

Your Quarterly News & Updates Vol.8 Issue 1/Winter 2023
From The Association of Child and Youth Care Practice



THE CYC ADVOCATE

"Real Expertise Comes From Those Closest To The Challenge"



REJOICE IN THE SUN

***"Fields of children running wild
In the sun
Like a forest is your child, growing free
In the sun..."***

[Hear Joan Baez Sing Here](#)

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.

Our Value Proposition: There is probably no undertaking more essential to the stability of humanity than the nurturing of each generation into mature self-actualizing adults. This task falls mainly to youth and childcare workers. Often underpaid and overworked, these professionals are society's first responders to the many crises, which can impact human development in the most formative years. Primarily through its professional certification program, the Association for Child and Youth Care Practice, Inc. (ACYCP) supports these care providers in the acquisition and use of best practices. Employing research-based methods, plus personal dedication, ensures strong measurable outcomes. ACYCP bolsters both the individual and the collective field through communication, education, and advocacy. These activities encourage individual live-long learning, selfcare and career dedication. As such, ACYCP seeks the financial support of its Vision and Mission, which guide its daily practices. ACYCP reaches every community of care across the entire spectrum of youth and childcare services, with proven results. Through the prudent stewardship of its resources by an all-volunteer staff and board, ACYCP has maximized its direct benefit to its members and the profession at large for over 45 years. An investment in ACYCP is an investment in the quality of tomorrow's citizens.

Find out what ACYCP is all about. See a quick video at: <https://www.acycp.org/acycp-at-a-glance>

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!

Illustration: sasint on Pixabay.com



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- **YOUR AD CAN GO HERE!**

LIKE WHAT YOU SEE? FEEL FREE TO SHARE, ANNOUNCE, PRINT AND POST AS YOU SEE FIT. FREE SUBSCRIPTIONS AT propman46@gmail.com REPRINTS?-See terms and conditions at end of this issue. Comments, questions, or concerns? Contact Michael Mitchell propman46@gmail.com, or (608)846-2860 Madison, WI (Central Time)

IF YOU LIKE THE QUARTERLY CYC ADVOCATE...Join ACYCP and get the monthly ACYCP Membership Memo, as one of many membership benefits!

TO JOIN ACYCP OR RENEW YOUR INDIVIDUAL, STUDENT, AGENCY, or ORGANIZATIONAL MEMBERSHIP, GO TO: <https://www.acycp.org/acycp-membership>

Copy for the Spring issue is due April 1, 2023 to Michael Mitchell, propman46@gmail.com

ACYCP PRESIDENT'S PERSPECTIVE



By Jody Rhodes, CYC-P, MS

SAVE THE DATE!
Thank A Youth Worker Day!
Thursday, May 4, 2023

Dear ACYCP Members, CYC Colleagues, and Friends,

Welcome to the Winter 2023 edition of the CYC Advocate!

Happy New Year to all the fantastic youth workers out there. I hope 2023 is off to a great start for each of you..

ACYCP is ready to kick off its 46th year of existence- and we have a lot of great things happening.

We welcome 7 new board members this month, adding to our board a truly diverse array of child and youth care knowledge and expertise.

We are happy to support our partner ACRC- Together the Voice on a couple of direct care youth work training opportunities- more to come on those in this CYC Advocate edition.

We have a committee reviewing and revising the Code of Ethics- they will soon be releasing the newest edition of the Ethics the field uses that will be inclusive and updated to reflect the current youth care workforce.

We are launching and recruiting members for all of our committees, if you are interested in any of these opportunities, reach out to me personally and I will get you connected- my email is jodyrhodeswi@gmail.com

Our current committees include:

BOARD AND COMMITTEE DEVELOPMENT

- Ensure diversity and inclusion on board
- Incorporation of youth voice into board function and activities
- Engage more members involved in committee meetings
- Transition planning (e.g., future board members and officers, explore potential of paid staff position)

PUBLIC POLICY AND AWARENESS And PARTNERSHIP DEVELOPMENT

- Clarifying updating scope of practice (e.g., first responders, prevention, after school, resource families)
- Expanding public awareness (e.g., creating marketing materials, bringing to scale)
- Public policy, education, and outreach (e.g., leverage partnerships, thank a youth worker day, develop speakers list, identify where to focus efforts)
- Support workers in advocating for need of certification and professionalization (e.g., Dept of Labor recognition, building on structures already in place)
- Process of accrediting/endorsing best of field (e.g., higher education, training programs, service providers, community leaders)
- Networking with higher education programs (e.g., formalizing partnerships, integrating provisional certification, relationships with students and graduates)
- Maximizing strategic partnerships (e.g., Association for Children's Residential and Community Services, Child and Youth Care Certification Board, International Child and Youth Care Network (CYC-Net), International Federation of Educative Communities (FICE) – USA, Social Current, Canadian provincial associations)

RESEARCH, ETHICS, AND PUBLICATIONS

- Review code of ethics for potential updates
- Current research projects (e.g., salary survey)
- Building capacity in systems to access higher powered research numbers
- Ongoing development of the Journal for Child and Youth Care Practice

PROFESSIONAL DEVELOPMENT

- Identify strategies to support certification/worker status (e.g., expanding certification, increasing renewals)
- Developing educational resources to promote professionalization (e.g., attracting workers, clarifying descriptions of roles, developing a clear model of our "different kind of profession")
- Manage and expand use of scholarships and awards

FICE USA COUNCIL

- Relationship with FICE International
- Border crisis working group

As usual this issue of the CYC Advocate is full of helpful knowledge and resources for child and youth care professionals. Please also take a minute to see that your membership is current, so that you continue to receive your full menu of membership benefits and services, including the monthly ACYCP Membership Memo. To renew, go to <https://www.acycp.org/acycp-membership> .

The ACYCP has also formed new committees, in which any member can be a part of. We went through some strategic planning in late 2021 and these are our new working committees:

Board and Committee Development
Public Policy Awareness and Partnership Development
Research, Ethics and Publications
Professional Development
FICE USA Council

These committees are a great way to work with colleagues from across the US and Canada on important youth work field issues and projects. I welcome your interest, so email me personally and I will connect you to the committee chair. Committee involvement is also a great way to get involved and be considered in the future for an ACYCP Board position. My email is: jodyrhodeswi@gmail.com

Come join us today!

Happy reading and exploring!
Jody Rhodes, ACYCP President

[**Editor's Note:** Thanks to feedback from our readership, we have done a little reformatting. Every calendar quarter we've had to leave valuable information and resources "on the cutting room floor", much to our chagrin. Therefore, we are streamlining things to reduce this wastage. We know there's a broad range of CYC information and resources in each issue, which only reflects the scope of professional activities within our field. So, we suggest you take an initial scan of each issue, read what grabs your attention, then come back for a deeper dive later. However, this may be akin to "judging a book by it's cover" so don't be afraid to dig a little before you pass by a particular link. Also, check All the topical columns, as some subjects can be assigned to more than one category. You can also access each past issues of the CYC Advocate on our website at www.acycp.org .

Remember, the CYC Advocate staff has spent 3 months creating and reviewing dozens of CYC resources to bring readers the latest and most relevant materials, to support best practices in the field of child and youth care practice. So please don't expect to digest it all in one day.

