

Your Quarterly News & Updates Vol.5 Issue 3/Summer 2020  
From The Association of Child and Youth Care Practice



*Celebrating Our 5th Anniversary Edition!*

## **THE CYC ADVOCATE**

*SUPPORTING CHILD AND YOUTH CARE  
PROFESSIONALS AROUND THE WORLD*

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

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

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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!



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### **IN THIS EXCITING ISSUE:**

- **ACYCP PRESIDENT'S PERSPECTIVE**
- **EDITORIAL: Making The Changes Only We Can Make**
- **REFLECTIONS FROM THE JJ SIDE: A Conversation With A Young Person**
- **OH CANADA!**
- **NOW HEAR THIS; ACYCP Ureges Presidential Candidates...**
- **HEALTHY KIDS, HEALTHY ADULTS: Confession of a Child P.O.W.**
- **WHAT ABOUT ME?...SELF-CARE WHEN YOU'RE GIVING IT YOUR ALL**
- **GET HELP HERE WITH YOUR CYC CERTIFICATION APPLICATION!**
- **THE OTHER HALF OF THE JOB: Economic Disaster Loans**
- **THE ACCIDENTAL PRACTITIONER: Eight Minutes and FFourty-six Seconds**

- **ACYCP IS GREAT BECAUSE YOU DONATE!**
- **ACYCP CERTIFICATION IN REVIEW: Five Clear Steps To Certification**
- **NO HEAR THIS!: What "White Privilege" Really Means**
- **CYC PROFESSIONAL CERTIFICATION WORKBOOK IS KEY TO SUCCESS**
- **RESOURCES IN REVIEW: Mentoring In The Context of Inequality**
- **RESOURCES IN REVIEW: A Check-In Checklist (Covid-19)**
- **HEALTHY KIDS...HEALTHY ADULTS: Autism Spectrum**
- **THINKING LIKE THE FOX: Using Current Events To Help...**
- **FROM THE SOAPBOX AGAIN: Another Soapbox and A Trip Down...**
- **NOW HAPPENING: Honor A COVID-19 Youth Work Hero! (TAYWD)**
- **RESOURCES IN REVIEW: Foundations Invite Proposals...**
- **RESOURCES IN REVIEW: This Book Teaches Kinds How To...**
- **NOW HEAR THIS!!: COVID19 Hero Nominee Listing**
- **THINKING LIKE THE FOX: Complications In Helping Kids...**
- **FROM THE SOAPBOX...AGAIN!: Yes You Are Special!...**
- **SALUTE TO THE STAFF!**
- **NOW HEAR THIS: Agency Members Score!**
- **YOUTH TODAY DISCOUNT AND GRANT LISTINGS**

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## ACYCP PRESIDENT'S PERSPECTIVE

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

**Dear ACYCP Members, Colleagues and Friends,**



Another quarter has come and gone here at the ACYCP and in the field of youthwork- and may I say what a different time we are in. At the publication of the last CYC Advocate (April), the COVID-19 situation had just settled in on us and we were navigating how we were going to function as youth workers. I think across the nation all youth workers are holding up, doing the best we can, and navigating these very different youth worker positions. One thing remains the same- the youth still need us- even if in a remote manner. We are still critical to the wellbeing of children, youth and families, if not even more so. As young people navigate COVID and all that comes with it, they need us to be there to guide them and give them support, and we at ACYCP need and value you. I anticipate this new urgency continuing into the foreseeable future.

Other recent events have also weighed heavily on all our minds as well. The Association for Child and Youth Care Practice (ACYCP) stands in solidarity with all who seek social justice and equality. See below for ACYCP's statement on this and we will continue to work on supporting our members and partners in this work

Finally, I have to give credit to our wonderful *CYC Advocate* and *ACYCP Membership Memo* editor-Michael Mitchell. For the past 5 years he has put together and churned out great online publications for the ACYCP. Both the quarterly CYC Advocate and the monthly Membership Memo are always full of inspiration, information, resources and connections for youth workers across the world. His tireless dedication to the ACYCP is so appreciated,

and we celebrate him and his staff on 5 years. We hope to have him help us for many more. ACYCP is only as strong as its members and board delegates, and if Michael is any indication, we are re-dedicated for another 40+ years of supporting the child and youth profession. Thank you, Michael, and all the staff writers and contributors to our online publications!

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## **Black Lives Matter**

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.

Where can we start?

- Let's continue the dialogue and offer each other resources and ideas on how we can move forward to more socially and racially just communities.
- Let's work to increase the racial diversity of our leadership both with staff and boards including the ACYCP Board, so more perspectives and voices can be heard to propel change.
- Provide ongoing dialogue and professional development around social justice and racial issues.
- Serve as a resource to communities on the competencies of child and youth care professionals on how best to work with young people.
- Look for opportunities to engage with law enforcement to provide ongoing discussions, resources and trainings.
- Get involved in system change movements to lend our expertise, i.e. issues like increasing minimum wage, universal healthcare, criminal justice inequalities, etc.
- These are just the first steps towards a better future, and taken together, we can lead the way for the next generation to follow.

Jody Rhodes  
ACYCP President

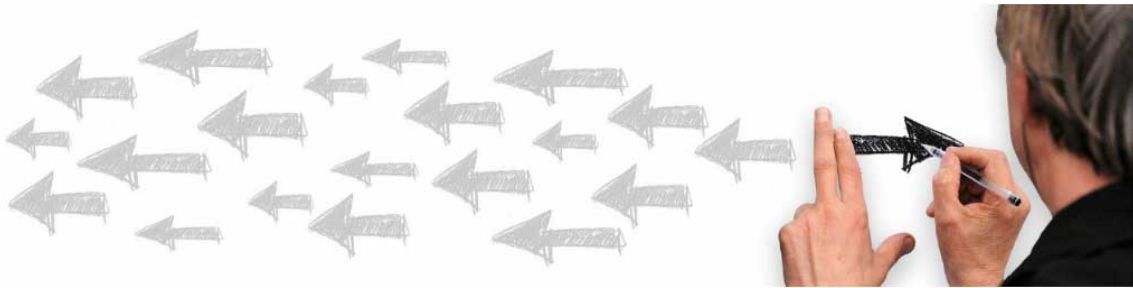
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Enjoy this edition of the CYC Advocate ◇

[Editor's Note: [Follow this link to support Black-owned restaurants in your area.](#) ]

## Editorial

# MAKING THE CHANGES ONLY WE CAN MAKE



In this year's June issue of the *ACYCP Membership Memo*, I ran an editorial entitled "Will We Let Change Die With George Floyd?" in which I drew parallels between police work and the child and youth care profession. In effect, I said that nothing will change in law enforcement until hearts and minds are changed. In other words, until the internal culture is changed. In doing so, I suggested that we in CYC work need to get our own house in order. I would like to explore that idea more here

First, let's cut to the chase. As the great Black social revolutionary, Eldridge Cleaver said: "If you are not part of the solution, you are part of the problem." No matter how we may try to slice and dice it, at the macro- or micro levels, this fundamental truth is inescapable; we all take it or leave it at our personal and collective peril. This is especially important because, due to the contemporary structure of US society, many of our clients will be people of color.

Therefore, I offer the following imperatives in the same spirit by which society is now asking law enforcement to change its internal culture, from an emphasis on "Enforcing The Law" to "Keeping The Peace."

- We must end a collective mentality that sees our clients as people to be "acted for" and not "acted with." Our intellectual training and institutional power cannot be allowed to supersede our common humanity. (We Know Best)
- We must not settle for "a place at the table" only to offer our guests scraps and leftovers, because they are often poor and disadvantaged, therefore not worthy of a full portion of society's bounty and should be "grateful" for anything they get. To quote Pope Francis "We treat the poor like rescued animals." (The Pauper Mentality)

- We have to stop hiding behind our 501(c)3 tax-exempt status, to justify our not actively advocating on behalf of those whose voices fall on deaf ears. This tax exemption is partially predicated on the idea that we will be (U.S. Tax Code) "...established for purposes that are religious, **educational** [emphasis added], charitable...or prevention of cruelty to animals and children." Note the term "educational." Advocacy IS education, not "lobbying." (That's Not Allowed Under Our Nonprofit Status)
- We must terminate business-as-usual by placing organizational convenience above client needs and best practices. (We're Not Set Up To Do That)
- We must cease pushing clients (mainly youth) through "The System" only to leave them unprepared to successfully assume the role of functional adult when they "age out." Services should never be discontinued without a functional aftercare plan. (They Are Not Our Responsibility Now)
- We must halt the practice, as reportedly articulated by the colorful Ross Perot, "We think we've done something just because we've talked about it." (We Plan To Get To That)
- We have to solicit feedback openly and often from our clients, as to the quality of our services and then act on that feedback. As one respondent said on a service evaluation, "I've been in the system since I was seven and you're the first person who cared about me and not because you were getting paid to do it." (We're Only Responsible To Our Funders)
- Last, but not least, US CYC professionals, personally and collectively, must set the goal of having the United States ratify the *UN Convention on the Rights of the Child* <https://www.un.org/en/sections/issues-depth/children/> Every member of the United Nations, plus the Cook Islands, Niue, the State of Palestine, and the Holy See [Vatican] have so ratified. South Sudan did not sign the Convention, however ratification was complete in January 2015.

