some NIH-funded research is exploring whether certain medications can help to disrupt hard-wired automatic behaviors in the brain and make it easier to form new memories and behaviors. Other scientific teams are searching for genes that might allow some people to easily form and others to readily suppress habits. Bad habits may be hard to change, but it can be done. Enlist the help of friends, co-workers and family for some extra support. ◇

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## NEED HELP WITH YOUR CYC CERTIFICATION APPLICATION?



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

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

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

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

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

If you have questions, please contact us at (979) 764-7306 or [CYCoffice@YouthWorkAcademy.org](mailto:CYCoffice@YouthWorkAcademy.org) . There is no charge for attending the webinar. Your phone company may charge for the phone call.

Webinars are all scheduled at:

**3:30 - 4:30 PM Newfoundland**  
**3:00 - 4:00 PM Atlantic**  
**2:00 - 3:00 PM Eastern**  
**1:00 - 2:00 PM Central**  
**12:00 - 1:00 PM Mountain**  
**11:00 - 12:00 PM Pacific**  
**10:00 - 11:00 PM Alaska**

Webinars will be held once-a-month on the following **Wednesdays in 2019:**

**Aug 14 / Sept 11 / Oct 16 / Nov 13 / Dec 11**

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## The Other Half of the Job

# 5 SIGNS OF AGE DISCRIMINATION

[**Editor's Note:** Discrimination exists in many forms, none of them acceptable, especially in the workplace. While racial, gender and handicap discrimination seem well known, age discrimination doesn't seem to get the attention it deserves, either in hiring or in retention. The following is taken directly from the US

Equal Employment Opportunities Commission and the US Department of Labor- see Canadian resources included at end. "...When you know better, do better."—Maya Angelou]



## **EQUAL EMPLOYMENT OPPORTUNITIES COMMISSION (EEOC)**

- Older workers are being fired or offered buyouts, and younger ones are being hired. The most common term for this is "culture fit." ...
- You are reassigned to unpleasant duties. ...
- You start hearing tacky comments about your age. ...
- You stop getting raises. ...

- Your performance reviews tank.

<https://www.eeoc.gov/laws/types/age.cfm>

### **Age Discrimination**

Age discrimination involves treating an applicant or employee less favorably because of his or her age.

The Age Discrimination in Employment Act (ADEA) forbids age discrimination against people who are age 40 or older. It does not protect workers under the age of 40, although some states have laws that protect younger workers from age discrimination. It is not illegal for an employer or other covered entity to favor an older worker over a younger one, even if both workers are age 40 or older.

Discrimination can occur when the victim and the person who inflicted the discrimination are both over 40.

### **Age Discrimination & Work Situations**

The law prohibits discrimination in any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, benefits, and any other term or condition of employment.

### **Age Discrimination & Harassment**

It is unlawful to harass a person because of his or her age.

Harassment can include, for example, offensive or derogatory remarks about a person's age. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that aren't very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

### **Age Discrimination & Employment Policies/Practices**

An employment policy or practice that applies to everyone, regardless of age, can be illegal if it has a negative impact on applicants or employees age 40 or older and is not based on a reasonable factor other than age (RFOA).

## **U.S. DEPARTMENT OF LABOR**

### **Age Discrimination**

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance. The Act, which applies to all ages, permits the use of certain age distinctions and factors other than age that meet the Act's requirements. The Age Discrimination Act is enforced by the Civil Rights Center.

The Age Discrimination in Employment Act of 1967 (ADEA) protects certain applicants and employees 40 years of age and older from discrimination on the basis of age in hiring, promotion, discharge, compensation, or terms, conditions or privileges of employment. The ADEA is enforced by the Equal Employment Opportunity Commission (EEOC).

Section 188 of the Workforce Investment Act of 1998 (WIA) prohibits discrimination

against applicants, employees and participants in WIA Title I-financially assisted programs and activities, and programs that are part of the One-Stop system, on the ground of age. In addition, WIA prohibits discrimination on the grounds of race, color, religion, sex, national origin, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in a WIA Title I-financially assisted program or activity. Section 188 of WIA is enforced by the Civil Rights Center.  
DOL Web Pages on This Topic

Civil Rights Center - Monitors and enforces the Age Discrimination Act in programs and activities receiving federal financial assistance.

