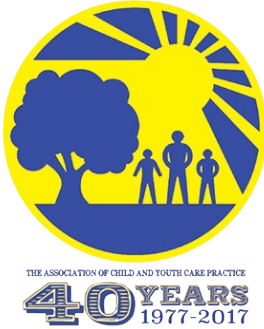


Your Quarterly News & Updates Vol.4 Issue 1/Winter 2019  
From The Association of Child and Youth Care Practice

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



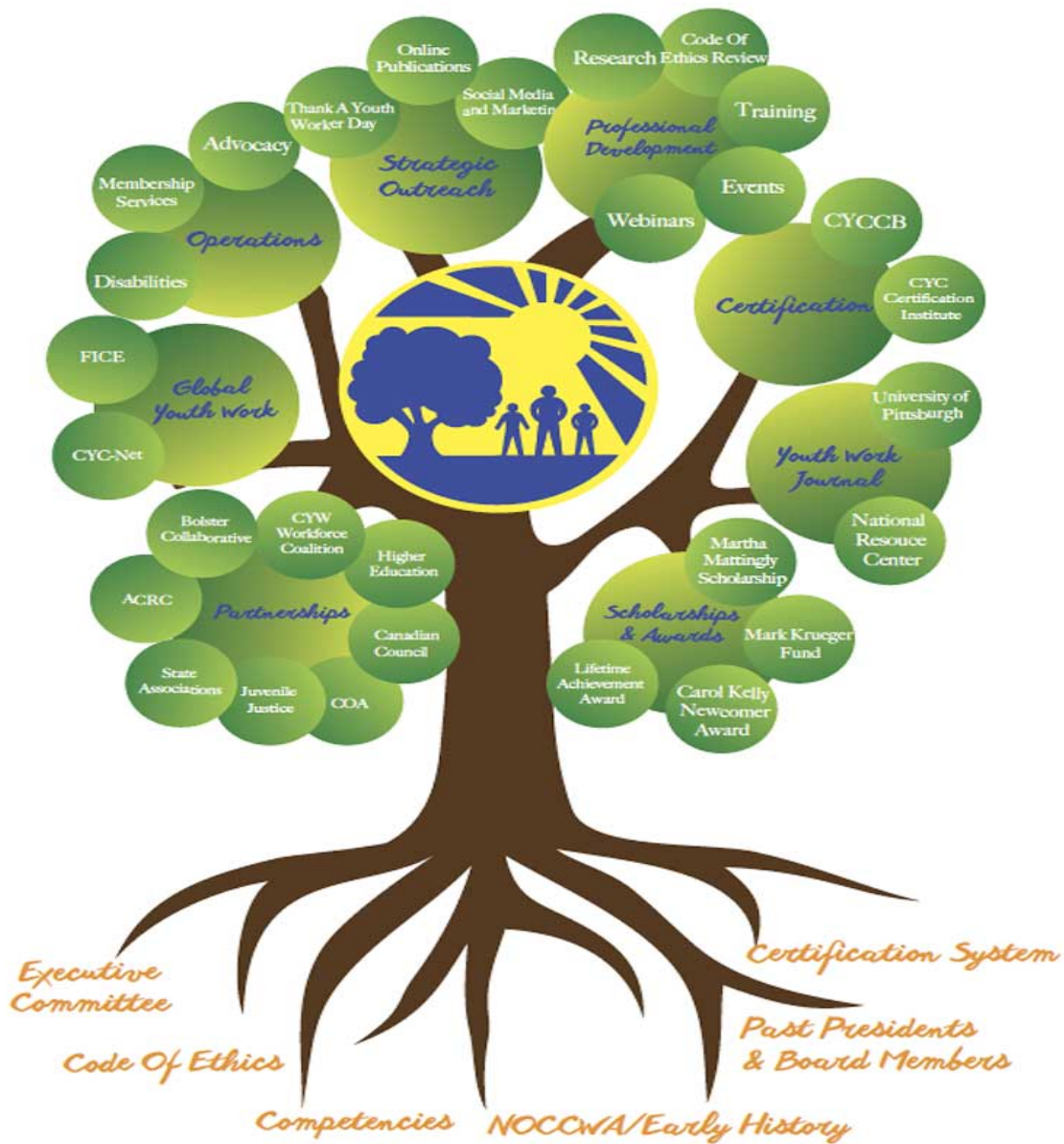
# THE CYC ADVOCATE

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

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

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**ACYCP President's Perspective**



ACYCP organization tree update, v5.0

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

### Happy New Year!

On behalf of ACYCP, I am proud to serve as President and I am thrilled to introduce some new board members, representatives and re-elected members. Membership, along with the Board of Directors, is the driving force of the ACYCP. We are a small powerhouse of dedicated youth and child work professionals, who work hard every day to advance the field in numerous ways. Just consult the organizational "tree" graphic above, to get a quick idea as to the many ways in which YOU can join us as we **help move the child and youth care profession forward in 2019.**



**We welcome aboard 3 NEW board members who are joining our existing team:**

**Salaw El Habib**, M.Sc., Director of Performance Measurement and Evaluation at the National Court Appointed Special Advocate Association, Seattle WA

**Susan Hunt**, BA, CYC-P, Social Worker CYSN/Guardianship at Ministry for Children and Family in British Columbia, Canada

**Jerriann Chandler-Ochoa**, LMFT, CYC-P, Director of Training and Staff Development at Hathaway-Sycamores Child and Family Services, Pasadena CA

**We welcome a new board representative for Juvenile Justice:**

**Dennis Orr**, CYC-P, Assistant Director, LaPorte County Juvenile Services Center, LaPorte, IN

**Five current board members were re-elected to new terms:**

**Winslow Brokaw**, Client Resource and Outreach Coordinator at the Hunger Coalition in Idaho was elected to Secretary

**Frank Eckles**, Executive Director of the Academy for Competent Youth Work in Texas was re-elected to 2nd Vice President

**Anne Brown**, Consultant at the Heritage Ranch in LA was re-elected to Delegate I

**Frank Delano**, Consultant at Professional Package Consulting in NY was re-elected to Delegate J

**Janet Wakefield**, Chief Exploration Officer at the Journey in IN was re-elected to Delegate L

**Tim Duffey**, President of Bolster Collaborative in ME was re-elected to Delegate M

**We wish to sincerely thank two retiring board members:**

**Rose Ann Renteria** - Delegate A

**TC Cassidy** - Delegate C

A **new column** is planned to run in the monthly **ACYCP Membership Memo** highlighting a board member or representative, so we can all get to know our leadership team members a little better- watch for it! ◇

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**SAVE THE DATE!**

**Tuesday, June 11th 2019  
Milwaukee, WI**

The **Wisconsin Association of Child and Youth Care Professionals (WACYCP)** and **Association of Child Residential Centers (ACRC)** are accepting sponsorships for the 2019 Annual Youth Care Conference. The all-day conference will be held on **Tuesday, June 11th 2019, in Milwaukee, WI**. It is being co-presented by both the WACYCP and ACRC.



This conference will be attended by youth care workers from the Midwest and nationally, and conference materials are emailed out to over 5,000 people.

