

Your Quarterly News & Updates Vol.9 Issue 4/Fall 2024
From The Association of Child and Youth Care Practice



THE CYC ADVOCATE

"Real Expertise Comes From Those Closest To The Challenge"



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<https://www.lww.org/>

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: Pixabay.com



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- YOUR AD CAN GO HERE!

Check out our display ad section at the end of this issue for more valuable CYC resources.

What Our Readers Are Saying

"I think the range of [articles] in the [CYC] Advocate is truly impressive...[each] issue...looks extremely professional...the [CYC] Advocate does a good job of appealing both to the most advanced workers and to workers just getting started."

"Great! Lots of links to valuable resources. Again, so well done!"

"Wow that is quite a newsletter! Very impressive work."

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 THIS 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>

WE WANT TO HEAR FROM YOU!

Yes, YOU! And while you're at it, please forward this issue to colleagues, peers, friends and anyone else who has the interests of youth and child care workers at heart. You'll be doing them a real service.

Next Issue: Copy for the winter issue is due January 1, 2025 to: Michael Mitchell, propman46@gmail.com (608)846-2860, Madison, WI

ACYCP PRESIDENT'S PERSPECTIVE



By Jody Rhodes, CYC-P, MS, Board President

Dear ACYCP Members and Friends,

Welcome to the Fall edition of the CYC Advocate!

I hope everyone is having a fun and enjoyable fall, before we know it will be 2025!

Just a couple of weeks ago the ACYCP Board members and special guests gathered in sunny and beautiful Milwaukee, Wisconsin, for our annual in-person board meeting. We had 17 people in attendance, plus 6 more online joining us. A great turn out, and I left more excited than ever about the future path ACYCP is on. It was the first meeting where we included youth at the table- a young lady from California who has been mentored by a current board member, and an up-and-coming young male worker from Wisconsin. Their perspectives were incredible, and they will help us shape what authentic youth voice looks like within our organization.

Coming soon- our ACYCP award announcement! Each year we honor youth workers from across the country and we will be announcing soon this year's winners in the November ACYCP Membership Memo!

Happy reading and exploring!
Jody Rhodes
ACYCP President



CYC-P RECOGNIZED AS A DOL APPRENTICEABLE OCCUPATION

By Frank Eckles

In 2023, a committee of the Association for Child and Youth Care Practice (ACYCP) under the leadership of Gene Cavaliere, submitted paperwork to the Department of Labor (DOL) seeking recognition for the Child and Youth Care Practitioner (CYC-P). In March 2024, DOL recognized the CYC-P as an apprenticeable occupation. This action marked the first time that the federal government listed an occupation code that described a child and youth care practitioner trained to work in multiple service settings (Juvenile Justice, Out-of-School-Time, Residential Treatment, Public Schools, Early Childhood Education, group care, mental health, recreation, etc.). It opened the way to establish a national apprenticeship program, sponsored by the CYC professional community, focused on addressing the current workforce crisis by training cadres of CYC professionals to staff the many programs seeking competent, well-prepared practitioners.

In September, 2024, the Child and Youth Care Certification Board (CYCCB) was recognized as a DOL apprenticeship sponsor. The Academy for Competent Youth Work (ACYW) was recognized as a federally registered apprenticeship training provider. The two organizations will be working together over the next four months to create and implement the CYC-P Apprenticeship Program in Texas.

New England Training Associates (NETA), based in Rhode Island, received funding in early 2024 to begin training CYC-P apprentices. Currently, Gene Cavaliere, Director of NETA, is seeking employers in the Northeast US who will serve as training sites.

Over the next five years, the CYC-P Apprenticeship Program is expected to expand into other states and jurisdictions.



The apprenticeship effort, co-sponsored by ACYCP and CYCCB, is a response by the CYC professional community to create career routes into the CYC profession. Apprentices are hired by local employers while they complete 144 hours of rigorous training to prepare them for careers working with children, youth, and families in a wide range of service settings. Apprentices receive supervision from the employing organization while they complete virtual and in-person training. Upon graduation, apprentices receive substantial raises and are recognized as professionals credentialed by CYCCB.

Funds from state and federal workforce grants are applied to the apprenticeship program to bring down costs to both employers and trainees in the program. The apprenticeship initiative is creating new routes into the CYC profession and is an example of how employers, practitioners, and the CYC professional community can work together to increase the number of competent, well-prepared practitioners available to the children, youth, and families in US communities. ◇

Illustration: Cambridge Spark on Pixabay.com



MEMBERSHIP RENEWAL

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.

[Follow this link to renew](#)

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:

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Madison, WI (Central Time)

Diversity, Equity, and Inclusion (DEI)-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. ◇

CYC PRACTICE METHODS



TIPS, TOOLS, AND RESOURCES ON DAILY CYC PRACTICE

DOWNLOAD THE ACYCP BEST PRACTICE STANDARDS OF CARE AT: <https://acycp.org/best-practice-standards>

[Editor's Note: The following is reprinted with thanks to the SAMHSA and was posted September 23, 2024.]

MILLONES DE PERSONAS QUE VIVEN EN ESTADOS UNIDOS TIENEN PROBLEMAS DE SALUD MENTAL Y DE USO DE SUSTANCIAS. ENCUENTRE TRATAMIENTO AQUÍ

Bienvenido a FindTreatment.gov, el recurso confidencial y anónimo para personas que buscan tratamiento para problemas de salud mental y de uso de sustancias en los Estados Unidos y sus jurisdicciones.

[VE AQUÍ](#)

Also See:

**National Research Center on Hispanic Children & Families
Hispanic Center's Job, Funding, and Opportunities Alert
@NRCHispanic or via email at info@HispanicResearchCenter.org.
12300 Twinbrook Parkway Suite 235 | Rockville, MD 20852**

Also See:

[Latinx LGBTQ+ Youth & Mental Health](#)

BONUS FEATURES

[More Than 300K Kids Have Lost A Parent To A Drug Overdose. At This Camp, They're Not Alone](#)

[Voices of Youth Count \(VoYC\) Study](#)

[A Tool for Practice with LGBTQ+ Children, Youth and Families](#)

[Ending the Foster Care-to-Prison Pipeline](#)

[16 Organization Rules You Can Follow](#)

[Leveraging the 988 Suicide & Crisis Lifeline in the Workplace](#)

[The Blame-and-Shame Cycle in Child Welfare Needs to End](#)

[Understanding Patient Assistance Programs](#)

Illustration: FreeImages.com

SOCIAL CURRENTS WEBINARS

[Advancing Equity Workshop: Fundamentals to Support Your Journey](#)

Nov. 6, 13, and 20 @ 12:00 p.m. - 3:00 p.m. ET

During this three-part virtual workshop, participants will learn and engage in a safe environment, where they can ask questions and share reflections with their peers. Using Social Current's three-prong approach to EDI (Person, Organization and Systems), the presenters will encourage participants to develop a deeper personal EDI journey, to build an inclusive work culture, and to become more aware of the systems that impact us all. Discounted rate for Social Current Impact Partners and/or COA Accredited Organizations.