## **Laws & Regulations on This Topic**

### **Laws**

29 USC §621 - Age Discrimination in Employment  
29 USC §6101 - Age Discrimination Act of 1975

### **Regulations**

29 CFR Part 37 - Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act (WIA)  
29 CFR Part 1625 - Age Discrimination in Employment Act - Interpretations  
29 CFR Part 1626 - Procedures. Age Discrimination Act

<https://www.dol.gov/general/topic/discrimination/agedisc>

### **Canada:**

[Your Guide To Understanding The Canadian Human Rights Act](#)

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## **The Accidental Practitioner**

# **ACTIVITY ANALYSIS**



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

As mentioned in last issue's Accidental Practitioner article, activity analysis is a process used to identify the inherent properties within an activity as well as the knowledge, skills, and abilities necessary to successfully participate and complete the activity. This process can also help us to understand how to adapt some of an activity's elements to encourage participation and successful

outcomes for young persons. According to Gorres, 1977 some of these activity elements may include:

1. Physical setting and materials involved.
2. Demands of required behavior (knowledge, attitude, skills required for performance).
3. Form and source of controls.
4. Provisions for participant interactiveness.

5. Required closeness/distance (physical and emotional).
6. Competitive and cooperative factors.
7. Number of participants.
8. The element of time.
9. Internal threats (physical and psychological).
10. Normalization and inclusion factors.

An awareness of these factors can enable a child and youth worker (CYW) to recognize the power of activities for assessment and intervention. Since activities can be designed to simulate inherent aspects of daily living (e.g., joy, achievement, frustration, loss) and elements of societal systems (e.g., goals, roles, rules, boundaries), exposing young persons to daily living routines and planned activities provides opportunities for a better understanding of how individuals respond to life situations as well as opportunities to influence a participant's experiences and outcomes. For example, a young person with a low frustration tolerance and little self confidence in hitting a baseball with a bat could possibly have a more positive experience and successful outcome if the activity is adapted to include everyone hitting a tennis ball with a tennis racket while preserving the remaining baseball activity rules. Gradually exposing the young person to activities involving more frustration could become a longer-term developmental intervention.

Sometimes, just making a small change to an activity can significantly alter the experiences for the young persons involved. For example, a highly competitive activity can be transformed into a cooperative activity with one rule change. A musical chairs activity is a much different experience when participants are required to sit on another person's lap rather than being eliminated from the activity when the music stops. It is quite a challenge when everyone must find a way to balance each other when there is only one chair left. The demands of this activity change from the competitive excitement and frustration experienced when being eliminated to the physical contact and cooperation necessary to successfully complete this activity. The cooperation and physical contact involved may be more or less difficult for some young persons to manage than the frustration of being eliminated. CYWs must recognize and plan for the potential physical and/or psychological threats to the participants.

Similarly, a volleyball activity can be adapted to involve more cooperative elements by requiring the participants on each team to use a blanket with other team members or a towel with another to catch and return the ball over the net. The psychological atmosphere of the "Duck, Duck, Goose" activity typically planned for very young children can change dramatically by using a nerf bat or "bat" created out of newspaper for an activity with older children. Instead of touching a participant's head and saying "goose," one can choose a participant and touch or hit them in the back before dropping the "bat" and racing around the circle. Of course, safety rules must be strictly enforced such as no striking on the head and only one strike. For assessment purposes, a CYW would be observing who sits next to whom; who one chooses to hit; how hard they hit and if the participants are able to follow the rules as excitement builds. This is probably a controversial choice of an activity since it may also appear to condone violence. It may also activate and/reactivate fear, especially for young persons who have previously been exposed to trauma. Safety and security are paramount in activity planning and implementation. A CYW must recognize the potential physical and psychological threats involved in an activity and plan for potential adverse reactions. A CYW should also weigh the benefits of an activity with potential threats and explore ways to eliminate or minimize potential threats by adapting the activity or conducting another less threatening activity to achieve a more positive outcome. Conducting an analysis of an activity's elements (activity analysis) is a crucial skill in the planning and implementation of successful



activities.

The remainder of this article will provide a brief activity description and example of how to conduct an activity analysis. The activity has been conducted with young persons as well as adult learners with the goal of achieving a better understanding of conflict. I have included some of Gorre's listed elements above and a few others. Typically, I have conducted this activity after describing conflict as consisting of three elements:

1. At least two persons involved.
2. Direct interaction.
3. A struggle over something scarce (real or imagined).

I also briefly discuss three general ways of handling conflict:

1. Competition/dominance – "You have an apple and I want it, so I am going to take it."
2. Compromise – "If we cut it in half, we can both have some of the apple."
3. Integration/creative problem solving - Involving an understanding of each other's needs and expanding rather than limiting scarce resources - "We can make applesauce."

The activity is introduced with a fictional story about a major jewelry and cash heist where the treasure was lost and never found. The legend says that the only way to uncover the treasure is for two teams to simultaneously walk a tightrope that is 10,000 feet higher than the ground. All participants must at all times keep at least one foot on the tightrope. A participant who fails to do so will immediately fall and fall and fall into a bottomless pit of boiling hot PEANUT BUTTER. The group is divided into two teams on opposite ends of the tightrope that is represented by masking tape or yarn or string on the floor. Participants are reminded throughout that if both feet leave the tightrope, they will spiral endlessly down into the bottomless pit of peanut butter.