**SEE YOU THERE!**

## Reflections from the JJ Side

### **FILLING BIG SHOES**



**By Felix Brooks Jr., MA & Carol Cramer Brooks, MA**

In a two-week span in October my experience in leadership development included two perspectives defining a current issue in juvenile justice: leadership succession. In the one week, Felix and I had the thrill to be reunited with colleagues at the gathering of the past-presidents of the National Juvenile

Detention Association (NJDA) in honor of this organization's 50th birthday. These individuals represented scholars and writers; practitioners from several disciplines, and lovers of children, all of whom had committed their skills and knowledge to the advancement of the juvenile justice field for the duration of their careers.

During the second week I facilitated the final week of a month-long Leadership Academy at a large urban juvenile justice agency. I have had opportunity to conduct academies like this in several jurisdictions across the country over the last few years. These individuals often represent the future in leadership in juvenile justice. All lead in their current jurisdictions. But some, like those who became part of the NJDA leadership during the last fifty years, have the hunger and will accept the challenge to lead the field.

Filling the Shoes with the Right Kind of Talent



Juvenile Justice is at a leadership crossroad; but it is an opportunity, not a crisis. It's a time when the leaders we have relied on for a very long time are (rightfully) transitioning into retirement and the next generation of national leaders have yet to step up and fill those shoes. Current national and local leaders have a great opportunity at this time to scan the pool, to promote and develop the individuals with the right kind of talent, willing and able to make the good and right decisions for the field and on behalf of justice involved youth and families.

### **Leaders with the right kind of talents have:**

1. Technical Skills and Knowledge – The leader understands current research, theory, and emerging best practice in juvenile justice AND is able to apply this information in setting and context. The leader values applied learning and is a life-long learner.
2. Experiences – The leader is a practitioner. When I looked around the table at the NJDA leaders, each one was a practitioner, had worked in the trenches and knew the field from experiential knowledge. In Emotional Intelligence training we talk about Experiential Empathy and Cognitive Empathy. Knowing about juvenile justice from a book perspective allows you to have cognitive empathy. Having experience working within the field, inside the facilities allows the leader to also have experiential empathy, an important component in leading the field.
3. Emotional Intelligence – Emotional Intelligence requires the leader to have a high level of self and social awareness in order to perceive and manage their own and others' emotions. Researchers conclude that the higher leaders rise in the organization/field, the more important emotional intelligence becomes to their success.
4. Passion – In a 2014 article titled "Why Passion Matters, According to 15 of the Most Inspiring People," ([https://www.huffingtonpost.com/2014/04/02/inspiring-quotes-passion\\_n\\_5077853.html](https://www.huffingtonpost.com/2014/04/02/inspiring-quotes-passion_n_5077853.html) ) passion is described as "the energy that keeps us going, that keeps us filled with meaning, and happiness and excitement, and anticipation." This is the level of feeling and commitment that new leaders in juvenile justice must have for their work in juvenile justice. A passion for juvenile justice is what drove those NJDA leaders to stay in the fight for their entire careers, each one having a career spanning at least thirty years.

In addition, it is important that this new generation of leaders represent a more diverse cross section of our society. It is no secret that minorities are overrepresented in the criminal justice system, including the juvenile justice system. It is also no secret that many emerging minority leaders possess the right kinds of talents, so it follows logically that new leadership in juvenile justice should reflect the demographics of our juvenile justice communities.

It is time for our "emerging" leaders to continue their transformation and move on to the bigger playing fields. Finish or start your advanced education, expand your experiences, connect to people in the field with similar values and goals and become partners in your leadership development. For the sunset leaders and those that have retired and still want to give back, consider making your final gift to the profession to mentor, to coach, to financially support the development of the next generation of leaders in juvenile justice. When new and veteran leaders work together, we avert crisis, we maximize opportunity AND as a system, we produce better outcomes for youth and families in our care. ◇

# 4 EASY WAYS TO HELP END HUMAN TRAFFICKING



[**Editor's Note:** The following is re-printed (with edits) with permission from Cornerstones of Care at <https://cornerstonesofcare.org/about-us> and was first posted on January 7, 2019.]

January is National Human Trafficking Prevention Month. Children, especially those who are abused or neglected in their own homes, are especially at risk of becoming one of the 20 to 27 million people trafficked worldwide for labor or sex. The average age of a child exploited through sex trafficking is 14 or 15.

So what can you do about it?

There are three apps that make fighting human trafficking something that you can easily do every day.

The International Labor Organization estimates that there are 20.1 million people trapped in forced labor worldwide, making it the most prevalent form of human trafficking. The Ethical Barcode app allows you to scan the barcode of any product in the grocery store to quickly discover who manufactured it and whether they use ethical labor practices so you know what you're truly supporting when you purchase their goods.

The TraffickCam app can be used when you're traveling. By uploading photos of your hotel and Airbnb rooms, you're helping law enforcement recognize and determine where perpetrators of sex trafficking are committing their crimes.

The Ban Human Trafficking app is sponsored by the European Union. In this app, users select a character and they are placed into situations where the choices you make may lead your character to being trafficked based on your answers. It is a very eye-opening and educational tool.

In addition to all of this, if you suspect an instance of human trafficking or are in need of assistance or support, call or text "BE FREE" (233733) to 1-888-373-7888. This hotline is available 24/7 as a recourse to both assist victims of trafficking and those working to prevent it.

If you want more information on the complexities of human trafficking and how to prevent it, sign up for one of our upcoming training sessions. Together, we can work toward ending this form of modern slavery and help those it affects get the help they need.◇

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Now Hear This:

**WITH ACYCP YOU'RE ALWAYS CONNECTED**



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

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

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

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

**So let's all get 2019 off to a great start by renewing or upgrading that membership TODAY!** ◇

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## Thinking Like the Fox

# TEACHING LESSONS FOR LIFE

**By Lorraine E. Fox, Ph.D.**

Happy New Year. They say "there's nothing new under the sun" but of course we know that's not true. There's always a chance we'll hear or see something today that we've never seen or heard before! That's one of the features of CYC work that keeps it always interesting and never "easy". It's also true that there's always a "new" kid, and we now have to learn who he or she is, so we can figure out how to help them.

When I last spoke in the Fall 2018 column, I discussed some unfortunate life lessons learned in abusive and neglectful families. Unfortunately, learning something doesn't mean that you've learned something that is always true. Kids living in situations where cause and effect are not related, because the mistreatment they receive was not anything they



caused, are not good at predicting outcomes from their behavior. A challenge for us is that previous lessons tend to be communicated through behavior, rather than with words. Another challenge is that while behavior gives us information, the information is not always easy to decipher. It becomes an interesting "mystery" sometimes to wonder why a child or teen would behave in a certain way, and what they expect from us.

I ended my last column with the challenge of pausing, before handing out a "consequence", to see if an unacceptable behavior tells us something about what our client has "learned" before coming to us, and whether we need to help them learn something else; something more accurate. As an example, we mentioned physically abused young people who are told that the "reason" they are getting hit is because of what they did. This is always a lie of course. People hit kids because they decide to hit them, and never because a child "asked for it". Many times in Care we'll see a behavior that is meant to find out if something they learned is true. Are you going to hit or punish me if I do this? Am I bad? Are you responsible for what's happening to me, or am I?

In treatment, if the behavior we are responding to was unacceptable, of course there will be a consequence, but it will never be hitting! But will it be something else that the client really didn't "ask for"? Not knowing what a behavior will cause, or getting unfamiliar consequences for behavior, is one of the stressful elements of placement for many kids in that life becomes less predictable than it was at home. They used to know what to expect, even if it was not something they deserved. Our task in treatment is to build in both predictability and safety, something that mistreated children and teens are not used to. We want to teach them, but we never want to hurt them.