[Social Current Solutions](#)

Nov. 4 @ 2:00 pm – 2:45 pm ET

Join this free webinar to learn more about Social Current's areas of expertise and solutions, which support the full range of human and social services organizations. We strengthen and amplify the work of the social sector in six core integrated impact areas through COA Accreditation, consultation, networking, research support and learning, and federal public policy advocacy and mobilization.

[Applying Trauma-Informed Principles for Quality Improvement Buy-In](#)

Nov. 14 @ 1:00 pm – 2:00 pm EST

This free webinar with Social Current Strategic Industry Partner CCNY Inc., will focus on the obstacles to data-driven culture and how your quality improvement teams can use trauma-informed principles to turn the tide. Harnessing the concepts of safety, choice, collaboration, trustworthiness, and empowerment will turn your quality improvement teams from "the scary data people" to "the best friends who help drive better outcomes."

CYC RESEARCH, REPORTS & RESOURCES



STAYING CURRENT WITH THE LATEST DISCOVERIES IN CYC WORK

[Editor's Note: The following is reprinted with thanks to Neuroscience and was posted September 28, 2024.]

SEROTONIN LEVELS RISE WITH REWARD ANTICIPATION

Summary: Serotonin, known as the "happiness molecule," increases in anticipation of a reward and scales with the value of that reward. Using a biosensor called GRAB-serotonin, researchers measured serotonin in real time in mice as they received treats.

The study revealed that the better the reward, the more serotonin was released, especially during the anticipation phase. These findings offer new insights into how serotonin influences mood and behavior, potentially improving treatments for psychiatric disorders like depression.

[READ MORE](#)

BONUS FEATURES

[Coming Out to My Dad, the Founder of Conversion Therapy](#)

[Scientist Richard Dawkins Shares Chilling Mental Health Warning](#)

[Data Shows A Sharp Decline In The Number Of Drug Overdose Deaths Across The U.S.](#)

[12 Million Americans Have Lost Medicaid Coverage Since Federal Pandemic Protections Expired](#)

[Psilocybin Shows Promise in Treating Body Dysmorphic Disorder](#)

[Drug For Schizophrenia Promises Fewer Side Effects](#)

[Teen Attention Deficits Signal Greater Risk of Substance Use](#)

[AI Detects Depression Through Eyes and Facial Cues](#)

REFLECTIONS FROM THE JJ SIDE



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

WE REALLY WANT TO HEAR FROM YOU!

Yes, YOU! See our contact info below. *

CHILD FIRST JUSTICE

In the spring of 2024 myself and Dr Doug Engleman took a group of University of North Carolina-Wilmington students to study abroad in the United Kingdom. Our purpose was to learn about the justice system as it applied to both youth and adults. We were guided on this trip by the head of the Skill Mill, a reentry program focused on adults returning to the community from incarceration. However, our visit afforded us a comprehensive view of the entire justice system. For the purposes of this article, I will focus on the UK's approach to youth both in and outside of the system. We instructed our students to have an open mind about what we would see, given what they knew about the American justice system. Anyone who has studied our system knows that no country in the world is more efficient at locking up people than the U.S. We lock up 355 people per 100,000. We have 1/5 of the world population and 20% of its prisoners. We have perfected the art of mass incarceration as the links below will show.

<https://search.app/vSEVc5jpG677qhM56>

<https://search.app/wtDxy8JWzirPX64N8>

<https://www.sentencingproject.org/research/>

The consequences have been devastating and have been disproportionately felt by the black and brown communities.

<https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>

The visit to the UK gave us the opportunity to see a different approach to justice and youth justice. Where, the U.S. is an after-the-fact or reactive culture, the UK approach is rooted in prevention. The two paradigms could not be more different. The UK has what it refers to as a Child First approach. The goal is to address offending behavior by those involved in the system and prevent delinquent behavior by those at risk from entering the system. This approach came about after extensive evidence-based research on what works best with youth. It has four core goals.

- Seeing children as children, prioritizing actions based on what is best for the young person, with an eye toward development and dealing with structural barriers.
- Developing prosocial identity for positive child outcomes. This is a strengths-based approach to working with youth.
- Collaborating with the youth, focusing on engagement, participation, and inclusion.
- Promoting diversion using tactics to minimize formal court intervention as a way of reducing stigmatization.

The use of this model is a markedly different approach than what we do in the U.S. It calls for seeing youth with a growth mindset as opposed to a fixed one. A world view that sees the potential for youth to change and thus is less punishment oriented. It acknowledges that kids can grow, develop and make positive

contributions to society despite making youthful mistakes. The key to such an approach, as our students discovered, was a comprehensive commitment at all governmental levels. This commitment extends to the adult system as well, thus there is an equal commitment to the rehabilitation of adult offenders. The Skill Mill program offered our students a snapshot as to how this approach is successful across UK's continuum of the Justice system.

Our efforts in this country are too driven by emotion, rooted in school shootings and other headline grabbing incidents. As a result, we have lost track of the ball when it comes to dealing with children. Once we get away from the politics, it becomes clear that approaches that center on child welfare are much more effective as the data points out. For those who work with youth the first step in shifting the paradigm is to tune out the white noise and see children as children.

For more information regarding the Child First Approach and the Skill Mill you can explore these resources.

[Child First Link](#)

[The Skill Mill](#)

*Carol Cramer Brooks
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269.377.1605 (ET)

Enjoy!

BONUS FEATURES

[Opportunities for States to Advance Continuity of Care for Justice-Involved Youth](#)

[National Youth Justice Action Month](#)

[Department of Justice Reaffirms National Commitment to Youth Justice Reform](#)



Office of Juvenile Justice and
Delinquency Prevention

[OJJDP News @ A Glance, September 2024](#)

[Subscribe Here](#)

PROFESSIONAL DEVELOPMENT



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

Discounts for ACYCP Members



Indigenous Youth: *Supporting the Next Seven Generations*

Dyan Roy

October 22
2:00 - 3:00 Eastern
1.0 hour

CEU Approval Pending

[More information & Registration](#)



Behavior Specialist: *Creating Positive Living Environments that Address Difficult Behaviors*

Gene Cavaliere

November 7
2:00 - 3:00 Eastern
1.0 hour

CEU Approval Pending

[More information & Registration](#)



Mind Mapping Matters

Jessica McKinley & Emily Siler

November 19
2:00 - 3:00 Eastern
1.0 hour

[More information & Registration](#)



Aggression Replacement Training (ART) Overview

Gene Cavaliere



Making Training Meaningful: *CYC Certification at the Organizational Level*

Jessica McKinley



Rewriting Your Relationship Story: *How Your Past Impacts Your Present*

Nadia Hussain

December 5
2:00 - 3:30 Eastern
1.5 hours

1.5 CEUs Approved

January 14, 2025
2:00 - 3:00 Eastern
1.0 hour

CEU Approval Pending

January 21, 2025
2:00 - 3:00 Eastern
1.0 hour

[More information & Registration](#)

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Archived Webinars available 24/7

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Discounts for ACYCP Members



FAMILY SUPPORT & SERVICES



[Editor's Note: The following is reprinted with thanks to the author and The Good Men Project and was first posted on September 20, 2024]

PARENTING IS AN OFFICIAL HEALTH CRISIS

By Ryan Rucker

Parenting in America is a significant public health challenge.