I won't flatter myself into thinking that I'm saying anything new here. That being said, these imperatives are right now taking on a greater urgency and relevance than ever before.

As more and more voices are chanting "Defund The Police," all parties involved seem to agree that due to "mission creep", law enforcement officers have been increasingly ask to handle situations and roles for which they are not trained nor intended. Who is? That's right, social service professionals, of which youth and child care (including families) professionals are so charged.

But will our profession be up to the challenges of its expanded role in society?

If we look at just the foster care system in the U.S., the answer seems to be a resounding "NO", according to a study co-authored by Kristin Turney, UC [University of California] Irvine associate professor of sociology. [see- <https://www.universityofcalifornia.edu/news/foster-care-bad-your-health-new-study-shows> ]

It is incumbent upon each of us individually and organizationally, to take a long hard look at our professional practices and then ACT NOW to change what we know in our hearts and minds is not working as a real solution to these anticipated expanded challenges. If

we don't, it won't be long before we will find ourselves in the same predicament as the law enforcement profession is in today.

To quote the late social justice pioneer, Rep. John Lewis, **"When you see something that is not right, not fair, not just, you have a moral obligation to do something, to say something, and not be quiet."** ◇

-----Michael Mitchell, MAT, Editor

Photo: Pixabay.com

## Reflections from the JJ Side

# A CONVERSATION WITH A YOUNG PERSON



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

I suppose I should not have been surprised, after all my parents told me about Emmett Till. I had been given the "talk." The one I assumed all young black boys were given about how to deal with white folks and especially the police. Yet there I sat, just staring at the television as if the world was coming to an end. The time was 1991 and the city was Los Angeles. The occasion was the videotaped beating of a black man named Rodney King by numerous police officers. Here was a black man, who was totally defenseless, who was being treated like a tackling dummy, while the officers seemed to be in a state of euphoria, reveling in their conquest, as if saving the world from imminent doom. That image stayed with me as I went back to my job as juvenile probation officer. I had told myself to compartmentalize this as to not disrupt my thought process for the day ahead. That illusion was quickly dissolved when I met my first kid that morning. I knew right away this day would be different.

How do I explain to a young man how the system justified such a thing in the Rodney King beatings? This is especially true when that young man is locked up and proceeds to tell me how he was beaten by police during his arrest. How do I look at him and say you just have to compartmentalize it? So here I sit, badge in hand wondering if any of this is worth it. Months later there would be a trial for the police officers in the Rodney King case, and I said to myself justice will be done because it is all on tape. Surely a jury will see everything I saw and come to the same conclusion. I waited to hear the verdict and reality hit like a punch to the gut, not guilty. This time there is no compartmentalization, the anger is there for all to see. I go to work and by chance, later that day, have lunch with the young man, who was locked up when this all started. Strangely, the roles are reversed. It is he who goes about calming me down. He has come to understand the banality of the system I have sworn to uphold. He is the voice of reason when all I want to do is burn it all down.

I say all of this because, in the wake of the George Floyd killing, some of you are going to have conversations with young people you work with, about what this all means. These conversations will not be easy. As members of the justice system, you will be the face

they most closely associate with the law. How you approach those conversations matters. Your best strategy will be to listen with a sense of humility and a recognition that the world has shifted. This is a time where you must be part of a larger conversation about what role you will play in changing a system that for too long has punished black and brown bodies. You will not have the luxury of being a bystander and it will matter what side you are on. The days of compartmentalization are long past. ◇

----- Felix Brooks

Photo Credit: Shutterstock

## OH CANADA!



**By Susan Hunt, CYC-P-Staff Writer**

### **PROVINCES ACROSS CANADA EXTEND SUPPORTS FOR YOUTH-IN-CARE**

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

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

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

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

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

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

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

Resources:

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

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

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



Now Hear This:

## ACYCP URGES PRESIDENTIAL CANDIDATES TO ADDRESS CHILD AND YOUTH CARE



To: The 2020 Presidential Candidates

We are writing to bring to the forefront the important role of Child and Youth Care (CYC) in the United States. Senator Warren has taken a stand to address the need for affordable and high-quality childcare and early education in our nation with her Universal Child Care and Early Learning Plan. This is a great plan, but it only reaches a part of the CYC network.

**Who We Are:** CYC is the largest human services workforce in the world. We work in various settings from early childhood education to juvenile justice, from residential centers to after-school programs. We are found in schools, in churches, in parks and recreation, in group homes and detention centers. We have different titles: youth worker, youth pastor, teacher aide, outreach worker, shelter worker, mental health worker, group leader, foster parent, etc. We are defined by what we do, not by where we do it.

**What We Do:** CYC is focused on promoting optimal development in children, youth and families across the age span (infant to Transitional-Aged Youth) and across all conditions



of development (typical, at-risk and special needs). We teach. We mentor. We guide. We provide and create empowering connections.

Challenges We Face: Although we are the largest human services workforce in the world,

- CYC lacks recognition of our importance and impact on raising the next generation of leaders.
- Our diverse roles in diverse settings, are not aligned with best practices, training and support.
- CYC has many volunteers trying to make a difference in the lives of our youth. Usually, these individuals have big hearts, but there is little to no training for them in best practices to promote optimal development in children.
- Although our work is extremely important, CYC is not recognized as a profession nationwide.
- Those who are paid are often compensated at minimum wage or less, working long hours – day, night, weekend, and holidays. As a result, CYC has high burnout rates and regular turnover.

How you can help: For the last 20+ years, there has been a global movement to elevate CYC to a profession and align the practice through:

- Identifying competencies supported by best practice
- Establishing a Code of Ethics
- Providing training and credentialing

Although there are states who have joined this movement and require credentials for those entering in CYC, we need your help to support and recognized these endeavors to help this movement impact CYC nationwide. Aligning CYC to best practices promoting the optimal development of children and youth will elevate the field, improve our outcomes with youth, and prepare the next generation with the tools they need to thrive. Please join us and raise the standard of CYC across our great nation.

Board of Directors  
Association for Child and Youth Care Practice, Inc.

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## Healthy Kids, Healthy Adults

# CONFESSION OF A CHILD P.O.W.

**By Michael Mitchell, MAT**

In the first few days of the pandemic Stay At Home lockdown order here in Wisconsin, I didn't feel too phased by the social restrictions and looked at the whole thing as one giant inconvenience, not to put too polite an edge on it. But as the days grew into weeks, I began to sense a mounting unease, which made me feel increasing anxious. But according to online sources, mental health issues were becoming a common serious concern with everyone, but especially for children. By the end of the first month, I began to feel like I wanted to crawl out of my skin. That's when I had the very good fortune, during a routine ACYCP business call, to share my feelings with fellow board delegate and long-time CYC



comrade, Frank Eckles of the Academy for Competent Youth Work and ACYCP 2nd vice-president.

As with all good talk therapy, I quickly found that taking the jumble of feelings and fragmentary thoughts and forming them into concrete words and phrases, caused me to realize that being confined at home was a familiar experience. While it's an experiential place I've re-visited out of dire necessity several times in therapy, it is a personal shadowland of domestic violence, hidden secrets and un-redressed childhood trauma. Taken all together, it might be called a childhood under lockdown. This also helped me realize how, when my adolescent clients would speak a sentence, I understood a paragraph.

If what I am about to share is hard to read, it is no less difficult to share. There are many fine nuances to this story which give it true context, so just the outline is presented here. We often speak best, when we speak from experience and speak from the heart. Consider this a case study, co-authored by the case manager and client as one in the same. There are lessons to be learned in this tale, which are as applicable today as they were when the events happened decades ago. They are, unfortunately, no less relevant to CYC work now, both at the micro developmental, as well as the macro socio-political, levels.

I came into this world, as I later found out, 3-months premature and weighting two pounds, as the result of a failed back-ally medical abortion attempt, by a desperate mother besieged by draconian divorce laws at the end of the World War II. Social conventions of the time force her into a marriage of convenience, to a soldier who had stormed the beaches of Normandy on D-Day. Unable to hold steady employment in a tight post-war recession job market, this man defaulted on his share of the financial support, This resulted in my mother working one and a half jobs to make the equivalent income, despite a junior college education. This necessitated after-school and weekend daycare for this six-year-old.

It was in this home-based care that I was sexually molested by a much older boy of the family. After an ineffective intervention, I was left to be re-victimized. Seeing no alternative to my immediate situation, I locked the trauma away.

