



ACACI Fall Newsletter

November 1, 2017



Helping Children and Adolescents Thrive

Message from the President



Peggy Mayfield

Happy Fall, Everyone!

Thank you for helping ACACI this past summer by filling out our membership survey. We have analyzed the results which were so helpful in our activity-planning process. Please see the results summary by Membership Chair, Anna Themanson, elsewhere in the newsletter.

We want to encourage members to help us address these topics by writing an article for the newsletter and submitting it to our Newsletter Chair, Leslie Contos lesliecontos@gmail.com or volunteering to provide a free webinar by contacting me mayfield.peggy@gmail.com.

Working together, we can meet the needs of the entire organization!

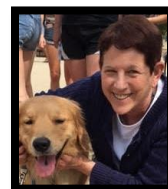
Our Outreach & Networking Chair, Greta Nielsen, has been hard at work curating a list of resources for members. We call her our Curator-in-Chief! If you are aware of any free resources that would benefit child & adolescent counselors, please share that information with Greta Nielsen, gretan@clinicalcareconsultants.com.

We are in the process of developing an Emerging Leaders Task Force! If you are a graduate student who would like to have opportunities to grow as a leader, please contact me!

Kind regards,
Peggy

President, Association for Child and Adolescent Counseling in Illinois
mayfield.peggy@gmail.com
Helping Children & Adolescents Thrive!

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Wine & Cheese

Friday @ 5:45pm

November 10, 2017

ACACI Member

Annual Division
Meeting @ the ICA
Conference

Join us!



ACACI CONFERENCE TABLE

Look for our ACACI member table at the conference. We will have our gift basket on display as well as member information and goodies. If you would like to get involved and volunteer for an hour or two at the table, please contact: Peggy Mayfield mayfield.peggy@gmail.com

ACACI will be providing the following baskets to be raffled off at the upcoming ICA conference on November 9-11, 2017.

Therapist Self-Care Package: Total Value – Over \$300.00

\$50.00 Massage Envy gift card; Aromatherapy candles, hand sanitizers, soaps, and lotion; coaching session; angel card reading; humorous post-it-notes; 30 Essays on Giftedness book and SENG pamphlet; inspirational journal, mug and desk calendar; soothing teas; eye mask; hand massager; healthy snack mix; stress reducing mints; stress balls; acupressure rings; mandala coloring book and markers; & Godiva dark chocolates.



Child Therapist Tool Kit: Total Value – Over \$400.00

Peace Path Game; Stop That Angry Thought Game; Priority Check Card Game; Mindfulness Matters Card Game; Positive Discipline Tools books; Bart Speaks Out book; Parenting Young Gifted Children book; F is for Feelings book; 30 Essays on Giftedness book and SENG pamphlet; Briteboards hand held wipe-off boards; assortment of art supplies; mandala coloring book; sensory roller; “trash thought” container; humorous post-it-notes; variety of fidget toys and stress balls; and Thumbballs with tote bag.



On behalf of the entire board we are very grateful for the following companies and members who graciously contributed to the ICA & ACACI raffle baskets by providing games, toys, products and services that will enhance our members' ability to provide quality care to their clients; as well as themselves.

Atisha-Sky Gates, Gates Consulting

Catherine Gruener; Gruener Consulting

Childsworld/Childsplay

Child Therapy Toys/Play Therapy Supply

Laura Doyle, Dynamic Directions Counseling

Lisa Seyring, Beauticontrol

Office Oxygen/Trainers Warehouse

Positive Discipline Association

Samantha C. Panopoulos, SMB Alternative Healing

SENG, Dr. Mike Postma

CALLING ALL ACACI MEMBERS!!!



We Love You!