That's not just my opinion; those are the exact words of Surgeon General Vivek H. Murthy. Last month, the United States issued an advisory on the Mental Health and Well-Being of Parents. It's called Parents Under Pressure.

This 36-page document touches on the fact that 41% of parents say that most days, they are so stressed they cannot function, and 48% say that their stress is completely overwhelming.

If you want stats, you'll get your stats, but every page of this document touches on the insane and stressful pressures facing parents on a daily basis.

This can't be right; parenting has always been stressful, right?

[**READ MORE**](#)

BONUS FEATURES

[The Real 'Danger' Is Reclassifying Abortion Pills as Controlled Substances](#)

[How Grandparents Help Keep America Up And Running](#)

[Vaccine Hesitancy Is on the Rise. So Is Whooping Cough](#)

[US Families On Food Benefits Lose A Lifeline](#)

[Moms are Leaving Gift Cards in Store Diaper Aisles—For Postpartum Peer Relief](#)

[Need Help Ending Homelessness In Your Community?](#)

[Spotlight on Intersection of Child Welfare and Family Violence](#)

[Long-term Impact of Prenatal Cannabis Exposure Explored](#)

[Is Your Kid Often Angry, Cranky, Irritable?\[Webinar\]](#)



**National Database of
Childcare Prices**

[GO HERE](#)

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!”

[Editor’s Note: The following is reprinted in part with thanks to the author and Psychology Today and Google News, and was posted September 29, 2024.]

FREQUENT APOLOGY AS A SYMPTOM OF CHILDHOOD PARENTAL TRAUMA

By Daniel S. Lobel Ph.D.

KEY POINTS

- Some children use apology to avoid a parent lashing out.
- When frequent apologizing continues into adulthood it can cause retraumatization and unhealthy subordination.
- Recovery from childhood parental trauma requires cessation of inappropriate apologizing.

Frequent inappropriate apologizing is often a learned behavior in response to a specific form of persistent childhood mistreatment. In many people, this symptom may be the result of being raised by a parent who frequently shifts the blame for unwanted outcomes towards the child. The impact of being blamed for outcomes that the child cannot control is magnified when the child is either gaslighted or punished for not accepting the blame. Frequent apologizing is a coping mechanism developed to avoid punishment or gaslighting by taking the blame without protest. While the proactive taking of blame might mitigate punishment in some circumstances, it does so at the cost of retraumatization. It makes you sicker every time you do it. Healing from this type of childhood trauma requires recognition that disarming oneself by taking the blame for unwanted outcomes, leads to poor outcomes in adulthood. Healthier, more mature, coping mechanisms can then be utilized.

[READ MORE](#)

BONUS FEATURES

[I Got a Sleep Study in My 30s. It Probably Saved My Life](#)

[Welcome to NPR's Stress Less! \[Seeking Study Participants\]](#)

[Stop Eating Your Feelings!](#)

[5 Lessons To Live By](#)

[Why Breathing Reduces Anxiety and Boosts Our Mood](#)

[FDA OKs First Flu Vaccine for At-Home Use](#)

[A Gun Is Not a Seatbelt](#)

[7 Simple Rules for Making Big Decisions](#)

[A Quest To Reclaim Your Calm](#)



[WATCH HERE](#)

Secure your spot at Black Men XCEL:
[Bring this letter to your employer!](#)



Suicide deaths, plans, and attempts in the United States
[See 988 ad below]

[Source: U.S. Center for Disease Control](#)

Illustration: Gerd Altman on Pixabay.com



[Find Locations to Get Your Updated Vaccination](#)

People Are Still Dying Of COVID!

[What Is "XEC"? All You Need To Know About The Latest COVID-19 Variant](#)

[COVID Preventive Drug Should Work Against Circulating Variants](#)

[And Here for Education Tools](#)

HELP APPLYING FOR CERTIFICATION

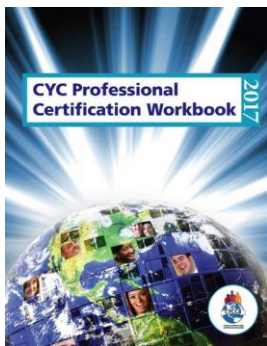


CERTIFICATION HELP WEBINARS

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

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



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 \$40 (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 CERTIFICATION TESTING

[REGISTER FOR IN-PERSON 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

[Editor's Note: The following is reprinted in part with thanks to The Nonprofit Leadership Center and was posted June 18, 2024.]

BRAND STRATEGY 101: 7 IMPORTANT ELEMENTS OF A COMPANY BRANDING PLAN

Instagram influencers tell us how to book a free first-class flight, the city bus is wrapped with an Apple ad, your favorite TV show has been interrupted by commercials ever since the streaming service raised prices.

[Free Kit: How to Build a Brand \[Download Now\]](#)

Vying for a place among these thousands and thousands of messages is a daunting task, but spending some time on strategic branding will help set you apart from the competition and build customer loyalty.

In this article, you'll learn all about the branding methods and essential elements of a branding strategy you need to grow a brand that'll stand the test of time. And then one day your brand will be wrapped on a city bus.

