

Your Quarterly News & Updates Vol.5 Issue 1/Winter 2020  
From The Association of Child and Youth Care Practice



## **THE CYC ADVOCATE**

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

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

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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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ENJOY!

## ACYCP PRESIDENT'S PERSPECTIVE

### THE FUTURE'S SO BRIGHT, WE'LL HAVE TO WEAR SHADES!

By Jody Rhodes, CYC-P, MS



Hello ACYCP Members and Friends,

Welcome to 2020! Hard to believe we are embarking on a new decade. It's a great time to think forward, with 20/20 vision in the field of youth work. Our committees of the ACYCP are hard at work on a variety of issues, projects and initiatives, that will further the profession of youth work. If you are not already a member, consider joining us and get involved at the committee level. It's a great place to get some networking in with like-minded youth work professionals from across the US and Canada. You can choose the topics that interest you the most. Feel free to reach out to me personally to get more information- I'd love to hear from you!

Whatever your passion or interest, we have a place for YOU! Find out more by contacting me directly at [jodyrhodes@sbcglobal.net](mailto:jodyrhodes@sbcglobal.net) and I will connect you to the committee chairs. I look forward to hearing from you!

Save the Date- Thank a Youth Worker Day- Thursday May 7th 2020. Just go to: <https://www.thankayouthworkerday.com/learn-more/about> to get started. On this day youth workers and organizations from across the U.S., will join together to recognize and thank the field, for the hard work we do. Consider signing on as a partner (it's FREE) and also plan an activity to recognize your staff or a fellow co-worker. A small gesture goes a long way towards helping professionals feel recognized and valued!

Enjoy this edition of the CYC Advocate and Happy New Year! ◇

### Resources in Review

## NOW YOU SEE IT, NOW YOU DON'T

By Michael Mitchell-MAT, Editor

One of the greatest challenges for professionals in the field of youth and child care work, is burnout. Yes, we have already identified the physical factors, which contribute to burnout; long hours, low pay, isolation, insufficient resources, lack of advancement opportunities, et cetera, et cetera. Not to be dismissive of these important quantitative elements and their contribution to this malaise, perhaps there's a less identified factor, which is qualitative in nature and comes in the form of a question:

Am I making a difference in my day-to-day efforts to positively impact the world around me?

Surprisingly, this is not a conundrum for the young idealistic neophyte. Rather, it's more likely to haunt the seasoned veteran. Yes, all the above elements can have a cumulative impact over time. In actuality, the challenges, which these factors bring to our daily reality, stimulate us to re-invent ourselves in the way we think and operate; exactly the opposite process which leads to burnout.

When deeply emerged in the realities of detrimental youth and child care conditions, which seem to persist from generation to generation, keeping perspective and an accurate context in which to answer this question, can be daunting. Looking around in the local environment, there may be few indicators by which to measure progress. How can a person construct a larger context, when everywhere one looks there seems to be more indicators of darkness than light; more discouragement than inspiration?

One of the people who seems to have a useful approach is Steve Pinker, Ph.D.

"Steven Pinker is a Johnstone Family Professor in the Department of Psychology at Harvard University. He conducts research on language and cognition, writes for publications such as *can* the New York Times, Time and The Atlantic, and is the author of ten books, including *The Language Instinct*, *How the Mind Works*, *The Blank Slate*, *The Stuff of Thought*, *The Better Angels of Our Nature*, *The Sense of Style*, and most recently, *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress*."

1 [emphasis added]



Photo Credit: Rose Lincoln, Harvard University

As might be expected, Pinker is also an adept lecturer, who draws on his extensive research about how we think about ourselves and the world we live in. In a media environment of "if it bleeds, it leads" and ten-second sound bites, perhaps many of us have become seduced into a similar mindset. To borrow an old adage; when you're up to your navel in alligators, it's difficult to remember that your original intention was to drain the swamp.

So, as we start not only a new year but a new decade, I encourage our readership to take a few minutes to watch Pinker's You Tub clip to get a fresh perspective on today's modern reality and hopefully, structure a new and more hopeful context, with which to view the significance of our daily work with youth and children. [Just visit this link.](#)

See if this doesn't help restore a sense of positive perspective and hope for the future.

I am confident readers will find the time spent a good investment in creating a deterrent to personal and professional burnout. ◇

1 Harvard University, <https://stevenpinker.com/biocv>

## Reflections from the JJ Side

# THE POWER OF THE "HOT THOUGHTS"



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

Parents describe these behaviors as "impulsive." Cognitive Behavior Therapy (CBT) practitioners use "hot thoughts".

Daniel Kahneman, author of *Thinking Fast and Slow*, refers to them as System 1: fast, instinctive, unconscious decisions. And youth simply say, "I really wasn't thinking. I just snapped." Regardless of who is describing the thoughts or behaviors or what nomenclature is used, all are referring to those Automatic Thoughts (AT) and subsequent behaviors that occur in that split second between the event and thinking in the traditional "thinking chain" recognized in every CBT program.

A standard CBT axiom is to STOP and THINK. Most CBT interventions focus on the "thinking" aspect, i.e. the Thinking Chain, if the thoughts are rational or irrational, whether the thoughts are based on wants or needs, etc. With an emphasis on thinking, what happens if youth can't first get to STOP? Are the THINKING interventions useless? STOPPING means less impulsive, recognizing "hot thoughts", having skills to move from Kahneman's System 1 to System 2 and remaining in System 2. At issue is how do practitioners help youth stop their Automatic Thinking (AT) and the subsequent behaviors so that they are in a mental and emotional place to learn and benefit from the thinking interventions.