WE ARE GIVING OUT FREE FIDGET
SPINNERS & LIP BALM TO ALL ACACI
MEMBERS WHO ATTEND OUR
NOVEMBER 10TH DIVISION MEETING
AT THE ICA CONFERENCE!
**PLEASE JOIN US FOR WINE, CHEESE, &
FUN!**

PLEASE VOLUNTEER TO STAFF OUR
TABLE AT THE
CONFERENCE: [HTTPS://DOODLE.COM/
POLL/54U9VB8NQ4QCGNUDQ](https://doodle.com/poll/54U9VB8NQ4QCGNUDQ)

**VOLUNTEER FOR THE ACACI
TABLE AT ICA CONFERENCE**
[VOLUNTEER LINK](https://doodle.com/poll/54U9VB8NQ4QCGNUDQ)

<https://doodle.com/poll/54U9VB8NQ4QCGNUDQ>



**Catherine Gruener, MA., M.A.,
LCPC, NCC, PDTC**

Catherine Gruener, M.A., M.A., LCPC, NCC is an Adlerian trained licensed clinical professional counselor, national certified counselor, and certified Positive Discipline educator with training in Parent Management techniques from the Yale Parent Center. She holds master's degrees in neuropsychology and a second master's degree in counseling psychology. She is the incumbent Secretary for ACACI and professional member of ICA. She has worked in the mental health field since 1994 and provides individual and family counseling, parent counseling, and parent education through Gruener Consulting in Oak Brook.

www.gruenerconsulting.com

www.encouragementparenting.com

Upcoming ACACI Webinar

Wednesday, December 6, 2017 7-8pm

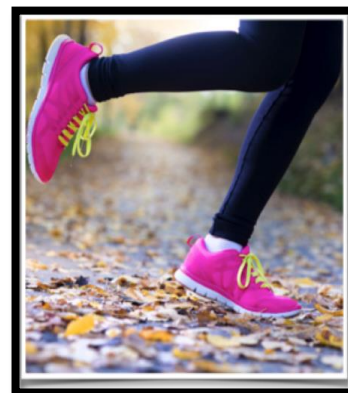
Parent interventions as part of children's treatment plans

One of the intervention modes that is often overlooked when counseling children or adolescents is parent training. Parenting truly is one of the "most difficult and important tasks of life," (G. Kenneth West, 1986).

Parenting not only offers adults a chance to heal their pasts and have a healthy attached relationship, parents and the family unit greatly influence a child's behaviors towards the tasks of life (work-school for children, love, and relating with others). Adlerian based parent education programs have been found to decrease problematic child behaviors, improve adolescent motivation, improve parent-child relationships, and increase parental well-being, approaches, and attitudes (Lindquist, 2014).

Parent interventions as part of children's treatment plans

Parent Management training has been to improve child behavior from clinically diagnosed problems to nonclinical levels of functioning in the home, improve maternal depression, decrease stress, and improve family interactions (Kazdin, 2005). By changing parenting approaches, orientations, strategies, and techniques, children benefit: problem behaviors resolve, parent-child relationships improve, and families become more connected.



Webinar Learning Objectives:

- Understand current parent education Research
- Explain the Basic Concepts of 2 specific evidence-backed parent training programs
- Discuss the Limitations and Benefits of experiential and behavior parent training approaches
- Determine when to include parent training as part of a child's treatment plan
- Design a parent education goal for child's treatment plan



Encouraging empathy and kindness in light and in darkness

by Sarah French
Illinois State University

Sarah French, is Assistant Professor and Education and Psychology Librarian, Illinois State University. She was formerly a child and family therapist and is currently seeking licensure as a counselor in the state of Illinois.

This article is the original work of the author, has not been previously in other journals, and is not a simultaneous submission. Correspondence concerning this article should be addressed to Sarah French, Milner Library, Illinois State University, Campus Box 8900, 201 North School St., Normal, IL 61790-8900. Email sfrench@ilstu.edu.

Years ago, I approached a young adolescent boy who was playing with Legos in my agency waiting room. I knelt beside him and asked him to tell me about the structure he was building. He said that it was a barge, and that it was so full of water that it was about to sink. As I worked with him, I understood that his own barge was indeed overfull and that he was so overwhelmed that felt immobilized and helpless. He was twelve. His parents had divorced, his mom had remarried, his stepfather was abusive, and they had moved 1500 miles away from his father and both sets of grandparents. There was water pouring into his boat, and he was trying to find ways to plug the holes.