Activity Element	Activity Element Analysis
Physical Setting	An area of 25' by 5' (perhaps larger depending on the size of the group). Next to a wall free from obstacles (I have sometimes placed obstacles on the "tightrope" to see how the group responds). Located next to a wall so that those with less balance dexterity can use the wall as a support.
Physical Materials	Masking tape on the floor (or yard or string) to represent the tightrope.
Required Closeness/Distance	The typical solution to the problem requires much physical closeness and some body contact with other participants.
Physical Movement	Some degree of balance and dexterity. May be stepping over, around, and under participants. May involve sideways movement. May be holding on to other participants.
Participant Required Interaction	Must interact with some participants of own team. Usually, direct interaction with all of the opponent team members.
Form and Source of Controls	Broad general rules permitting participants to come up with creative solutions. Use of fantasy to encourage participants to stay on the tightrope.
Physical/Psychological Threats (safety/risk-taking considerations)	May force participants to interact with one another within one's personal zone of space. Competitive activity level may increase along with defensive behavior. Participants may be concerned about personal body odor or bad breath. Some participants

	may not be able to easily maneuver around other participants (even with the wall to hold on to with one hand). It is possible that participants may use physical force in an attempt to solve the problem (or a participant may fear that others may get too physical).
Competitive/Cooperative Factors	Typically, there is a high degree of cooperation. Can be a potentially competitive event.
Activity Demands-Required Participant Attitude, Knowledge, and Skill Demands	Physical ability to maneuver around other participants and stay on the "rope." Willingness to cooperate in an activity that may initially appear to have no relevance to a topic discussed. Much cooperative ability required. Relatively high degree of impulse control. Ability to recognize elements of conflict involved in the activity during discussion (transition from concrete activity to abstract thinking).
Participant Knowledge and Skill Level within the Group	If the activity is used in a training event, one may not yet know how the abilities of the participants match with the required activity demands listed above.
Role(s) of the Participants	Adventurers in search of treasure. Team leaders often emerge (sometimes whoever happens to be first in line). Depending on one's position in line, one may be influenced to follow the lead of others.
Normalization/Inclusion	The activity will need to be adapted for individuals who are unable to physically perform. For example, a person with a visual disability may need to be physically and/or verbally assisted to participate. The activity might be adapted to require teams of three (two persons assisting a third "blindfolded" participant. Or, perhaps all participants except one must close their eyes due to "poison gas" that will "burn one's eyes if opened." One person can use the special eye protection <u>goggles</u> to verbally guide the others. – Think of other creative options; but remember that an adaptation may affect other activity factors such as internal threats (fear or lack of trust in others) or physical materials (special goggles).

Following the activity, I ask the group several questions such as:

1. Did the activity meet the criteria of the 3 elements of conflict?
2. What was scarce?
3. How were you able to successfully complete the activity?
4. How can you apply what you have learned to a situation where you may experience conflict?

I encourage you to regularly conduct an activity analysis with both program activities and other daily life activities such as breakfast and bedtime routines.

References

Gorres, C. (1977). Activity programming for disturbed adolescents. Master's Thesis, University of Pittsburgh. ◇

## Resources in Review

# HUMAN TRAFFICKING FOR RHY SERVING

# AGENCIES: A RESOURCE GUIDE



The Family and Youth Services Bureau (FYSB) and the Runaway and Homeless Youth Training and Technical Assistance Center (RHYTTAC) are pleased to announce the availability of a new resource providing a comprehensive introduction about the intersection of Runaway and Homeless Youth (RHY) programs and human trafficking. The “Human Trafficking for Runaway and Homeless Youth Serving Agencies: A Resource Guide” provides information on a wide variety of topics overlapping RHY and human trafficking, including:

1. Legal Definitions
2. The Role of RHY Programs
3. Program Models

## Building a Collaborative Community Approach

This resource is specifically written to address the unique needs of RHY programs. Future human trafficking resources coming include a three-part interactive learning series on the prevention of commercial sexual exploitation of children; a three-part interactive learning series on labor trafficking; and a blueprint for youth serving agencies considering expanding services to youth victims and survivors of human trafficking. FYSB and RHYTTAC are committed to supporting RHY grantees in ongoing efforts to provide services to human trafficking youth survivors and RHY at risk of trafficking and exploitation.

## READ MORE

[**Editor’s Note:** This information is taken directly from the FYSB and RHYTTAC websites. Special thanks to Frank Eckles for alerting the CYC Advocate staff to this resource.] ◇

## Now Happening

# LET'S GET CONNECTED

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

Tell us about your journey to certification, an event promotion, webinar, agency activities,



job openings, new developments in the CYC profession, news in your particular community-of-care, a movie review, share your opinion on some particular CYC topic, or just pass along a juicy bit of information from another source. We especially welcome materials from Canada and other sources internationally.