AT is the response by youth to one or more events in a situation that initiates certain automatic physiological responses associated with "fast" thinking and "hot" emotions. In 2014, researchers from the University of Chicago Crime Lab, having studied community-based CBT programs and the CBT program at the Juvenile Temporary Detention Center in Chicago identified elements of AT as critical "active ingredients" necessary to increase the effectiveness of CBT programs. As in science, active ingredients are the part of a substance or compound that produces its chemical or biological effect. In social sciences, active ingredients refer to the elements that help directly achieve the desired outcome. In CBT programs, these active ingredients include:

1. Getting youth to realize how often they act without thinking.
2. Helping youth recognize the key high-stakes situations in which their automatic responses get them in trouble.
3. Leading youth to either become more reflective in high-stakes situations or to develop different new automatic responses.

According to the research, CBT programs that address the active ingredients, increase the effectiveness of the interventions that concentrate on the THINKING aspect of STOP and

THINK. Juvenile justice practitioners can help youth turn off AT and remain in Kahneman's System 2 slow, conscious and reliable decision making, where CBT interventions have a better chance of taking root and being effective by:

1. Teaching youth self-regulation skills,
2. Improving the integration of the youths' brain functions (emotion and cognitive) by practicing self- and social awareness activities,
3. Increasing staff and youths' knowledge of brain activation during response to triggers,
4. Managing the climate of the facility, keeping conditions temperate and being that "calming" factor, and
5. Incorporating activities from the CBT 2.0 curriculum, a free online curriculum developed by the UIC Crime Lab and IDEAS 42 in response to the research. All activities are designed to help youth achieve the CBT active ingredients. (<http://www.ideas42.org/wp-content/uploads/2017/01/CBTCurriculum.pdf> )

Every new year is a time of new beginnings. If practitioners could help youth insert a pause, reclaim those moments when impulsivity takes over, move from Kahneman's System 1 to System 2 responses, or at minimum, a safer less costly System 1 Automatic Response, then youth could also have that chance at a new beginning, the opportunity they need to change the trajectory of their life. What a hopeful New Year's resolution that would be for all youth in the juvenile justice system. ◇

#### References

Kahneman, D. (2011). Thinking, fast and slow. New York: Macmillan.  
Also featured in a podcast: NPR podcasts. Dec.2, 2019 In the Heat of the Moment: How Intense Emotions Transform Us

Heller, Sara B., Anuj K. Shah, Jonathan Guryan, Jens Ludwig, Sendhil Mullainathan, Harold A. Pol-lack. (2016, October). Thinking, fast and slow? Some field experiments to reduce crime and drop-out in Chicago\*. Quarterly Journal of Economics, 131 (4): i4. DOI: <https://doi.org/10.1093/qje/qjv061>.

Roush, D. (2019) Recalibrating Juvenile Detention: Lessons Learned from the Court-Ordered Reform of the Cook County Juvenile Temporary Detention Center. CRC Press Taylor and Francis Group. Unit-ed Kingdom

Photo Credit: VSRao at Pixabay.com

## OH CANADA!



### Conferences Are Calling All CYC Students

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

The Child and Youth Care Association of Newfoundland and Labrador  
~ Supporting CYC professionals since 1990 ~

The Child and Youth Care Association of Newfoundland and Labrador (CYCANL) is proud to be hosting the 2020 National Conference this coming June 24th-26th, 2020!

Registration Open soon!! Stay connected at: <https://cycanl.ca>. Take a sneak peek at the Keynote Speakers and Education Day below!!

**KEYNOTE – Dr. Paul Baker**

Topic: "Culture, Hope and Healing....Using Neuroscience and Re-lational Practice to Transform the Therapeutic Experience"

Join Dr. Baker as he introduces how NeuroRelational Reimbursements can provide a practical, guiding approach to assessing and planning transformational experiences that help young people to feel Safe, Significant, Respected and Related despite traumatic, chaotic or turbulent backgrounds.

Dr. Paul Baker, PhD is a developmental neuropsychologist who has worked with challenging children and youth for almost 30 years. Dr. Baker is co-author to 3 books: The Hopeful Brain, Better Behaviour, and Positively and The Minded Brain.

**KEYNOTE – Nancy Getty**

Topic: "Words Matter – Choose Wisely"

What are some words that the children and youth you work with have heard to describe who they are? Did the words numb them of their potential or did they lift them up for the opportunity to thrive?.....

Nancy Getty is an international educational and motivational speaker and published author on the subject of Asperger Syndrome (AS), Autism (ASD) and Diversities. Nancy is also the founder A.S.P.I.E.S. (Asperger Syndrome Proficient Information Education Services).

**KEYNOTE – UBC - Grant Charles, Ashley Quinn, Hali McLennan, Jada Benko, Hailey Matheson, Martina Shover and Daniel Ji**

Topic: "Dark Secrets: Giving Witness to Student-to-Student Abuse in Canada's Indian Residential School System"

This project brought together Indigenous and Non-Indigenous scholars and students to analyze transcripts from survivors and develop a theatre performance in which the audience is invited to engage in participatory exploration with the performers in a collective process of inquiry and reflection with the goal of understanding the ramifications and long-term consequences of the oppressive environments in which survivors found themselves.

The Education Committee of the Child and Youth Care Education Accreditation Board of Canada is proud to present:

**EDUCATION DAY!**

**JUNE 23, 2020**

**CALL FOR PROPOSALS OPEN!!**

If you would like to host a table congress that explores a wickedly, provocative question related to CYC education and practice, please send your idea to [Mark.Littlefield@ufv.ca](mailto:Mark.Littlefield@ufv.ca) or [Christine.Slavik@ufv.ca](mailto:Christine.Slavik@ufv.ca) by February 3, 2020.

Consider bringing together students, faculty or youth representation in a dialogue format as you facilitate Education Day attendees. Themes to consider:

- Race, Ethnicity, Culture and Privilege
- Inclusion
- Anti-oppressive practice
- Diversity in CYC
- Decolonization
- Student experiences/stories
- Faculty sharing, experience/creative resources/rubrics
- The Language of Love
- Relational Practoces
- Systemic Trauma



Now Hear This:

## WITH ACYCP YOU'RE ALWAYS CONNECTED



As 2020 begins a new decade for major developments with ACYCP, 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-](https://www.acycp.org/acycp-membership/)

[membership/](https://www.acycp.org/acycp-membership/) to review your updated and improved benefits. We think you'll be pleasantly surprised.