[**READ MORE**](#)



[**GO HERE**](#)

BONUS FEATURES

[**One In Four Gen Zers Said They've Brought A Parent To A Job Interview**](#)

[**How Pen And Paper Comes To The Rescue In An IT Crisis**](#)

[**How to Create an Effective Fundraising Plan**](#)

[**Support For The Child Welfare Workforce By Using The Outreach Toolkit**](#)

[**8 Things You Should Never Say in a Negotiation**](#)

[**Mindfulness Can Beat Tech Stress at Work**](#)

[**4 Trends in Early Care and Education Quality Rating and Improvement Systems**](#)



ACRC + CYC-NET TRAINING

Supervising Gen Z, Millennials, Gen X and Baby Boomers: Inter-Generational Supervision Strategies



October 31, 2024
12 - 3 PM CST



Virtual | Zoom



Frank Delano, LMSW
President
Professional Package Consulting



Noor Almaoui, LCSW
Clinical Supervisor
Sycamores

Register Now: www.togetherthevoice.org

[GO HERE](#)

Enjoy! ◇

Illustration: geralt on Pixabay.com

THE ACCIDENTAL PRACTITIONER



Dr. Dale Curry, Master Class Instructor

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

FROM ELEPHANTS AND CHEWING GUM SAMPLES TO PROFESSOR EMERITA: AN INTERVIEW WITH A CHILD AND YOUTH CARE ICON

Interview Conducted by Dale Curry

I received the honor of interviewing one of our profession's most prestigious child and youth care (CYC) heroes- Karen VanderVen, Ph.D. As one of the most important thought leaders, Karen has been a prolific author and editor of some of the most significant CYC publications in our field. She has served as an informal national and international ambassador of our developing profession for many years.

Karen was also one of my professors and chair of my thesis committee in the graduate program of Child Development and Child Care at the University of Pittsburgh. She has continued to support my professional development throughout my career; as she has done for so many other CYC professionals.

This interview will focus primarily on two areas: (1) childhood and family life, and (2) career development (including education and work experiences).

Early Childhood and Family Life

I spent my early years in Nyack, New York, a small town on the other side of the Hudson River from New York City, in 1937. Our house was on a hill high above the village. My parents were mid-westerners from Wisconsin and Chicago. I didn't talk until I was three years old I just made noises. So my mother patiently drove me into the city to a program that treated speech problems. That finally started me talking. It must have been painful for them since together they wrote a little book that I still have, called "The Little Girl Who Wouldn't Talk." My father, a professional artist, illustrated it. My mother shouldered the brunt of my problems, but my father did many special things. I had an older brother by two and half years. He was a friendly boy and a great talker unlike me.

When I began to talk, I stuttered - a behavior that brought me some grief, but there's a good ending which you'll see later this interview.



I was sent to different nursery schools which I remember mostly with pleasure – even what we did including pretending to be elephants and walking around the room with our arms in front of us to suggest a trunk. We were served lunch there and I told my mother we had "baked elephant" for lunch. Elephants were part of my early experiences because the owner of a nearby estate had several that would parade up and down the main road that went by my house.

I remember Pearl Harbor and the start of World War II. We sat in living room of family friends when suddenly everybody stopped talking and listened to the radio announcements. Later on, with war underway, we were all affected on the home front. My slender father did not qualify for military service, but became a neighborhood air raid warden. There would be an air raid drill at night and all lights were to go out. My father went around making sure everybody complied. We could look up and down the Hudson River Valley almost to New York City and it was pitch black. My brother said that if any enemy boat came up the river or plane

came into view, it would get "more holes in it than a Swiss cheese." My brother and I could fight sometimes as siblings will, but this was very comforting !!

Elementary and High School

I attended the Liberty Street School in downtown Nyack and consider it an excellent school in retrospect. I was there from kindergarten through 6th grade. I had no trouble doing the work, except for reading out loud. Then I went to Nyack Jr. High School and then on to Nyack High itself. The stuttering caused me some grief, but I really remember having friends among the students and the teachers being accommodating. We had plenty of recess in those days - a morning and afternoon period, and time after lunch.

As I developed socially and became less shy, and my stuttering didn't seem to get me excluded from the group. I enjoyed school although I could get a bit bored - and especially loved our recesses. There were monkey bars, swing sets and a panel of brick without windows all the way up to the third floor. I practiced throwing a tennis ball against the building until I could get it up to the top. Because of my older brother, and that fact that there were few girls that lived near me, my athletic skills helped me get included in ball games sometimes. Even football!

On to junior high and senior high at Nyack. I was a good student, especially in English. There was an English prize at graduation and I won it. My mother would have been unhappy if I had not. In high school I took the college entrance track. In my freshman and sophomore years I worked on my social development and spent time every day in the local confectionery store that all the kids flocked to after school. Then I noticed that while my grades were passing, they weren't what they should have been. I have very good memories of the school and like to thumb through my yearbook (1955) and read the autographs of the seniors depicted. I was co-editor of our school newspaper. I actually loved math although that wasn't my strongest subject.

College Years

We were encouraged to apply to well-known colleges and I did too. I had several acceptances and decided to go to Vassar College. New York State had a program where if you got a high enough score on an exam, you would get a nice 4-year stipend. Because I liked Vassar, and received the stipend, I went there. Class of 1959.

The work at Vassar was really hard. I had to study with great discipline and I passed but hardly distinctive grades. Nyack's prize English student (me) got a D+ in one course! My mother was not happy, but I had to be firm that she was not to contact the professor to contest the grade.

Once I got into my psychology major and child study minor, my grades greatly improved.

During the summer I got jobs. One year I was a swimming instructor in Woods Hole MA and was kept busy morning to night teaching beginning swimming all the way to Life-saving. The next year I drove from Nyack to San Francisco with 2 other girls.

I needed to work. I had three jobs. The best one was passing out chewing gum samples on downtown corners along with a team of several other women of varying ages and backgrounds, We worked well together and I was very fond of them. I still have a photograph of me with them in our yellow costumes, straw hats, and gum sample filled canisters.

Work History

I graduated from Vassar in 1959 and found a position with the Educational Testing Service in Princeton NJ. The job ended up not working well - I was let go; although they were very nice telling me they thought I'd should work with children (I said to myself- I can't agree with you more). I then found a job at the New Jersey Neuropsychiatric Institute working with its children's unit. That was a miracle. I had gone to the personnel office and was there when the head of the Occupational Therapy Department was looking for a therapy aide. "How about her?" She asked, thumbing in my direction.

I met a man working for his Ph.D. in physics and we hit it off. However, I was slated to start graduate school at the University of Iowa and started the program. He came out to visit me there and well, that was it ! I planned to leave at the end of the term and did.

After my return home, I found another job as an arts and crafts teacher on a children's psychiatric unit which went well. Some of children were autistic and I figured out how to adapt different activity media into ways that they could apply their special approaches to real life projects. Later I wrote my Master's thesis on how they did it.

In the meantime, my relationship with the physicist developed and we decided to get married. We did in June 1961. He got a position at the Carnegie Institute of Technology in Pittsburgh and accepted it. We were Pittsburgh bound! That was something I never anticipated! Luckily once we got there I was able to resume graduate work. George Cohen, who I had met at the Neuropsychiatric Institute and a Pittsburgh native had told me to look up the program in Child Development and Child Care at the University of Pittsburgh. One night out at a coffee house, we ran into George, visiting his home town. I had to tell him I had not yet followed his suggestion to look up the program. He took me up to meet one of the advisors (Genevieve Foster) in the program the next day.