In treatment, a "therapeutic (healing) environment", we respond to unacceptable behavior with discipline, not with punishment. The word "discipline" means "to teach". Disciples are learners. The way CYC's teach acceptable behavior is to follow up unacceptable behavior with consequences that are related to the behavior and are meant to build in predictability. I don't get a speeding ticket if I am not speeding. If I choose to speed, I am taking a chance on getting a ticket. A "therapeutic" consequence is meant to be a non-controlling, empowering intervention which also counters previous "faulty learning", such as that children cause adult behavior (I'm hitting you because of what you did). Discipline is used to teach children and young people how to manage their own behavior and to predict consequences. In non-abusive environments, consequences are chosen by the behavior a client decides to do, not by someone who is just angry because of a behavior they didn't like. In most situations, consequences are not "given", but are "chosen".



Even though we sometimes talk about "behavior management" CYC's are not actually paid to "manage" behavior, but to teach self-control and how to manage your own behavior. When adults manage children's behavior the child is not learning how to manage themselves, and will thus require constant supervision to avoid "misbehaving". A therapeutic lesson for life is learning how to choose a behavior that will get you the consequence – or result – you want, in a way that also keeps you out of trouble and avoids getting a consequence

you don't want.

The tool for building the skill of self-management is to provide realistic, reasonable, consequences for behavior. According to the dictionary, a consequence is "that which naturally follows". In non-abusive situations, consequences are related to the behavior that



precedes them. In abusive situations, however, the consequences do not match what someone wanted to get. If a child grabs onto a parent because they want attention or affection, or because they are frightened and want protection, and get pushed or slapped away, the consequence is not "natural" and they get confused. They learn **not** to turn to adults for refuge. That is because the adult reacted to what they did, not to what they wanted. CYC's are paid to be different.

Which leads us to today's question: In treatment, should a consequence follow only what a client did, or also to what they were trying to get from the behavior? We always know what someone did, but we may not know why. The primary question we want to ask before choosing a response is "what will the child/teen **learn** from how I respond, and how will the consequence for their actions help them behave differently and more acceptably to get what they want or need?"

Before deciding how to respond we want to understand what is motivating a child to act in a specific way. If we don't know **why** someone is doing what they are doing, we don't know how to help them act in a way that is more acceptable to us, and that will also accomplish their goals. Thus in terms of deciding what to do about what someone did, we need to consider: **Not only what, but why.**

Unfortunately, **behavior is not diagnostic!** There are many different reasons why people behave as they do, and many different reasons for different people doing the same behaviors. An un-helpful approach to behavior intervention is to focus only on **what** a child or young person does and to ignore the reason for the behavior. A more helpful approach demands that before responding to what a child did, we understand **why** they did what they did. I believe the focus on what, rather than why, explains why unacceptable behavior is repeated so often, even after interventions meant to get them to stop doing what they do. Not understanding the motive for the behavior prevents us from addressing the real problem. **The behavior isn't the problem, but is a symptom of the problem.** The real problem is not knowing how to get what they want in an acceptable way.

Understanding behavior from a child/youth's point of view allows us to become clear about the **purpose** of our intervention. Our task is to assure our client that we do want them to get what they want, and we want to help them learn how to do so in ways that keep them out of trouble. When we understand what the behavior is meant to accomplish, we feel more competent and creative in designing and selecting interventions that will meet **both** of our needs. Our need is to promote "acceptable" (safe, effective) behavior. The client's need is to get what they need without getting into trouble or getting an unwanted result. We can reassure clients that we are on their side. We're only disagreeing with them about **how** they're doing something, not about **why** they are doing something. There is always another way to accomplish a goal. We can help them figure something out that works for us, and works for them.

Since we don't talk that often you have a long time to ponder your assignments. Your homework until we meet again is to pay close attention to "consequences" you hand out in response to behavior. First, are they closely related to **what and why** a child or teen did what they did? Do they "naturally follow" the behavior? Can you explain the relationship between the behavior and the consequence to the client in a way they can understand? ("It's the rule" is not an explanation!) If not, it wasn't really a consequence. More next time. ◇

*[Photo Credit: Gabriella Fabbri/Freeimages.com ]*

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## Now Happening

# SHARING IS CARING!



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

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

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

For More information Contact:

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photo credit: FreeImages.com

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## Resources In Review

# THE POST-SECONDARY INTERN EXPERIENCE IN THE JUVENILE JUSTICE ENVIRONMENT, PART 3

**By Michael Mitchell, MAT**

[**Editor's Note:** The following article, Part 3 of a three-part series, is re-printed (with edits) by permission of the author and **This Week In Juvenile Justice, April 4, 2018**, [www.jjie.org](http://www.jjie.org) To read Parts 1 and 2, go to [www.acycp.org](http://www.acycp.org) and access the **Summer and Fall 2018** editions of the **CYC Advocate**.]



As previously covered, clear and timely communication, flexibility, plus a collaborative mindset are the essential elements of a vibrant juvenile justice or social services internship. However, without enthusiastic initiative taken by students, instructors and supervisors alike, gaps may develop which could undermine the best of plans or intentions.

Since the internship is primarily for the benefit of the student, interns should be prepared to assume the majority responsibility for seeing that the mechanics of the internship run smoothly.

This means speaking up promptly if deadlines are missed, or if components and stakeholders don't interact as expected. Likewise, interns should not hesitate to make suggestions to both instructors and/or supervisors if they discover additional learning opportunities, which might be incorporated into the program. Taking this kind of initiative is essential to acquiring one of the key attributes of a professional — anticipatory lifelong learning. Completion of a degree or certificate program of study is only the beginning, not the end, of what is required to not just survive, but to thrive in the demanding field of juvenile justice or human services.

### **Seek And You Will Find**

Some students may have little choice but to take the initiative, especially if tasked by their instructor, department or school with finding their own internship placements. However, this doesn't mean that students need to go it alone. Collaborating with other students can reduce the workload. In seeking the assistance of county or city social service departments, the juvenile justice authorities or community non-profits, students will likely find enthusiastic professionals, who are more than willing to assist. This assistance may include personal referrals, introductions and/or general brainstorming. Checking in with the campus placement office can also help in developing employer leads.

With the proper support of the instructor, students may even convince an employer to participate in the program for the first time. Working up talking points with the student will help them clearly and concisely communicate what they are seeking in order to secure an internship opportunity.

Experienced Concordia University professor Varda Mann-Fedder states, "...the key is that the classroom instructor give the right support to both the supervisors and the students. This is labor intensive, but is the absolute best way to maximize outcomes for everyone."

### **The World Is Your Oyster**

Employers seeking to attract interns might start by developing a database from an online exploration of post-secondary institutions both local and a bit more distant. Since juvenile justice and social services draw from a wide combination of major and minor areas of

study, agencies are encouraged to cast a wide net. In addition to specific programs in criminal justice or social work, supervisors will want to look at teaching, psychology, sociology, non-profit management, and child and family development to name just a few. A short promotional email message, directed to the department head, is the first step in getting the message out to instructors and students alike. Start the message with "Please announce, print, post and forward as you see fit." Work up a streamlined flyer attachment, with bullet points as to the benefits of working in the agency or program. Contacting a school's placement office may also yield results, as graduate placement and internship placement share much in common.