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

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

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

Regardless if you're renewing your membership, upgrading from a student level, or accessing benefits as an employee of an agency member, we would like to express a

warm and sincere welcome and thank-you for choosing ACYCP as part of your personal support system.

So let's all make 2020 our best year ever by renewing or upgrading that membership TODAY! ◇

[Photo credit: Marco Michelini at Freeimages.com]

## Resources in Review

# PUBERTY MAY HOLD THE KEY TO RESETTING STRESS RESPONSES AFTER EARLY LIFE ADVERSITY

[Editor's Note: The following is reprinted with permission and gratitude to the National Institute of Health-NIH Research Spotlight, first posted December 10, 2019, with photo by Sammie at Pixabay.com]

Puberty may hold the key to resetting stress responses after early life adversity



Puberty may offer a window of opportunity to recalibrate the stress response of children who experienced early life adversity, according to recently published research supported by the NICHD, NIMH, and the National Science Foundation. Children that have experienced insufficient social, emotional and physical support early in life, such as those formerly in institutional (e.g., orphanage) care, often exhibit developmental delays and a blunted response of the stress hormone, cortisol. The hypothalamic–pituitary–adrenocortical (HPA) axis in the brain is responsible for this stress response and calibrates the response based on the harshness of the environment during a sensitive period in infancy. This blunted stress response is long-lasting and has been associated with negative psychological effects, even when the child is moved into an enriched and supportive environment. In this study the researcher examined whether puberty provides an opportunity to recalibrate the HPA axis toward more typical reactivity when children move from harsh deprived conditions in infancy into supportive conditions in childhood and adolescence.

This longitudinal study included 299 participants; 129 participants (68.2% female) were previously institutionalized as infants or toddlers and later adopted into well-resourced and supportive homes and 170 control participants (52.4% female) that were born and raised by their natal families. Each participant completed 3 annual sessions starting from age 7 to 15, across two consecutive years, to determine pubertal stage and cortisol reactivity to the Trier social stress test for children, a stress task involving performing a speech and mental arithmetic while being filmed and evaluated.

Using a linear mixed-effects model to control for sex and between-individual differences in pubertal stage, results showed that post institutionalized participants had significant increases in cortisol reactivity as they advanced through puberty, bringing their stress



responses equivalent with those experienced by the non-adopted participants. Unlike the post institutionalized participants, the non-adopted participants showed no significant differences in cortisol reactivity at any pubertal stage. These results indicate that puberty may provide an opportunity for the HPA axis to recalibrate based on the current more positive environment relative to that in infancy. Future research is needed to determine if HPA-axis recalibration impacts physical and psychological health and the exact mechanisms underlying these effects. These findings suggest that puberty may provide an opportunity for intervention with high-risk kids to support healthier life trajectories through recalibration of stress responses.

Citation:

Gunnar MR, DePasquale CE, Reid BM, Donzella B, 2019. Pubertal stress recalibration reverses the effects of early life stress in post institutionalized children. Proc Natl Acad Sci USA. 116(48):23984-23988. doi: 10.1073/pnas.1909699116 ◇

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

### **YOGA FOR HEALTH: POSITIONING YOUR BODY AND MIND**

[Editor's Note: The following is reprinted with permission and gratitude to the National Institute of Health- News in Health, first posted November 2019. Photo by Benjamin Balazs at Pixabay.com]

Have you rolled out a yoga mat lately? If so, you're among many who have taken up yoga to relax and stay fit. One in seven adults in the U.S. has practiced yoga in the past year. Yoga may help bring several health and wellness benefits.



Based in Indian philosophy, yoga involves both the body and mind. It began as a spiritual practice. Modern yoga focuses more on physical poses, breathing techniques, and meditation. Meditation involves exercises that help you clear and calm your thoughts.

"With practice, yoga can teach you to direct the mind on a single object," explains Dr. Pamela Jeter, an NIH expert on yoga research. "It's practicing being aware and present from moment to moment."

But, she says, it takes a lot of practice. She suggests focusing on the physical aspects at first. With time, the meditation part becomes easier.

There are many types of yoga. Some are slower and focus on holding poses. Others involve flowing movements that connect to your breathing.

Research suggests that yoga may help improve general wellness. In studies, yoga has helped some people manage stress, improve mental health, lose weight, or quit smoking.

There's also evidence that yoga may be helpful for some medical conditions. Yoga may help lessen pain and menopause symptoms. It improved sleep in studies of older adults and people with cancer.

Several studies have shown that yoga can help those with chronic low back pain. Some experts now recommend it as a first-line treatment for low back pain, among other non-drug treatments.

But, Jeter cautions, more high-quality research is needed to confirm yoga's health benefits. "There's a lot of research out there for different health conditions, but there's not enough to say for sure," she says. Yoga shouldn't replace treatment from your health care provider.

It's also unclear what it is about yoga that helps. The practice combines physical, mental, and spiritual elements. "There are a lot of components in yoga. We don't know what the active ingredient is," Jeter says.

Research into yoga is ongoing. Studies are now looking at whether yoga is helpful for specific groups of people. For example, whether it can reduce chronic pain for military veterans or improve quality of life for people who have had breast cancer. New studies are also looking into whether yoga may help mental health conditions like anxiety, depression, and post-traumatic stress disorder (PTSD).

What should you know if you're thinking about starting yoga? "Start slowly and carefully in order to avoid any sort of injury," Jeter says. If you have a medical condition, talk with your health care provider before getting started.

Everyone's body is different. Yoga postures should be modified based on your abilities. Choose an instructor who is experienced and attentive to your needs.

You may also want to seek out a yoga therapist. "Yoga therapists have more extensive training than that required of a regular yoga teacher," Jeter explains. "They're trained to work with different conditions and mostly work one-on-one or in small groups."