Perhaps doomed from the start, my nuclear family structure collapsed into estrangement and domestic violence ending in divorce. Despite my age, the tenuousness of our situation grew on me quickly. If something "happened" to my mother, what would happen to me? Now a formal single-parent unit, my mother, too proud to seek public assistance, continued to work her grueling schedule, leaving me in the hands of an indifferent housekeeper.

With no friends and desperately lonely, I began acting out at school. Craving parental facetime, I sometimes faked illness so my mother would take off from work and come pick me up on the bus. Staying in self-imposed lock down at home, with only the radio for companionship, I would fall asleep listening to classical music as the only outlet for my solitude. During these two years, the stresses came to a head. Raised in a religious Christian Southern family, my mother continued the "spare the rod and spoil the child" Biblical mantra of physical beatings, for even minor behavioral infractions, on which she had been raised. This resulted in bruises and welts, which would last for a week or more. This created a schism of devoted love and petrified fear in me, as I tried to "grow up" as quickly as my comprehension would allow. I locked my "childish behaviors" away and looked forward to "adulthood.". When we did have quality time, my mother would

read poetry to me and we'd listen to popular LPs, while she shared her aspiration for my life to come. As Charles Dickens said, "It was the best of times, it was the worst of times." These words could have been written just yesterday.

I had no clue as to just how worse times could get.

[To Be Continued In The Fall 2020 CTC Advocate]

Photo credit: Gerd Altman at Pixabay.com

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

# HOW STRESS CAUSES GRAY HAIR; COPING WITH TRAUMA

[Editor's Note: The following is reprinted with permission and gratitude to the National Institute of Health-Health Capsule (NIH) and was first posted in April 2020 and July 2020, respectively. [Illustration by [Pixabay.com](https://www.pixabay.com)]



A new study shows that stress really can give you gray hair. Researchers found that the body's fight-or-flight response plays a key role in turning hair gray.

Your hair color is determined by pigment-producing cells called melanocytes. New melanocytes are made from melanocyte stem cells that live in the hair follicle at the base of your hair strand.

As we age, these stem cells gradually disappear. The researchers showed that stress also leads to the loss of these pigment-producing stem cells in mice.

Nerves in your sympathetic nervous system—which is responsible for the body's fight-or-flight response—go throughout the body, including into hair follicles. The study showed that stress causes the release of the chemical norepinephrine into the follicle.

Norepinephrine affects the melanocyte stem cells living there. It causes them to rapidly turn into pigment cells and move out of the hair follicles. Without stem cells left to create new pigment cells, new hair turns gray or white.

"When we started to study this, I expected that stress was bad for the body—but the detrimental impact of stress that we discovered was beyond what I imagined," says Dr. Ya-Chieh Hsu of Harvard University, who led the study. "After just a few days, all of the melanocyte stem cells were lost. Once they're gone, you can't regenerate pigments anymore. The damage is permanent." ◇

### Coping With Trauma

Traumatic events can be scary or dangerous. These include natural disasters, accidents, or violent events. Experiencing one can affect both your body and mind.

It's common to have an intense reaction after a traumatic event. You may feel anxious, sad, or angry. Trauma can also cause trouble with sleep or concentration. You might find

yourself thinking about what happened over and over. It can also cause physical symptoms—like headaches, feeling tired, and being easily startled.

For most people, these problems lessen with time. But for some people, the effects of trauma last longer. If they interfere with everyday life, it's important to seek professional help.

Signs that it's time for help include having frightening flashbacks, feeling out of control, avoiding people or places, and having trouble thinking clearly. If you've become disconnected from family and friends, it's important to get help so you can recover.

A mental health professional can talk with you, give you tools to manage the effects of trauma, and help you develop healthy coping strategies. Experts recommend connecting with trusted friends and loved ones who are supportive. Try to stick with normal routines for meals, exercise, and sleep. Staying active is also a good way to cope with stressful feelings.

Talk with your health care provider if you need help. If you're in distress, call the Disaster Distress Helpline at 1-800-985-5990. ◇

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## GET HELP HERE WITH YOUR CYC CERTIFICATION APPLICATION!



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

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

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

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

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

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

**August 12, 2020**  
**September 9, 2020**  
**October 14, 2020**  
**November 11, 2020**  
**December 9, 2020**

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## The Other Half of the Job

# ECONOMIC DISASTER INJURY LOANS STILL AVAILABLE

[Editor's Note: The following intro is reprinted with permission and thanks to [sba/disater.gov](http://sba/disater.gov), with illustration from Gerd Altman at Pixabay.com]

[Effective July 11, 2020] The U.S. Small Business Administration announced the conclusion and success of the Economic Injury Disaster Loan (EIDL) Advance program, which provided U.S. small businesses, non-profits and agricultural businesses a total of \$20 billion in emergency funding. In order to



assist the greatest number of small businesses, the EIDL Advance provided \$1,000 per employee up to a maximum of \$10,000. Recipients did not have to be approved for a loan to receive the Advance, and the Advance provided an interim but vital source of funds while applicants awaited a decision on their loan application.

“Following the enactment of COVID-19 emergency legislation, the SBA provided nearly six million small businesses employing 30.5 million people with \$20 billion through the unprecedented EIDL Advance program,” Administrator Jovita Carranza said. “This program, built from the ground up in less than two weeks, assisted millions of small businesses, including non-profit organizations, sole proprietors and independent contractors, from a wide array of industries and business sectors.”

Having allocated the full \$20 billion that was appropriated by Congress, SBA will discontinue making EIDL Advances to new applicants. By law, the SBA is not permitted to issue new EIDL Advances once all program funding has been obligated.

EIDL loan applications will still be processed even though the Advance is no longer available. As a reminder, the loan portion of the EIDL program continues to have funds available at very affordable terms, including a 3.75% interest rate for small businesses and 2.75% for non-profit organizations, a 30-year maturity, and an automatic deferment of one year before monthly payments begin. Every eligible small business and non-profit is encouraged to apply to get the resources they need.

**[READ MORE](#)**

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## The Accidental Practitioner

# EIGHT MINUTES AND FORTY-SIX SECONDS – WHAT CAN CHILD AND YOUTH CARE (CYC) WORKERS LEARN FROM THE GEORGE FLOYD TRAGEDY ABOUT OURSELVES AND OUR PROFESSION?



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

The recent killing of George Floyd has affected many of us to think, feel and perhaps behave in a variety of ways. While recognizing that an investigation is ongoing and public knowledge of the incident is limited, the videos of this tragedy and the public information so far may provide potential for significant learning.

Are there some parallel learnings that we can apply to our practice? There is too much to be captured in a brief column. Yet a few questions will be posed, as well as a few suggestions for continued learning.

Since we are the largest human service profession, we can significantly impact the lives of children, youth, families and communities, for better or worse. Individual practitioners and organizations throughout the varied child and youth work practice settings strive to promote the development of the children and youth they serve. Many intend to prevent or remediate individual, family and society problems. Yet, we also know that the quality of care varies from setting to setting and many of us have encountered individual workers who are no longer committed to these altruistic purposes due to stress, burnout or other factors. Jaap E. Doek, Chairperson of the UN Committee on the Rights of the Child (2001-2007) states that "There is A CONVINCING BODY OF RESEARCH DATA showing that children in residential care and/or treatment—and that can be the case for various reasons—are subject to violence, including torture and cruel, inhuman and degrading treatment." (Doek, 2008, p. V).

What can we learn and do to achieve our altruistic purposes and ensure the safety of those we serve?

What are some implications for training?

The "training officer" involved in the George Floyd incident had an opportunity to teach effective policing through demonstration and coaching. But, the "training officer" apparently chose to teach how to choke and kill.

What are we teaching new practitioners in formal and informal teaching moments in the classroom and within the life space? In the George Floyd encounter, the life space became a death space. How do we ensure safety in our CYC settings? Training is crucial but we must also recognize the limitations of training. Learning in the training situation is often not applied effectively or sometimes misapplied. Holden & Curry (2008) discuss implications from learning and transfer of learning principles and research pertaining to physical restraint training that increase the likelihood of safe and effective application of restraint techniques. However, other non-training factors must also be considered such as quality personnel recruitment and selection, supervision and accountability, organizational culture, formal and informal policies and guidelines, and individual interpersonal relationship abilities.

What do we know about the safety and effectiveness of high-risk interventions such as physical restraint?

There are limitations to the field's evidence regarding high-risk interventions. Yet with this limited knowledge we must sometimes decide in the moment if an intervention (such as physical restraint) has more risk than the aggressive or violent behavior we are trying to control or contain (Nunno, Day, & Bullard, 2008; Nunno, Holden, & Tollar, 2006). Prone restraint is one technique that has come under increased scrutiny and is currently not permitted to be used in many settings. Allen, (2008, p. 101) says that prone restraint "is probably best described as a form of restraint that may be (relatively) safe for the carers applying it, but unsafe for those receiving it."