It's important to remember that internships need not coincide with the school term, and that most students return home from state-wide and out-of-state campuses for the summer.

Employers will want to reach out to two- and four-year institutions, both undergrad and graduate programs alike. Some of the most motivated and committed intern candidates have proven to be returning adult students from 2-year or technical colleges. These students bring with them life experience and maturity, from first careers, military service or family-raising, which is invaluable to a quality internship experience for all involved. In addition, these returning students especially offer fresh perspectives and innovative ideas, which can truly ramp up the collaborative spirit of any internship.

As previously mentioned, synergy can make a good internship program into a great one. If an agency has several different programs, it's wise for program coordinators to collaborate in recruiting and enrolling the best candidate for each particular program. This can be accomplished through joint interviews, where students and supervisors are able to exchange program objectives and review student learning and career goals. This saves time and energy for all concerned.

### **What Goes Around Comes Around**

In closing out an intern's tenure, supervisors and instructors have an essential responsibility to capture as much student feedback as possible. As with a strong curriculum model, both of these stakeholders need to take qualitative and quantitative measurements, which generate outcome data, then feed that back into the program design and operations. Unlike the Twelve-step slogan, it's a mistake to "take what you like and leave the rest." Outcome data left on the table is a priceless opportunity squandered. Re-integrating feedback into program revisions and enhancements produces a beautiful synergy, which becomes almost self-perpetuating. This keeps programs fresh, responsive, relevant and innovative. This can be done in two ways.

Not unlike the weekly activity summary, which is used as a formative assessment tool, the intern exit evaluation should articulate the totality of the experience for all three stakeholders, but especially the supervisor and the intern. This document can act as an informal summative evaluation for the instructor.

### **Questions might include:**

How would you characterize your overall internship experience?

To what extent did you achieve your personal internship objectives and those of the course?

What personal advice would you like to give your supervisor and instructor?

The other productive summary activity is the exit interview with the agency CEO or program director. This allows the student to be openly candid about their experience. These fresh insights can prove invaluable to a management team, which is open to applying a synergistic model to the entire agency.

From beginning to end, timely written or verbal communication, clear expectations, initiative, innovative creativity, and synergy are the essence of a quality internship. The following are examples of what a well-designed and executed program can mean to students:

"It has been a wonderful experience. I've learned from the best that human services has to offer in my opinion. [My supervisor] has been patient with me in times of need, but he also has helped me set high expectations. This allowed me the room I needed to grow. Working with the rest of the staff throughout the agency has also been very beneficial." **Female undergrad, 4-year public university, Criminal Justice Certificate program**

"I need to be more direct with clients and not give them an excuse to not do something. Instead of saying 'if you could return those forms' say 'we need those forms by this date'. I could use a better understanding of how/when to withdraw a client from the program. I need to be quicker at calling clients and be more confident when talking to them. Lastly, I need to start taking the first steps toward reaching my learning goals." **Male graduate student, 4 year private college, psychology major/criminal justice minor**

This type of honest insightful feedback is priceless to supervisors and instructors, who are self-confident and professionally focused, yet flexible and quality-minded.

### **The Gift Which Keeps On Giving**

Yes, setting up a quality internship program is initially labor intensive. However, working collaboratively with an outcome-based mentality, instructors, students and employers can jointly create a peerless educational experience. This in turn, may well improve client services, staff morale, employee acquisition and turnover, plus community goodwill. Done smartly, post-secondary internships can generate years and years of diverse, quality and enduring benefits.◇



Michael Mitchell has worked with more than 30 post-secondary interns from four-year and two-year institutions, who have worked with juvenile court-supervised, at-risk, special-education teens, plus adolescents with clinical mental health issues. He is a first vice president, online publications editor and membership services chair for the [Association for Child and Youth Care Practice](#). Write to him at [propman46@gmail.com](mailto:propman46@gmail.com). He wishes to acknowledge his sincere gratitude to Program Director Jay Kiefer and Director of Finance Shannon Algrem, both with [Briarpatch Youth Service](#) of Madison, Wisconsin, for their indispensable assistance in the preparation of this series.

Thoughts on starting a new year...

"These are the things I learned (in Kindergarten):

1. Share everything.
2. Play fair.
3. Don't hit people.
4. Put things back where you found them.
5. Clean up your own mess.
6. Don't take things that aren't yours.
7. Say you're SORRY when you HURT somebody.
8. Wash your hands before you eat.
9. Flush.
10. Warm cookies and cold milk are good for you.
11. Live a balanced life - learn some and drink some and draw some and paint some and sing and dance and play and work everyday some.
12. Take a nap every afternoon.
13. When you go out into the world, watch out for traffic, hold hands, and stick together.
14. Be aware of wonder. Remember the little seed in the Styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.
15. Goldfish and hamster and white mice and even the little seed in the Styrofoam cup - they all die. So do we.
16. And then remember the Dick-and-Jane books and the first word you learned - the biggest word of all - LOOK."



— **Robert Fulghum**, All I Really Need to Know I Learned in Kindergarten

## NEED HELP WITH YOUR CYC CERTIFICATION APPLICATION?



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

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

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

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

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

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

Webinars are all scheduled at:

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

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

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

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## What About Me?: Self-care When You're Giving It Your All

# HOW TO STAY HEALTHY WHEN ILLNESS HITS HOME

It's that cringe-worthy moment we all dread: when your spouse comes down with a nasty GI virus, or your child sprays you with a sneeze, or your coworker insists on coming to work sick and then coughs all over the office supplies. You reach for the hand sanitizer and think: "Please let me dodge this viral bullet."



"At the end of the day, the world really belongs to the

germs, and we just live here,” says [Joseph McBride, MD](#), a [UW Health infectious disease expert](#). “It’s probably very likely that we will come down with something this winter, and we do what we can to lower the risk to our loved ones. But all the efforts we take don’t eliminate the risk; it just lowers the risk.”

At this time of year, influenza or respiratory viruses are the most likely to spread, though gastrointestinal and even bacterial gastrointestinal illnesses can be transmitted through household contact, too. While we can’t encase ourselves in a bubble, simple preventative measures can make a difference, McBride says. He shares these tips on how to stay healthy when illness strikes your home or workplace.

## **How to Stay Healthy When Everyone Else Has a Cold Feeling Ill?**

Don’t leave the sofa. Have a video visit with a provider using your computer, tablet or smartphone.

[Log into UW Health Care Anywhere and get started](#)

**Get your flu vaccine.** “It’s the best way to prevent your loved ones from catching influenza,” McBride says. “Obviously influenza vaccine has no impact on all the scores of other viruses that are out there, but it can keep you from developing influenza, which can be very serious.”

It can be hard to tell the difference between a simple cold and the flu, but if you or a family member suddenly develops a high fever and severe cough, get evaluated by a doctor. If it turns out to be influenza, you or other household members may be candidates for a preventative antiviral drug. “Prompt diagnosis for influenza is really important because it’s just a more serious disease,” he says.

**Protect those most at risk.** Those who are over 65, pregnant or have chronic medical conditions (including heart disease, asthma, neurological conditions, lung disease, HIV or other conditions) may not be the best caretakers for someone who is sick.

“Those people are more likely to develop more severe reactions to influenza or respiratory viruses,” McBride explains. You may not have a choice if there’s no one else to help, but if you can, ask another family member to tend the sick person if you’re in a high-risk category. If possible, children under 5 should also keep their distance from those who are sick.

