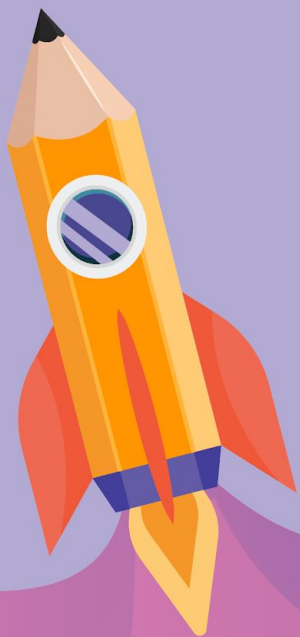




Child Intervention & Treatment Final Exam

Abby Shelton
HUSV 3520



How Do Children Succeed?

What is a successful outcome of child development?

Some successful outcomes of child development can include:

- Resilience
- Executive functioning ability
- Academic success
- Positive character (non-cognitive) qualities

Throughout the semester, we have explored many different cases that all prove success looks different for every child.

(Because people are complicated!)



Resilience Theory

The **resilience theory** refers to one's ability to overcome and recover from negative life-course obstacles. This theory explains why the successful outcomes of a child are not always dependent upon the risk factors that they experience. In addition, this theory values intrapersonal protective factors, such as confidence and self-control, and views them as assets. (Zimmerman, 2013)

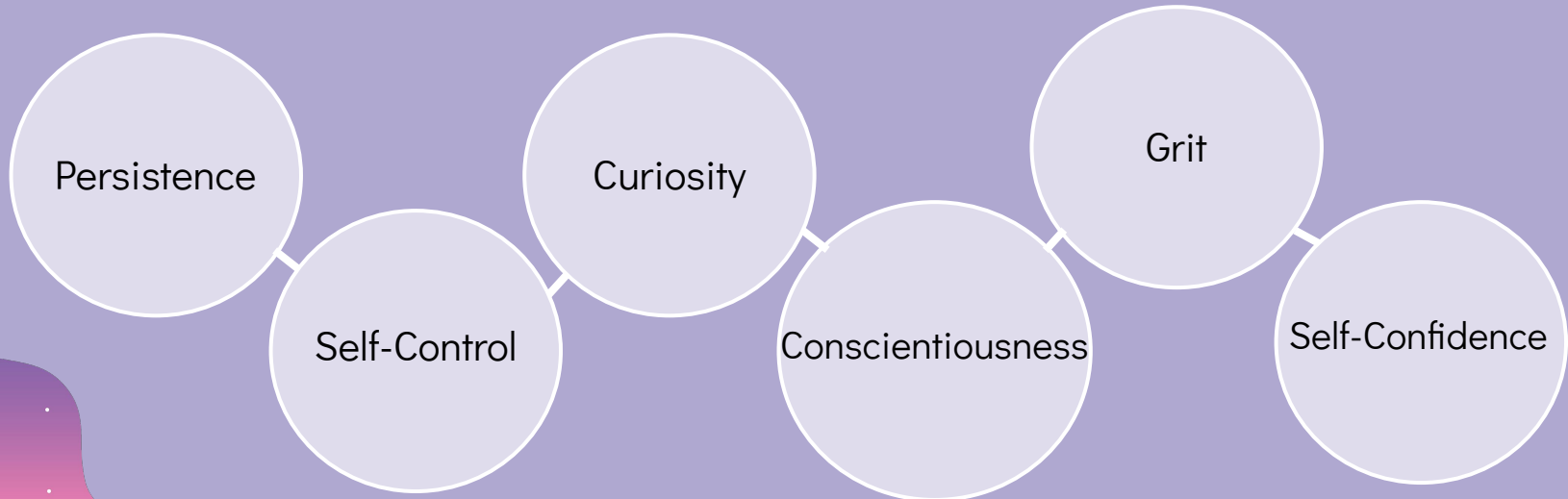
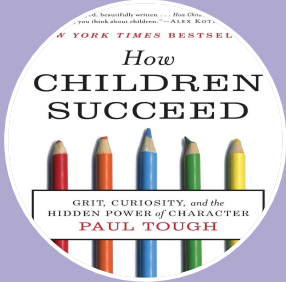
Types of Resilience:

- Individual Resilience
- Family Resilience
- Community Resilience

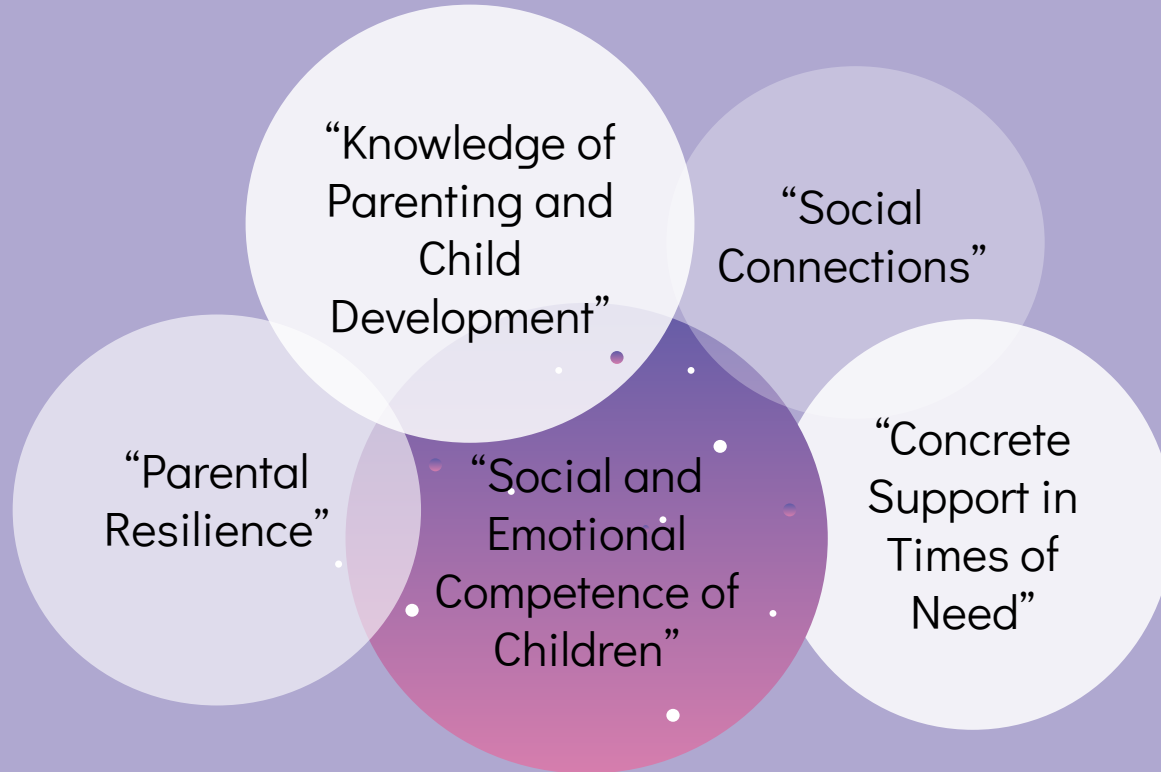


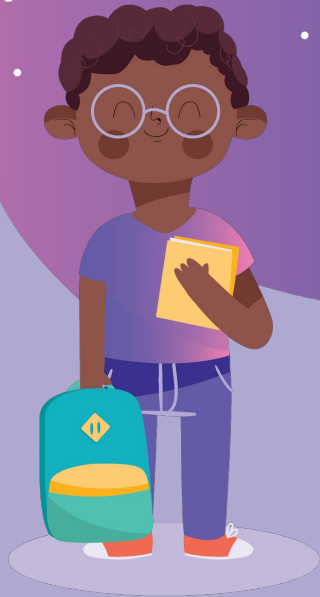
Taking a 'Paul Tough' Approach

“What matters most in a child's development, they say, is not how much information we can stuff into her brain in the first few years. What matters, instead, is whether we are able to help her develop a very different set of qualities [...] Economists refer to these as non-cognitive skills, psychologists call them personality traits, and the rest of us sometimes think of them as character.” (Tough, p. xv)



What are the factors necessary to support children and families?