Allen, (2002, p. 84) suggests we ask five questions regarding the risk of interventions:

1. How effective is the technique-what degree of control does it offer?
2. How technically complex is the procedure to execute?
3. What is the potential of harm to the child/person? Would it potentially cause physical pain, muscular-skeletal damage, respiratory distress, emotional distress, etc.?
4. What is the potential for harm to carers (e.g., back injury, posttraumatic stress)?
5. What is the margin for error? What if the technique is performed incorrectly?

Understanding the experience of being restrained and its effect on the young persons within the life space is another important research area. Steckley and Kendrick (2008, p.9) describe five themes that emerged from their qualitative research in the United Kingdom.

1. In general, a belief in the necessity of physically restraining children and young people in certain situations (e.g., prevent injury and ensure safety).
2. The reasons for restraint. The young persons usually recognized the rationale to prevent injury and ensure safety. But many observed the use of restraint that did not involve safety.
3. Experiences and emotions related to physical restraint (e.g., shocked, disappointed, humiliated in front of peers, disgusted, abused, safe if restraint done correctly).
4. Concerns about how physical restraint is done (e.g., how roughly they were restrained, resulting in abrasions and bruises).
5. Relationships and physical restraint (sometimes a negative effect and a positive effect when the entire situation was handled well).

David Allen, Laura Steckley, Andrew Kendrick and more than 90 other leading high-risk intervention researchers, trainers, and practitioners from a variety of fields of practice presented the above research at an international conference at Cornell University. This resulted in a book edited by Nunno, Day, & Bullard, (2008) that is a valuable resource regarding the use of restraint and other high-risk interventions.

How do I become more culturally competent?

Our vast knowledge base and collegial networks provide numerous opportunities for continued learning. CYC-Net is an easily accessible place to start [www.cyc-net.org](http://www.cyc-net.org). Within CYC-Net, many articles are organized by theme, such as "culture and society." See <https://www.cyc-net.org/profession/readarounds.html>.

This column in the winter 2020 issue emphasized how certified CYC practitioners improved cultural understanding by (1) having a broad definition of cultural diversity; (2) recognizing the importance of being open-minded; (3) moving out of one's comfort zones; and (4) improving cross cultural communication skills (Reynolds & Curry, 2020).

Leon Fulcher's "Rules of Encounter that Guarantee Cultural Safety" emphasizes seven cultural safety issues (Fulcher, 2003). This is a classic "must read" for CYC practitioners.

1. Dress and public behavior.
2. Greetings and initiation of exchanges.
3. Dialogue and inter-personal communications.
4. The preparation and taking of food and drink.
5. Hygiene and personal space.
6. Status hierarchies and junior-senior relations.
7. Religious ethnic and social differences within the same cultural groups.

The Cultural and Human Diversity domain section of the special issue of the Journal of Child and Youth Care Work "Professional Child and Youth Work Practice: Five Domains of Competence" is another important resource (Bullard, Correia & Green, 2012). Five essential elements for becoming a culturally competent helping profession (listed below) is described by Terry Cross in one of the four important articles included in the section.

1. Awareness and Acceptance of difference.
2. Self-awareness.
3. Dynamics of difference.
4. Knowledge of client's culture.



## 5. Adaptation of skills.

The domain editors also provide a suggested listing of additional readings (a few listed below).

Baker, C.L., (2004). Making a rural difference. *Journal of Child and Youth Care Work*, 18, 236-242.

Briggs, H.E., & McBeath, B. (2010). Infusing culture into practice: Developing and implementing evidence-based mental health services for African American foster youth. *Child Welfare*, 89 (1), 31-60.

Curry, D., & Barbee, A.P. (2011). Combating disproportionality and disparity with training and professional development. In D.K. Green, K. Belanger, R.G. McRoy, & L Bullard, (Eds.), *Challenging Racial Disproportionality in Child Welfare: Research, Policy, and Practice* (pp.297-308). Washington: CWLA Press.

Detlaff, A.J. (2011). Disproportionality of Latino children in child welfare. . In D.K. Green, K. Belanger, R.G. McRoy, & L Bullard, (Eds.), *Challenging Racial Disproportionality in Child Welfare: Research, Policy, and Practice* (pp.297-308). Washington: CWLA Press.

Limb, G.E., & Hodge, D.R. (2010). Helping child welfare workers improve cultural competence by utilizing spiritual genograms with Native American families and children. *Children and Youth Services Review*, 32, 239-245.

Ragg, D.M., Patrick, D., & Ziefert, M. (2006). Slamming the closet door: Working with gay and lesbian youth in care. *Child Welfare*, 2, 243-265.

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Allen, D. (2002). Devising a risk management plans. In D. Allen, (Ed.), *Ethical approaches to physical intervention. Responding to challenging behaviour in people with intellectual disabilities*, 71-88. Kidderminster: British Institute of Learning Disabilities.

Allen, D. (2008). Risk and prone restraint: Reviewing the evidence. In M. Nunno, L. Bullard, & D.M. Day (Eds.). *Examining the Safety of High-risk Interventions for Children and Young People*, 87-106. Arlington, VA.: CWLA Press.

Bullard, L., Correia III, P.R., & Green D. (2012). Competency II: Cultural and Human Diversity. In A.J. Schneider-Munoz., D. Curry, & J. Carpenter-Williams, (Eds.), (2012). *Professional child and youth work practice: Five domains of competence [Special issue]*. *Journal of Child and Youth Care Work*, 24.

Cross, T.L. (2012). Services to minority populations: What does it mean to be a culturally competent professional? In A.J. Schneider-Munoz., D. Curry, & J. Carpenter-Williams, (Eds.), (2012). *Professional child and youth work practice: Five domains of competence [Special issue]*. *Journal of Child and Youth Care Work*, 24. ◇

Doek, J.E. (2008). Foreword: Violence, restraints and international standards. In M. Nunno, L. Bullard, & D.M. Day (Eds.). *Examining the Safety of High-risk Interventions for Children and Young People*, V-VIII. Arlington, VA.: CWLA Press.

Fulcher, L.C. (2003) Rituals of encounter that guarantee cultural safety. *Relational Child and Youth Care Practice*, 16 (3) 20-27.

Holden, M. & Curry, D. (2008). Learning from research. In M. Nunno, L. Bullard, & D.M. Day (Eds.). *Examining the Safety of High-risk Interventions for Children and Young People*, 107-123. Arlington, VA.: CWLA Press.

Nunno, M., Day, D.M., & Bullard, L. (Eds.). *Examining the Safety of High-risk Interventions for Children and Young People*, 107-123. Arlington, VA.: CWLA Press

Nunno, M., Holden, M., & Tollar, A. (2006). Learning from tragedy: A survey of child and adolescent restraint fatalities. *Child Abuse and Neglect: The International Journal*, 30 (12), 1333-1342.

Reynolds, I., & Curry, D. (2020). How do North American child and youth workers view cultural diversity? *CYC Advocate*. (Volume 5, issue 1).

Schneider-Munoz, A.J., Curry, D., & Carpenter-Williams, J. (Eds.) (2012). Professional child and youth work. practice: Five domains of competence [Special issue]. *Journal of Child and Youth Care Work*, 24. ◇

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## ACYCP IS GREAT BECAUSE YOU DONATE



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

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

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

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

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

**Please donate to ACYCP today!**

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

## ACYCP Certification in Review

# HERE'S HOW YOU CAN BECOME AN ACYCP CERTIFIED CHILD AND YOUTH CARE PROFESSIONAL



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

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

### **1. STEP ONE – CHOOSE LEVEL**

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

### **2. STEP TWO – TEST**

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

### **3. STEP THREE – COMPLETE APPLICATION**

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

### **4. STEP FOUR – COMPLETE PORTFOLIO**

Complete a written portfolio (professional level only).

### **5. STEP FIVE – RENEW CREDENTIAL**

Renew certificate on a two-year cycle.

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

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

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

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

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

**All of this information and much more is available at the CYCCB Website [www.CYCCB.org](http://www.CYCCB.org)**

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**Now Hear This**

**WHAT "WHITE PRIVILEGE" REALLY MEANS**

**By Janet Wakefield, BS**

I am sharing these links and welcome you to check them out for yourself or share them with your networks or post in your newsletters and / or web pages.

You can add additional resources to the anti-racism hub. If you want to add training opportunities the instructions are at the bottom of that page.