This past year has been one full of gaping holes and leaky boats for many people, and children and youth are no exception. We have been beset by the darkness of political divisiveness of an intensity that has ended friendships, split families, created rifts in workplaces and neighborhoods, and left some children and adolescents in fear of losing their parents, their homes, their friends and their country. We have been besieged by hurricanes, earthquakes, fires, and tornadoes. Bullying and cyberbullying are rampant. Adults report feeling anxious, depressed, and fearful of the future. They are facing economic insecurity, potential health care crises, and are hearing the drumbeat of potential war. Children and youth rely on the

adults in their lives to model healthy coping mechanisms and to provide love and support and security during these turbulent times. However, when the adults themselves are depleted and having difficulty coping, counselors help families heal and regain strength. In a time of unease, one of the things we as counselors can emphasize with clients of all ages is the cultivation of empathy and kindness, sometimes accompanied by the act of giving.

One way that we can help children and teens find light during stressful times is to encourage experiences that promote feelings of stability and of mastery. Research has shown that children, youth and adults who engage in giving to others not only provide hope to the recipients, but also to themselves. Spinrad & Eisenberg (In Furlong, Gilman & Huebner, 2014, p. 82) define prosocial behavior as voluntary behavior "intended to benefit another." Many emotional components contribute to prosocial behavior, including empathy, sympathy, and personal distress. Empathy, which involves responding emotionally in the same way as another person, and sympathy, involving feeling concern or sadness for another, are more closely connected to prosocial behavior in children than personal distress, emotional arousal in response to another person's distress. (Spinrad & Eisenberg, 2014). Empathy may include both an emotional response and an action.

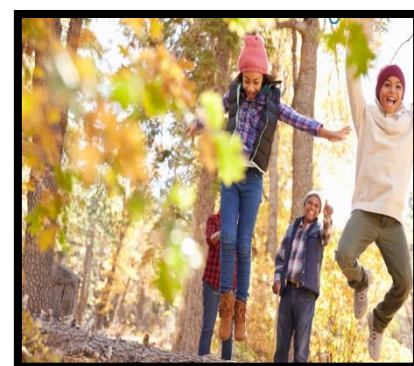
Empathy emerges very early in life, develops in stages over a lifetime, and progresses outward from the self to others. The ability to respond to others in an empathetic way and to engage in prosocial behavior has been linked to social competence, fewer problem behaviors, and, to some degree, school success. (Caprara, G.V., Barbaranelli, C., Pastorelli, C., Bandura, A. & Zimbardo, P. G, 2000; Spanlin & Eisenberg, 2014). Children's development of empathy is intertwined with parent and caregiver-child relationships. The security of a child's attachment, parental responsiveness, sensitivity to the child, and discipline techniques all lay the foundation for future prosocial behavior. Furthermore, parents serve as role models, and their ability to model kindness, compassion and giving also encourages (or discourages) children from engaging in those same behaviors. When parents are unable to provide this, children are likely to have more difficulty.

While there is literature on preschool and elementary aged children and adults, there have been far fewer studies done on empathy, kindness, and prosocial behavior in adolescents. Contributing influences include family dynamics and their effect on teens; peers; and school and counseling based programs. The developmental literature suggests that educating teens about mindfulness and

compassion may "promote pro-social behavior, empathy, perspective taking, compassionate evaluations of self and others, and enhance self-regulation and emotional awareness" (Kaplan, D. M., deBlois, M., Dominez, V., & Walsh, M. E. (2016, p.161, in Roeser & Pinela, 2014). Similarly, Froh, Sefflick & Emmons (2006) found that gratitude practice in adolescents had positive effects on optimism, well-being, and life and school satisfaction. These practices can be taught in school, but can also be foci of individual and group therapy sessions.

One family based intervention combines brief mindfulness activities with parent education (Coatsworth et al. 2014). The authors posit that both parents and their adolescent children will benefit from more mindful parenting practices, which require caretakers to first gain awareness of their own feelings and emotions, then to take the perspective of their adolescent, and practice interacting with their adolescents by demonstrating emotional self-awareness, attentive listening, nonjudgment, self-regulation, and compassion. Although the study is a parent-focused intervention, mindfulness interventions for youth themselves can assist them in reducing impulsivity, thinking before acting, and suspending judgement about themselves and others. Similarly, the same researchers (Coatsworth et al, 2014) posit that parents and their