Needless to say, I applied, was accepted, and Mrs. Foster was assigned as my advisor. To add to it, I was offered an assistantship to start an arts and crafts program on the Children's Residential Treatment Center. Most of the children there were diagnosed with childhood autism and were non-verbal. So, I needed to figure out how to adapt the arts and crafts projects to their symptom patterns (e.g., preferring circular motion, spinning things, ripping paper rather than just drawing, etc.) That became the subject for my master's thesis: "Activity Programming for Severely Disturbed Children."

Why Did I Stay in the Child Development and Child Care Field?

It seemed to fit me! The more active approach to the work and the nature of the children and the settings challenged me. One thing led to another so I stayed and stayed and stayed. How lucky that I did not become an office based clinical psychologist!

As I finished my program a new state hospital for both emotionally disturbed and children diagnosed with mental retardation was being opened south of Pittsburgh. There was some hope that I would assume a job there and so I did. I was assigned to the Occupational Therapy (OT) Department. Unfortunately, the OT function was to work with individual children - there were many of them so their session would have to be brief and infrequent. I came to disagree with that approach and I was supported by a new child psychiatrist who was eccentric but brilliant, but could not implement any of her ideas without some additional help. That turned out to be me. So I was able to set up a woodworking shop with other arts and crafts activities. The medical doctor encouraged me to just go into the children's rooms with my projects and work with them there and I did. It became fun to participate in outwitting those more rigid staff members to do what we thought really met the needs of the children.

I expected my first child. It turned out the 'child' was boy-girl twins! What a thrill! I had always wanted to teach at Pitt and luckily my program needed somebody to teach a child development course. As the twins became older I was looking for a bit of part-time work to keep my hand in, and was offered a job meeting once a week to discuss the students' practicum experiences. I was nervous about speaking to a whole class. I came up with ways that actually led I think to my being a better teacher. So we had workshops. I'd certainly assign pertinent readings and provide a sufficient context for learning. We had student reports, student designed workshops for the other students. It seemed to work. I did my doctoral dissertation on a method I designed to enable students to design simulations that were congruent with their 'referent system.'

The time came to apply for tenure and I began to be glad that I had written up various things. Will wonders never cease, I was awarded tenure in 1975, I remained at Pitt for the rest of my professional life, retiring in 2011 as Professor Emerita of Psychology in Education.

Lucky me! ◇

Illustration: Dale Curry, Ph.D , Karen Vander Veen, Ph.D.

WHY WE STAY



By Angelo "Chip" Bonsutto, Ed. D., CYC Advocate Staff Writer

ETHICAL CONSIDERATIONS WHEN WORKING WITH CHILDREN: A PRIMER FOR NEW MANAGERS

I was promoted to my first management job in child and youth care at the age of 24. Working in a residential program, I was responsible for 20 boys between the ages of 10 and 12 with a staff of 5. Always double covered, we worked long hours with few

days off. All of my direct reports were like me: early twenties, college-educated men. For most, this was not their chosen field, rather a job that was available during the prolonged recession of the early 1980s. This was our first foray into child and youth care for all of us. For most of us, this was our first full-time work experience too. Some of us had degrees in psychology or criminal justice but most had unrelated degrees. None of us really had any formal training in working with boys with behavioral health needs outside of the brief orientation that the agency provided. As a new manager, it was my responsibility to train the staff, set, and at times, create the rules and guidelines of our practice.

As we know, working with children comes with a great deal of responsibility. This was not lost on the 24 year old me. It was not lost on most of my co-workers as well. However, child care work is known for its high turnover and in the early 1980s background checks were fairly limited. So, bringing on new untrained and untested staff was a constant. Sadly, for many organizations today this remains true.

I knew that ethical considerations were paramount when it came to ensuring the well-being and safety of children. Professionals who work with children must navigate a complex set of ethical considerations to ensure they are acting in the best interest of the children they serve. In this article, we will explore the guiding principles I used in finding and developing new child and youth care professionals. Ethical practices were and are central to my mission. Understanding and upholding ethical standards were and continue to be crucial for creating a safe and nurturing environment for children to thrive.

For the next 40 years or so, the concepts detailed below would serve as the foundations of my work. The Association of Child and Youth Care Practice (ACYCP) has codified the practice and ethical standards of the field. I believe that it is imperative for child and youth care managers and staff to review these often. These are not just rules, rather concepts and practices to ensure the best care for youth and the development of a professional staff. The following are the precursors and practices that must be adhered to to ensure that our practice standards enable and create child care

environments that service the interests of children and families.

Most ethical standards assigned to the healing arts have some version of "First do no harm". Commonly attributed to the work of ancient Greek physician Hippocrates, this simple statement seems, well, so simple. Of course, we practitioners aren't going to do harm. Yet, in practice, it isn't always so! At times, even with the best intentions, damage can be done.

Several times during my career, I came upon individuals that believed that they were the only one that could reach or treat a child. In most cases, these individuals were sincere in their belief. In practice, their belief and subsequent interactions (e.g., rewarding a child for behaviors outside of the scope of a treatment plan or goal) or non-interactions (e.g., not following a treatment plan) sabotaged treatment. Often, this harmed the child or family.

To combat this, I'd avoid hiring individuals that believed that their sole approach was righteous. Instead, I looked for individuals that could work in a team and most importantly, rely on and trust each other. Child and youth care worker at its best is a "team intervention." Teams treat children in residential, educational, and partial hospitalization settings and the best programs have strong teams.

At times, "solo fliers" created secrets between the child, children, and other staff. One of the most damaging actions of adults in power positions (e.g., teachers, doctors, child and youth care workers) is to create a secret between a child and an adult. Often, these secrets start appearing innocent enough but often lead to nefarious actions. Secrets are how sex offenders and abusers begin to create the environment that supports an abusive relationship. It seems like daily we read or hear about a teacher, doctor, or other helping professional violating their ethical principles and engaging in inappropriate behaviors with children. If we explore further, we often find that these started with secrets between the victim and offender.

Any facility caring for children should ensure that all interactions between adults and children are carried out in the open and with the full knowledge of management and the treatment team. Policies should be in place on how children receive gifts, attend outings with staff, and spend any time alone with staff. When I was responsible for the direct supervision of child and youth care staff, I would often review the concept of "secret-free environments." When I met with children, I often asked about secrets. Even the simplest secrets such as "don't tell anyone I let you stay up late last night" needed to be quickly shown the cleansing light of day.

Years ago in a meeting with a state licensing representative, I remember him telling me that he was a bureaucrat. His primary interest was in enforcing the standards and he really was not interested in if the children's mental health was improving. Often, programs create rules for children (and staff) that do not take into account the treatment of children. Sometimes rules have survived in agencies based solely on tradition, not current treatment needs of youth. Often, power struggles with youth (and staff) are created and magnified over arcane rules.