[Here's a hub of anti- racism resources](#)

[Here is a training collection link](#)

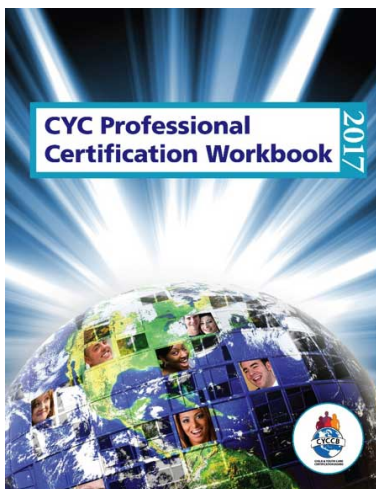
[Here is a link to mindful moments](#) – just to take a break during these trying times

Any questions, or other ideas, send them my way.

Janet R. Wakefield, Child and Youth Care Professional - CYC-P  
The Journey  
6744 Falcon Ridge  
Indianapolis, IN 46278  
p: 317-875-5756  
[www.thejourneyonline.org](http://www.thejourneyonline.org)

“When we stand up for Youth Workers, we stand up for the needs of youth as well.”

## CYC PROFESSIONAL CERTIFICATION WORKBOOK : GET IT NOW AND COMPLETE THAT CERTIFICATION TODAY!



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

It provides a wealth of information in an easy-to-use format. It includes information on the history of the CYC certification effort, characteristics of certified practitioners, the testing and application process, forms, costs, and sources for a wide variety of articles, publications, and professional development supports useful to CYC practitioners working in any setting. The sections on test preparation and the professional

portfolio offer sample exam questions and portfolio responses. Information about the Entry, Associate, and Professional level certifications is included.

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

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

[Order a manual at this LINK](#)

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## Resources in Review

# MENTORING IN THE CONTEXT OF INEQUALITY, INJUSTICE, AND A GLOBAL PANDEMIC

**By Jean Rhodes, Ph.D.**

[Editor's Note: The following is reprinted with permission and thanks to the author and The Chronicle Of Evidence-based Mentoring, July 6, 2020/in Editors Blog /by Jean Rhodes]



When asked how he felt about the timing of his forthcoming movie, comedian and commentator Jon Stewart replied “it’s like showing up to a plane crash with a chocolate bar. There’s tragedy everywhere, and you’re like, “Uh, does anybody want chocolate?” It feels ridiculous. But what doesn’t feel ridiculous is to continue to fight for nuance and precision and solutions.”

Likewise, after years of writing and research, I never expected that the release of ***Older and Wiser: New ideas for Mentoring Youth in the 21st Century***, would coincide with a global pandemic, recession, and growing calls for racial justice. Although overwhelming, the timing also adds a sense of urgency and meaning to the search for mentoring solutions. To this end, the book delineates and provides the rationale for several approaches. This includes specialized mentoring program models, which often deploy carefully trained and supervised mentors to target specific populations and/or outcomes. Many of these programs draw on both cognitive strategies (e.g., self-talk, distraction, and mindfulness) and behavioral strategies (e.g., problem solving, activation, self-monitoring, and relaxation). I also make the case for two different approaches—embedded and blended models—in which larger programs train and supervise their mentors to support (but not deliver) evidence-based interventions in ways that help mentees remain engaged and master new skills. In addition to reducing the risks inherent in a service model that hinges on the regular, ongoing service of volunteers, the embedded and blended approaches reduce costly investments in training programs, enabling large nonspecific mentoring programs to focus on what they do best: recruiting, screening, training, and supervising a helpful volunteer workforce.

Of course, as recent events have also made clear, mentoring is only one piece of a bigger puzzle. Lurking behind any recommendation for improving mentoring programs are the upstream problems of the pandemic, growing poverty, and entrenched racial and economic inequality, and all that they entail for families—housing instability, schools with

inadequate resources, limited health care, unfair policing practices, and unsafe neighborhoods. The list goes on. Program staff members are well aware of this oppressive backdrop and the reality that time spent with a mentor could never be enough to redress these concerns. The same holds true in child and adolescent therapy, which psychologist Payton Jones and his colleagues recently acknowledged is in

a kind of competition with all that happens during the other 110+ waking hours, and many of the forces that can contribute to psychological distress and dysfunction during those hours may not be readily altered by therapy. From this perspective, it may make sense to construe youth psychotherapy as but one of many forces that can impact youth mental health and functioning, and in many cases not the most powerful of those forces.[i]

Not only are mentoring relationships one of many competing forces in the lives of youth, some argue that volunteering through nonprofit programs (particularly those supported by corporate philanthropy) may actually divert our attention from larger solutions. Indeed, in his bestseller, *Winners Take All: The Elite Charade of Changing the World*, Anand Giridharadas argued that many charitable efforts are essentially feel-good solutions to larger social problems, serving as a moral safety valve that relieves the pressure on citizens, governments, and corporations to grapple in more meaningful ways with the root causes of poverty and inequality.[ii] And, by narrowly targeting skills, such as those for managing stress and anxiety, programs are essentially asking children to muster solutions to counter these challenges. Taking stock of such issues in youth mentoring, in 2007 Gary Walker, then president of Public/Private Ventures, wrote:

At its core, mentoring is a charitable act, a kindness to a stranger, improvement in the life of people one at a time—whereas what we need is social change, where change comes to larger groups of individuals all at once. Mentoring as social policy, under this critique, is diversionary at best, reactionary at worst. Even if it is effective and does build confidence in social policy, it remains diversionary and/or reactionary because what it builds is confidence in the capacity of individuals to help individuals; it blunts the fundamental need for broader social change.[iii]

As Walker points out, however, helping a young person while also doing whatever we can to address the broader context of inequality and stress is not a zero-sum game. In fact, when equipped with targeted, evidence-based interventions, a well-trained volunteer mentor is one of our best hopes for providing mental health and other services to the young people who need it most, resolving early problems and preventing negative cascades into more serious difficulties. Short-term expenditures in early, targeted intervention programs are offset by reductions in more costly downstream social, health, and correctional services.[iv] Likewise, early skills training positions children to benefit from later education and interventions. For example, mentors can teach youth social and emotional regulation skills that can act as a sort of immune system, enabling them to marshal defenses as stressors arise. In other instances, conversations between mentors and mentees can heighten youth's critical thinking about broader societal issues, providing "an opportunity for marginalized youth to reclaim power, celebrate their identities, and take ownership of their narratives." [v] More generally, by creating meaningful connections between volunteers and marginalized youth, and providing opportunities for volunteers to gain a deeper understanding of the everyday challenges such youth face, the field of mentoring can help to bridge perspectives. In our increasingly segregated world, mentoring programs provide a sanctioned channel for unlikely connections across widely diverse ethnic, cultural, and economic lines.

From a distance, it is easier to dehumanize and blame young people for their struggles. Mentoring can help counter that tendency. In the words of anthropologist Margaret Mead, “It is extraordinarily difficult to love children in the abstract, to devote oneself exclusively to the next generation. It is only through precise, attentive knowledge of particular children that we become—as we must—informed advocates for the needs of all children.”[vii]

As long as mentors can generalize their concern for their one mentee to a concern for children in similar situations, programs have an important role in both bridging gaps in mental health services and catalyzing authentic action and reform.

[i] P. J. Jones et al., “An Upper Limit to Youth Psychotherapy Benefit?: A Meta-analytic Copula Approach to Psychotherapy Outcomes,” *Clinical Psychological Science* 7, no. 6 (2019): 1434–1449, <https://doi.org/10.1177/2167702619858424>.

[ii] A. Giridharadas, *Winners Take All: The Elite Charade of Changing the World* (New York: Knopf, 2018).

[iii] G. Walker, *Mentoring, Policy, and Politics* (Philadelphia: Public / Private Ventures, 2007), 522.

[iv] James J. Heckman, “Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy,” *Heckman Equation*, 2012, [https://heckmanequation.org/www/assets/2013/07/F\\_HeckmanDeficitPieceCUSTOM-Generic\\_052714-3-1.pdf](https://heckmanequation.org/www/assets/2013/07/F_HeckmanDeficitPieceCUSTOM-Generic_052714-3-1.pdf). <AU: Please check the date here. The URL indicates a date of July 2013.>

[v] T. Weiston-Serdon, *Critical Mentoring: A Practical Guide* (Herndon, VA: Stylus, 2017); J. N. Albright, N. M. Hurd, and S. B. Hussain, “Applying a Social Justice Lens to Youth Mentoring: A Review of the Literature and Recommendations for Practice,” *American Journal of Community Psychology* 59, no. 3–4 (2017): 363–381. <AU: Please ensure all journal sources in the notes for Chapter 4 include DOIs.>

[vi] B. A. Stevenson, “Commencement Address,” College of the Holy Cross, 2015, <https://www.holycross.edu/commencement/commencement-archives/commencement-2015/stevenson-address>.