We're all very busy. ***But doesn't real life-long learning and personal professional development deserve more than the usual three-minute attention span and 15-second sound byte, which seems to the norm for most of today's social media formatting?*** We believe you'll be glad you did. Is there something you'd especially like to read? Text us at (608)846-2860 or email us at propman46@gmail.com and we'll get right on it!]

ACYCP ENCOURAGES OUTREACH TO ALLIED CYC ORGANIZATIONS

For 45 years, the Association For Child and Youth Care Practice has worked hard to lift up the recognition, status, and compensation of child and youth care workers. They have done this primarily through professional Certification, supported by webinars, workshops, trainings and conferences, not to mention awards, scholarships, and media recognition.

Now, ACYCP is reaching out to potential allies in every community of care, with a **cost-free reciprocal promotional** exchange program, with other social service organizations focused on the welfare of youth, children, and families.

Collaborator

- ◇ Exchange of logos and links to website homepage on respective websites

Partner

- ◇ Exchange of logos and link to website homepage on respective websites
- ◇ Exchange of promotional advertisement in newsletters and online periodicals

Associate

- ◇ Exchange of logos and link to website homepage
- ◇ Exchange of promotional advertisement in newsletters and online publications
- ◇ Exchange designation of liaison person for on-going communications
- ◇ Reciprocal endorsements of respective Mission and Vision Statements

[GO HERE FOR MORE DETAILS](#)

CONTACT US TODAY AT:

Michael Mitchell
1st VP - ACYCP, Inc.
propman46@gmail.com
(608)846-2860
Madison, WI (Central Time)

Equity and Diversity-The ACYCP Position

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

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

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

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

HIRE THE COMPETENCE YOU NEED



Get your jobs in front of people that are CYC qualified

CYCCB LAUNCHES WORKFORCE CONNECTION

Practitioners certified by CYCCB are some of the most qualified people in the youth services profession.

CYCCB recently launched **WORKFORCE CONNECTION** so employers looking for staff can *get their jobs in front of people that are qualified and have demonstrated competence in the knowledge and skills they are seeking to hire.*

[For more information or to list a job](#)



CYC PRACTICE METHODS



Tips, Tools, and Resources On Daily CYC Practice

[Caseload And Workload Management \[Manual\]](#)

[How To Request Training From Your Boss](#)

[How To Make A Better To-Do List](#)

[Reading Ourselves Whole: A Contemplative Choral Reading Method](#)

[AND](#)

[Children's Bureau-New Additions to ACF Video Series](#)

Illustration: FreeImages.com

CYC RESEARCH, REPORTS & RESOURCES



[Staying Current With The Latest Best Practices In CYC Work](#)

[Federal Government Contracting Guide](#)

[Center for Faith-based and Neighborhood Partnerships \(Partnership Center\)](#)

[RAISE Center Webinar: Smart Home Technology: Leading To Independence](#)
[\[Handicapped resources\]](#)

[Administration For Children And Families: Most Popular New Publications in 2022](#)

[The Design and Implementation Of MyGoals For Employment Success](#)
[\[Resource for underemployed\]](#)

[Youth And The Juvenile Justice System: 2022 National Report](#)

[Child Welfare Information Gateway Publications Index](#)

[Top Stories Of 2022: The Past And Present Of Indigenous Child Welfare \(Includes Video\)](#)

[and](#)

[NIMH Offers Brochures And Fact Sheets On Mental Health Disorders](#)

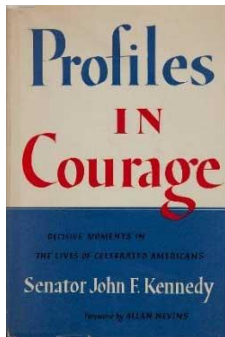
[US Administration For Children & Families: Latest Research](#)

[Child Trends' 10 Most Viewed Products Of 2022](#)

[United States Interagency Council On Homelessness: All In 101 Webinar Recording And Slides](#)

Illustration: rawpixels on Unsplash.com

REFLECTIONS FROM THE JJ SIDE



By Felix Brooks, MS & Carol Cramer Brooks, MS-CYC Advocate Staff Writers

Profiles In Courage

I have always been curious about the John F. Kennedy Profiles in Courage Award. I think it is because I hope that if ever faced with a situation requiring my professional courage, a situation of great magnitude, I would rise to the challenge to be eligible for a Profiles in Courage Award.

In politics, the Profiles in Courage award is given to individuals defending democracy at home and abroad. To be eligible, an individual must:

- Be a living American who was elected to any level of government office – federal, state, local, and,
- Demonstrate a single contemporary act of political courage.

It is important that we all understand the meaning of courage. Nelson Mandela said that “Courage is not the absence of fear, but the triumph over it.” Winston Churchill said, “Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.”

The end of one year and the beginning of the next is always a time for reflection. Looking back on the last few years in juvenile justice, I ask myself, “What would be the equivalent version of the Juvenile Justice’s Profiles in Courage Award? And who would be eligible to earn it?” In keeping with the original intent, a JJ Profiles in Courage Award would recognize individuals at all levels of the organization – direct care staff, supervisors, administrators, support staff, etc. After all, leaders live throughout the organization. Additionally, these individuals would also have demonstrated a single act of “professional” courage.

This year, the JJ Profiles in Courage Award goes to every detention and corrections administrator who led through and continue to lead through COVID. Specifically, COVID required extreme changes to operating procedures in facilities, including restricting movement within facilities, staff shift changes, remote visitation and court, just to name some. There was no playbook, there was no experience to lean on. There was a lot of fear and uncertainty and every day brought new decisions that needed to be made. Decisions that challenged common practice. It took Professional Courage to make these tough decisions.

This year the JJ Profile in Courage Award goes to every direct care worker that showed up and continues to show up for work during the staffing crisis knowing they would be “mandated”, “stuck”, “held-over” long after their shift/tour was supposed to end. We recognize your sacrifice. Staff shortage is its own epidemic in the JJ facilities. Workers are being asked to work 16-hour days, for multiple days AND expected to continue to be effective in a very difficult job. It takes Professional Courage to know when to put the needs of the facility above personal need, to understand the commitment to the team. And, it takes Professional Courage to recognize that this is not a sustainable solution.

This year, the JJ Profile in Courage Award goes to every staff willing to challenge the status quo to create a safer, healthier, and more helpful environment for youth and staff. It takes Professional Courage to be willing to examine current policy and practice and challenge what is not working and what is not aligned with best practice and current research.

I am sure this barely recognizes all the possible recipients of a JJ Profiles in Courage Award. As we enter 2023, the challenge to all JJ staff is to always remain award eligible, to face a situation which requires your Professional Courage and to rise to meet it.

Happy New Year to all readers. ◇

[Read About Profiles In Courage HERE](#)

BONUS FEATURES

[Seven Months After Uvalde, Has Anything Changed in the U.S.?](#)

[National Report On Youth And The Juvenile Justice System](#)

Illustration: Wikipedia

PROFESSIONAL DEVELOPMENT



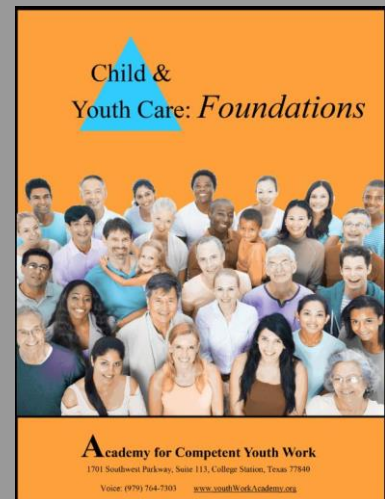
A virtual marketplace of professional development for Child and Youth Care Practitioners.