adolescent children will both benefit from more mindful parenting practices. Mindfulness interventions for youth themselves can assist them in reducing impulsivity, thinking before acting, and suspending judgement about themselves and others. Because of increased emphasis on social and emotional learning, schools have begun to integrate specific instruction and activities designed to increase prosocial behavior. One example of a program for very young children is the Kindness Curriculum designed at the University of Wisconsin. At the middle school and senior high school level, however, those programs become much harder to find and become more complex. *Learning to breathe* and *Stressed Teens* are two examples of such mindfulness-based curricula. Adolescents benefit from having both adult role models and positive peer experiences. For that reason, encouraging parent and adolescent involvement in community engagement based on giving of oneself and one's time allows teens to achieve feelings of accomplishment and self-worth and to receive feedback from others outside of their usual networks of friends, family, and school. For students who may struggle academically,



performing community service in an intergenerational environment allows other strengths to develop and shine and may boost self-confidence, in turn increasing prosocial behaviors.

As we approach this season of giving and receiving in the season of light, it can benefit therapists, families, adolescents and children alike to step outside of themselves and to concentrate on the art of compassion and the spirit of giving to others. Parents can model this for children and youth by learning how to enhance their own generosity and by modeling kindness and giving by active participation in community service and in private giving to those in need. Children, teens and adults alike may harvest personal gains in wellness, self-care, optimism, and compassion. Therapists learning or utilizing those skills for individual, school or group counseling as well as family therapy and parent education are also likely to gain personal satisfaction and better health. This winter, let us all spread the joy of mindful compassion, the art of giving sensitively to others, and take the time to cultivate gratitude for what we have and can share during the upcoming winter holidays.

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Counseling the new nurturant father

by Mark Vanderley

Mark Vanderley MC, LCPC is a Licensed Clinical Professional Counselor who has worked with children, adolescents, and their families for more than 15 years. He has worked in residential, outpatient, school, and private practice settings focused on helping families build strong emotional connections despite the pain of trauma and attachment difficulties. Mark is the region 3 representative on the Illinois Counseling Association governing council and He recently opened his own private practice, [Connections Family Counseling, LLC](#) in Quincy, Illinois.

Mark is an Adjunct Faculty at Adams State University, teaching group counseling, family counseling, theories, and counseling the adolescent courses. He is a doctoral candidate in Adams State

University's Ph.D. in Counselor Education and Supervision program. He is completing his dissertation on The Emotional Intelligence of Fathers and Parenting Style. Most importantly Mark is a husband and father of 4 children ages 11, 10, 8, and 5 he enjoys running, music, writing, and reading. You can connect with Mark on facebook and twitter here

<https://www.facebook.com/connectionsquincy/>
@markvanderley

The Shifting Role of Fathers

What does it mean to be a good father? Some might say a good father provides financially for his children. Others may say that he passes his values and beliefs on to the next generation, while others focus on caregiving and relational connection. In 2000 Lamb provided a historical perspective to this question when he described the gradual, decades long shift in thinking about what makes the "ideal father". From the time of the Puritans through the colonial period fathers were viewed as the moral teacher or guide taking on the primary responsibility of religious education, and value transmission. Next came the motif of father as "breadwinner" which developed due to the industrial revolution and the relocation of work from the farm to the factory. Following World War II the conceptualization of fatherhood focused on perceived inadequacies stemming from father absence. This motif

encouraged the "good father" to be a strong sex role model and example. The 1970's began the rise of father as caretaker, focusing on the need for fathers to take on more household responsibility and to be a nurturing influence in their child's life. (Lamb, 2000). Taylor, Parker, Livingston, Wang, & Dokterman (2011) reported that the average number of hours that fathers spend with their children per week increased from 2.6 hours in 1965 to 6.5 hours in 2011. A more recent study reported that fathers with "nontraditional" attitudes towards fathering spend 17.3 hours per week with their children (McGill, 2014). Additionally, in 2016 the U.S. Census bureau reported that 209,000 fathers identified themselves as a stay-at-home dad (2016).

The level of involvement for those fathers living with their children has increased dramatically in recent decades. However, 25% of fathers live separately from their children representing 23.6% of all children in the United States (Taylor et al., 2011; U.S. Census Bureau, 2014). Additional statistics reveal that African American fathers are two times (44%) more likely to live separately from their children than White fathers (21%) while 35% of Hispanic fathers live separately from their children (Taylor et al., 2011). The national Fatherhood Initiative identifies divorce, non-marital child bearing, increased co-habitation, and incarceration as the main causes of father absence (2015).