If you want to try yoga, see the [Wise Choices](#) [below] for tips on getting started.

### **WISE CHOICES-Getting Started With Yoga**

Start with an appropriate yoga class. Look for ones called beginner level, "gentle" yoga, or senior classes.

Ask about the training and experience of the yoga instructor you're considering.

Talk with your health care provider before trying yoga if you're pregnant, older, or have a health condition.

Let your yoga instructor know about your individual needs and any medical issues.

Go slowly to prevent injury. Avoid extreme positions and forceful breathing. Listen to your body.

**Find studies recruiting people for research on yoga. You can start at [ClinicalTrials.gov](https://ClinicalTrials.gov).** ◇

# 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) 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 2019:

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

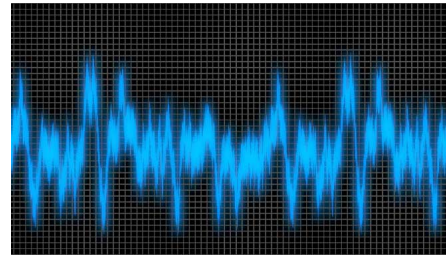
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## The Other Half of the Job

# HOW TO STAY PRODUCTIVE IN A NOISY OFFICE

**By Kristen Baker**

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



As a customer-facing representative — whether you work in sales, service, or support — you're probably used to working in a busy, noisy office space. Maybe you work on a loud sales floor surrounded by reps chatting on the phone with leads. Perhaps you work in an office space with customer service and support reps working to assist customers over the phone or video chat throughout the day.

Whatever the cause of your workspace being noisy, it's not always easy to block out the environment around you. That's why we've compiled the following list of tips and tricks HubSpotters use to stay productive and focused in a noisy, busy, and sometimes, distracting workspace.

Before diving into the examples from HubSpotters, let's take a look at some all-encompassing and actionable techniques to improve your productivity.

[\*\*READ MORE\*\*](#)

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## The Accidental Practitioner

# HOW DO NORTH AMERICAN CHILD AND YOUTH WORKERS VIEW CULTURAL DIVERSITY?



**By Imani Reynold, B.S. and Dale Curry Ph.D., Kent State University**

“Professional practitioners actively promote respect for cultural and human diversity. The Professional Practitioner seeks self-understanding and has the ability to access and evaluate information related to cultural and human diversity. Current and relevant knowledge is integrated in developing respectful and effective relationships and communication and developmental practice methods. Knowledge and skills are employed in planning, implementing and evaluating respectful programs and services, and workplaces.” (Mattingly, M., Stuart, C., & VanderVen, K., 2002; revised 2010).

The above statement from the North American Certification Project (NACP) Competencies for Professional Child and Youth Work Practitioners introduces the competency domain of cultural and human diversity; one of five domains that underlie the development and implementation of the Association of Child and Youth Care Practice certification program administered by the Child and Youth Care Certification Board (CYCCB) [www.cyccb.org](http://www.cyccb.org). This column summarizes some of the research findings conducted by Imani Reynolds (McNair Scholar) at Kent State University who explored child and youth care workers’ understanding of cultural diversity and culturally responsive practice.

Reynolds (2018) conducted a content analysis of 48 randomly selected portfolios submitted to the Child and Youth Care Certification Board by applicants as part of the requirements for the professional level child and youth care worker certification. The focus of the analysis was section 7 which is composed of 3 options (a, b, c) for an applicant to choose and respond.

The items are as follows:

7(a) discuss the role of cultural and human diversity in the development of healthy and productive relationships. Include a specific situation in which you were aware of cultural differences and how it affected your interactions

7(b) Describe a personal experience with elements of a culture different from your own. Include examples of cultural differences (e.g. values, family life, daily living) and how they impacted your personal and professional development.

7(c) Describe a specific situation (e.g. with an individual, family, supervisory relationship) in which you became aware of your own personal bias. Include how this awareness influences youth interactions and impacted your personal growth.

Findings revealed that fifteen applicants chose to respond to option a; nineteen selected b and fourteen c. Overall it is clear that child and youth workers (CYWs) work with and advocate for many marginalized and oppressed individuals. CYWs tend to view diversity with a very broad lens including:

- (1) nationality (e.g., South American, Chinese, Aboriginal, Spanish speaking persons, Jamaican, Punjabi),
- (2) race/ethnicity (e.g., African American, mixed race),
- (3) religion (e.g., Mormon, e.g., Amish, Pagan, Wiccan, Jewish, Sikhs),
- (4) socio-economic status, politics and power (e.g., poverty, education, political views),
- (5) sex/gender (e.g., LGBTQ, gender discrimination, sexism),
- (6) populations based on specific needs or funding streams (e.g., juvenile justice, mental health, sexual offenders, gangs),
- (7) family structure (divorce, single parent, blended families), and
- (8) age (older teens, younger children).

Apparently, the CYWs' perception of diversity is very diverse. Based on an analysis of key repetitive words, several additional themes emerged.

### **Out of One's Comfort Zone**

The importance of exposure to new situations was a common theme. Some examples include attending a preschool; attending a Pagan festival; a move to a more diverse community from one filled with prejudice; participating in different activities such as art, dance, sports; partnering with a Jamaican man; learning different ways of experiencing daily routines (meals-difference in how frequently eating together-time spent together-emotional closeness); and volunteering in a women's shelter. A few of the certification applicants' statements below also exemplify the importance of stretching beyond one's comfort zone in promoting cultural competence.

"Expanding my cultural diversity and learning about my friends and neighbors has made it a little easier to go outside my comfort zone and learn new things."

"Working with this family was such a learning experience for me because it took me out of my "comfort zone" and really challenged my mind and what I thought I knew about social work as a profession."

"That day was a big day for me. It forced me out of my comfort zone and I ended up having a great time with the fellas."