CYC: Foundations Course & Training of Trainers

Virtual Training
February 7 thru March 16
10:00 AM to 1:00 PM Central

Premier US course to prepare for CYC Certification
Strengths-based, asset focused, trauma informed, brain-based, diversity inclusive, relational, and evidence-informed

[Learn more](#)





Module #7 RISE: Meaning & Purpose

Live 2 Hour Virtual Training
January 11
11:00 Pacific, 1:00 Central, 2:00 Eastern

How to engage with youth about what drives them and learn ways to help engage in activities that offer meaning and purpose.

[Learn more](#)

[View entire RISE series](#)

SAVE by Purchasing in Bundles

Module #8 RISE: Efficacy

Live 2 Hour Virtual Training
January 18
11:00 Pacific, 1:00 Central, 2:00 Eastern



How efficacy supports youth's mental well-being and their overall engagement and skill development

[Learn more](#)



Module #9 RISE: Awareness

Live 2 Hour Virtual Training
January 25
11:00 Pacific, 1:00 Central, 2:00 Eastern

Learn and practice ways to build awareness in everyday interactions and activities.

[Learn more](#)

FAMILY SUPPORT & SERVICES



[Senator Baldwin on the Signing of the Respect for Marriage Act Into Law](#)

[Filing Assistance This Tax Season](#)

[Marriage Advice Therapists Always Tell Their Clients](#)

[3 Important Traits All Calm Parents Share](#)

[Kid Homicides Surge In COVID](#)

[25 Pieces Of Marriage Advice From Couples Who've Been Together 25+ Years](#)

[The Rights Of Unmarried Parents](#)

Enjoy! ◇

Illustration: Omar Medinal Films on Pixabay.com

WHAT ABOUT ME?



"If You Don't Make Time For Your Wellness, You'll Be Forced To Make Time For Your Illness!"

GET YOUR FLU SHOT AND NEW COVID BOOSTER TODAY!

[12 Signs You Are In A Toxic Job](#)

[There Are No Guarantees That Second And Third COVID Infections Are Milder](#)

[How To Stop Your Perfectionism From Controlling Your Life](#)

[How To Get Better At Asking For Help At Work](#)

[Seasonal Affective Disorder: The Scandinavian Guide to Surviving the Dark Days of Winter](#)

[How To Be Less Judgmental](#)

[How Will You Grow In 2023?](#)

[Ten Tips to Keep Work From Taking Over Your Life](#)

[How to Stop a Panic Attack](#)

Illustration: Gerd Altman on Pixabay.com

COVID-19 Community Corps



[Also Go Here](#)

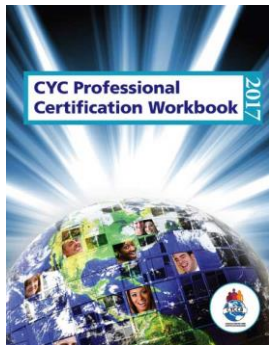
HELP APPLYING FOR CERTIFICATION



CERTIFICATION HELP WEBINARS

CYCCB offers monthly webinar-based Certification Help. If you have questions about how to get started or need help completing your certification application, references, documenting your training and experience, or finishing your portfolio, [sign up for one of our webinars.](#)

If you need immediate help, call the CYC Office (979) 764-7306 or email CYCcertification@YouthWorkAcademy.org or visit the website at www.CYCCB.org



ORDER CERTIFICATION WORKBOOK

Whether you are preparing for testing, completing an application, or simply exploring how to improve your CYC knowledge and skills, this workbook is designed for you.

The workbook is available for \$30 (shipping cost included).

[MORE INFORMATION & ORDER WORKBOOK](#)

“If the only tool you have in your toolkit is a hammer, you tend to see every problem as a nail.”—Abraham Maslow



GET TESTED

[CYC CERTIFICATION TESTING](#) Learn about the in-person and virtual testing programs

[REGISTER FOR ONLINE TESTING](#) When you are ready to proceed with virtual testing.

THE OTHER HALF OF THE JOB



Business Tips For CYC Agencies, Programs, & Employees

[CYCCB OFFERS WORKFORCE CONNECTION](#)
[For more information or to list a job](#)

[How to Spot a Bad Boss While Job Searching](#)

[HHS Issues New Strengthened Conscience and Religious Nondiscrimination Proposed Rule](#)

[The Answer To 'Quiet Quitting'](#)

[5 Tips To Hit The Ground Running At Work In 2023](#)

[State Minimum Wages Rise Around The Country](#)

[Minority Business Development Agency: Capital Readiness Program Update](#)

[Five Best Ways to Raise Money for Your Start-Up in 2023](#)

[12 Newsletters Women Entrepreneurs Should Subscribe To Today](#)

Enjoy! ◇

Illustration: Pixabay.com

THE ACCIDENTAL PRACTITIONER



By Dale Curry, Ph.D., LSW, CYC-P, Professor Emeritus-Kent State University; CYC Advocate Staff Writer

The Accidental Child and Youth Care Trainer

Following up on the last issue's Accidental Practitioner column [Fall 2022] regarding career development, one option that can be available to experienced child and youth care (CYC) practitioners is a role in the area of workforce professional development and training (PDT). We often think that career development means being promoted hierarchically into supervision and administration. We should provide opportunities and support in making a hierarchical transition; but we should also create opportunities for horizontal or diagonal movement into specialized practice roles. Career transitions into specialized practice areas may include but not be limited to roles in program evaluation, research, policy development, education, human resource development, parent education, training, quality assurance, client and policy advocacy, and consultation in specific practice areas such as therapeutic activity planning, trauma informed practice and other specialized CYC competency areas. Existing CYC practitioner roles can easily be expanded and enriched to include opportunities that involve some of the elements of these practice areas so that one can get a "taste" prior to making a career commitment toward a more formal role. Research indicates that providing career development opportunities is a major factor in the recruitment and retention of highly competent practitioners. Creating a sustainable workforce through fair wages and opportunities for career advancement was identified by CYC practitioners as the second most important issue in the recent study conducted by the Association for Child and Youth Care Practice (<https://www.cyccb.org/acycp-completes-salary-and-issues-survey>).

Similar in how many of us found our way into the field of CYC, most CYC PDT practitioners arrive "accidentally." For example, one's supervisor may recommend you for trainer training because you are good at talking in front of people. Yet, what we do as CYC PDT professionals is too important to be left to "accidental trainers!" The field needs to have more playful ways of onboarding potential CYC PDT professionals.

Standards and competencies for PDT professionals do exist; ones that pertain to training in the private sector but also in the human service sector. For example, trainer competencies developed by the Ohio Child Welfare Training Program can be found at the following website:

<http://www.ocwtp.net/PDFs/Competencies/Trainer%20Competencies.pdf>.

In the 1990's, the National Organization of Child Care Worker Associations (currently the Association for Child and Youth Care Practice) Education and Training Committee developed a trainer development model and presented it at the FICE international conference in Milwaukee, WI. The model, based on the assumption that the most effective child and youth care worker trainers have a high level of competence in two sets of knowledge, attitude, and skill: (1) general/core CYC competencies and (2) general/core trainer competencies. Five major areas of trainer competence include:

1. Learner needs and characteristics-including knowledge of how to conduct a learner needs assessment.

2. Instructional strategies such as use of lecture, case scenarios, story-telling, skill rehearsal and feedback, etc.
3. Group knowledge and skill including knowledge of how groups develop and behavior management strategies with adult learners.
4. Organization/environment including how to conduct before and after training interventions within a CYC milieu.
5. Professional integrity factors-how to incorporate both CYC and PDT ethical standards into training.