But what are the solutions? How do fathers living with their children and those living separately from their children fulfill this crucial role in their child's life in a challenging and ever changing society.

Emotional Intelligence and Fatherhood

Emotional intelligence (EI) is defined as, "the ability to perceive emotions, to access and generate emotions to assist thought; to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 5). Research into the connection between EI and relationships revealed a possible link between higher levels of EI and positive relational outcomes. Lopes, Salovey, & Strauss (2003) reported a relationship between EI and positive relations with others and support from parents as well as a negative correlation between EI and negative relations with others. The managing emotions aspect of EI has been associated with positive interactions with peers, interpersonal sensitivity, reciprocal friendship, and quality of social interactions (Lopes, Brackett, Nezlek, Schutz, Selling, & Salovey, 2004; Lopes, Salovey, Cote & Beers, 2005). Research also demonstrates how relational closeness between father and child is a significant predictor of happiness, life satisfaction, economic and educational attainment as well as protection against delinquency and

emotional difficulties (Al-Yagon, 2011; Amato, 1994; Harris, Furstenbug, & Marmer, 1998). Father-child emotional connection is also linked with decreased substance use, delinquent behavior, and depression in adolescents (Bronte-Tinkew, Moore & Carrano, 2006; Goncy & van Dulmena, 2010; Harris et al., 1998; Paulson, Keef & Leiferman, 2009).



What are counselors to do?

Changing societal views, diverging "fatherhood" statistics, and increased understanding of EI raise questions about the role of the professional counselor when working with today's fathers. How do we assist them as they navigate the "new nurturant" role while some are also striving to overcome the barriers brought on by living separately from their children? Here are some suggestions:

Focus on Connection.

If you notice from the research it is the father-child connection that makes a significant difference in a child's life. Sometimes our fast paced culture encourages fathers to get their children involved in

activities that will enhance their brains and build their resume. What research shows however is that it is "us" that matters, the time spent connecting over low cost, activities enhance our children's lives. So, if you work with fathers that live with their children or separately from them encourage connection with their children by teaching them basic listening skills. Share with them the skills you learned in graduate school, empathy, paraphrasing, summarizing, non-verbal prompts, and open-ended questions. They are their most important tool.

Focus on Perception of Emotion

Help fathers to understand that a child or adolescent's behavior is a clue to all that is happening on the inside. Sometimes fathers see facial expressions, actions, or hear words and misinterpret them as disrespect or defiance. Helping fathers to accurately perceive their child's emotions will encourage the expression of these emotions. Accurate perception of emotion enables the father to know the inner experience of the child building deep connection and relationship.

Focus on Managing Emotions

The research also indicates that managing emotions, that of the self and of others is crucial for building positive relational interactions. Managing emotions also enhances interpersonal sensitivity. A father's ability to manage his emotions can enhance his ability to experience empathy for his child. When

fathers feel increased empathy, children feel understood. When children feel understood, they are more likely to understand others. When more people feel understood the world is a better place!

What does it mean to be a good father? The answer varies widely depending on with whom you are talking. It does appear however that whether they live with their children or apart, a deep, true, and meaningful connection with a father can have a lasting impact on the life of child. Counselors are uniquely positioned to facilitate this relationship by helping fathers to focus on connection, perception of emotion, and regulation of emotion.

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Helping Older Teens and Young Adults Choose Careers

By Lucy Parker, MA, LPC, NCC

Lucy Parker is a fourth year Counselor Education and Supervision doctoral candidate at Northern Illinois University. Lucy earned her M.A. in Human Development Counseling with an emphasis in Clinical Mental Health Counseling from the University of Illinois at Springfield in May 2014. During her clinical work, Lucy has engaged in a plethora of client experiences including facilitating psychoeducational groups for clients with diagnoses of schizophrenia or schizoaffective disorders, working with diverse populations including clients with suicidal and homicidal ideations, working with individuals with reoccurring legal issues, mandated clients, clients with substance abuse issues, college students, individuals seeking counseling for depression, anxiety, or adjustment issues, and clients of varying diverse identities. This year, Lucy is currently facilitating a trauma

focused group to help students identifying as transgender individuals. This group is intended to help transgender students to process their emotional pain and to remember their beauty in their identity, especially, an era when much oppression toward this community, unjustly exists.