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

For More information Contact:

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On-line Publications Editor  
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[photo credit: FreeImages.com]

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## Resources in Review

# REGIONAL PARTNERSHIP GRANTS TO INCREASE THE WELL-BEING OF, AND TO IMPROVE THE PERMANENCY OUTCOMES FOR, CHILDREN AND FAMILIES AFFECTED BY OPIOIDS AND OTHER SUBSTANCE ABUSE

## ADMINISTRATION FOR CHILDREN & FAMILIES

[**Editor's Note:** Thanks to Frank Eckles and Tim Duffey for passing this along to the CYC Advocate.]

[Title: Regional Partnership Grants to Increase the Well-Being of, and to Improve the Permanency Outcomes for, Children and Families Affected By Opioids and Other Substance Abuse](#)

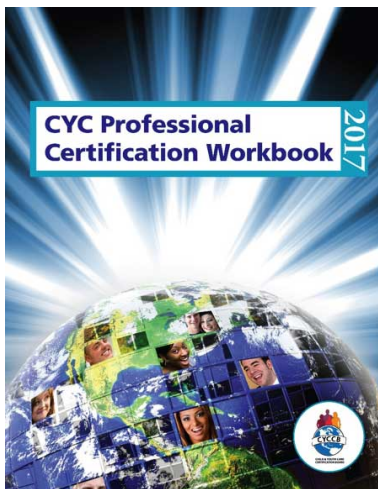
**Deadline: 7/31/2019**

Description

The purpose of this funding opportunity announcement (FOA) is to provide competitive grant funds for Regional Partnership Grants (RPGs) to improve the well-being of, and to improve the permanency outcomes for children and families affected by opioids and other

substance abuse. These targeted grants will be awarded to regional partnerships that provide, through interagency collaboration and integration of programs and services, activities and services that are designed to increase the well-being of, improve permanency outcomes for, and enhance the safety of children who are in out-of-home placements or are at risk of entering out-of-home placements as a result of a parent's or caretaker's substance abuse. Applicants are expected to have a collaborative structure in place that is capable of building a region's capacity to meet a broad range of needs for families involved with both substance abuse treatment and the child welfare system. Per the legislative requirements, RPGs are required to select and report on performance indicators and evaluation measures to increase the knowledge that can be gained from the program. Partnerships will: use specific, well-defined, and evidence-based programs that are also trauma-informed and targeted to the identified population; conduct an evaluation that is sufficiently rigorous to contribute to the evidence base on service delivery, outcomes and costs associated with the project's chosen interventions; and participate in the national cross-site evaluation, which includes, but is not limited to an implementation and outcomes study. This project is for one 60-month project period, which includes a one-year Planning Phase and a 4-year Implementation Phase. Grantees should anticipate spending no more than \$250,000 in the one-year Planning Phase and approximately one-fourth of the remaining project award per each 12-month period of the Implementation Phase. ◇

## 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](#)

## Advocacy In Action

# THE PHOTOGRAPH THAT OUTRAGED THE NATION

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

**[Editor's Note:** This article has been contributed by Karen in lieu of her usual column From The Soapbox, which will return in the Fall 2019 issue. The ACYCP is in the process of formulating an appropriate response to this CYC crisis. For their last proclamation, see the CYC Advocate-Summer 2018 or go on-line to [www.acycp.org](http://www.acycp.org)Photo: Ahmed Al-Shukaii-Freeimages.com]



It appeared in the New York Times on June 26: The photograph of a border crossing immigrant father with his young daughter's arm around him, both lying face down in the Rio Grande River, has stunned the nation whose citizens have been following the shocking reports of gross mistreatment of both adults and children.

Since then reports of appalling overcrowding, deprivation and insensitive and destructive practices and both physical and psychological gross mistreatment of immigrant parents and children have galvanized the nation. Protests and calls to close the detention centers have emerged. The headline in this morning's (July 3) New York Times says, "Squalor Pervasive in Detention Centers". Today's (July 7) Sunday Times Headline: "Hungry, Scared and Sick: Inside Clint's Razor Wire."

I need not say more. We all know what's happening and are appalled. In spite of the ongoing press reports there apparently has been little sustained effective intervention into the situation.

### The Challenge for ACYCP

The Association for Child and Youth Care Practice should rise incisively to address this situation. It has the dedication, its members and constituents, the leadership and the expertise. It can mobilize itself to take specific action. ACYCP is not big in number but it is well organized with a stated mission and actions supportive of it.