A classic is rules around when children go to bed. In some programs, bed times are set by program levels or behaviors rather than a child's age. Many child and youth care workers have seen power struggles with children created by trying to get children to go to bed at times that are way too early for their age. Many children in care have suffered extensive trauma around bed times and power struggles around going to bed often retraumatize children and create significant challenges for the professionals working with them.

In high school physics we first learned about Newton's third law of motion; for every action, there is an equal and opposite reaction. For child and youth care workers this translates into every intervention or action we take with a family or child creates a consequence that is unintended. This doesn't mean that the practitioner doesn't provide the intervention. Rather, we need to take the time to examine the intervention and determine what the unintended consequences can occur. At this point, we then can determine if the intervention's pros outweigh the cons. Utilizing the force field analysis decision making tool is an excellent way to review and develop interventions within the child and youth care field.

Years ago, I read a published review of a physical restraint during which the child died. Of all the interventions that child and youth care workers have at their disposal, restraint is one of the most risky. It truly must be an intervention of last resort. Many times, it is not. What led to the child being restrained in the published review was that she had a picture of her family taped to her wall and, for whatever reason, having family pictures taped to the wall was not permitted. The rule led to a power struggle with staff that led to the restraint resulting in her death.

Finally, we've all heard the saying that the cure, sometimes, can be worse than the disease. This holds true when dealing with children in various forms of out of home care as well. The pressure to move children or "step them down" is an on-going challenge for many private children and state/county placing agencies. Many times success is determined on how quickly children are removed from care. Yet, we know

that each move caused additional trauma for a child. Many of us have seen children removed from care and returned a few days or weeks later. Sadly, success is often measured in how quickly a child returns to a previous placement or new foster home rather than how permanent the next place has been. We need to ensure that the next placement is prepared to care for the child.

For new managers (and established ones as well), our work begins with understanding, training, and utilizing the ethics of our profession. We need to ensure that we create therapeutic environments that promote the care, treatment and well-being of children. Understanding how our actions impact how treatment and ethics are utilized today is as essential as it was some 40 years ago. ◇

Illustration: Chip Bonsutto

GLOBAL PERSPECTIVE ON YOUTH AND CHILD CARE WORK



[Editor's Note: The following reprinted with thanks to the PBS (Public Broadcasting System) and the Associated Press (AP) and was first posted March 18, 2024.]

EVERYDAY YOUNG HERO

When Sainath and Sai Sahana Manikandan (17, 15 | Abu Dhabi, United Arab Emirates) were traveling throughout their country, they were shocked to see heaps of plastic and other waste littering roadways, parks, and beaches. At the launch of Drop It Youth, a program to support youth champions of

environmental sustainability, Sainath and Sai Sahana learned more about the impact of plastic on marine life and how it negatively affects the food chain for both animals and humans. Inspired to start change, the siblings and environmentalists created the PEPC Campaign in 2018.

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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:

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Janet Wakefield
6744 Falcon Ridge
Indianapolis IN. 46278
317-440-7260 [Eastern Time]**

<https://www.acycp.org/an-invitation-to-learn-and-share-as-a-member-of-fice>



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FROM CAMPUS TO COMMUNITY



"IF YOU THINK EDUCATION IS EXPENSIVE, TRY IGNORANCE."

[Editor's Note: The following is reprinted with thanks to the authors and the Hechinger Report and was first posted October 10, 2021. This story also appeared in NBC News]

WHY RACIAL GRADUATION GAPS EXIST ACROSS THE NATION

By Olivia Sanchez and Meredith Kolodner

When Diamante Hare stepped onto Northeastern Illinois University's campus in Chicago for the first time in 2018, he was gambling with thousands of dollars of grants, scholarships and loans — and his future. As gambling tends to go, the odds were against him.

Away from his predominantly Black, West Chicago neighborhood for the first time, Hare felt uncomfortable. He was unsure what to expect or how he would fit in. There were other Black students on campus, but of the 20 Black freshmen he remembers becoming friendly with at the start of that year, he said 17 didn't make it past the first semester.

Hare, now a senior, is on track to graduate without having transferred, withdrawn temporarily or gone part-time. That's unusual. At Northeastern Illinois, only 11 percent of Black students graduated within six years in 2019. Even fewer graduated within four, as Hare plans to do.

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["Proactive and Reactive Strategies for Managing Students' Emotional Dysregulation in Class" \[Video Replay & Podcast #521\]](#)

Illustration: Akshayapatra on Pixabay.com



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[Tuition Tracker link thanks to: The Hechinger Report](#)

Enjoy!

CYC AND NONPROFIT ADVOCACY



[Editor's Note: The following is reprinted with thanks to the authors and ADDitude. This article was updated and reposted August 27, 2024.]

HOW TO ADVOCATE FOR BETTER TEACHER TRAINING ON ADHD

By Cindy Goldrich, Ed.M., Carole Fleck

You can improve the way neurodivergent students are taught in the classroom by lobbying for educational reform. Here's how.

We are wasting valuable brains and risking poor outcomes by teaching students with ADHD according to old and outdated lesson plans. Our knowledge of brain science, mental health, and learning has evolved significantly over the last decade. It's time for our educational institutions to use this knowledge to create positive school environments where all children can learn best.

Alongside other ADHD advocates, I've been working for more than a decade to create systemic change in the way we educate students with ADHD. I will share exciting opportunities for civic actions you can take to encourage local and state legislators to implement these special ed reforms. As Margaret Mead famously said: "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

[READ MORE](#)

Ratification of the Convention on the Rights of the Child in the United States

The United States is the only country in the world that has yet to ratify the UN Convention on the Rights of the Child (CRC). Several of the provisions of the CRC came at the recommendation of President Reagan's Administration and President Bill Clinton signed the CRC in 1995. However, the Convention has not been ratified by the U.S. Senate. The failure to ratify this treaty has left U.S. children vulnerable to human rights abuses at the state and federal level. It is critical that every nation, including the U.S., sign and ratify the CRC to protect the human rights of children.

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FROM THE HILL



CYC REGULATIONS, LEGISLATION & COURT RULINGS

[Editor's Note: The following is reprinted in part with thanks to the House Ways & Means Committee (Rep. Jason Smith, Chair) and was posted by Think of Us (new resource) on September 19, 2024. Sincere thanks to Andrew Schneider-Munoz, Ph.D. for passing this along. Go to: <https://www.thinkofus.org/> to subscribe.]