The model emphasizes the importance of development from novice to expert within both the core CYC and trainer areas (Curry & Rybicki, 1995).

Various resources are available to support PDT practitioners. For example, the Academy for Competent Youth Work sponsors a trainer learning community and other resources for CYC trainers <https://www.youthworkacademy.org/trainer-community/>. Many state child welfare training programs provide comprehensive trainer training programs. Trainer training for standardized CYC curriculums such as the Children and Residential Experiences curriculum and the Child and Youth Care: Foundations curriculum are provided by several organizations including Cornell University and the Academy for Competent Youth Work.

The National Staff Development and Training Association (NSDTA) <http://www.aphsa.org/content/NSDTA/en/home.html> provides a variety of resources for the field including its annual professional development institute, roles and competency model, annual journal, Code of Ethics for training and development professionals in human services, standards for human service training and development organizations, and other publications.

A CYC PDT career emphasis can be much broader than the limited role of one who just conducts training in a classroom setting. The NSDTA roles and competency model includes ten roles: (administrative support, coach, communication specialist, human resource planner, instructional media specialist, instructor/trainer, manager, organizational development specialist, training program and curriculum designer).

Many of the skills involved in effective CYC practice can be adapted and applied in PDT. For example, providing an emotionally safe and secure learning milieu is essential for working with youth and adults. It is also important to balance relationship building with authority. One must recognize the responsibility and potential impact of being a leader (youth leader or adult trainer) and the inherent authority that accompanies the role. Yet, one must also build and maintain relationships. Resolving this seemingly apparent dilemma and determining one's leadership approach can sometimes be a struggle for new CYC and PDT practitioners. The skills involved in planning, implementing, evaluating and adapting activities for children and youth can be used for PDT as well. Similarly, many of the mechanics involved in teaching pro-social skills to children and youth apply to adult PDT. Helping learners plan for application of learning in a variety of settings also applies to both youth and adults. Expanding our developmental practice to adult learners is a logical progression. So much of what we do as CYC professionals places us in an advantageous position to further develop our growth into PDT (Curry, 2017).

Early in one's career, a CYC practitioner should be able to identify opportunities to stay in the field by working toward an expanded role that includes PDT or another specialized practice area. Planful (non-accidental) career pathways should be highlighted and supported. Of course, a foundational task for less experienced practitioners is to develop expertise in the CYC competency areas https://www.cyccb.org/images/pdfs/2010_Compencies_for_Professional_CYW_Practitioners.pdf.

References

Curry, D. (2017). So, you want to be a child and youth care trainer. *Relational Child and Youth Care Practice*, 30 (1), 76-87.

Curry, D. & Rybicki Sr. M. (1995). Assessment of child and youth care worker trainer competencies. *Journal of Child and Youth Care Work*. 10, 61-73.

Enjoy! ◇

Illustration: Jerry Kimbrell on Pixabay.com

FUNDING & FINANCIALS



[Explore These Open And Upcoming OPRE Grant Opportunities \[Research\]](#)

[HHS Awards Nearly \\$245 Million To Support Youth Mental Health And Help The Health Care Workforce Meet Families' Mental Health Needs](#)

[New Children's Bureau Discretionary Grant Forecasts](#)

[Us Department Of Labor Announces \\$90m Funding Opportunity To Support Delivery Of Academic, Skills Training, Employment Services For Young People](#)

[NIH Virtual Grants Conference](#)

Illustration: PWilding on Freeimagesixabay.com

GLOBAL PERSPECTIVE ON YOUTH AND CHILD CARE WORK



[Canada: Children's Aid Society of Toronto repeatedly failed to comply with child protection standards and act in child's best interests: Ombudsman \(Press release\)](#)

[Breaking: An Update from Rainbow Railroad on Afghanistan \[No Safe Way Out\]](#)

[Cholera Returns With a Vengeance](#)

[Recognizing Extraordinary Efforts To End Child](#)

[Labor](#)

[Canada: Kanesatake Health Center Moves To Take Over Child Welfare](#)

Editor's Note: Looking to get more involved with international CYC work? Want to bring your international experience to the ACYCP Board?

ACYCP-FICE is working on some exciting major international initiatives. For more information contact:

Janet Wakefield, CYC-P, CEO
The Journey
6744 Falcon Ridge
Indianapolis IN. 46278
317-440-7260 [Eastern Time]
janet@thejourneyonline.org

Enjoy! ◇

SAVE THE DATE



**HEALING OUR WORLD:
CHILDREN'S SERVICES
THINKING GLOBALLY, ACTING LOCALLY**

NACCW 24TH BIENNIAL CONFERENCE | 35TH FICE INTERNATIONAL CONGRESS
5TH CYC-NET WORLD CONFERENCE CAPE TOWN, SOUTH AFRICA

4 - 6 July 2023

CAPE TOWN, SOUTH AFRICA

Illustration: Gerd Altman on Pixabay.com

FROM CAMPUS TO COMMUNITY



News For Students & Educators In Child and Youth Care Programs and Institutions

[Apply to Become a Research Assistant with NIJ](#)

[College Student Shares Wisdom On Reinventing Oneself](#)

[Students Win \\$10K Award For App Created to Help Prevent Gun Violence](#)

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[Cultivating The Next Generation Of Minority Innovators](#)

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THINKING LIKE THE FOX



By Lorraine E. Fox, Ph.D.-CYC Advocate Staff Writer

LOVE: NOT JUST A FOUR-LETTER WORD

It's January and the mood of the land will shift rather dramatically from the "Season of Love" (Christmas, Hanukkah, Kwanza) to a night of revelry, followed by a day of "resolutions", and then into the new year. A lot of the love and joy from the holidays seems to dissipate rapidly. I think this is sad for everyone, but I think it is especially sad for "our" kids, who experience an outburst of caring during the holidays, and then quickly back to trying to please those in charge of pleasant and unpleasant "consequences" in response to their behavior. I would like to charge all of us with a resolution to make "love" real for children and teens, who have too often received short shrift in the love department.

As we experience an up-tick in a variety of infections as winter moves in it remains hard to explain how the restrictions and distancing and changes in normal routines is, at its' heart, about love. For this reason, circumstances provide an unforced "opportunity" to engage in what sometimes feels like an awkward subject between Caregiver and Client: Love. Although in my experience many, if not most, CYC professionals actually do love the kids. For a myriad of "good" and/or "real" reasons, we rarely tell them directly that we love them. I suggest that this can be done indirectly, if that is more comfortable, by helping them to recognize how our behavior, and our structures, flow from love and caring. In that way, we can teach them to distinguish genuine love from the flippant and/or often contradictory words they have heard that mock genuine love. And I am sad to recall that I've worked with more than one client who had never heard that they were loved.