### **Communication Gap**

A recognition of the importance of effective communication was evident in the portfolio responses. One of the other five domains that are foundational to the CYCCB certification program pertains to relationship and communication. Cultural understanding is important for effective communication and effective communication skills are important in cross cultural interactions. A few statements below highlight the important interrelatedness of communication and culture.

"A specific case in which I was aware of cultural difference was when I worked with a parent that spoke minimal Spanish and no English. It was difficult to communicate with the parent..."

"Looking ahead, I am sure I will see this young woman at our juvenile center and will communicate with her mother at some point. I hope I have bridged any possible communication gap that may have existed."

"I gained knowledge and improved my ability to communicate with families through this experience."

### **Open-Minded**

Having an "open mind" repeatedly appeared in the responses.

"This experience was something that helped me learn to be more open-minded and understanding..."

"This experience taught me to approach every family with an open mind and let them teach and guide me regarding their cultural norms."

"In this conversation, this professor strongly encouraged that I open my mind, and consider interning at a residential treatment center for juvenile sex offenders."

In addition to the diversity examples that appeared in the diversity section of the portfolio, diversity examples were evident throughout the other sections of the portfolio as well; particularly in section 1 that focuses on how life experience affects current practice. For example, one person mentioned the experience of having a brother with cancer. Another mentioned how volunteering in a women's shelter opened one's eyes to economic disparity. Being bullied because of one's weight was another personal life experience. Observing inequality in service delivery was cited by another applicant. The prevalence of diversity experiences in multiple sections of the portfolio is probably an indicator of the importance of cultural understanding in all facets of child and youth work.

So, how do those of us who arrived in the field accidentally (fellow "accidental practitioners") view cultural diversity? What steps do we take to be more "intentional" about improving our cultural understanding so that we can more effectively provide culturally responsive service to a wide spectrum of young persons, families and communities? Do we have a broad understanding of diversity; recognize the importance of being open-minded; willing to risk moving out of our comfort zones; and ready to improve our cross-cultural communication skills? ◇

Imani Reynolds, a native from Cleveland Ohio, attended Kent State University and received her Bachelor of Science in Human Development Family Studies with a concentration in Child youth Development. During her undergraduate career, Imani completed research on the risk and protective factors of marginalized youth in the school to prison pipeline. She also presented research at the Undergraduate Research Symposium on perceptions of cultural competency in the counseling profession. She is currently completing her Master of Education in the Clinical Mental Health Counseling program. Following her Masters, Imani plans to attain her Doctorate in Educational Policy and Leadership. Her research interests include the school to prison pipeline, mental wellness, inequality in education, and juvenile delinquency.

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## ACYCYP IS GREAT BECAUSE YOU DONATE



### **Did you know that ACYCP is an all-volunteer 501c4 (U.S. Tax Code) organization?**

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

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

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

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

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

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## LET'S GET CONNECTED



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



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

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

**For More information Contact:**

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[Photo credit: Gerd Altman at Pixabay.com]

**Now Hear This**

**RETAINING YOUR BEST AND BRIGHTEST  
STAFF: STRATEGIES FOR SUPERVISORS TO  
“SHOOT FOR THE HIGHEST COMMON  
DENOMINATOR”**



**By Frank Delano, LMSW and Noor Almaoui,  
LCSW**

It has been a consistent struggle for many programs that provide services to family and children to “retain” a high percentage of their staff. The challenges to do so are many and are often consistent across all types of programs and across geographical areas. The most

commonly heard barriers are low salaries, high caseloads, and the “changing kids” that are coming into care.

What all of these three major issues have in common is that supervisors, and even program directors, can have very little direct impact on these large-scale challenges.

Given the high cost of recruiting and retaining staff, as well extra workload issues that develop from having staff openings, it leads many agencies to focus most effort on retaining larger numbers of staff. This has the potential for them to lose focus on “who” they are retaining.

Over the past couple of years, we have heard more and more from people coming to trainings, and from colleagues, who are high achievers, that they left their previous agency because of something we refer to as “peer drain”. That is, they left because they felt the overall standards in their department or agency were lower than they would like. They felt too much energy and focus was spent on the negative functioning staff and that created a negative culture. They felt that their own striving for excellence and professional growth opportunities were lost in the shuffle.

There are very many forces at work in our field that force very competent and well-meaning supervisors to settle for “just good enough”. Drawing from our own experiences in supervisory/administrative and direct service roles we would like to offer the following provocative suggestions for supervisors to “shoot for the highest common denominator” to build a program culture that will be more attractive to keep the best and brightest fulfilled enough to stay:

- As a supervisor, how much time are you spending with your struggling or negative energy staff? How much time are you spending with your higher functioning workers? In most cases when we have asked this question it is 80% with the strugglers and 20% with the higher functioning ones. If that is what is happening the negative or struggling staff will become your culture and the more positive people will be on the outside of the culture. Supervisors should consider reversing those numbers, so the negative functioning workers will be outside the culture.
- Be careful not to “punish competence”. In many cases the highest functioning and more capable workers are given the toughest assignments or have higher caseloads, because they will take on the extra work with a smile. When assigning extra work or a tough assignment to a very positive worker, take the time to ask them “What will you need give up or put aside to do this work in excellent fashion?” Don’t take their smiles for granted. Be willing to have that discussion with them and adapt as needed.
- Learn about and implement a “coaching style of supervision” with your best workers. In a coaching style the supervisor gives up the role of “expert” in the relationship. They do most of their supervision with these workers by using questions that will create critical thinking for both parties. Let the worker “find their own way”.
- Create an atmosphere where “mistakes are for learning”. In some cases there may be blame to go around, but be sure it is not your first reaction when something goes wrong.
- When you have a new supervisee in your first supervisory session take out a blank performance evaluation. Go over each category they will be evaluated on and be clear on your expectations for what they need to do to be competent in their work and also have another discussion on what it will take for them to be “excellent”. Make “excellent” part of your discussion with them from the very beginning of their time in the program.
- The famous basketball coach John Wooden once said “It all starts with the socks”. It was his way of saying the foundational and basic things are the most important things on the road to excellence. Pay much attention to the basics in your program. Be sure the bathrooms are clean. Are the phones answered professionally? Are things on the walls