**WAYS & MEANS UNVEILS FIRST-IN-A-GENERATION,
BIPARTISAN REFORM OF CHILD WELFARE
TO PROTECT AMERICA'S CHILDREN**

WASHINGTON, D.C. – Today, [July 22, 2024] the Ways and Means Work and Welfare Subcommittee Chairman Darin LaHood (R-IL) and Ranking Member Danny K. Davis (D-IL) introduced bipartisan legislation to reauthorize and reform child welfare programs under Title IV-B of the Social Security Act. The bipartisan Protecting America’s Children by Strengthening Families Act (H.R. 9076) reauthorizes Title IV-B for the first time since 2021 and delivers the first significant reforms since 2008. With approximately 369,000 children currently in foster care, this legislation offers vital assistance to help strengthen and keep families together and support the safety and well-being of children in foster care.

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[The Montana Supreme Court struck down parental consent to obtain an abortion.](#)

Enjoy! ◇

Illustration: Ross Johnston

HEALTHY KIDS, HEALTHY ADULTS



EXPLORING CYC DEVELOPMENTAL ISSUES WITH LIFELONG IMPACTS

[Editor’s Note: The following is reprinted with thanks to Neuroscience News and was posted July 10, 2024.]

UNDERSTANDING THE MENTAL HEALTH OF CHILD SEXUAL ABUSE SURVIVORS

Abstract

Child sexual abuse is a widespread issue that has social implications for the victims' mental health. The child sexual abuse is a widely spread manifestation of trauma leaving the victims with immense and long-term mental effects. This review paper introduces CSA and how individuals who went through it are psychologically impacted. By looking at a real-world example of how this happens, we get to explore the many struggles and challenges that CSA survivors face, and also highlight the ways in which they manage to cope with the traumatic experiences they have gone through. Furthermore, this review draws attention to both the resonant and possible distortion of CSA in public discourse by contrasting these real-life tales with representations in popular media (reel-life case studies), such as literature and film. This review seeks to

delve deep into the minds of CSA victims and acquires information on how their mental health is affected. The synthesis of research findings and personal narratives is to gain more insight into the tragic mental health outcomes of CSA victims and to appreciate the importance of support and intervention in their healing process.

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CONCUSSION

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AND PROTECT

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PROBLEMS WITH BALANCE,
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DISTORTED, BLURRY
OR DOUBLE VISION

SENSITIVITY TO LIGHT
AND/OR NOISE

NAUSEA OR
VOMITING

MEMORY PROBLEMS

SLEEP PROBLEMS

FEELING DROWSY,
CONFUSED OR
UNABLE TO FOCUS

FIFA  World Health Organization

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Enjoy! ◇

Illustration: geralt on Pixabay.com

OH CANADA!



[Editor's Note: After a couple of years search, we are delighted to have found a Canadian columnist to cover CYC activities in our neighbor nation. Welcome Julia Hollings and enjoy!]

REMEMBERING INDIGENOUS CHILDREN AND YOUTH IN CANADA-NATIONAL DAY FOR TRUTH AND RECONCILIATION

By Julia Hollings, CYC-P

In Canada, September 30, 2024 marked the fourth annual National Day for Truth and Reconciliation. This is a day of reflection to remember the legacy of residential schools and related tragic history where at least 4,100 young children and youth died at those schools across Canada and never made it back home to their families or those that made it home experienced a loss of their culture, language, relationships with families, communities and native way of living. Residential schools were Canadian government-sponsored Christian schools that were established to assimilate Indigenous children into Euro-Canadian culture and were in operation from the 17th century until the late 1990s when the last residential school closed its doors. These schools permanently disrupted many Indigenous communities and family lives across the country and created intergenerational traumas that continue to impact Indigenous peoples today.



In 2015, The Truth and Reconciliation Commission of Canada [NCTR - National Centre for Truth and Reconciliation](#) released a document with 94 Calls to Action [calls to action english2.pdf \(gov.bc.ca\)](#), where Call To Action #80 called on the Canadian federal government to declare September 30 a statutory holiday. This day is also called Orange Shirt Day, where allies are encouraged to wear an orange shirt to show their solidarity with Indigenous communities, to remember the survivors and learn about the history of residential schools and the ongoing impact of colonialism.

As Child and Youth Care Practitioners, advocating for the needs of children, youth and their families is a key component of our daily work and a part of our standards for practice. It is important for us to continually keep ourselves informed and aware of cultural structures and diversity of those we support, while also remaining aware of our own biases. Remembering The Children: National Day For Truth And Reconciliation 2024 event shares the history and impact of residential schools through personal stories and advocacy for change. [Remembering The Children: National Day For Truth And Reconciliation 2024 \(ctvnews.ca\)](#) ◇

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 Enjoy!]

[Editor's Note: This issue's column has been merged with Dale Curry's The Accidental Practitioner above, wherein Dale interviews Karen, who was his graduate school advisor at the University of Pittsburgh. Enjoy!] ◇

BY THE WAY

SISTER MADELEINE RYBICKI CELEBRATES 70 YEARS AS A SISTER OF THE HOLY FAMILY OF NAZARETH

By Frank Eckles

Over the weekend of August 10th and 11th, a celebration was held in Cleveland, Ohio to recognize Sister Mary Madeleine Rybicki for her 70 years as a sister of the Holy Family of Nazareth. The two day event started with a Catholic Mass held at the Shrine Church of St. Stanislaus followed by a reception and dinner that lasted long into the night. The following day, a breakfast was held to allow the many child welfare trainers and child and youth care leaders opportunity to honor her contributions to the field. Varda Mann-Feder and Frank Eckles presented her with an album of pictures and written remembrances submitted by the invited guests and the hundreds of training professionals Sister worked with over the course of her career.

Sr. Mary Madeleine Rybicki joined the sisters of the Holy Family of Nazareth as a postulant in 1954, when she turned 18. Over the course of the last 70 years, she has dedicated her commitment to serve the Lord through her work to support children, youth, and families worldwide. She has provided services in the Philippines, Viet Nam, South Africa, and the United States.

Sister Madeleine served as the Director of the John Bosco Program at Parmadale in Parma, Ohio, and later founded the Parmadale Training Institute. She served as Residential Program Director at Holy Family Institute in Pittsburgh for 9 years and then as Training Director for 14 years. She attended many FICE conferences representing ACYCP.

Sr Madeleine Rybicki served as a member of the North American Certification Project (NACP) and contributed to the development of the certification competencies, competency demonstration process, CYC code of ethics, definition of the field of Child and Youth Care, and was instrumental in conducting testing to demonstrate the validity of the certification exam and demonstration process.



Sr. Madeleine has been an important and active member of the Child and Youth Care Certification Board since its inception in 2008 including serving on many committees, being a Senior Portfolio Assessor and Exam Proctor, and for many years serving as the Vice President.

Over the course of her career Sr. Madeleine served as the President of the Pennsylvania Association of Child Care Workers, T.R.A.I.N., and the National Academy of Child and Youth Care Professionals. She has been a member of the National Staff Development and Training Association Board, National Organization of Child Care Worker Associations, the Association for Child and Youth Care Practice, and continues to serve in her 61st year on the Ohio Association of Child and Youth Care Professionals Board.