One of my favorites – but distant (due to death) – teachers and trainers is Abraham Maslow. Maslow taught us that love is a "result" of other experiences, and that without earlier needs being met one will be incapable of understanding, giving, or even accepting love. Love is primarily the ability to care about another's needs and well-being as much as we care about our own. For most, this begins in the crib when sleep deprived parents get up to feed and soothe infants who panic at their inability to help themselves and scream out their distress. Let your kids know that we feed them because we want them to thrive and because they deserve it. Reassure them that we have "night workers" at the ready for any distress that may occur and prevent them from sleeping. Because we want them to feel safe. Love is why we keep the place clean, even though nobody likes chores, so they stay healthy and free from germs. If we ask them to wear uncomfortable masks, it's for the same reason. A child who fears for their survival, has gone hungry, has been left untended, or who was pushed away when they needed attention learns from us that we stay "on their case" not to bug them, but to care for them.

It's hard to love –care equally about another - when we feel insecure or uncertain about what we can count on. Love is why we have our "schedules" and "routines". It's why we post the menu, and the staff schedule, and the behavior expectations. No surprises; no being caught off guard. Predictability is a component of love.

Another entry level experience to understanding love is being "taken in" and accepted by others. We go out of our way to help even challenging kids to stay in their group, stay in their school, learn how to make and keep friends. Even when we're frustrated, we find ways to let those in our care know we are happy to be with them and glad they are part of our group.

Teach your kids that you are letting them know you love them by feeding them, keeping them warm, touching them, and calming their fears. Let them know you love them by being consistent and predictable. Let them know you love them by giving them a nickname or finding ways to identify them as part of your bunch.

We all need love. Love is not “mushy”; it’s practical. However, if one has not been given the foundation for love (survival, security, belonging) one is not able to understand, accept, or give love. So we show our love by building the foundation every day so they learn what love is. Love lifts us up and makes us strong. Love makes the world go around. The more loved we are by the more people, and the more we learn to love other people, the more we can weather the storms of life. And there will always be storms.

Don’t leave the love in December. Bring it with you into the next year as the best gift ever for your kids. And yourself.

Compassionate Caring:
Using our Heads and Hearts in Work with Troubled Children and Youth
by Lorraine E. Fox, Ph.D.

[Access It Here Now!](#)

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FROM THE SOAPBOX... AGAIN!



Karen Vander Ven, Ph.D., Professor Emerita, Department of Psychology in Education, University of Pittsburgh; CYC Advocate Staff Writer at kvander@pitt.edu

I Transport Children

By Eric Hall

This piece describes a new form of child care work that has undoubtedly been around for decades – after all, children and youth in care have to get to their visits, schools, appointments, activities, and other engagements. Despite this long-term presence, little if any examination of ‘transport’ has been made in the context of child and youth care work.

So, ever on the prowl for new ideas to advance the scope of the child care field and to encourage practitioners to write about them, I’m delighted to introduce Eric Hall. Eric has written up his dedicated work as a ‘child transporter’. I met Eric, a birding friend of my son who suggested that he might transport me for weekly photo shoots around Pittsburgh and indeed he has done that very well. Through our conversations I came to learn about his child care work and specifically child care transport work. I am pleased to introduce him and his experiences to others in the child care field.-- KVV

“Are you a bus driver?”, a child in the back seat of my car asks me. He is 8 years old and recently arrived from Mexico and speaks only a little English. I think for a moment about the work I do. I want to give him an accurate answer, so I say “No, I’m not a bus driver, or a van or cab driver”. But I’m still not sure how to answer him. My car has a full load of kids, four of them, all living in foster care. I am driving them home from school, where they are taking specialized speech classes. An 11-year-old, sitting in the front seat, who has been living in the U.S. longer than the rest, speaks up, he says “You transport children”. That is a good answer.

“Child Transporters”- those who transport children to school, home, or family visits, usually using their own car or vehicle. It’s not a commonly used job description. And the work is not fully recognized as having a significant impact on the lives of children, or as being real Child Care. Writing about some of my recent experiences will illustrate the role we can play during an important transition period a child goes through nearly every day between home and school. I hope this encourages others in the profession to think and talk about the work they do.

I’ve been transporting kids – off and on - for the last three years. The job gives me the opportunity to play a supportive role in a child’s life. It also fits my schedule. I’m a caregiver at home for my mother. I take the kids to school in the early morning and can get back in time to make breakfast, and then I take the kids home from school in the afternoon, allowing me to get back in time to do dinner. Many of the kids I transport are in foster care or have schooling needs that require they be driven from one part of town to another, outside normal bus and van routes (One 11-year-old told me his mother wanted him out of his neighborhood school because of all the fighting there). I feel like I see at least a small cross-section of children: Elementary to high school; children of different colors; mostly from poor and working-class economic situations. Although many of the kids are attending specialized classes to deal with behavior issues or are adjusting to foster care, most have been well behaved and respectful to me and each other. Some are eager to talk and interact, some prefer time in the car for themselves.

I have a background in Child Care. In the somewhat distant past (25 years ago), I worked in a residential treatment facility, and in the community as a Child Care worker. In that environment, when you spend most of the day with a child, it is necessary to see the “whole child”. You must deal with many of the issues that come up in their lives. You wake the kids up to go to school, eat with them, think of ways to challenge them and help them learn, often meet their family members. Transporting kids is different. You spend only a short period of time with them. Some you see on a regular basis and get to know. Others you might see only once. It’s easy to think of the kids simply as products that need to be shipped from one place to another. And moving them safely from one place to another is my priority. But the car is also a unique environment.

I think there is a lot of pressure on many of these kids. A ride to school or a family visit can be a stressful time for them, even when they look forward to seeing a family member or engaging with other students, teachers, and aides. More is expected of them than we might think. They are often expected to “bond with” and invest in a new foster family, and at the same time maintain a connection with their birth parent(s). And school has learning and friendship challenges. The car ride is an important transition period. It can be a safe space where nothing is really expected of them, other than my reminders to “keep your hands inside the window”, or “feet off the headrest”. I keep a few toys and books in the back seat, but it is always up to them how they spend their time on the transport. I consider it their time.

On a recent pick-up, while waiting outside a school, I struck up a conversation with another driver. I don’t often get the opportunity to talk with other Child Transporters, and it was great to hear her approach to the job. She said she usually waits for a child to speak to her first, before engaging in conversation. It made me think more about my approach. I try to make eye contact when I first greet a child and introduce myself. I think you can pick up cues that way. Sometimes cues are obvious, like when a kid puts on headphones. One teenage girl, as she got in the car, said “I think I’m going to sleep”. I took this as her polite way of saying she didn’t want any conversation. It’s important to listen when a child gives a preference about any interaction; to give them that respect.

Often children initiate a conversation. The children from Mexico – whom I spoke of earlier – were eager to practice their English on me. An 8-year-old girl began asking me question after question. “What is your favorite color?” - Blue. “What is your favorite animal?”- African Elephant. “What is your favorite bird?” - I had told them earlier that I liked birds. “What is your favorite food?”- Pizza parlor pizza. And on and on. I asked her why she asked so many questions. She was evasive but said something like

"Lewis wanted to know" * (Lewis was the older child in the front seat). Near the end of the ride, she admitted that there was another reason she had asked all the questions and handed me a drawing she had made while in the back seat. It was a color picture of me surrounded by all the things I said I liked, including an elephant with pink feet and ears. One of the other kids named the elephant "Elle". They began to make up funny stories about "Elle the Elephant". I feel like I gain insight into how to listen to and relate to people from these kids. (*His name is Luis, but he said he prefers Lewis, and that's what the other kids call him. I think it is a way they try to "Americanize" themselves.)