[vii] Margaret Mead, “On Being a Grandmother,” in *Development through Life: A Case Study Approach*, ed. B. M. Newman and P. R. Newman (Homewood, IL: Dorsey, 1972), 293–300. <AU: Please check the edits here.> ♦

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## Resources in Review

**THIS BOOK TEACHES KIDS 'HOW TO SOLVE A PROBLEM' LIKE A ROCK CLIMBER WOULD**





[Editor's Note: The following is reprinted with thanks to the National Public Radio News (NPR) on-line news bulletin and was first posted July 6, 2020]

"Ashima Shiraishi, 19, is one of the most talented rock climbers in the world. And she'd like to let you in on a rather unglamorous secret: "Most of climbing, it's you just falling," she says. "Every time you go back at it, you improve slightly."

Shiraishi is the author of a new book called *How to Solve a Problem: The Rise (and Falls) of a Rock-Climbing Champion* — she says it's about how she approaches all kinds of obstacles.

"Everyday struggles I kind of face the same way that I do when I keep on falling and falling on a rock climb," she explains.

The word "problem" in the title has a double meaning — that's what climbers call routes or boulders.

"What drives us and motivates us to keep doing it is the endless problems there are in the world," Shiraishi says. "And they keep getting harder and harder as we improve in rock climbing."

[READ MORE](#)

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## Now Happening

# COVID-19 HERO NOMINEES LISTING



**Thank a Youth Worker Day**  
**Thursday, May 7, 2020**

In honor of Thank a Youth Worker Day on Thursday May 7th, 2020, ACYCP encouraged people to nominate youth workers, who are being heroes during this very difficult time of COVID-19. Youth workers in all settings are challenged to do their work differently, with different focus, in different venues and with ever changing agency policies and procedures. Take a look at all these highlighted youth worker heroes on a special page on our Thank a Youth Worker webpage:

**Congratulations to all the nominees! ◇**

## Thinking Like the Fox

# COMPLICATIONS IN HELPING CHILDREN / TEENS LIVE WITH UNCERTAINTY



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

I am blessed to live in a senior community with a 4 1/2 acre beautifully sculpted garden with numerous walking paths. Oliver (my dog) and I book-end our days with an hour walk in the morning and another in the late afternoon. There are three of us (+ dogs) that usually walk together. Of course the current Covid-19 Virus is at the forefront of our lives as we “shelter in place” and see all of the activities customary to our community “shut down”. Our trio forms a motley old lady crew: an ancient Child and Youth Care Worker (me), a non-practicing Jew, and an Evangelical Christian. On a recent walk we moved from talking generally about the impact of the virus, to talking about death – not a far leap given our age and the news each day of how many deaths there were overnight from the virus.

Our Evangelical neighbor said: “I don’t care if it gets me because I know where I’m going”. I was raised like that, to believe I knew about death. No questions; only answers. It’s a very comfortable, anxiety reducing, way to live. However, as I aged and experienced life, I began a journey of “belief” that now includes at least as many questions as answers. I still feel sure of some things; other things I find a mystery. I’ve also learned to be okay living with some mysteries.

Walking the path with my Jewish neighbor, my Evangelical neighbor, and my “progressive” self, got me thinking of group care and working together with the wide variety of belief systems that comprise a typical CYC “staff”. Into the mix would be the varied experiences of our clients, with regard to what they were taught to believe. This diversity presents the challenge of figuring out how can we work together, with the variety of “truths” we’ve chosen and now find comfortable, to provide comfort and reassurance to children and young people surrounded by crisis isolation; from either family or teachers/caregivers due to social distancing, rampant contradictions, and news about death every day? What calms people during crisis are their “truths”, their beliefs, things that provide a sense of surety.

Whether we call it religion, or ideology, or conviction – we all want something to hold onto when life throws mystery and complexity at us. We look for ways to make difficult issues simple. Some are more adept at this than others. While we may often avoid conversations with our peers about these differences, to avoid overt conflict, we must acknowledge, I think, rampant “covert” conflict. We are not “on the same page” with the big issues, even though we may be together on program or professional philosophical issues. Is it a service or a disservice to our clients, to leave them to deal with these “big” issues alone, because of our lack of harmony? Would this become quite apparent with

open discussion? I'm throwing out a challenge for your next staff meeting, because this pandemic is not going away any time soon.

Abraham Maslow, one of our Master Teachers and part and parcel of all CYC training, taught that "safety and security" is the second most important "basic need" for all people, just above the need to survive and keep living. Is it possible for our children and teens to be relaxed and at ease with sickness, dying, economic insecurity, and constantly changing "facts," if we don't engage them in matters of belief, faith, hope, and comfort? What is our responsibility to create feelings of calm in these times of massive turbulence and disequilibrium?

I think it may be time to wade into the waters we are generally told to avoid. It is certainly not our place to "sell" them on any belief system, but it probably is our place to do some questioning and pondering with them. Find out what they were taught, in an open, accepting, non-confrontational way. Ask them what they believe now. Feel permission to share what you believe, while letting them know that others believe differently. It's not a debate, but a duty, in these days when everyone needs something to hold onto. If it's not our place, whose is it?

I'm asking us to talk about how diverse thinking professionals can help their kids sort through the dilemma presented, by listening to contradictory media commentary on our current crisis. We keep hearing that decisions will be based on "facts", although the facts are not agreed on. Everyone is telling everyone else what they "believe". I don't think it's fair to leave our young ones alone to sort out this cacophony of news, fake news, information, and misinformation. It's hard enough for us to do it. Will it be difficult to expose our differences? Of course, because we already know we don't necessarily agree with each other. Our wide diversity, however, prevents us from living in a cocoon of uniformity. But sometimes it's not necessary that we agree.

To start, we have to help our young people become clear that beliefs are not facts. Believing that something is true doesn't make it true. Tell the children what you believe, which is what you think is true. And then tell them why. If you've changed your mind about some things, share that too. Our young people are just now deciding what and who to "believe". Without taking a position, we can still be their coach.

Share what each of you does to find some calm and comfort when living with uncertainty. Tell them what you don't know and how you have learned to deal with things that confuse you. Give them permission to be unsettled and afraid. Let them know it's okay not to know everything, even when we're grown.

We don't have an answer key to give, but we can help them to find their own answers. Acknowledge that there will always be differences in people's "truths". Share how you have learned to be okay with what you know, what you believe, and what you don't know yet. Be with them as they grow into their own truths in this time of distance and isolation. It's a gift they deserve. ♦

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**From the Soapbox... Again!**

# YES, YOU ARE SPECIAL! WHY YOU SHOULD BE PROUD TO BE A CHILD AND YOUTH CARE WORKER AND ... HOW TO PRESENT YOURSELF ACCORDINGLY

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

## **Be The Best At What You've Always Been Meant To Be And Be Able To Tell The World About It**



Fred Rogers, as we all know, would tell his child watchers of his television program that “you are special”. I would like to comment on how Child and Youth Care workers are special; lessons learned from my own and my colleagues’ life experience, and from the many pre-professionals I was lucky to know over the years as students.

People choose their occupations for reasons – both conscious and unconscious. If they are lucky, after perhaps a few false starts, will discover what they are meant to be. They undertake to get the experience and ongoing preparation to do the work, and once started, grow in ways they may never even have dreamed of. (By the way, I’m not surprised that Fred Rogers went into work with children. Read biographies of him and/or see films about him and you’ll see that that he “became what he was meant to be” based on his own sometimes painful childhood experiences.)

A few decades ago I consolidated my observations into a presentation and an article. I’d like to repeat them here and discuss their implications. They came from my own Internal reflections and many direct observations. This of course, is how new knowledge is constructed and can then be further studied and tested. For now, here they are, for people entering the field where they would primarily do direct practice:

1. Transformation of Identification. In this instance, the individual has a memory of his or her childhood as primarily happy or unhappy– sentiments that are salient enough to be highly conscious to the individual to the point s/he actively wants others to have ‘happy’ childhoods, either to help other children reproduce their own childhood experience or to prevent from replicating them.
2. Mastery of specific experience. The person may have had a traumatic experience of some kind, such as having experienced a disaster, having lost a parent or close relative, or a tragedy to a playmate. The impact of this on one’s thinking and self-concept has led to a wish to help others who might have had similar experiences as a child.
3. Identification with difference. A handicap or some other factor or feature that would make an individual feel different and possibly rejected, may contribute to later feelings of wanting to support children trying to master these issues and to experience acceptance.

4. Role modeling. The individual may have had a contact with a human service professional in the past and if this person was helpful, may aspire to a similar career.

5. Counter-identification with negative child caring. Simply stated, the individual may have had a negative experience with a child care giver or some aspect of the child care system and will aspire to a similar role in which s/he will aspire to perform differently.

6. Continuity of one's own earlier responsibility for care of children. I learned this one from my students in child development and child care classes. A predominant number came from large families, where they early on helped to care for several siblings and cousins, for example. It was also true of me at age 11 – I took care of my younger sister when she was born and enjoyed it. I was the only one who could rock her to sleep.