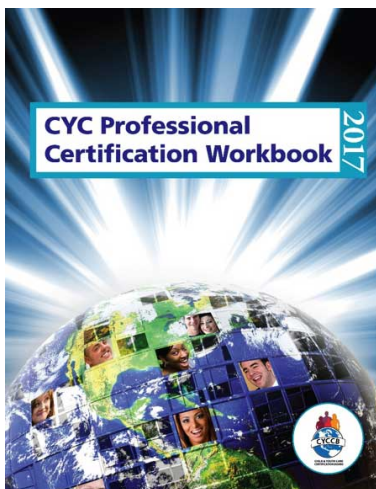
that honor and promote excellence? How are the clients viewed and referred to informally? Don't make getting a needed supply or petty cash a chore!

- Put a lot of effort into helping workers (and you) take care of themselves, acknowledge the larger challenges out there we don't control, accept the genuine limitations on us....But avoid portraying you, the program, or our field as "victims". Avoid "whining".
- Be sure employees know what is expected of them, know what constitutes "excellence" for them, and have the tools to do it. Give the impression you expect nothing less.

Food for thought! ◇

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



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

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

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

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

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

[Order a manual at this LINK](#)

## Resources in Review

# LET'S TAKE ACTION FOR A HAPPIER WORLD!

[Editor's Note: Sincere thanks to Laura Klemm and Frank Eckles for passing this along.]

Action for Happiness helps people take action for a happier and more caring world

Our patron is The Dalai Lama and our members take action to increase wellbeing in their homes, workplaces, schools and local communities. Our vision is a happier world, with fewer people suffering with mental health problems and more people feeling good, functioning well and helping others.



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## Healthy Kids, Healthy Adults

# WHAT CAN BE DONE TO HELP SOMEONE WHO IS BEING BULLIED?



[Editor's Note: The following is reprinted with permission and thanks to the National Institute of Health at [www.nih.gov](http://www.nih.gov).]

What can be done to help someone who is being bullied?

To help someone who is being bullied, support the person and address the bullying behavior. Other ways to help—including what to do if a person is in immediate danger—are listed below.

Support a child who is being bullied:1

- You can listen to the child and let him or her know you are available to talk or even help. A child who is being bullied may struggle talking about it. Consider letting the child know there are other people who can talk with him or her about bullying. In addition, you might consider referring the child to a school counselor, psychologist, or other mental health specialist.
- Give the child advice about what he or she can do. You might want to include role-playing and acting out a bullying incident as you guide the child so that the child knows what to do in a real situation.
- Follow up with the child to show that you are committed to helping put a stop to the bullying.

Address the bullying behavior:1

- Make sure a child whom you suspect or know is bullying knows what the problem behavior is and why it is not acceptable.

- Show kids that bullying is taken seriously. If you know someone is being a bully to someone else, tell the bully that bullying will not be tolerated. It is important, however, to demonstrate good behavior when speaking with a bully so that you serve as a role model of good interpersonal behavior.

The "Bullying: Be More Than a Bystander" resource, which includes a presentation and facilitator's guide, seeks to educate people about taking action against bullying. It suggests you can help someone who is being bullied in the following ways:

- Be a friend to the person who is being bullied, so they do not feel alone.
- Tell a trusted adult if you see someone being bullied.
- Help the person get away from the bullying without putting yourself at risk.
- Don't enable bullying by providing an audience.
- Set a good example by not bullying.

If you feel that you have taken all possible steps to prevent bullying and nothing has worked, or someone is in immediate danger, there are other ways for you to help. ◇

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## SPEAKING OF YOUTH AND CHILDREN



[Editor's Note: We often share insightful quotes from famous adult people, on the importance of caring for youth and children. However, we know that it is often wiser to let youth and children speak for themselves. Here is just such an example.]

[SEE AND HEAR MORE](#)

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[Thinking Like the Fox](#)

## UNDERSTANDING BEHAVIOR PROBLEMS FROM A "SITUATIONAL" FRAMEWORK: Part 2



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

In October [CYC Advocate-Fall 2019 issue], we introduced another “framework” for understanding behavior problems after considering challenging behavior, as an unsuccessful or problematic way of trying to meet basic needs. Looking at compliance challenges by focusing on particular situations, gives us another way to be helpful

and to teach more successful strategies for getting along with program expectations, staying out of trouble, and being able to solve learning and behavior problems successfully. Using a “situational” framework, we are assessing whether the young person is having trouble because they won’t do what we ask, or because they can’t do what we ask.

Your homework last time, was to practice considering whether a young person was not cooperating with a request because they didn’t want to cooperate, or because we were asking something they felt unable to do. It is easy for us (staff) to confuse “won’t” with “can’t”, because in both cases we are not getting compliance with a request. However, confusing the two can cause mutual frustration, in both client and staff, and can easily lead to discouragement for both.

The basic principles of intervening, with behavior on a “situational” basis are to:

1. Relate to the specific task or behavior you are asking someone to do, and;
2. Pay attention to your approach to helping, rather than to their non-compliance, and learn to “match” your style of helping to the exact needs of the “learner”.

**“Readiness”** to comply has two components:

**Ability.** For someone to be “able” to do a task two things must be true:

**Skills:** the individual must have the necessary skills for completing this particular task successfully. They will have needed to have been taught how to do it earlier, and they will need some past experience doing the same or similar tasks.

**Understanding:** individual must have some knowledge of what to do and how to do it, including awareness of what is needed to get the task done, and how priorities need to be set to see it completed. Again, as with skills, past experience with the same or similar tasks will be necessary.