Child Transport is Child Care

As a Child Transporter I work as a subcontractor. There would be benefits to having a more typical Child Care position. When you work for an agency or at a facility, there is better opportunity to meet and talk with co-workers who do the same kind of work, and who might even work with the same kids; an opportunity to vent and discuss experiences, and successful ways to deal with difficult situations. Other than basic background checks, there were few requirements for my current Child Transporter position, and little in the way of formal training. My previous Child Care work involved mandated training courses, and at least some introduction and discussion of relevant state laws and regulations. My current employer is very responsive to any issues that I bring up - scheduling and logistics - but I sometimes feel like I work by myself and rely on myself.

Some of the issues in transporting children are like those that other Child Care workers must face. There can be power struggles, like getting a difficult child to fasten a seat belt, or other times it's a matter of keeping them occupied and busy. One of my most challenging current passengers is a 10-year-old boy with Down's Syndrome. He is very likeable and smiles at me and the teachers and aides that work with him and walk him to my car. He makes meaningful sounds, but only a few words that I can understand. We trade fist bumps and high fives. But my first few trips with him were difficult. On one of the first, the aide helped him into the car and seat belted him in without a problem. But he was holding a rubber snake she had given him (earlier in the day) to play with and he held onto it when she asked for it back. She tried to pull it from him, but he wouldn't let go. She commented about how strong he was, and the snake stretched to over two feet long as they both pulled from either end. I turned around and handed him a large rubber spider, and he finally let go of the snake. As we began to pull away the aide spotted my box of toys in the back seat. The look on her face seemed to say, "You don't know what you're in for with all those toys", so I quickly pulled the box into the front seat with me. As we started driving, he enjoyed stretching and playing with the spider, but then he opened the window and began holding it outside the car as we rode. I was able to close and lock the window, but that seemed to frustrate him. He continually pushed the button, hoping or expecting the window to open. After he gave up on the window, he handed the rubber spider back to me and began reaching for other things - "non toys" - to manipulate and play with. He fiddled with the open seat belt strap next to him, and then opened a container of wet wipes and pulled them all out individually. He started wiping the backseat window with wet wipes, which would have been helpful under different circumstances, but was something difficult for me to supervise at the time. I pulled over briefly and he seemed to enjoy my unsuccessful attempts to reach back and grab the now empty wet-wipe container from him. When we arrived at his house and his mother opened the door to help him out, she could see the disarray inside the car, including his backpack, which he had opened and emptied during the ride. She was not happy. Neither was I. This was an important learning experience for me, and I had to rethink my approach. Just having a bunch of toys in the backseat isn't enough to give every child an enriching and appropriate experience. There are also limits to the amount of supervision I can give to a child while I drive, and real safety considerations.

I've been transporting him for a few weeks now and I feel like we have made progress together, each of us learning to trust and know what to expect from the other. After my first few experiences with him, where he - refused to return toys, held a toy out the window, threw toys inside the car - I decided that he couldn't be trusted with toys. This was rash and counterproductive. During our second week together, he mostly sat in the backseat with nothing to do. One day I noticed a particularly pungent

smell. I turned around and saw that he had taken off both his socks and his shoes. He was using his shoe as a toy, holding it with a lace and spinning it around and around. This was a wakeup call. It was creative play, but my car smelled like a locker room. On a few occasions he had also taken off his coat and even his shirt, requiring that I pull over and help him put his shirt back on. If I am to consider all possibilities, this all may be more than just boredom, it may be him making himself comfortable and "at home" in my car. Either way, I thought it best to risk giving him toys again; and when I did, I noticed something interesting. When I suddenly reach back to grab a toy from him, he is almost never willing to give it to me. But if I wait until we are a few blocks from his house, he will give it to me on his own. He still will, on occasion, throw a toy in the car, usually to return it, but only stuffed, or rubber toys - So far nothing hard. Throwing any toy in a car can be dangerous. But if it is a soft toy, that is something we can work on. I still can't leave his window open, because he will grab the pane and hoist himself up to practically stick his entire face outside. But trusting him with a toy is a good start. I've learned the importance of getting to know a child, especially a curious energetic child with limited language ability.

Child Care Challenges

I meet such a diversity of children at my job. With older kids, issues can seem weightier and more urgent. One high schooler spent the first part of the drive with his head buried in his schoolwork. When I saw a moment, I asked about school. He was a senior, so I asked about his after-graduation plans. He said he wanted to go to college to study video production, and to invent games that can help kids learn. As we talked my mind raced, trying to think of some meaningful advice I could give him as he begins this major journey in life (Probably, I would never see him again). I couldn't come up with anything. He ended up turning the conversation to me, asking about my life. Really mature kid. Often, the kids talk and interact with each other, and I've been surprised by some of the conversations I've overheard. I do not intend to eaves drop, but passengers in my backseat are only inches away from me. One morning I picked up two teenagers, the first one to be taken to a trade school, the second to a high school. The trade school student was quiet but friendly. On our way to pick up the high school student he phoned ahead to tell him we would be a few minutes late (I had made a wrong turn), so I knew the two of them must be friends. When we arrived at the high schooler's house he hopped into the backseat and immediately started talking to his friend about his stash of weed; it was as if he didn't notice I was there at all! He said he was going to use half today and the other half tomorrow. Then his conversation took a more negative tone. He said someone had been messing with it. He didn't know who. Nothing was missing, but someone had been in it. He said he didn't want to have to "rumble" with anyone. The trade school student counseled him to be cool. He could bring the matter up, but "don't directly accuse anyone"; that it is important to respect people's privacy; that at least no one had been a snitch. They were polite, each of them thanking me and calling me "sir" when I dropped them off. Afterwards, I wondered how either of them would have interacted with me in a one-on-one situation, and if I should have said something, but what? I told myself that in some cases, it is best not to butt in. Anyway, one of the kids seemed to be offering the other some pretty good advice.

One week I had a mix of older and younger kids riding together, creating a different dynamic. When there are three kids, informal protocol is for the oldest to take the front seat. In this case I had a 5-year-old in the back, so the 15-year-old took the front seat, next to me. The third child was a no-show all week. He didn't respond to my car honks or my phone calls when we stopped outside his house. It perturbed the 15-year-old that I would spend a full five minutes waiting, when he had told me the other child would never show up. This wasn't the only thing that annoyed him. He didn't like all the questions the 5-year-old had been asking me. After a while, he said "You're not supposed to talk to the driver while he's driving". I resented him trying to take charge of things in my car, so I said to the 5-year-old, "you can ask me all the questions you want. I like to talk". I told the 15-year-old, "you don't have to talk if you don't want to", that no one is "forcing you to talk". He made it clear that our talking was disturbing him, and he slouched down in his chair as if to tune out of the situation. When we arrived at the school, instead of waiting like I had asked, he bolted out of the car, yelling "Bitch" at me, as he left. Later that day I picked him up from school. I thought he had been rude earlier in the day, but I didn't

bring it up to him. I wasn't waiting for or expecting an apology, but some type of resolution might have been good for me and my ego. The next day when I picked him up, I placed my jacket and clipboard on the front seat next to me, so there was nowhere for him to sit up front. He saw it and went to the backseat without comment. Looking back now, I feel bad that I had held a grudge like that. A psychologist might call my response "passive aggressive". I don't know if the best thing would have been to confront him at the time, later in the day, or just let it all go. I suspect the incident was forgotten by him, so keeping him from the front seat served no useful purpose. I regret my behavior, especially after a night thinking about the day's events and how to handle the next day. Working with kids provides opportunities to learn about yourself and to grow.