Lucy is also a member of various professional counseling organizations, including, the Illinois Mental Health Counseling Association, the Illinois Counseling Association, the Humanistic Counseling Association, the Association for Adult Aging and Development, the Association for Creative Counseling, and the American Counseling Association. In addition to her clinical and professional leadership work, Lucy's current research interests are focused on multicultural aspects of identity, specifically, in regard to individuals' socioeconomic status and other intersectionality's in relation to their career choice, the identity development of counselors and counselor educators, the prevalence of self-care of professional helpers, multicultural relations in and outside of the counseling room, and using and developing creative arts in counseling and/or supervision.



According to Diaz (2010), career choice is significant to study because of its impact on students' lives. Beginning in at least their high school years, students are pressured and, in some cases, required to select academia or entry level jobs which may dictate their career choices they may make thereafter (Diaz, 2010; p. 41). As this example shows, students' career choices are directly and indirectly affected by various aspects of students' biopsychosocial identities and life situations (Killam, Degges-White, & LMHC-IN, 2017).

When considering the biological development of later aged adolescents students and early adult aged students, (i.e. those 16-24 years old) salient physical changes include growth in the body and specifically, the brain (Siegel, 1999). Specifically, high school and early college aged students experience what researchers currently call the third stage of brain development. In this third stage, neural connections are beginning to grow, the brain's "grey" matter is still pruning, and electrical processes are vigorously connecting and expanding. Due to these continued processes, many high school aged and early aged college students have less crystalized convictions about their world including specifically, their career choice(s) (Rottinghaus, et. al., 2017; Siegel, 1999). With this third biological brain stage in mind, helping students crystallize and further narrow their career decisions is crucial.

Regarding psychosocial development, theorist Erik Erikson (1968) conceptualized adolescent and early college aged students as typically influenced by psychosocial stages of Identity vs. Identity Confusion (i.e. the identity of a typical 15-18 year-old adolescent) or of Intimacy vs. Isolation (i.e. the identity of an emerging young adult and typical early college aged student). When considering these psychosocial stages, it is important for helpers to emphasize a professional relationship with added trust and appropriate intimacy for students to explore their identities as well as to make decisions regarding their career anticipations and choices.

In addition to biological and psychosocial considerations, sociocultural theorist, Nancy Schlossberg (2008) conceptualized adolescent student and early adult student development as she shares that all individuals, especially early aged college students, undergo consistent and significant lifestyle and transitional changes (Barclay, 2017; Schlossberg, & Leibowitz, 2008). Specific transitions that students in their late teens and early adult years undergo, include changes in identity, change in location, change in age, change in living circumstance, change in role, and change in financial income (Barclay, 2017). To assist adolescents and early college aged students with their career decisions, professionals need to also understand which phase or

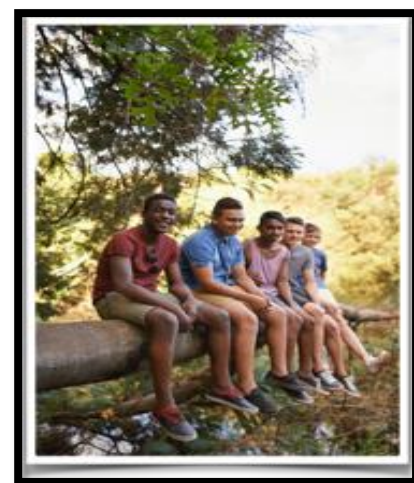
phases their students identify within, especially regarding their academic and career oriented transitions.

Professional counselors and other helpers need to continue to conceptualize adolescent and early college aged students through biopsychosocial lenses within an ecological context to more accurately assist these individuals with their most congruent career choice (Rottinghaus, et. al., 2017). For example, professionals may consider Donald Super's (1957) career theory for their students, as such theory emphasizes that people, especially young adults, differ in their abilities, personalities, needs, values, interests, traits, and self-concepts (Patton & Lokan, 2001; Super, 1957). When particularly, helping students, counselors may also assist in these students' reflection on their personal and career selves as well as, 1) their ascribed socioeconomic level, 2) mental ability, 3) education, 4) skills, 5) personality characteristics, 6) career maturity, and 7) opportunities to which they have been exposed (Patton & Lokan, 2001).