**Watch for droplets.** The most common way we catch a cold or the flu: by inhaling an infected person’s droplets, whether it’s from a sneeze, cough, or even talking or singing. If you know someone is sick, keep your distance physically. If you’re a parent of a sick kid, position your body so that your child is less likely to sneeze or cough into your face — for example, snuggle with their body facing away from yours. If you’re open to more dramatic measures, you could even wear a face mask or gloves while caring for a sick loved one.

**Sanitize those surfaces.** “Some of these respiratory viruses live on surfaces like telephones, cups and dirty laundry, and you touch those surfaces and then put your hands on your face or nose. Phones are especially notorious for harboring germs,” McBride says. “To really lower your risk, you need to block both the droplets and the transmission through surfaces.”



**Regular cleaners are sufficient.** “A lot of people worry about the best type of cleaners to use, but what’s more important is the breadth of what is cleaned,” McBride says. “You don’t need to go overboard. The whole house doesn’t need to be turned upside down and bleached. But make sure at least once a day to wipe down countertops and the sink, and replace cups.”

Even after your family member or officemate is recovered, their germs could linger on surfaces. “Each respiratory virus is different — some are more durable than others,” he says. “With influenza, the virus can remain active on a surface between 2 to 24 hours, so clean once a day.”

**Be vigilant at the office, too.** “It’s hard in a big office setting to think that every counter is going to be wiped down, that everyone coughing is covering their mouth, and that everyone with symptoms won’t be coming into work. So we have less control over our exposure in a work setting,” he says. “But that said, you generally have less intimate contact with people at work than you do at home, so the risk of transmitting is less.” Regularly wipe down your keyboard, computer mouse, phone and any other shared office equipment with disinfectant.

**Create a sick room.** Your goal is to isolate the rest of the household from the sick person as much as possible. “You want to make them comfortable, but if you have the ability to bring them things like food and drink, rather than having them migrate through the house, that would be ideal,” he says.

**Line your trash can.** “A trash can with used tissues is a highly infectious area,” McBride notes. Use a plastic liner so that you don’t have to come in contact with used tissues and so that your trash can isn’t contaminated.

**Open a window.** It may be tougher on those bitterly cold days, but good air flow can help. You could simply open a window or use a fan to direct air outside. “A lot of these viruses lay in the air and then settle down onto surfaces,” he explains. “So if you can recycle air out of the room, that would encourage droplets to be moved outside of the room instead of staying stagnant.”

**Wash the laundry.** When someone in your house has been sick, it’s important to promptly wash towels, bedding and clothes, and wash your hands after handling the laundry. “Dirty laundry is notorious for spreading germs,” he says.

**Wash your hands frequently.** It’s commonsense, but still worth noting. Wash your hands as soon as you come home, after using the bathroom, before you eat, and whenever else you may have come in contact with an infected person or surface. Ideally, wash your hands for the length of two “happy birthday” songs. Also, remind the person who is sick to wash their hands regularly to limit the germs they spread through the house. Hand washing is the best way to ward off GI viruses, which are spread through fecal contact. “Norovirus, in particular, is very infamous for being incredibly transmissible,” McBride says. “It doesn’t take a lot of virus to get you sick.” If a sink isn’t handy, alcohol-free hand sanitizer is also a good option.

**Be extra careful to banish germs after strep.** With most other viruses, your body builds up antibodies that prevent you from getting that same virus again, but Group A strep can cause repeat infections. It’s a good idea to replace your toothbrush after strep to avoid re-infecting yourself.

**Take care of yourself.** Not everyone who is exposed to a virus actually becomes ill. "People who are healthier and more active are less likely to get sick," McBride says. It's yet another reason to keep up that exercise routine.

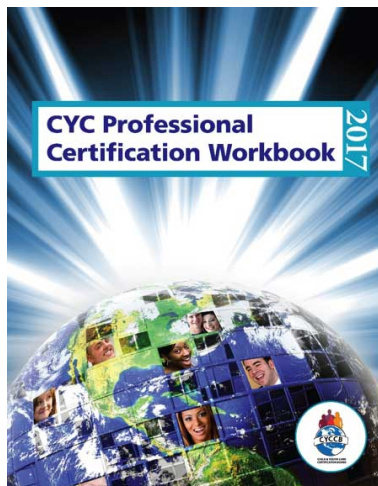
**Don't count on preventative products.** While some people might swear by over-the-counter products like Airborne, "there's not a whole lot of evidence that they actually work," McBride says. The best way to avoid getting sick is to simply avoid exposure in the first place.

**Just do your best.** "Not all families have the ability to separate people or to get masks, but even these small things like hand washing and having a separate trash for used tissue could make a difference," McBride says. ◇

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## CYC PROFESSIONAL CERTIFICATION WORKBOOK PUBLISHED



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

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

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

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

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

[Order a manual at this LINK](#)

## The Other Half of the Job

# 11 SIGNS YOU'RE A BAD BOSS (& HOW TO FIX THAT)

[**CYC Advocate Editor's Note:** Starting with this issue, we plan to run periodic articles on the non-direct service aspects of CYC work, in hopes that they will help readers work more efficiently and effectively. This should ultimately improve every aspect of CYC professional life. Sincere thanks to Hubspot for reprint permission. Photo: Pixabay.com]



**By Sophia Bernazzani**

"If you're a people manager, you most likely have a lot on your plate. But just because you've been tapped to lead a team doesn't mean you don't have room to improve. In fact, constantly challenging yourself to improve is more important for you than ever, because now, your team of employees are counting on you -- for coaching, guidance, mentorship, and advice. It's tough to honestly evaluate how you're doing as a boss, so scan through the list of signs you're a bad boss below -- then read how you can improve if you see any warning signs."

[READ MORE](#)

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## The Accidental Practitioner

# 12 LEARNING POINTS FROM THE FILM "SHORT TERM 12"

**By Dale Curry, Ph.D.**

Although many of us have found our way into child and youth care accidentally, we can be intentional about our continuing professional development. The planful use of video is one strategy that can effectively be used to model skills as well as prompt discussion for further reflection.

Short Term 12 is an award-winning film that had limited site showings but was previously shown on Netflix and is now available on DVD, Prime Video, and other sources. Writer and director Destin Daniel Cretton based the film partly on his own youth work experiences in a group work setting. This is an extremely well-written and acted drama illustrating youth work in an out-of-home care setting that provides numerous potential learning opportunities for students and practitioners. The main youth worker character (Grace) is portrayed by Academy and Golden Globe awards recipient Brie Larson who will also star as the lead character in the upcoming movie Captain Marvel (**I always knew child and youth care workers were superheroes**).





This one hour and thirty-six minute film can be enjoyed by watching in entirety in one time period; but a more effective strategy is to periodically pause the film to highlight key learning points and/or prompt brief learning discussion times. Although, I am highlighting only 12 potential learning points below, many more than 12 exist throughout. In conjunction with viewing the film, you may want to review the Garfat & Fulcher, 2011 seminal article "Characteristics of a Child and Youth Care Approach" and revisited article in 2018 by Garfat, Freeman, Gharabaghi, & Fulcher. Many of the 25 characteristics are displayed and can easily be highlighted when displayed. [The written script of the film can be downloaded from the following website.](#) After viewing the film several times, the script may be helpful in deciding where to pause the film to emphasize key points and/or facilitate more in-depth discussion.