My Role

I feel a strong sense of responsibility for the children I transport. And many parents do recognize that the transporter plays a role in their child's care: I'm occasionally asked about a kid's behavior during a ride; there are times when teachers forget to fill out the report form that often goes home with younger kids, and so I'm asked to relay some message to a parent, for example that a child wasn't feeling well at school; and some parents, teachers and aides seem to make a point of asking and remembering my name. There are opportunities to make real bonds with a child and family too. Some moments come unexpectedly. One rainy morning I arrived at the house of the child I mentioned earlier, the one with Down's Syndrome. At the time, I had been transporting him for only a few weeks. When I saw mother and son on the stoop readying themselves for the long and rainy walk to my car, I decided to run out and meet them with my umbrella. I thought I would walk alongside them, holding the umbrella over both, as they walked. But as I walked up, the child reached his hand up to take mine. His mom let go of his other hand. She watched as he and I walked under my umbrella together. I helped him into the car and buckled him into his seat, something she normally does. It was a simple moment, but I felt like she had entrusted me with even greater responsibility. He and his mom waved to each other as we drove off.

I hope I can help further a conversation about Child Transporters and the work we do. I also encourage parents and teachers/aides to talk about their expectations of those of us who transport their children.

*Karen Vander Ven encouraged me to write about my experiences transporting children.

Eric Hall
412 304 9507
emhall@live.com
12/20/2022

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CYC COMMENTARY, OPINIONS, AND PERSPECTIVES



[Editor's Note: The following is solely an expression of opinion by the author and does not necessarily reflect or represent the opinions, positions, or policies of the ACYCP organization, nor the staff or contributors to the CYC Advocate. Enjoy!]

Are You A CYC "Silo" Worker? (Part II)

By Michael Mitchell, MAT

In Part I [CYC Advocate, Fall 2022-go to www.acycp.org] I talked about the pernicious and invasive ways a "silo mentality" can infect an agency's culture and thereby the quality of services to child, youth, and families. A silo mentality is a mindset that prioritizes (consciously and unconsciously) the needs of the organization, over those of the clients/customers, to the detriment of both.

Now, I'd like to explore how the individual CYC (child and youth care) worker can push back against the worst of complacency, apathy, conformity, and poor-quality service.

First, there is no place in child and youth care work for "quiet quitting." If the agency culture is so dysfunctional that you truly feel absolutely powerless to affect changes in work conditions and service delivery (which you have determined are mandatory), then just QUIT! You owe this to yourself and the clients you serve. Hopefully, after reading the rest of this article, you'll realize that this is an option of very last resort.

In a nutshell, the remedy for a silo mentality is to take responsibility for your personal power. This starts by changing the way you see yourself both individually and as an employee. The best way to do this is to see yourself as a CYC professional. As with airline pilots, doctors, nurses, athletes, and other high-performance practitioners, professionals are first off proactive not reactive. This doesn't mean "going rogue." Professionals never forget that they are part of a team and adhere to policies, procedures, laws, and ethical behavior. A professional develops the ability to adjust their outlook from the macro to the micro and back in any given situation, without losing the Big Picture or larger context. This creates a balanced perspective, wherein you know where you fit and function in the total scheme of things. As William Shakespeare so aptly wrote "To thine own self be true, then thou can't be false to any man." This keeps you from distorting your own importance or that of others and the organization itself.

Next, do an honest self-evaluation. How do you really feel about your CYC career? Do you get up in the morning feeling like you have an important contribution to make to life, then go to bed feeling like your day was well and truly spent in meaningful activity? If you can't honestly answer YES! to this question, then it's time you had a heart-to-heart talk with yourself, as challenging as that might be.

When did you last take a vacation (which doesn't mean spending a wad of cash)? Are your self-expectations reasonable and realistic? Are you getting enough sleep, nutrition, and recreation? When was the last time you changed things up in your daily routine? Have you sought out counseling for your wounded "adult-child" issues instead of looking to your work to give you the approval and nurturing you didn't get in your early development? Have you asked yourself if you are (name your vice here: _____) more and enjoying it less? If you answer NO, NEVER, or CAN'T REMEMBER, then you have a good starting point for your change agenda. Remember, it's an acknowledged rule of CYC work that you can't take care of others, if you can't take care of yourself.

The benefits of this self-assessment (much like you would do with a client intake) are numerous. Not only does it give you an accurate baseline on which to plan the changes you would like to make, it will be reflected in how you interact with your co-workers and clients. It's been said that children may not listen to everything we say, but they watch everything we do. Actually, adults are not much different. Actions often do speak louder than words, so what kind of self-talk are you putting out there? This makes it so much easier to say "Yes" and "No" and mean it, which goes to the heart of good personal boundaries. Nothing confuses others more than someone who doesn't know their own mind in word and deed

Thirdly, pick up some tips on how to become a competent negotiator. Don't confuse this with confrontation.

People can't fix what they're ignorant of, so it's your task to inform them. This is very similar to the technique you used in the job interview, which got you the job in the first place. Be clear about your

needs (not wants-do you know the difference?). Support your position with hard evidence. Do your homework! For example, are your employer's practices in violation of local, state, or federal labor laws on minimum wages or overtime pay? Then pick a time (like a semi-annual performance review) when all parties can clearly focus on those needs. For starters, make a personal list of the things you need to see changed. Next, rank them from most important to less. Use commonly understood measurable terms and language. For example, say "I need a 15% raise within the next 3 months" not "I want a raise." Be willing to trade away lesser priorities to achieve part, or all, of higher ones. Bring possible solutions to the table, like "I'm willing to take on a student intern to assist with the workload." Since you're the expert on your personal situation, don't wait for your employer to come up with all the answers. Know what your "bottom line" is. For example, if your top 3 needs out of 6 are met, is that satisfactory? Just remember that no one bats 100%. Save the ones you don't achieve for another day. If you don't achieve your bottom line, continue working in your job, but start looking around for an environment where your needs can be met. Never use the threat of quitting as a negotiating tool. This may satisfy some emotional desire, but it could get you fired and destroy an otherwise good work reference. Always try and part with an employer on amiable or neutral terms.

Being a professional involves a demonstratable commitment to life-long learning. The best and easiest way to incorporate this into your routine is to apply for CYCCB/ACYCP CYC Certification. It wraps up all your webinars, workshops, conferences, and in-house training into one universally recognized document of CYC competency and proficiency. It also streamlines your resume. Certification also lets you control your learning, at your pace and with your priorities. Go to: <https://www.cyccb.org/>

Lastly, keep this in mind, especially if you are relatively new to the CYC field. You may see much that needs to be changed or corrected within your work environment, both individually and collectively. You may also have numerous ideas on ways these matters could be corrected. However, not getting supervision or management to accept and act on your ideas, doesn't create a "hostile work environment", despite what one Harvard professor reportedly claimed. It may be that you are in a "toxic work environment" (see **What About Me** column above) but that's a completely different condition. People whose ideas become practice, are ones who have a proven record of performance outcomes and are trusted with responsibility. This often is only achieved over time, for better or worse. However, don't hesitate to speak up and you'll most likely get recognition for your contribution. But if not, try writing out your idea as a demonstration project, or incorporate the change into your job description to demonstrate its workability. Start small and build upon each success!