This article went on to propose that child and youth care workers, once started, would in an ongoing way undergo a process of transforming in personal and professional development, that would enable them to have a productive professional lifetime in the field, if they so wished. At the time I wrote this piece, it was a common belief among some youth care workers, that their sojourn in the field would be brief. After a few years' experience, they would leave and if still interested in working with children, youth, and families, enter professions such as social work, psychology and psychiatry.

Much has been done in subsequent years to advance and professionalize child and youth care work. This has helped committed and talented practitioners to evolve into a life-long field in which the unique knowledge and skills, or competencies, associated with child and youth care practice, can be applied. Interestingly, and the main point of this article, is that as I continued in the field I recognized a variety of different roles – direct practitioner with children, supervisor, program coordinator, administrator, advocate, trainer, educator, academic. However, an interesting phenomenon surfaced to which I gave a name. This was called "unproductive humility" or for a more slang name "oh, not lil' old me". This meant that a new challenge would not be met with an "I can do it" (or "I'll sure try hard to do it") response, but rather with an immediate self-deprecation of not being up to it.

This phenomenon is the point of this article. First of all, those of us in the field do need to realize that we are special. Our configuration of past experiences gives us a sensitivity, energy, and dedication to children and youth. But perhaps our 'hands on' or 'work in the trenches' activity has sometimes prevented us from "putting our best feet forward," so to speak.

So perhaps the main point of this is how important it is in one's ongoing professional development, to be able to best represent one's accomplishments, readiness and aspirations to an expanded or new role in the field.

Several weeks ago I had the pleasure of attending a special webinar presented by Michael Mitchell, the CYC Advocate editor, with Frank Eckles, Director of the Child and Youth Work Certification Program, on "Resumes, References and Cover Letters" preparation. Knowledge and skills in this essential approach to presenting one's professional and work history, can greatly enhance the likelihood that one will be called for the selective interview, that might lead to a new position, further personal and professional growth, and thus expanded impact on both clients and the field.

Despite the wealth of resources available to the job seeker and aspirant for advancement, it's not an easy process. Successful self-presentation requires keeping careful track of what one does, saving personal documents and examples of one's work. Being able

to define yourself from within, as well as using supporting external evaluation and feedback, are essential.

It is very useful to know how many various venues there are in the field of child and youth care work as well. Recognizing your own knowledge and skills enables you to be in position to seek a higher or more challenging level of work and possibly to change your specific focus.

These lead to one of several important self-related tools you will need in order to be primed to take action on your own behalf, when new opportunities come up, often suddenly, or when you decide yourself you are ready to move on. Thus, your resume, to some known as a vita or curriculum vita, relies on several supporting elements. So here are a few suggestions:

- Start saving your own records. It's amazing how many people throw away these materials away. Make a file, label it accordingly, and start filling it. Then you'll be ready to insert it into an effective resume and interview, with confidence.
- Do some self-reflection. Look back on your own childhood events. Can you relate them to current conditions?
- Prepare, your resume or update it now, so that you are ready when opportunity knocks.

And you never know when it will. You just might 'bump into' somebody who will say, "By the way, I've just been looking to hire somebody just like you!"

## **REFERENCES**

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[Editor's Note: Recordings of webinars "Resumes, References and Cover Letters", plus "Getting The Job: Developing A Great Interview Strategy" will hopefully be available for access by the end of this year.

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Want free individual coaching preparing and polishing your resume?

Karen Vander Ven, the author of this article, has years of experience as a resume writer, including having her own business and taking referrals from others. She has written and

consulted on numerous resumes of child and youth workers. She has given workshops at child and youth care conferences on writing resumes, writing for publication, and career development. If interested, contact her by e-mail at: kvander+@pitt.edu

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

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## Happy 5th Anniversary!

# A SALUTE TO OUR STAFF WRITERS, SUPPORT STAFF AND CONTRIBUTORS

**HERE ARE THE PEOPLE WHO SHARE THEIR EXPERTISE AND DEDICATION IN HELPING TO SUPPORT CHILD AND YOUTH CARE PROFESSIONALS THROUGH THE CYC ADVOCATE:**



**Dale Curry, Ph.D.**  
**About the Writer**

Dale Curry Ph.D., is retired Professor of Human Development and Family Studies, in the School of Lifespan Development and Educational Sciences, and former Director of the International Institute for Human Service Workforce Research and Development, at Kent State University in Ohio. Dale moved to Ohio, where he began to distinguish himself as a designer and deliverer of training.

He served as Training Coordinator for Summit County Children's Services in Akron, Ohio. He earned a Master of Public Administration degree and a doctoral degree from Kent State University, where he ultimately joined the faculty.

He is a licensed social worker and a CYCCB certified child and youth care worker. His work led him to be named the Editor of Training and Development in Human Services: The Journal of the National Staff Development and Training Association. He serves as Co-Editor of the ACYCP Journal of Child and Youth Care Work. He has been widely recognized through a number of awards including the Kent State Graduate Student Senate Doctoral Dissertation award, the Distinguished Leadership Award of ACYCP and a Distinguished Alumni award from the Department of Psychology in Education at the University of Pittsburgh. He is considered by many as the leading expert on transfer of learning assessment and intervention in human services."◇



**Karen VanderVen, Ph.D.**  
**About the Writer**

Karen VanderVen Ph.D. has been involved with child and youth work for over 60 years. She began her career as a life guard, swimming teacher,, nursery school teacher, and arts and crafts teacher in three children's psychiatric treatment programs in several states. Following these years of direct experience, she

joined the faculty of the University of Pittsburgh where she is now Professor of Psychology in Education Emerita as of 2011.

Her interests have included activity programming, positive practices in residential and group care, professionalization of child and youth work including career development, training and education; and life course development and intergenerational work.. Many of her writings focused on activity programming in residential and group care, recommendations for alternatives to destructive point and level systems, and professionalization of group and residential child care work, She still advocates for connecting various care disciplines serving various ages into one life course field, thus making it an important full profession. She especially enjoyed writing her "From the Soapbox" short pieces, now appearing on occasion in the Advocat

Karen has served as the Editor of the Journal of Child and Youth Care Work and was a co-founder of the original FICE-North America, With Martha Mattingly she was the Co-Director of the Conference-Research Sequence in Child Care Education. She enjoyed presenting at child and youth care conferences. Karen received awards from various child care organizations, and was named one of the top 225 graduates of the University of Pittsburgh from which she received both her graduate degrees, including her M.S. in Child Development and Child Care.

In her spare time over the years she has enjoyed scuba diving for her seashell collection, participating in playing basketball, running and triathlon events, and caring for a number of precious cats.



**Susan Hunt, BA, CYC-P**  
**About the Writer**

Susan is a Certified Child and Youth Care professional with 25 years of experience in the field of supporting vulnerable children, youth and their families. Throughout her careers, she has worked within school districts, community-based and family support programs, mental health facilities, residential programs/group homes, and office-based settings. With a comprehensive understanding of child development, issues of mental health and illness, and the impact of trauma as it relates to behavior, coping, development and

relationships; Susan supports families through an attachment and trauma-informed perspective.

Several years ago, Susan succeeded in upgrading her education by earning her BA in Child and Youth Care (CYC) from the University of the Fraser Valley in British Columbia, Canada. She has also since completed the North American Child and Youth Care Certification process to become one of the first certified CYC Professionals in the Province BC. She currently holds positions as an Executive Board member on the CYC Certification Board (CYCCB) as well as the Association for Child and Youth Care Practice (ACYCP). Susan believes that the ethics, beliefs, and philosophies of the Child and Youth Care profession align well with the principles of attachment, family systems, life space interventions and trauma informed work with families

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**Lorraine Fox, Ph.D.**  
**About the Writer**

Lorraine holds a doctorate in clinical psychology and a doctoral certificate in organizational development, and is a Certified Child Care Worker. She walked into the world of child and youth care in September, 1964 and found her career home working with children and youth who were declared "emotionally disturbed" as a result of abuse and neglect. Lorraine has been a direct service worker, a supervisor, a clinical director, an Executive Director, and Assistant Professor. Finding work that has never stopped being challenging, kids and families worth loving, and wonderful colleagues to work beside, both nationally and internationally she shared her work, love and life with a like-hearted soul-mate. She has trained and consulted across the United States and in Australia, Canada, Guam, England, Scotland and Czechoslovakia. In addition to extensive work with private service agencies, Lorraine is a contract instructor with the University of California, Davis, and the San Diego State University Foundation, training public service employees serving welfare and child protective clients and their community partners. In addition, Lorraine has a long standing relationship with the California Community Colleges Foster and Kinship Care Education Programs. She was awarded the Outstanding Service Award for Excellence in Teaching by the UC-Davis. Lorraine has published numerous scholarly articles, writes a monthly Parenting column for her church newsletter, and co-authored an internationally recognized training curriculum. Lorraine has appeared on radio and television in the U.S., Canada, and Australia and has been a consulting editor for the Journal of Child and Youth Care.