Perhaps most important – this situation falls within its mission and purview. Who else, or what else, has greater knowledge and skills on providing safe, healthy, wholesome, and developmentally supportive care? Truth to tell, despite decades of work developing and defining the child and youth work field in both theory and practice, it is not recognized as a powerful influence in the delivery of human services. (I've said for some time that this is not due to lack of accomplishment -rather, it's related to lack of marketing activities)

However, the moral and ethical mandate for child and youth work, under the leadership of ACYCP, its membership and constituencies, is profound and compelling. Its modest numerical size should not be a deterrent to its taking action. As I've said before, the field has accomplished a great deal in the way of internal development – the competencies, certification program, the Journal of Child and Youth Care Work, and others. These achievements are highly respectable – but now we must go further and take action outside our boundaries.

### Small Actions Can Have Major Effects

In the scientific area of “chaos theory” the concept of “sensitive dependence on initial conditions” means that one small occurrence, one action even small, conducted by a small entity, can generate effects that reverberate through much larger systems over time and have a transformational effect on them.

Thus I would like to suggest that this mesmerizing photograph is an occurrence that will galvanize us into taking action that might ultimately humanely and constructively address the mistreatment of immigrant families.

### Some Ways to Get Started

Following are some possible actions, not necessarily in order (If any of these – and others - are already underway, all to the better!

- Prepare an official statement about the situation and how it violates the standards of ACYCP, Child and Youth Care Work, and the standards of other human welfare organization. Include a description of ACYCP and a brief history.
- Appeal to ACYCP constituents (members and others) to join any efforts that are pursued – including joining its Advocacy Committee
- Institute internal mobilization: Assess the strengths, capacities of various ACYCP members to contribute to the actions needed to get a position statement prepared and widely disseminated
- Suggest that each concerned person do at least one thing to address this issue. It doesn't need to be 'big' – e.g. write a letter to your newspaper, give a presentation to a local organization,.
- Let the world know that the Child and Youth care field is expert on how to provide proper and humane Care in residential (and other) settings, to children and families. Give evidence. Cite some of our history.
- Provide a statement of the proper standards for individual, group and child care in the context of the mission of the child and youth care field. Contrast this with a systematic comparison of the conditions in the immigrant detention centers.
- Make specific recommendations, and as detailed as possible, how all aspects of any intake and residential program, detention or not, must be humane and not in violation of recognized knowledge and standards - and disseminate it widely.
- ACYCP can then get this word out as widely as possible about its purpose and functions (I've said this before). Find out who are the major organizations and decision makers in child and family welfare and communicate with them. What are they doing ? Can we join in ? How about other major child development and welfare organizations ? For example, the National Association for the Education of Young Children, the National After School Association, Zero to Three. Include politicians at as many levels as possible.

The suggestions above can be a start. It's up to us all and to each of us now.

## Healthy Kids, Healthy Adults

# GETTING READY FOR MOSQUITO SEASON



**[Editor's Note:** The following is reprinted with permission and thanks to Health and Wellness, via the University of Wisconsin Hospital and Clinics, and was first posted on May 23, 2018. Photo: Freeimages.com]]

The annoying buzzzzzzzz of mosquitoes hovering near your head and swooping in for a bite is one of the less attractive aspects of summertime in Wisconsin. But with news of mosquito-borne illnesses dominating headlines in

recent years, how much do you have to fear from those little blood-suckers? That depends.

"Virtually every summer season is a bad summer in Wisconsin for mosquitoes," says Jonathan Temte, MD/PhD, a professor with the UW Department of Family Medicine and Community Health and chair of the Wisconsin Council on Immunization Practices. "It all depends on how much rain we get and how much standing water we have. That allows for the acceleration of the population of mosquitoes. The entire life cycle for our good friend the mosquito is 8-10 days, and that's at room temperature. As with all things insect, warmer temps tend to increase the rate at which maturity occurs, so a seasonally cool summer will delay things a bit. A warmer summer with warm surface water will accelerate the mosquito population."

### Mosquito-Proof Your Summer

Here's what you need to know about those pesky backyard denizens and how to mosquito-proof your summer.

There's more than one type of mosquito. "Wisconsin is blessed with 56 species of mosquitoes, and some are more prone to visit people than others. They also have different feeding times," Temte explains.

Wisconsin mosquitoes are less harmful than some but can still get you sick. "Fortunately, Wisconsin doesn't have a lot of things that have been in the news over the past three or two years: we don't contend with Zika or Chikungunya, two newly emerging diseases in the Western hemisphere," Temte says. "But things that are more transmittable are West Nile and mosquito-borne encephalitis. Encephalitis can cause pretty significant inflammation of the lining of the brain. People can get relatively ill and have pretty severe consequences, but fortunately, it tends to be relatively rare." If you're traveling to an area where mosquito-borne disease is more of a problem, you'll want to be more cautious.