Yes, finding yourself in a CYC silo may be an occupational hazard. Regardless, if you embrace your identity as CYC professional, you'll overcome the worst of effects on your self-perception and performance, with a marked improvement in outcomes for the clients you serve. Instead of feeling like an inert commodity, you'll feel like the farmer, looking forward to good growing conditions and a bountiful harvest. ◇

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Do you have a special place in your heart for the homeless street children of Nigeria?



**You can help them today!
Come Join Our Board of Directors!**
yemy4luv@yahoo.com

Date: February 1-2, 2023

Location: Virtual

The 2023 NIH Grants Conference offers two days of sessions designed to clarify the NIH grants process and policies, as well as provide the latest news and information.



Youth workers from around the world can attend virtually to hear from some of the leaders of our field. Click the link below to find out more information.

[International Direct Care Summit - Association of Children's Residential & Community Services \(ACRC\) \(togetherthevoice.org\)](https://www.togetherthevoice.org)

The second event is the Direct Care Pre-Conference that is a part of the larger Annual Conference for Together the Voice.

Capturing Quality: Equity, Experience, Efficacy



www.togetherthevoice.org

ACRC in
Minneapolis
2023

Marriott City Center
May 16-19



WACYCP plans to coordinate a group of youth workers to attend this special event, with transportation being provided up to Minneapolis. If you are interested in attending, contact WACYCP Board Member Jody Rhodes at jodyrhodeswi@gmail.com and she can give you all the details. More information on the whole conference can be found at the link below:

[Annual Conference - Association of Children's Residential & Community Services \(ACRC\) \(togetherthevoice.org\)](https://www.togetherthevoice.org)

There is hope.



988 SUICIDE & CRISIS
LIFELINE

PEP22-08-03-012
33371A

988 Suicide & Crisis Lifeline Stickers - There is Hope - Green

These 2 inch x 2 inch "There is Hope" stickers help publicize the 988 Suicide & Crisis Lifeline. The stickers are packaged in quantities of 100 and orders are limited to one packet per order. The stickers are available in green, pink, and blue as well as in English and Spanish.



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[See Here Vaccines Authorized for Children Ages 6+ Months](#)



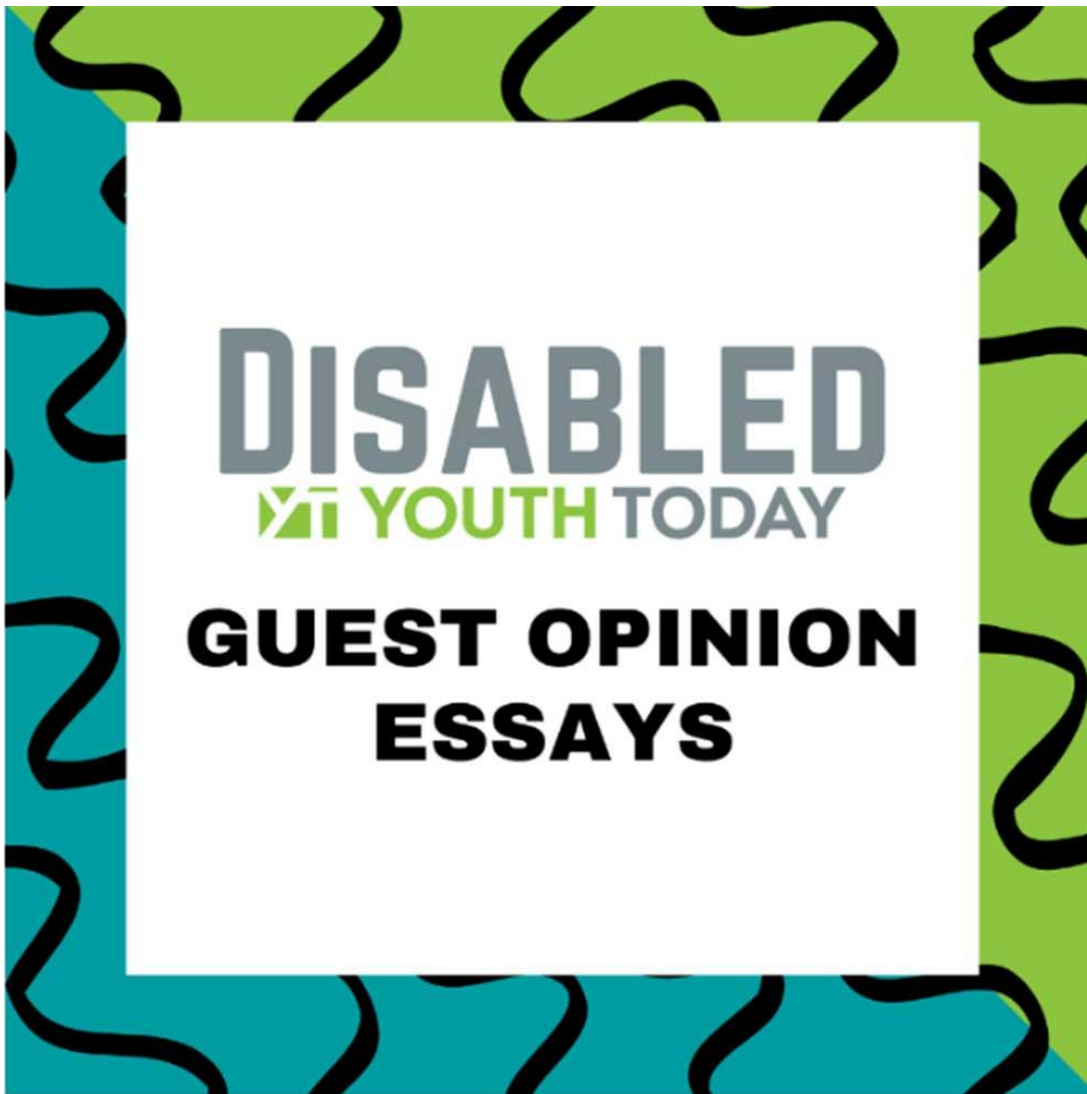
23rd National Conference on Child Abuse & Neglect

Doing Things Differently: Moving from the Challenge to the Change

APRIL 11-13 AND APRIL 18-20, 2023

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[REGISTER HERE](#)



Would you like to join the list of Disabled Youth Today thought-leaders, scholars, researchers, frontline workers and others who write timely guest opinion essays?

<https://youthtoday.org/topic/Disabled-Youth-Today/>

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Pollygrafx, LLC specializes in Search Engine Optimization and the development of Joomla content management websites. If you're in need of a website refresh, SEO or website maintenance, please contact us to schedule a meeting!

[Paulette Marzahl](#)
262-215-9477

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



Member: White House COVID 19 Community Corps



Associate Partner



Associate Member



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

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

Well, we wish you all the best of success! But don't forget to take us along! Who knows, your ACYCP membership benefits and resources may come in real handy in your new situation. Or does your current email not permit personal or outside messages? Just get us your new email contact and any other membership data updates. So put us on your calendar or to-do list to make sure our contact remains unbroken. Just shoot off a quick easy email to acycp2011@yahoo.com 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 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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Staff Writers

Felix & Carol Brooks
Dale Curry
Lorraine E. Fox
Michael Mitchell
Jody Rhodes
Karen Vander Ven

Copy due 1st of each quarter to Michael Mitchell, propman46@gmail.com

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