



# Keep Soaring Throughout 2022

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Editor-in-Chief*

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I have never been one for New Year's resolutions, but I do select a word or phrase for the year to guide my intentions. This year, I chose "keep soaring." I first got the idea while watching a frigatebird fly up from the ocean. It flapped its wings until it reached a height where it caught the wind like a kite. Even though it was no longer flapping its wings, it continued to rise. It was stunning to watch the large seabird soar.

I mulled around adopting "keep soaring" as my 2022 phrase over the next week as I watched birds that are plentiful in my neighborhood and reflected on my life. The phrase resonated with me because I don't always take the opportunity to spend time effortlessly gliding after working hard. "Keep soaring" reminds me that we need to recognize our accomplishments and enjoy where we are. After we have worked hard (flapping our metaphorical wings), we can allow ourselves to pause. In those moments, we are not going to plummet. In fact, with the rest and reflection that happens at those moments, we often increase our potential to accomplish more. We can soar and achieve new heights.

With the pandemic, along with all of the other stress and ambiguity over the last two years, we have been working really hard, flapping our

wings. It's been a ton of effort, often in both our professional and personal lives, to stay in the air. While we remain flying, we are exhausted. As life has changed over the last couple of years, some of our priorities with work have changed. I see this in the *Advisor* with interactions with authors and reviewers. (And to be completely transparent, I see it in myself!) In the last year, the editorial team has experienced more challenges getting back timely reviews, and we have had lower submission numbers. It makes sense, and I'm not complaining. In fact, I'm quite inspired. Looking at social media and reading the news and academic journals about responses to covid, it is abundantly clear that we are experiencing a collective trauma. I'm pleased to have the authors and reviewers that we have who are committed to the *Advisor*.

The editorial team planned to have more articles in this issue, yet we decided to move forward with those we had and have a shorter issue. This is not stepping away from the *Advisor's* standards. Rather, it was making sure to share quality work with APSAC membership. It also allows our authors, reviewers, and the editorial team a chance to keep soaring. We are allowing ourselves the opportunity to celebrate where we are and know that we will continue to work more. Maybe we're not where we wanted to be with the number of publications, but we are excited to share these quality articles with the potential to inform policy and practice.

In this issue, Panlilio and colleagues' commentary on the bias of teachers and other professionals shapes their interpretation of Black children's emotions, and subsequently, this shapes the children's experiences. I appreciate the authors' candidness and challenging us to think about racial equity and justice and how we professionals need to accept responsibilities and reflect on our actions. Like other articles in this issue, it encourages us to think about topics we may not always consider daily. Drs. Goldman and Pollack explore dental neglect and present a compelling argument of the importance of considering dental disease in their article, "*They are just baby teeth; they will fall out anyway.*" *Questions Child Protection Services Workers Should Ask If There Is Suspected Dental Neglect*. They offer concrete recommendations for clinical practice. In the article *Comparison of State Online Mandated Reporter Trainings*, Somerville and colleagues present a comparative analysis of online training for mandated reporters of maltreatment. They describe variation across the trainings and highlight potential areas of concern. Ferrara and colleagues highlight another area of concern: the impact of students' trauma on teachers' well-being in *The Cycle of Student Trauma, Teacher Stress, and Teacher-Student Relational Support: A Case for Self-Care Supported via Professional Development*. In the article, the authors argue that teachers are supported to develop self-care strategies to mitigate the impact of burnout, compassion fatigue, and secondary traumatic stress. This issue also includes a reflection about APSAC written by APSAC's Director of Publications and Members Services,

Bri Stormer. I invited her to share her thoughts as she is transitioning to a new job outside of APSAC.

I am tremendously excited for the children, families, and communities that Ms. Stormer will be able to impact in her next position. I wish her the very best and know that this is an excellent professional opportunity. I am eternally grateful for all of the work that Ms. Stormer has done over the years for APSAC, especially that related to the *Advisor*. It has made it possible for the *Advisor* to reach new heights!

The editorial team has big plans for this year for the *Advisor*. We will have a special issue focused on confronting systemic racism and bias as they impact disproportionality and injustice experienced by African American families in child welfare. As APSAC celebrates its 35th Anniversary this year, we have invited new authors to interview APSAC's pioneers and presidents and write commentary about the past and future of APSAC. These articles will be featured in a special issue. To encourage new voices within the *Advisor*, the editorial team is hosting a writing group for new authors. Additionally, we continue our efforts to have more presenters at the APSAC colloquium to translate their presentations into papers for the *Advisor* to make the information they share more readily available with APSAC members. There is a lot of work going into making all of this possible. I thank all of those who are invested and working on these projects and very much look forward to soaring with you in 2022!

### About the Editor-in-Chief

**Lisa Schelbe, PhD, MSW**, is Associate Professor at Florida State University College of Social Work and a Faculty Affiliate at the Florida Institute for Child Welfare. She serves as Co-editor in Chief of the Child and Adolescent Social Work Journal. Her research focuses on young people transitioning out of foster care and services to assist with their transition out of care. She is a qualitative methodologist with experience working on interdisciplinary teams. She has published over 30 referred journal articles and coauthored a book titled *Intergenerational Transmission of Child Maltreatment* (Springer, 2017). Dr. Schelbe received her doctorate in social work from University of Pittsburgh, where she was a Doris Duke Fellow for the Promotion of Child Well-being.