You can catch a virus from a mosquito and not even know it. "The West Nile virus is probably much more common than the encephalitis virus, however, most people that encounter West Nile never need medical attention," he notes. "If you get a low-level

headache, or feel a little bit feverish, that might be West Nile. But only 1 in 200 or 250 individuals with West Nile actually presents with symptoms, and once you've had West Nile, you're probably protected for a very long time, if not your life."

Some people are more at risk. "In terms of mosquito-borne disease, with things like West Nile and along with most viral disease in general, the very old and the very young tend to have more consequences," he says. Mosquitoes track their prey by following carbon dioxide, and research shows that some people — including pregnant women — are more attractive to mosquitoes.

#### Tips to Keep mosquitoes Away

Eliminate nearby mosquito attractions. "Keep in mind that mosquitoes aren't traveling over long distances to bite you," Temte notes. "Mosquitoes that bite you in your yard are homegrown, from less than half a football field away. Remember, those puddles only have to be there for 7-10 days to be an ideal incubator for mosquitoes." Consider whether you want to keep that bird bath filled or whether you could add mosquito-eating fish to a backyard water feature. Mosquitoes that carry the La Crosse encephalitis virus tend to breed in pot holes or tree holes that fill with water, so be on the lookout for other nearby breeding grounds.

Cover up. The first step to reducing your contact with mosquitoes is to cover your skin, especially when out in the mosquito-happy hours of pre-dawn or evening. Although mosquitoes can bite through clothing, long sleeves and pants are a deterrent. If you find you're frequently mosquito bait, you may want to invest in insect-repellent clothing, such as the Permethrin-infused fabric sold at camping stores. "These actually can go through the wash several times without losing their potency, and they're also considered safe for younger children and pregnant women," Temte says.

Reach for the bug spray. Some swear by mosquito repellent options that include essential oils, such as oil of lemon eucalyptus, while others rely on the more standard insect-repellent chemicals. "Hands down, DEET has the best data behind it behind when it comes to repelling mosquitoes," Temte says. "If I'm going to be spending a lot of time outdoors, my tendency is to use the spray-on DEET." Concentrations of 30 percent or less are safe for everyone, even children, he says.

Keep moving. "If you're in moving air or actively moving — walking, biking or running — you're less likely to get bit," Temte explains. "If you're sitting, standing or working in the garden, they're more likely to bite you. Mosquitoes are just not that strong of fliers, and they're not that fast."

Encourage bats. Wisconsin's bat population is plummeting due to a fungal disease, which means mosquito populations are more likely to boom. "Bats are really our friends here with mosquitoes: a good little brown bat might eat as many as 1,000 mosquitoes in a 24-hour period," Temte notes. If you want to encourage a backyard bat habitat to keep mosquitoes in check, the Wisconsin Department of Natural Resources offers this guide to building a bat house.

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## Now Happening

# FUTURE TRENDS: The 10 Top Capacities And

# Critical Skill Sets Needed In The New World Of Child And Youth Work

**ACYCP Webinar: Sept 4, 2019  
1:00 – 2:00 PM Central**

**With Tom Woll**

We all know that our field is changing. We can all see that the pace of change has quickened and that the severity of the needs we are being asked to address has increased considerably. How can we determine what we should be doing to respond to this rapid pace of change and to successfully adapt what we are doing to address this increase in the severity of the needs?



Tom Woll has been studying the changes in our field for the last ten years. He has conducted over 3,000 interviews with persons from across the country during the last decade. He has interviewed both public and private sector leaders, elected public officials, practitioners who are delivering services for us and youths and families who are receiving services from us.

He has asked them all to share their thoughts on where our field is going, what changes we will need to introduce to keep pace with the changes and what new skills and capacities we will need to develop to successfully address the increase in the severity of needs we are experiencing.

Tom has also studied the Families First Prevention Services Act. He has reviewed written and video interviews with those who wrote and with those who will be charged with implementing the Act. He has also interviewed 50 public and nonprofit leaders who have been actively engaged in preparing for the implementation of the Families First Prevention Services Act. It is Tom's belief that the changes we are experiencing have been consistently unfolding since the passage of Welfare Reform in 1996.

This webinar will be a 45-minute summary of the results Tom has gathered over the last ten years followed by a 15 minute Q&A session.

He believes that what we need to do to prepare for our future success is relatively clear. He has identified ten capacities and two critical skill-sets that we all will need to develop within our organizations if we want to successfully prepare for the service delivery world of 2022 and beyond. Tom will review these capacities and skill-sets during this webinar.