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**Jody Rhodes, Pres. ACYCP, MS, CYC-P**  
**About the Writer**

Jody Rhodes has been the Director of Neu-Life Community Development since 2003. She holds master's degree in Administrative Leadership (2000) and a bachelor's degree in Education (1997), both from University of Wisconsin-Milwaukee. She has over seventeen years of experience working with at-risk youth and families and program development experience. She currently oversees three after school and summer program sites. She currently serves on the board of Directors for both the Wisconsin Association of Child and Youth Care Professionals (WACYCP) and the Association of Child and Youth Care Practice (ACYCP). She has extensive experience in youth development programming, Best Practices, Fund Development and Staff Development.

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**Felix & Carol Brooks, MS**  
**About the Writers**

**Felix Brooks Jr.** is the former Director of Diversity and Inclusion and International Admissions at Kalamazoo Valley Community College (KVCC), Kalamazoo, Michigan. Mr. Brooks also served as director of the countywide Learning Network Initiative for the Kalamazoo Community Foundation. Prior to working at KVCC Mr. Brooks served youth and families of the 9th Circuit Court Family Division, Kalamazoo,

Michigan for 30 years as a Probation Officer and Director of a youth transition program. He was an adjunct instructor in the Sociology department for 22 years at Western Michigan University (Kalamazoo), where he taught Juvenile Delinquency and Juvenile Justice Process. He has also worked as a trainer and consultant at the state and national level. Mr. Brooks holds both a BS and MA in Political Science from Western Michigan University.

**Carol Cramer Brooks** is an independent juvenile justice consultant providing training and technical assistance for staff and agencies in leadership, trainer and program development (confinement education, behavior management, and cognitive behavior training) as well as writing training curriculum for staff. Ms. Cramer Brooks is the former Director of the OJJDP's National Center for Youth in Custody (NCYC), a training and technical assistance center created to assist staff in juvenile detention, corrections and adult facilities serving youth and the past Chief Executive Officer of the National Partnership for Juvenile Services. Ms. Cramer Brooks has her Bachelor of Science in Special Education with an endorsement in Emotionally Impaired and Learning Disabled, as well as being a Special Education Teacher Consultant. She has her Masters of Arts in Public Administration with an emphasis in Program Development and Design. Ms. Cramer Brooks has experience in detention (county operated, pre-adjudicated status) and corrections (state operated, post-adjudicated treatment) facilities, government grants, and detention education.

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**Michael Mitchell, MAT**  
**About the Editor**

Michael Mitchell is the former Program Coordinator of the Youth Job Center (YJC) program of Briarpatch Youth Services, Inc. Madison, WI. He has 20 years of experience teaching and counseling court-supervised youth and adult clients, in career development and employment skills mastery. He is 1st Vice-president, Membership Services Chair, and on-line publications editor for the Association for Youth and Child Care Practice ([www.acycp.org](http://www.acycp.org)). He also has 25 years of supervisory and managerial experience with domestic and international for-profit companies and has traveled widely in the US and overseas. He enjoys free-lance writing, travel, weight training, volunteering and is allowed to live with two cats, Metoo and Brenda. Contact him at [propman46@gmail.com](mailto:propman46@gmail.com) ◇

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We also wish to send out a heartfelt recognition to the "behind-the-scenes" individuals, who handle the technical tasks, which make the formatting and distribution of the *CYC Advocate* possible: **Frank Eckles, Mary Krause, Laura Klemm, plus Paulette Marzahl of Pollygrafx.com**

**Would you like to be a contributing writer for the CYC Advocate? Tell us about your journey to Certification, share a helpful resource, express your opinion on a CYC topic or issue, or let us know if you would like to partner with the ACYCP in some way.**

**Just contact Michael Mitchell-Editor, [propman46@gmail.com](mailto:propman46@gmail.com) or (608)846-2860 in Madison, WI. ◇**

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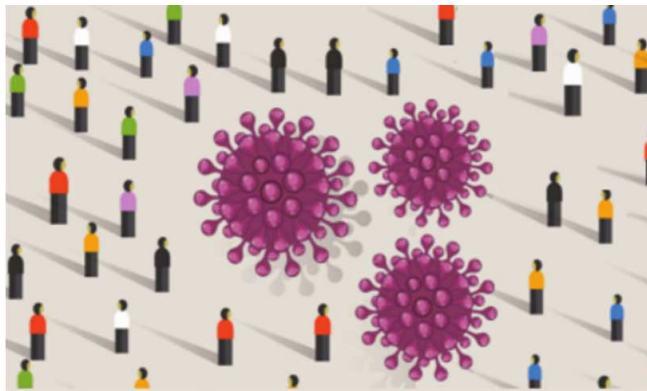
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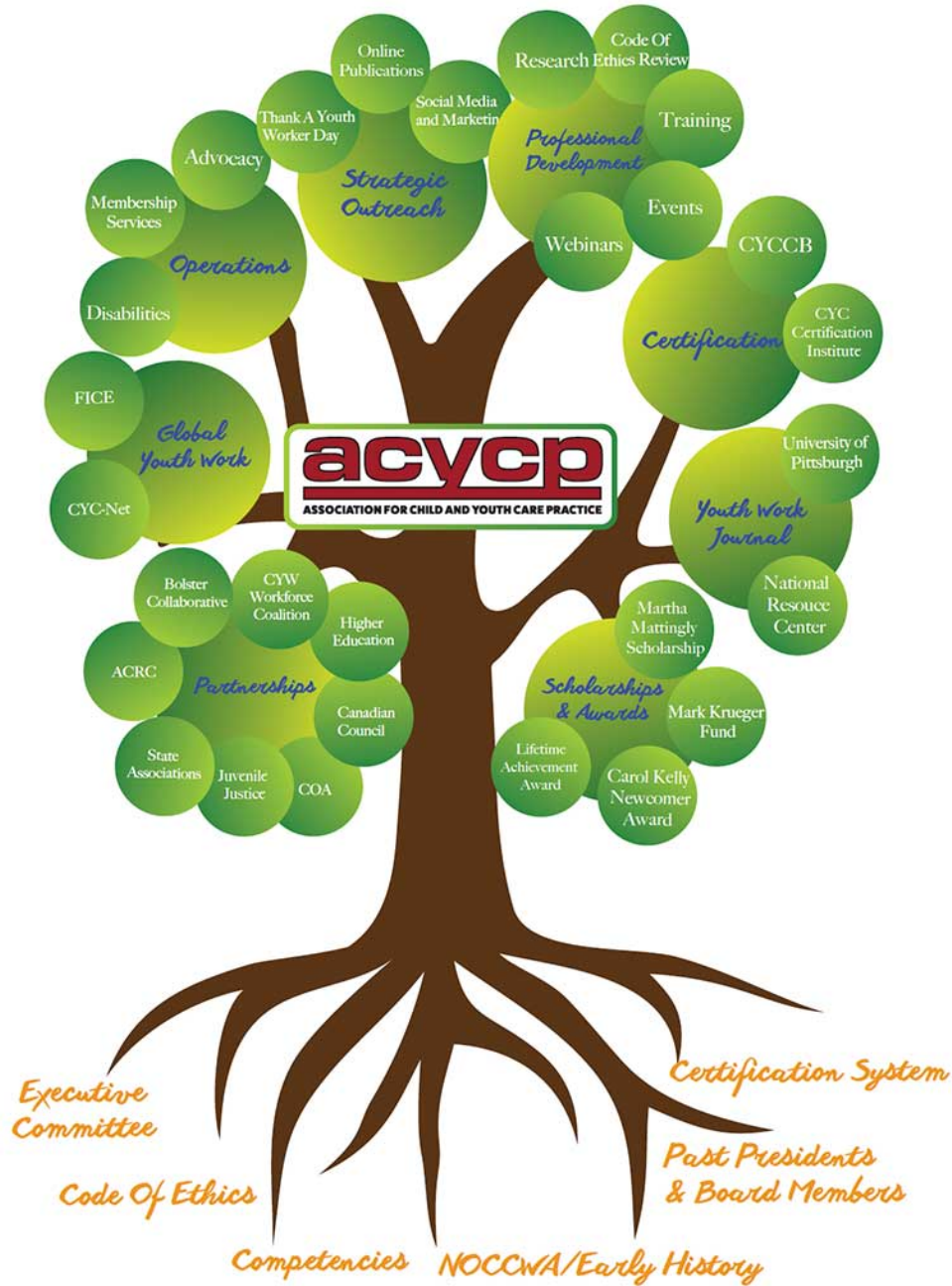
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Please mention that you heard about Youth Today through the ACYCP. Thanks!

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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).

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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!

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