Sr. Madeleine has been an exemplary Child and Youth Care Practitioner for over 50 years, is credentialed at the CYC-P highest level in the field, and was the first person awarded the honorary position of Board Member Emeritus of the Child and Youth Care Certification Board (CYCCB).

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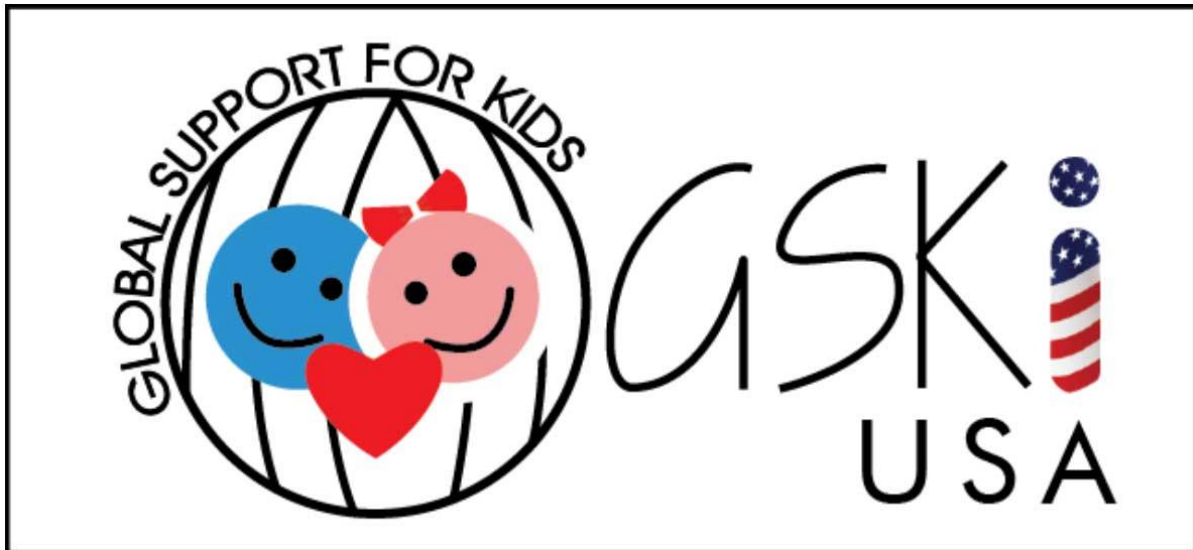
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A banner for the All of Us Research Program. On the left, a dark blue box contains the logo "All of Us RESEARCH PROGRAM" and the tagline "The Future of Health Begins With You". Below this, the text "Be one in 1,000,000 for a better future." is written in blue and black, followed by the website "JoinAllofUs.org" in blue. On the right, a diverse group of seven people of various ages and ethnicities are standing together, smiling. One woman in the foreground is seated in a wheelchair.

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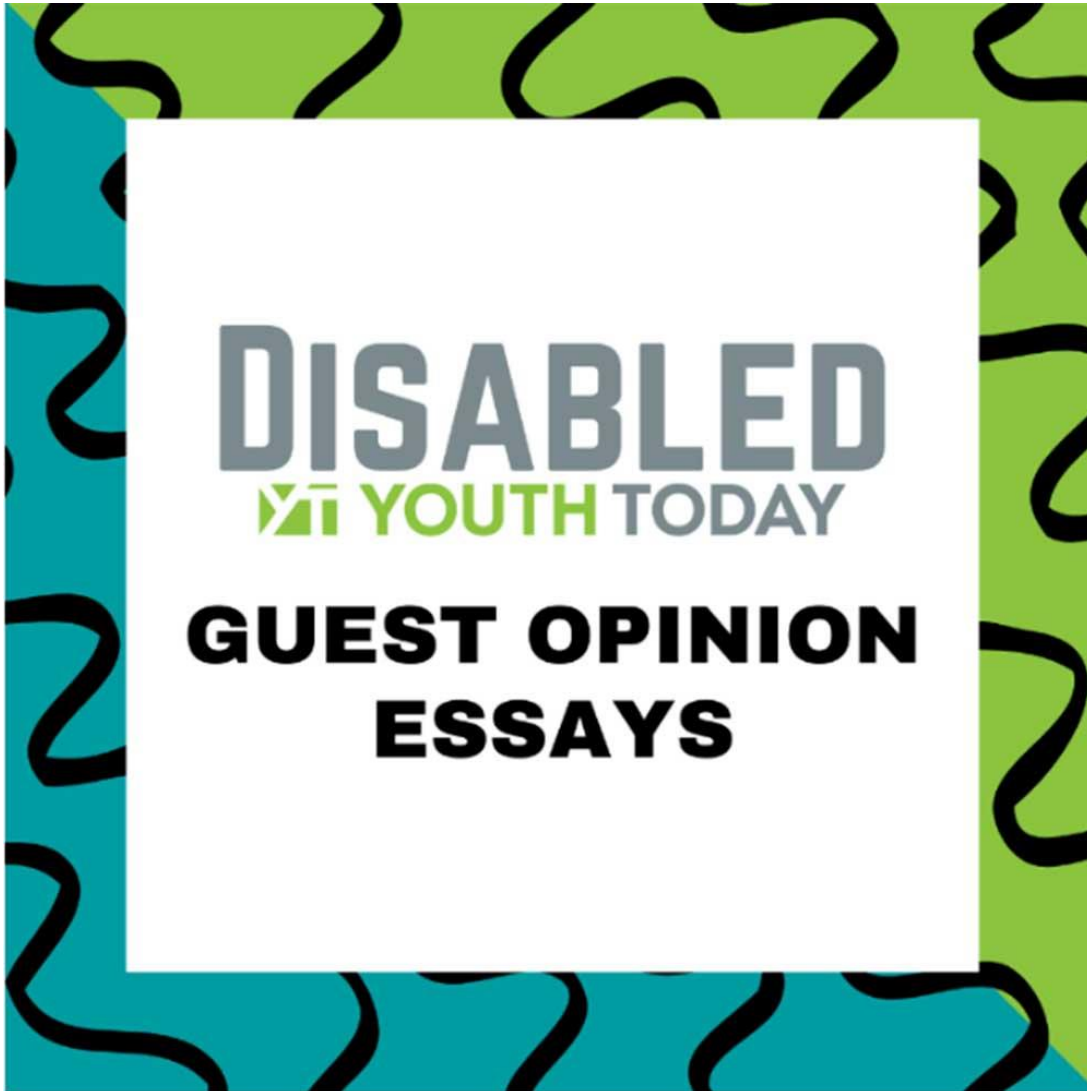
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ACYCP organization tree update, v6.0
10/3/2019

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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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