### **About Tom Woll**

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

He left his work with Catholic Charities in 2010 and established the Strategic Change

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

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

#### **Cost:**

**ACYCP Members - FREE**

**Non-members - \$5.00 USD**

#### **Registration:**

**Non-members please go to:**

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

**ACYCP Members, please enroll by contacting Michael Mitchell at:  
propman46@gmail.com**

#### **Schedule:**

**2-3:30 pm Eastern**

**1-2:30 pm Central**

**12-1:30 pm Mountain**

**11am-12:30 pm Pacific**

### **Transformational Change Project**

The Transformational Change Project is offered collaboratively by ACYCP and CYCCB to help organizations identify what they need to do to transition their programs and develop a Transformation Plan that breaks the process into doable steps.

Expert support is offered during the early stages of implementing the Transformation Plan. This is provided by teleconference meetings over a 12 month period. Each organization will work with Tom Woll and other national consultants who offer knowledge of current trends in the field and successful strategies that will help organizations remain

competitive as the field evolves.

The full program costs \$3,000. For more information, contact [Frank Eckles](#)

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## Speaking of Youth and Children

*"History will judge us by the difference we make in the everyday lives of children."*

*---Nelson Mandela*

[Editor's Note: In honor of this great leader, [click on this link](#) and see what youth can do when they speak for themselves.]

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## Thinking Like the Fox

# FIRST WHAT – THEN WHY – THEN HOW: WHAT DID YOU DO? WHY DID YOU DO IT? HOW CAN I HELP YOU



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

We spent our deliberations last issue working on understanding behavior from a child/youth's point of view, which allows us to become clear about the purpose of the behavior for them, and thus the purpose of the behavior intervention for us. There are lots of different ways to get

things done. When a client gets in trouble with us it's usually because we do not approve of the way they are trying to meeting one of their needs. The goal of discipline is to provide a lesson in learning acceptable ways of meeting needs – since all needs are legitimate. When young people learn to meet their needs acceptably with us, they can then carry this over to all areas of their lives both now and in the future. This is what responsible parents do and what responsible CYC's do when a young person's parents did not.

Despite what you may have heard when people get overwhelmed and frustrated, no child does something "for no reason at all"! I would like to suggest that this is a dangerous way to think. If we make behavior mysterious, it becomes something out of our control, and thus weakens our ability to help. As we've discussed, asking "why" a young person behaved as they did starts each of us on the path to understanding: the client understanding themselves, and us better understanding them.

We have been considering behavior interventions as a "tool" for teaching lessons for

life. A daunting thought is that regardless of staff intention, one might argue that we cannot avoid teaching something every time we interact with a client about their behavior. A child/teen learns something from every interaction with an adult. In their past, children have often learned that adults can be cruel; that might often triumphs over right(s); that they "deserve" to be hurt when an adult is unhappy with them or is angry; or that adults don't have time for them and shouldn't be bothered. Even in the present, some unfortunately have learned that staff can do something to them to deliberately cause them emotional pain, and call it "treatment". The ethical CYC and treatment professional is always asking themselves: "what is my client learning from me right now?" While we want them to learn that all behaviors have certain "real" consequences, we also want them to learn that some adults will truly care for and about them; that warmth and caring are available; that skills, even behavioral skills, take time to develop; that old patterns are hard to change but that they can be changed; and that people can be found to support them as they work on new skills.

We've talked about how "treatment" requires us to separate motive from action. ALL behavior is purposeful, tied to a need, tied to a goal. Competent CYC's develop the skill to see and understand the meaning a particular behavior has to a child; why they are choosing to meet their need in a particular way, or how to ask if it isn't clear. It takes not only patience but respect to learn how to uncover a young person's motives. Many times we decide quickly what a client was "up to", and many times I think we are wrong. Or, even if we're right, the motive may be fine. You've probably heard someone say "h/she's just trying to get attention". What's wrong with that? Who doesn't want attention sometimes? I've heard staff explain that a client puts other kids down "just so they can look good". Of course. Everyone wants to feel good about themselves. If they felt good about themselves they wouldn't need to put others down. It takes understanding, skill, and respect to criticize some behaviors without criticizing the need that prompts the behavior.

When we first began this discussion about using discipline rather than punishment as a behavior intervention strategy we stressed that behavior is a form of communication, just as powerful as words. I know my friend and colleague Charlie Applestein won't mind if I share my favorite quote about motives and behavior as communication. In his wonderful book *The Gus Chronicles* (1994) he writes:  
"misbehavior is nothing more than a neon light flashing –  
I need help! I need help"  
Not enough people see the lights".

"How can I help you?" is always the question.

We started this series by noting that behavior is not diagnostic, just as the use of language is not always clear! We can see what they're doing, but it often takes some doing to figure out why they are doing what they are doing. Behavior is communication that sometimes requires decoding.

Another wise scholar has written extensively about babies and very young children. Michael Trout of the Infant-Parent Institute reminds us that:  
"the interactive and affective (emotional) 'language' of young children is a worthy language, deserving of our attention and respect".