With these general guiding parameters in mind, counselors can help students to find a congruent "fit" between their personal and vocational selves by administration of various efficacious career related assessments. One currently popular, efficacious, and psychometrically established instrument for usage is the Career

Futures Inventory-Revised (CFI-R) (Rottinghaus, et. al., 2017). This assessment focuses on a student's career attitudes, beliefs, and agency toward their anticipated career.

This CFI-R inventory as well as, various other instruments, including the Career Fit Hexagon (i.e. for finding students' career fit) and the Life Restructuring Portrait (i.e. to help students fit their personal and professional selves into their own desired life narrative) are other foundational instruments to use for teens and young adults to explore and ultimately find their most congruent career choices (Bowlsbey, 2014; Savickas, 2005/1997; Rottinghaus, et. al., 2017). As you may infer, there are multiple biopsychosocial and contextual influences that affect students' career aspirations and ultimate choice. It is inherently our duty and mission, as integral counselors, to help our clients, especially those of adolescent age and early college age, to find the careers that are best and most congruently suited for them!



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Member Resources

We hope to create a list of on-line resources and tools that help our members provide quality care to our clients. It is too difficult for us to keep up with the ever-changing on-line presence on our own so between all of us we hope you'll share what you use, what works, what's available and what helps us be better at our job and make progress with our clients. These will be shared with members in future newsletters as well as on our ACACI website. You can forward any recommended resources to:

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With a focus of giving for the holidays I thought I'd give access to some free usable resources that also pertain to stress relief and relaxation with all the business of the holiday season. *Greta*

free mindful meditations

<http://franticworld.com/free-meditations-from-mindfulness/>

free mandala drawings

<https://printmandala.com/>

free guided imagery scrips

<http://www.innerhealthstudio.com/coping-skills-exercises.html>

free relaxation scripts

<http://www.innerhealthstudio.com/relaxation-scripts.html>

4 Category Feelings Chart

http://www.playtherapyworks.com/uploads/2/3/7/7/2377039/word_finder.pdf

Article Submissions

Please consider submitting an article for the February 2018, newsletter. Articles may be from 2 paragraphs to 2 pages and must relate to counseling children and adolescents. Due date for the February newsletter will be January 20th. Please send article proposals to:

lesliecontos@gmail.com

MEMBERSHIP SURVEY RESULTS

ANNA THEMANSON, LPC, CADC

We would like to thank everyone who took time to complete our membership survey, we appreciate you helping us become the best organization we can be! The following information is the results of the survey.

- Members would like opportunities for free and/or low-cost trainings that provide CE's
- Members would like access to content on the following topics through Newsletters and Webinars:

○ Social-emotional growth	Art as therapy
○ Social media concerns	Bullying
○ Trauma-informed care, resilience, PTSD	Neuro-counseling
○ Leadership development	School-related topics
○ Ethics in counseling	Counselor self-care
○ Transitioning to adulthood	Refugee & immigrant counseling
○ DSM5 diagnosis and treatment	International counseling
○ Children and youth identity	Group counseling for youth
○ Play therapy	Trainings from professionals
- Locations with the most votes for networking events tied between the Western Suburbs & Downtown.
- The Northwest suburbs and Southern/Central Illinois tied for second place. The North side of Chicago, Joliet, and Rockford tied for third most popular locations for networking events.
 - Days and times for networking events in order of preference:
 - Tied for first: Sunday, 6pm; or Saturday 6pm; or Friday 6pm; or Monday 7pm
 - Tied for second: Thursday, 8pm; or Tuesday, 8pm; or Wednesday, 7pm
- ACACI members would like to work on the following strategic planning elements:

○ Leadership training	Webinars
○ Free in-person training with free CE's	Low-cost trainings with CE's
○ Membership certificates	

Again, thank you so much for completing the survey and we look forward to working to become a better organization and we look forward to working with you!