**"Motivation."** Again, two things must be true:

**Desire:** the individual wants to achieve completion of the task, and may need necessary meaningful incentives to accomplish the task.

**Confidence:** the individual must be secure about their abilities to do the task and believe that they can be successful. To some degree, the child/teen must be willing to accept personal responsibility for getting the task done.

As always, it is always important to remember why a child/teen is in treatment. Not honoring their early experiences, or a disability, can cause great conflict, mutual frustration, and distrust between helping adults and young people needing help.

For example, it may be possible for the client to “clean their room”, but given their experiences before they came into care, they may not understand what we mean by

"clean". Or, they may know what we are asking, but be unable to do it without our help. Or take a homework assignment, for another example. Due to learning disabilities, they may not be able to do what others their age can do, or they may not understand math, or English, or other elements in a learning task. Not knowing what we mean, or not being able to do what we are asking, can look like "refusing" to do what we ask. If we interpret their noncompliance as defiant "refusal," rather than misunderstanding or inability, we will be tempted to adopt a harsh or negative response to their behavior, rather than a helpful one.

Many challenges confronting our clients have no visible signs (A.D.H.D.; pre-natal drug exposure; trauma, etc.) and if we approach a situation without taking such challenges into account, along with other experiences with abuse and neglect, we miss many opportunities to be helpful. CYC work is far more challenging than being a teacher in a school setting, in that age does not give us much information with regard to a particular child's abilities. Their personal history will inform their skill levels, their understanding, their self-confidence, and their interest in pleasing adults. Let's examine four specific "Readiness Levels" for approaching any task.

If you enjoy challenges, you'll have a Happy New Year.

Using this framework, the combination of these features – ability and motivation - determines what kind of intervention will be helpful. All children will be more "ready" to do some tasks than others. It is also true that a child may be "ready" to do something the way they want to do it, and less "ready" to do something the way their parents want it done. Let's talk about "matching" parenting style to the "readiness" of a child for a particular task.

For now, here are Four Readiness Levels.

#### **Readiness Level 1: Unwilling and Unable**

The child/teen is low in ability and low in motivation: they don't want to and they don't know how to. Lack of motivation may be either due to a poor attitude, or due to a lack of personal confidence in their ability. They might be unwilling because they don't understand the task

#### **Readiness Level 2: Willing – Low Ability**

The child may have a lot of motivation (desire) but without the necessary skills. Because of the high desire, the child will be open to learning why things have to be done a certain way, as well as what to do

#### **Readiness Level 3: Able – Unwilling**

The child may have the ability to do what is expected but may be low in motivation due to insecurity. We may be asking a child to do something they've never done before. The child may be hesitant, but you are convinced they can do it. The child may be capable but disinterested

#### **Readiness Level 4: Able and Willing**

For this task, the child is high in ability and high in desire. May need to clarify directions only. May be unmotivated due to previous lack of recognition.

**Homework for this installment:** When giving your child/teen an instruction to do something (schoolwork or behavioral) and you notice them not complying with your

request, practice your analytical skills in determining at which “readiness level” you place them. ◇

Illustration: Pixabay.com

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## From the Soapbox... Again!

# AN AMAZING SCHOOL AND ITS LESSONS FOR US ALL

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

It began as an invitation to visit a regional area private school, with the connection made by a mutual friend, who shares my professional interests. Arriving for my scheduled visit, when I crossed a short hallway into the receptionist office, something on the wall to my right of the hallway caught my eye – and dazzled and amazed me!



“Gustav Klimt by the 3rd Grade” said a poster nearby. My jaw literally dropped as I viewed sparkling renditions replicating the style of the famous Austrian painter known for his work with gold leaf. “What? Gustav Klimt by 3rd graders?” I said to myself, In my day we would have been making chains from construction paper (not that there’s really anything wrong with that). But still.

So, what affected me so much about the **Pittsburgh Urban Christian School**. (PUCS)? What approaches is it modeling that could have implications for other kinds of settings? What have the staff and others from the wider community done that would create something so amazing: an interesting, harmonious learning and growing environment? I’ll try to briefly identify some of them in this piece. **Go to <https://pucs.org/> for more information.**

This day was a special art day and from room to room there were children absorbed with their teachers who gently presided over different types of projects. Making mosaic maps of Pennsylvania, assembling artistically arranged Chinese food are examples. When it was time to move on to another area, the children literally flowed in a stream to where they were supposed to go. And this was another pleasant surprise. There was no regimentation. There were no adult commands like “no talking” or “stay in line”. Rather, like a softly gurgling river flowing downstream, maybe even smiling and giggling a bit, maybe giving a soft nudge to a nearby friend, the children easily found their way to their next venue and readily settled in.

Another visit took me to the junior high school building. A polite eighth grade girl led us on a tour. The eighth graders were just about to come into a kind of all-purpose room for a break, and then on to their next class. Soon an energetic wave of youngsters came in, chatting animatedly and settled themselves among the recreational options, including a pool / hockey table, books, and a shelf of games. Probably many of these were donated –



they didn't look new, but they all were well-kept, in working condition and neatly arranged.

I never observed an incidence of bullying, which is an endemic problem and challenge in so many schools and other settings for children and youth. Bullying, as I have hypothesized, elsewhere, develops in youngsters who need to feel cared for and connected. I did not see a child rejected from an activity, receive a subtle shove, or called a demeaning name. [Editor's Note: See Healthy Kids, Healthy Adults elsewhere in this issue.]

The youngsters paid no attention to me. Aside from the fact the school has visitors from the wider community so the children are used to them, this is a sign of wellbeing on their part! A good sign. In previous years, I have visited many children's institutions of different kinds – schools public and private, residential programs, preschools, afterschool programs, and others venues. In some of them a youngster would quickly emerge and seek my attention. I did not consider this a good sign. And when I observed the boredom, lack of adult connection and attention, sterile and unstimulating, disorganized environment, in these places, I could easily see why I, a stranger, was selected.