1. Intervention within the life space (including de-escalation strategies and recovery).
2. Relational child and youth care in action.
3. Workers balancing an emphasis on building relationship with concern for program structure and limit setting (use of authority).
4. Stressors on youth and staff.
5. How personal issues can affect performance.
6. How past issues/experiences bring many of us to this work and how these experiences can make us more effective and how they can potentially hinder our effectiveness.
7. The "power" and potential impact of youth workers "hanging in" during good and bad times and the lack of formal power given to youth workers by some administrators and other professionals.
8. How workers may be "introduced" to the job. While not the main character, a worker (Nate) is oriented to our work on his first day and subsequently continuing to learn from his supervisor, co-workers and young persons.
9. The commitment and relational skills of child and youth workers and their advocacy efforts for youth.
10. When and when not to use self-disclosure in connecting with youth (provides an opportunity to trigger discussion). Are the professional boundary principles in child and youth care different from other helping professions? Is it okay to sit on the bed of a young person when intervening in the life space?
11. The use of profane language with youth (is it appropriate at times or unprofessional?).
12. The importance of storytelling in passing on the knowledge base (the film begins and ends with a youth work story).

If you are using the film to teach students or train workers, you may want to keep a few instructional tips in mind.

- Before using the film with learners, preview the film several times identifying key learning and pausing points.
- Introduce the film by asking the viewers to keep in mind key learning points. You may want to provide a worksheet of the key learning points (such as the 12 listed in this article). I also provide a list of the 25 cyc characteristics (Garfat & Fulcher, 2011).
- As mentioned previously, periodically pause the film throughout to emphasize key learning points.
- Consider having a few times for small group discussion with a worksheet to guide

discussion. Some questions that I have used are below.

What feelings does Nate experience throughout his first day as an employee at Short Term 12?

What does Nate need? What support would be helpful for Nate?

Which of the 25 Characteristics of Child and Youth Care Workers has Nate displayed on his first day? Have any of the other workers showed any of these characteristics?

What feelings did you experience on your first day at your agency?

What did you need on your first day? What support would have been helpful?

Which of the 25 Characteristics of Child and Youth Care Workers were you able to display on your first day? Which took you longer to adopt?

How can child and youth care agencies support new employees?

What strategies can administrators adopt to ease a worker's transition into a child and youth care role?

How are the youth workers interacting with the young persons in their everyday lives?

To what extent are the youth workers focusing on the young person's needs?

What are some examples of the youth workers "hanging in" and "hanging out."

In what ways are the youth workers engaging with the young persons?

How are the youth workers balancing their use of relationship with their use of authority?

How would you describe the interactions between Grace and Jaden?

- Never leave the room. Watch the learners' reactions to the film-there are some powerful moments in the film. You will need to be prepared to process from a child and youth care perspective. I sometimes use the phrase I over E – Intelligence over emotion. We need to be in-tune with our feelings but use our professional child and youth care knowledge to understand.
- Have sufficient lighting to see the film without encouraging drowsiness.
- Always debrief.

While we may certainly disagree with how many things are handled (and the lead character certainly goes too far letting her past issues affect her judgment), this is the first "made for a general audience" movie I am aware of that so realistically portrays the life of youth and youth workers in out-of-home care - yet in such an entertaining way. This is a powerful film. Actively engage with the film and learn!◇

## **References**

Garfat, T., Freeman, J., Gharabaghi, K., & Fulcher, L. (2018). Characteristics of a relational child and youth care approach revisited. *CYC-Online*, 236, 7-45.

Garfat, T., & Fulcher, L. (2011). Characteristics of a child and youth care approach. *Relational Child and Youth Care Practice*, 24 (1-2), 7-19.

## **Appendix**

### **25 Characteristics of a Child and Youth Care Approach (Thom Garfat & Leon Fulcher)**

1. Participating with people as they live their lives.
  - Being with and participating with people in everyday moments of their lives.
2. Rituals of encounter.

- Giving conscious thought to the ways we engage with one another.
  - Developed through cultural protocols.
3. Meeting them where they are at.
    - Accepting people for how they are and who they are.
    - Responding appropriately to their developmental capabilities-accepting their fears and hesitations, celebrating their joys.
  4. Connection and engagement.
    - Unacceptable to blame others when they are unresponsive; it is the practitioners obligation to work towards connection.
    - Relationship is the foundation of all CYC work and connection is the foundation of relationship.
  5. Being in relationship.
    - Engaging in a deep and profound manner which impacts both the young person and CYC practitioner.
    - Open and responsive when most mortals – and professionals – quickly distance themselves.
  6. Using daily life events to facilitate change/promote learning & development.
    - Using every day, seemingly simple, moments as opportunities for learning-development-change
    - The moment and its potential for powerful change is central to a CYC approach.
  7. Examining context.
  8. Intentionality.
    - Everything done with a purpose.
    - Continuous reflection in the moment.
  9. Responsive developmental practice
    - Responding to needs in a manner that is consistent with a person's development.
  10. Hanging out.
    - Investing in the work of building relationships of trust, safety, connectedness, and intimacy. It takes time!
  11. Hanging in.
    - Does not give up when times are tough.
  12. Doing "with", not "for" or "to."
    - Engaged with young people in the process of their development-alongside them as a guide.
  13. A needs-based focus.
    - Helping persons identify their needs and find satisfying ways of meeting them.
  14. Working in the now.
    - Focused on what is happening in the present.
    - If a person can change in the present their way of being with others, they can change in other situations.

15. Flexibility and individuality.
  - One size does not fit all.
16. Rhythmicity.
  - Engaging in a synchronized, dynamic connection with another. Connecting in rhythm.
  - Paying attention to the rhythms in a person's life.
17. Meaning-making.
  - A process a person goes through in making sense of life experiences.
18. Reflection.
  - A process one goes through when thinking about one's work – before, during and after an encounter.
19. Purposeful use of activities.
  - Arranging learning and development experiences-promoting new possibilities.
20. Family-oriented.
21. Being emotionally present.
  - Allowing oneself to be in the moment with another. Being present with another while being present with oneself (self-awareness)
22. Counseling on the go.
  - Life-space counseling.
  - Moments of connected interaction are often more powerful than traditional intervention/therapy.
23. Strength-based and resiliency focus.
  - Must be a "skilled hunter" – seeking out strengths in others.
  - Helps others experience themselves as competent and worthy.
24. Love.
25. It's all about us.
  - You are your greatest asset/tool. Importance of self-awareness.
  - Importance of the team! We're all in this together.

[Editor's Note: Information about viewing this film on-line may be obtained [by following this link.](#)

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



This column will return in the Spring 2019 issue. ◇

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## Now Happening

# CALLING ALL INSTRUCTORS!

Do you have skill sets in a youth and childcare (CYC) specialty? Would you like to share your talents, knowledge and experience with colleagues in the U.S. and Canada?



Whether you are a novice or an experienced presenter, ACYCP's Professional Development Committee would like to hear from you! We can help you with every step of the process, from creating PowerPoint slides to tips on how to organize and pace your presentation. Like so many of ACYCP's activities, you'll be helping your CYC colleagues do more and do it better, while advancing your own skills. In addition, it will look great on your resume.

We're looking to schedule a line-up of presenters for each quarter of 2019. So holler back and sign-up to take yourself, your colleagues and ACYCP to the next level!