Clients don't need us to remind them of the rules, or to just slap penalties on them when they violate a rule, as much as they need us to help them understand why the rule is important for their well-being and then how their experience is making it difficult for them

to figure out how to accomplish their goals without being disruptive, destructive, or disobedient. We can usually approve of the need or goal, if not the method. If defiance of rules or program expectations is experienced by a CYC as some kind of personal defiance, or as a personal affront, that is absolutely a staff problem, and not a client problem. An approach to behavior intervention that makes it clear that "the rules" are here for you, and I am here for you, keeps us on their side. And that's always the right side to be on!

*Illustration: Gerd Altman Pixabay.com*

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## From the Soapbox... Again!

THIS COLUMN WILL RETURN IN THE FALL ISSUE-PLEASE SEE THE ADVOCACY IN ACTION COLUMN IN THIS ISSUE

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# COMPLETELY ONLINE MASTER'S DEGREE AND GRADUATE CERTIFICATES THROUGH IOWA STATE UNIVERSITY

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**[Editor's Note:** This promotional ad is ran as an ACYCP membership benefit on behalf of Meghan Gillette, Ph.D.]

Iowa State University offers a graduate Youth Development program, which includes a non-thesis Master's in Family and Consumer Sciences with a specialization in Youth Development, as well as the following graduate certificates: Youth Development Specialist; and Youth Program Management and Evaluation. This online distance program is offered in partnership with the Great Plains Interactive Distance Education Alliance (GPIDEA) which is a consortium of 19 public universities in the U.S. with the goal of providing excellent education for those at a distance.

- No GRE required for admission
- This program has a rolling deadline (admitted students can begin in the spring, summer, or fall semesters)
- This is a non-thesis master's degree. Students complete a creative component.
- This program is designed for working professionals (many students take one course at a time)

[Contact Katie Mott](#) or 515.294-5397 with questions and/or to begin the application process. ◇

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JOIN US for a day of innovation, ideas and inspiration from two powerful voices in the field:

Dr. Larry Brendtro, PhD and Author of the acclaimed *The Other 23 Hours*, will present leading-edge research and practical ideas for programs serving today's challenging youth. Trish Cocoros, Co-Executive Director and Co-Founder of Youth Development Institute (YDI), made a profound decision to find a route to restraint elimination in her program, which serves over 100 youth in residential on any given day. She will discuss her experience, including obstacles and outcomes.

[For more information or to register, click here.](#)

[**Editor's Note:** This promotional ad is featured as a courtesy to ACYCP CYC partner the Association for Residential Care.]



## HELP OBSSR GENERATE A COMPREHENSIVE LIST OF BSSR ACCOMPLISHMENTS



[**Editor's Note:** This appeal is run as a courtesy to the NIH, which has been an indispensable resource to the CYC Advocate staff.]

For a number of years, the National Institutes of Health's Office of Behavioral and Social Sciences Research (OBSSR) has made available a [fact sheet](#) that lists some key accomplishments of health-related behavioral and social sciences research. That fact sheet, developed in 2013, is becoming dated and is a short list of only a few key



accomplishments resulting from behavioral and social sciences research. The NIH behavioral and social sciences staff could generate an updated list, but we can generate a much more extensive and diverse list of accomplishments if we enlist the help of the larger behavioral and social sciences research community. Plus, your crowdsourcing input can also be used to help us identify the accomplishments that should be highlighted.

**We need your help. Through midnight ET on July 31, 2019,** we want everyone in the behavioral and social sciences research community to submit an accomplishment, add information to a submitted accomplishment, and/or vote on the ones that have had a substantial health impact and for which behavioral and social sciences research was critical to achieving. **The website for submitting accomplishments is <https://obssr.ideascale.com/>**

**When you submit, do not limit yourself to NIH-supported research** – we know that the NIH funds important and impactful research, but research leading to health accomplishments is not limited to the research that the NIH funds. **Do not limit yourself to only recent accomplishments** – while our goal is partly to generate an updated list of accomplishments, the “oldies but goodies” are important contributions that show the sustained impact of our sciences. **And do not limit yourself to accomplishments resulting only from your research** – this is not a contest to determine whose research has been most impactful.

After we have collected your submissions and votes, an expert panel will review the submissions and assist OBSSR in how best to select, organize, and make available online. We hope that this accomplishments resource will be useful when any of us need to make the case for the importance of the behavioral and social sciences to health. Join us in contributing to this important resource.

[Please submit an accomplishment here.](#)

If you have any questions, contact OBSSR at [OBSSRNews@mail.nih.gov](mailto:OBSSRNews@mail.nih.gov) or 301-594-4392.◇

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

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

#### **LINK WITH US!**

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

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