What learning and inspiration can we take from this account? What seems to be the 'magic formula' for such an engaging and harmonious environment, that can get us thinking about replicating the approach in other setting?

\* Implicit guidelines for behavior. The established and implicit structure and content of the activities, perhaps expectation and habituation, the behavior of the staff, somehow combined to create such an engaging and productive environment.

- The conceptual level of the activities. This comment sounds like it's from one of my old articles on activity programming for children and youth in which activities are successful if they

have real content and purpose and avoid the mistake of being below the capacity of the youngsters to perform successfully in with adult support when needed.

\* The originality, novelty and contemporary aspect of the activities. For example in an engaging holiday concert the musical instruments included something I've never heard of before: "boomwhackers".

- Numerous special events in which the students "do" rather than be passive recipients. This again reflects an old principle that it is more constructive if young people (with the support of adults of course) put on their own events rather than have 'canned' events brought to them and having them be a quiet audience

- The supportive and kind guidance of the adults which was unobtrusively given.

- The curriculum – language arts, math, science, history along with art, music and physical education. My observations obviously showed the salient, not subsidiary, place of art and music in the daily program. I have been heard to say in the past that if I had my own school, the central curriculum would revolve around art, music and physical education. The other subjects would naturally follow.

- Community connections. The school is very connected to the nearby community, with people coming in and out frequently. What is important to acknowledge is that the 'implicit order with flexible boundaries' as I'll call it, was not enforced by adult orders and admonishments. When it was time for the groups to change activities, the youngsters moved in an energetic wave – going where they should, but chatting, laughing, varying their pace.

Informality and individuality in dress. Right or wrong, what people wear gives messages especially in schools. I noticed the totally informal clothing of both the children and the staff. The youngsters had very different kinds of outfits, but the style was more like 'play' clothes rather than 'school' clothes. It hit me that there was probably no competition for who had the most 'chic' or expensive outfits, and deciding 'who's in' and 'who's out' based on what they were wearing. And the same with the staff. Everybody wore comfortable casual clothes.

The teachers were authoritative in their instruction. The 8th grade algebra class I observed, was as serious as could be as the teacher demonstrated some principles of algebraic equations. I enjoyed seeing algebra taught in 8th grade. In my day we didn't get it until 9th grade.

Again the idea that children are more engaged if the activity is a bit challenging to them, rather than below their capacity and interest level.

I have previously written about how over-control of youngsters leads to more 'out of control' behavior, that is both overt and covert. In three visits I never saw any out of control behavior from the children. I did see lots of smiling, laughter, gentle nudging, and some spontaneous horseplay.

But let me hasten to add that there was nothing overtly controlling on the practice of the staff. Somehow the entire environment functioned as an energetic system in which the engaging activities, the warm, accepting and enthusiastic teachers and administrators, the company of each other, provided implicit boundaries. I never – as already mentioned - heard any admonishment, any scolding, any "stop talking", "stay in line", "if you do that again, you'll need to stay after school" type of thing.

So what are the "lessons" here?

- \* The power of warmth, kindness, acceptance, and lack of pretense

- \* A strong sense of community and an open setting

- \* External 'authority' and control is not needed when the activities, values and relationships in a setting are as rich as described. The children's comfort with led to trust in the adults and encouraged positive behavior.

- \* The inner capacity of children to recognize and respond to positive practices.

- \* "Open system". This school is very much part of its surrounding community. Visitors of different kinds seem to be common.

- \* The flexibility and recognition that rigid rules and 'consequences' only tend to generate more 'misbehavior' and disorder, whereas, paradoxically, a little freedom, latitude, humor, and implicit understanding and acceptance will encourage more positive behavior.

How can we explain this? One explanation for my observations comes from “chaos theory” (non-linear dynamical systems theory) which I studied extensively during my active working career. This school is not an over-controlled system in which the practices lead to strong resistances that are not always apparent. Such ‘recursion’ effects can serve to maintain and even increase the very phenomena they are intended to extinguish.

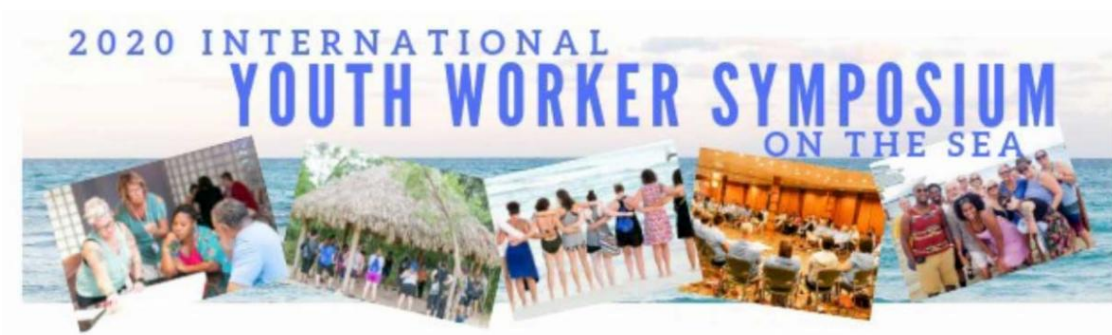
When I previously have advocated against “point and level systems”, an approach in which, to state it briefly, children badly in need of warmth and affection, had to rather ‘earn’ everything by staff-identified ‘good behaviors’. These have been used very destructively in many group care settings. I used the concept of an over-controlled system that ended up continuing and even intensifying, perhaps more covertly, the very phenomena the practice was intended to extinguish in the first place. as a strong part of my rationale for eliminating point and level systems.

A school is one setting for children and youth. Approaches that are successful in one type of setting – e.g. a school – can certainly be applied to other types of settings. Could others replicate an approach like this? The principles are quite clear. It would be wonderful to apply them more widely. ◇

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- to reflect upon and improve their practice
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Check out the SOS Flyer for all the details. [You can find pricing and cabin information here](#)

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