"I appreciated this webinar's focus on personal and professional growth/development"-  
**Resumes, References and Cover Letters**

"Very beneficial exercises and group engagement..."-**Social/Emotional Intelligence**

**For more information, kindly contact:**  
**Michael Mitchell (Initial Coordinator)**  
**(608)846-2860 (Madison, WI)**  
[propman46@gmail.com](mailto:propman46@gmail.com)

*(Photo credit: Pixabay.com ) ◇*

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Now Happening

# GETTING THE JOB: DEVELOPING A GREAT INTERVIEW STRATEGY

Webinar with **MICHAEL MITCHELL, MAT**

**THURSDAY, FEBRUARY 21, 2019**



**Bad News:** Interviews are an inescapable and challenging fact of professional life.

**Good News:** Any job applicant can learn to develop a strategic interview plan, which uses specific and effective skills to get the job offer.

In today's child and youth care (CYC) environment, funding, political events or other dynamic changes can find CYC professionals out on the street looking for their next position, with little or no advance notice. Conversely, what if you were offered a promotion, or advancement opportunity, with another employer? Would you be prepared on short notice? In competing with dozens of other applicants, would you nail the interview and land that all-important job offer?

Having a well-organized and rehearsed strategic interview plan can help any job applicant not only master basic interview requirements, but turn its challenges into opportunities.

So why not be prepared now? Preparing today can bring so much peace-of-mind later, just when you need it most. This is a very "real-world" training, which everyone can use, regardless of your organizational position or community-of-care.

## **In this webinar, participants will be able to:**

- Identify what an employer might specifically ask of a job applicant
- Categorize their skills to match specific employer requirements
- Use a concise and accurate one-page professional resume as preparation for the interview
- Know how to trouble-shoot some of the more common interview challenges
- Recognize the value of appropriate interview attire and behaviors
- Identify how an employer's job description is the key to the interview
- Know the strategic use of psychological preparation for interviews
- Know how to adapt to different interview formats
- Develop mandatory questions to ask the employer in the interview
- How to appropriately respond to a job offer or rejection
- Know why interview follow-up is critical to getting the job offer regardless of their CYC specialty or organizational position.

## **ACYCP Competencies Addressed:** PROFESSIONALISM

- ◇ Professional Development and Behavior (#2)
- ◇ Personal Development and Self Care (#3)

**Cost:** ACYCP Members-**FREE**

Non-members - \$5US

**Registration:**

**Non-members** [please follow this webinar registration link](#)

**Members**, please enroll by [contacting Michael Mitchell at this link](#).

**2-3:30 pm Eastern**

**1-2:30 pm Central**

**12-1:30 pm Mountain**

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



**Michael Mitchell is the former Program Coordinator of the Youth Job Center (YJC) program of Briarpatch Youth Services, Inc. in Madison, WI. He has 20 years of experience teaching and counseling clients in career development and employment skills mastery. He holds a master's degree in secondary education and has over 20 years of experience as a business manager, with domestic and international for-profit and non-profit companies.**

*Top Photo Credit (top): Pixabay.com*

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**Oh Canada!**

[**Editor's Note:** *This column will return in the spring 2019 edition of the CYC Advocate.*]



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**Healthy Kids, Healthy Adults**

**PARENTAL ABSENCE LEADS TO PRE-ADOLESCENT SMOKING & DRINKING**



[**Editor's Note:** The following posting was kindly made available by Julian Callahan and was first posted [at this link](#). This entry was posted in Resources on October 26, 2016, and is re-printed with permission.]



According to a study published this month by researchers at University College London, children who experience the absence of a parent by age 7 have an increased risk of abusing both tobacco and alcohol in their preadolescence. The researchers also concluded that engaging in such risky health behaviors as a preadolescent may severely impact a child's health down the line, as well as increase the chances of developing a dependency on tobacco or alcohol.

While the link is clear between childhood hardship and substance abuse during adolescence and later years, a lack of research existed regarding childhood hardship and such risky behavior before adolescence, by age 11.

Adverse childhood experiences, or ACEs, are what psychologists use as an umbrella term for any traumatic events during childhood that have long-lasting, negative effects on overall well-being later in life. These can include, but are not limited to, the death of a parent, the incarceration of a parent, physical abuse, mental abuse, emotional abuse, or even parental divorce. Separate studies have shown that ACEs are directly linked to adolescent alcohol abuse, as well as to tobacco use during adolescence and adulthood. The alcohol-related study showed that "Adverse childhood experiences are strongly related to ever drinking alcohol and to alcohol initiation in early and mid-adolescence," and the tobacco-related study showed that "Smoking was strongly associated with adverse childhood experiences."

### **Details of the Study**

The University College London collected data on 10,940 children who by age seven either had one or both parents die, or were separated from one or both parents. The subjects were a part of the larger Millennium Cohort Study, currently underway in the United Kingdom, which monitors 19,000 children for a wide range of behaviors.

According to the University College Londo study, children who experienced the absence of a parent were over 80% more likely to use tobacco and were 46% more likely to use alcohol by age 11. Children who experienced the death of (as opposed to the separation from) a parent were less likely to have consumed alcohol, but among those who had consumed alcohol, were more likely to drink enough to be drunk. However you want to

look at these statistics, the conclusion of the study is impossible to argue with: "Children who experience parental absence should be supported in early life in order to prevent smoking and alcohol initiation."

In addition to parental absence increasing the risk for early substance abuse, the researchers came to two other important conclusions. Once pre-adolescent substance abuse occurs, the chances of adverse health effects and the chances of developing a substance dependency both go up. These conclusions are based on already-established evidence of these effects later in life.

Early smoking has been proven to increase the chances for lung cancer. Alcohol consumption prior to age 13 has been proven to increase the chances for alcohol dependence later in life. Why would it not be the same for pre-adolescents? The University College London researchers believe it is the same for them.

### **Attachment Theory (and how it applies)**

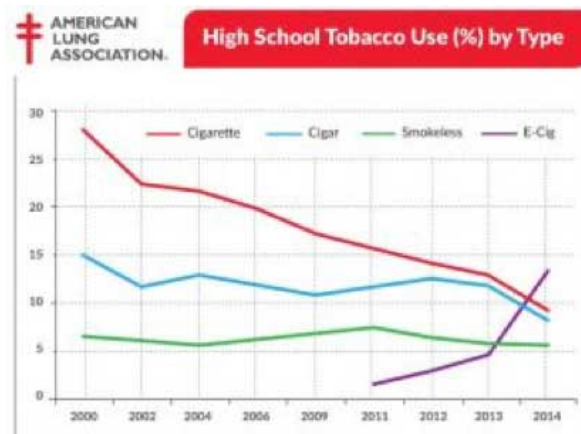
Developed by John Bowlby and Mary Ainsworth, attachment theory essentially states that a child with an emotional and physical attachment to his or her caregivers can give that child "a sense of stability and security necessary to take risks, branch out, and grow and develop as a personality." Working in reverse, this can also mean that without such an attachment, "a great deal of developmental energy is expended in the search for stability and security." Basically, children without strong parental bonds tend to be more fearful, more anxious, and more susceptible to stress.

Children without such attachment to their caregivers may also be more susceptible to substance abuse, which is parallel with the University College London study. Some doctors firmly believe that parental absence is a ripe ground for addiction. This is exemplified by the work of Dr. Ondina Hatvany in the case of 'Becky.'

Her name has been changed, but Becky is one of countless people without parental attachments who developed an early substance abuse problem. Hatvany says, "I believe that because Becky had not experienced the regulatory effect that secure attachment would have provided, she had to get creative. She had to find a substitute to help her regulate; alcohol became that substitute."

### **Pre-Adolescent Tobacco Use**

According to the Surgeon General, tobacco use is the leading cause of preventable death in the US. An astonishing 20% of all deaths, preventable or not, are caused by tobacco. Every day in America, nearly 4,000 people under age 18 smoke their first cigarette. More than four out of five everyday tobacco users begin using before graduating high school, and 99% of everyday tobacco users begin before age 25.



If discovering that one out of five tobacco users will die because of it doesn't speak loudly enough, consider that tobacco-

related injury and illness makes up 75% of all the money spent on healthcare in America. (This is well over a trillion dollars).

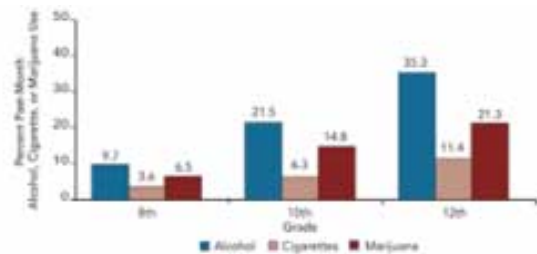
Cigars, cigarettes, electronic cigarettes, hookahs, vapor pens and chewing tobacco all hold the same risk. Nicotine is the active ingredient in all of these forms of tobacco use, which is known as one of the most addictive substances known to man. Nicotine reaches the brain within 10 seconds of consumption, and immediately releases adrenaline, creating pleasure and a buzz.

Cigar, cigarette and smokeless tobacco use among children has gone down, while electronic cigarette use has gone up. Still, these numbers are far too high.

According to Kids Health, children “might be drawn to smoking and chewing tobacco for any number of reasons — to look cool, act older, lose weight, seem tough, or feel independent.” The same logic applies to alcohol use, and furthermore, both tobacco use and alcohol use among children may be affected by the media. (This is discussed below, in the ‘Pre-Adolescent Substance Abuse and the Media section).

### Pre-Adolescent Alcohol Use

Alcohol is the most prevalent substance abused worldwide. This fact is the same for full-grown adults as it is for pre-adolescents. A national survey revealed that the majority of people in the US who regularly abuse alcohol began doing so early on. In fact, 75% of high school seniors have been drunk. 25% of seniors had binge drank in the last week. Every single day, 8,000 American children try alcohol for the first time. Over 20% of children use alcohol by age 13.

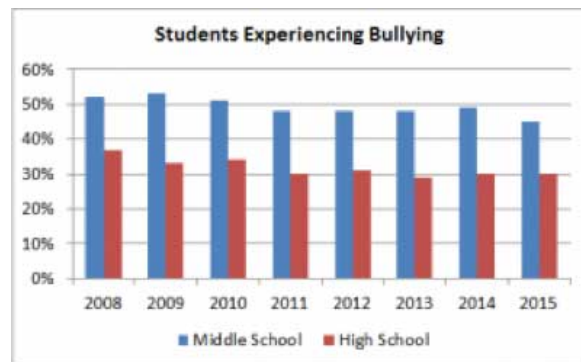


However, alcohol affects children differently than it does adults. Psychologist Linda Spear of Binghamton University believes pre-adolescents and adolescents are more vulnerable to alcohol’s pleasurable effects than adults are. Also, she believes children are less apt to notice the sedative effects of alcohol, and therefore are more likely to drink until blacked out.

Spear’s theory is reinforced by a Canadian study performed by Éduc’alcool, which states that alcohol abuse is a form of thrill-seeking often used by young people. The pre-adolescent/adolescent brain is not fully developed, and consequences are not often fully considered at that age. According to Éduc’alcool, “Adolescents like intensity, excitement and arousal... Adolescence is a time when sex, drugs, very loud music and other high-stimulation experiences take on great appeal.” The study goes on to conclude that due to this combination of brain underdevelopment and desire for thrill, pre-adolescents and adolescents are much more susceptible to alcohol abuse than are teenagers and those older.

## Risk of Bullying or Being Bullied

It is worth noting that according to a study published by the National Library of Medicine, both the perpetration of bullying and the victimization of being bullied increase for pre-adolescents who use alcohol. Over 175,000 Georgia students, from 6th to 12th grade, were studied to determine the link between early alcohol use and bullying/being bullied.



The results show that 24.4% of students studied reported bullying, as either perpetrator or victim, and of those students, nearly all had used alcohol in the last month. "Pre-teen alcohol use initiation was significantly associated with both bullying perpetration and victimization relative to non-drinkers," concluded the researchers. Victims of bullies are up to nine times more likely to commit suicide, and bullies themselves have been shown to usually have some adverse health issues.

## Pre-Adolescent Substance Abuse and the Media

Each year, the tobacco industry spends \$3.6 billion on advertising, and the alcohol industry spends \$2 billion. Although these amounts change, they are actually low-end estimates. (The American Academy of Pediatrics, or AAP, believes the number to be \$25 billion for tobacco, alcohol and prescription drugs combined). Although both industries deny any advertising geared toward children, "research documents that cigarette and alcohol advertising and promotional campaigns are especially appealing and attractive to teenagers and children," according to the American Public Health Association.

In 1991, when tobacco could still be advertised in the media, 93.6% of children could identify Joe Camel, the cartoon mascot for Camel cigarettes. Only 57.7% of adults were able to identify the mascot. (91.3% of six-year-olds were able to identify Joe Camel at the time, the same percentage of six-year-olds who were then able to identify Mickey Mouse). The AAP published a study in 2010 regarding tobacco and alcohol advertising and its effect on children. According to the study, up to 30% of tobacco and alcohol use among children can be attributed to advertising. The most heavily advertised cigarette brands are the most popular, and the same goes for alcohol brands. Although tobacco ads have long been removed from television, it is estimated that children see up to 2,000 ads for alcohol annually.

Perhaps the most shocking fact regarding children and substance advertising has to do with the comparison between youth-oriented magazine ads and adult-oriented magazine ads. "Teen-oriented magazines contain 48% more advertising for beer, 20% more advertising for hard liquor, and 92% more advertising for sweet alcoholic drinks than do magazines aimed at adults of legal drinking age."

## In Conclusion

Not all families can stay together forever. Death occurs, divorces happen, and sometimes parents just don't stick around. However, what can be prevented is the abuse of alcohol and tobacco by children. Obviously, not every seven year old who has an absent parent will abuse drugs. However, after seeing that [these children are at greater risk than others to do](#)

[so, education and intervention needs to happen at a young age.](#)

"Early uptake of risky health behaviors is a feasible mechanism through which disparities in disease outcomes may emerge," wrote one of the researchers in the University College London study. "Early life may be an important time to intervene in order to prevent the uptake of risky behaviors." ◇

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## ACRC's 63rd ANNUAL CONFERENCE



**April 23-26, 2019**  
**New Orleans, LA**

We're delighted that our hotel is 92% sold out! That means our colleagues are excited to join us in New Orleans. Please make your hotel reservations as soon as possible and as always, feel free to contact us if you run into any problems!

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Association of Children's Residential Centers

<http://togetherthevoice.org/about>

**See you soon!**

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

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

### **LINK WITH US!**

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

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