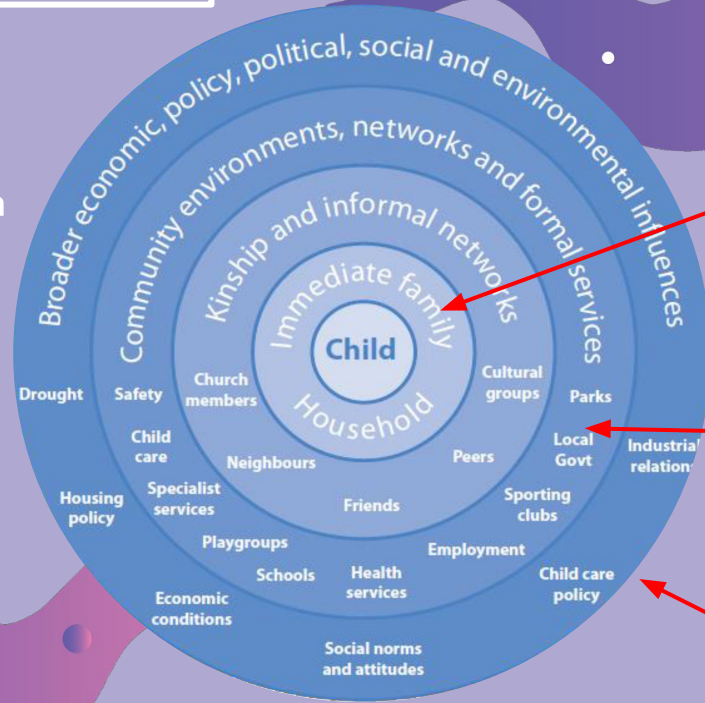




Developing a framework for positive youth development by applying an ecological model.

Ecological Model of Human Development

Urie Bronfenbrenner (1994) argued that in order to understand and analyze human development, we must look at the environment in which the human interacts with and is surrounded by during the growth period.



Microsystem refers to the immediate environment in which the human develops both interpersonal and intrapersonal relationships.

Mesosystem refers to the indirect relationships developed amongst neighborhood or community level settings

Macrosystem refers to the broader social and cultural environments that a human is immersed in



**Fostering
Positive Youth
Development**

MICRO LEVEL

Protective Factors

- High level of personal ambition
- Executive functioning abilities
- Positive relationships with parents, family, friends, peers, teachers, etc.
- Attentive/authoritative parenting style
- Academic success
- Religious affiliation
- High quality early education access
- Resilience ability
- High socioeconomic status
- Participation in extracurricular activities
- Community Involvement (Sports, Volunteering, etc.)

(Smokowski et al., 2017)

Risk Factors

- Negative relationships with parents, family, friends, peers, teachers, etc
- Absent/inconsistent/single parenting style
- Child abuse/neglect
- Poor academic achievement
- Juvenile delinquency
- Early drug use/drug exposure
- Predisposition to substance abuse
- School bullying
- Poor mental health
- Low socioeconomic status
- Antisocial behaviors

(Smokowski et al., 2017)

MESO LEVEL

Protective Factors

- Safe neighborhood/community
- Low academic dropout rates
- Police patrolling
- Sibling achievement/success
- Availability of extracurricular programs
- After-school programming
- Local community events
- Offering sexual education/family planning courses
- Access to transportation
- Low SES housing programs
- Technology/News Access
 - Apps like Nextdoor, etc.

(Blum, 2002; Sloboda, n.d.)

Risk Factors

- Neighborhood/community violence
- High academic dropout rates
- Low parental education
- Parental immigration
- Family mental illness
- Community poverty
- High community arrest rate
- Substance abuse exposure in community
- Social disorganization
- Pre-existing ethnic/religious prejudices

(Blum, 2002; Sloboda, n.d.)

MACRO LEVEL

Protective Factors

- Government aid/program availability
 - Medicaid, etc.
- Healthcare access
- Social welfare system
- Public transportation access
- Federal and state laws
- High employment rates
- Fair/just criminal justice system
- Additional academic programming

(Blum, 2002; Sloboda, n.d.)

Risk Factors

- Poor economic conditions
- Social/cultural norms
- Mass Media
- Political Ideologies
- Social conditions
- War/political turmoil
- Gender socialization
- Low employment rates
- Failure of criminal due process
- Historical events

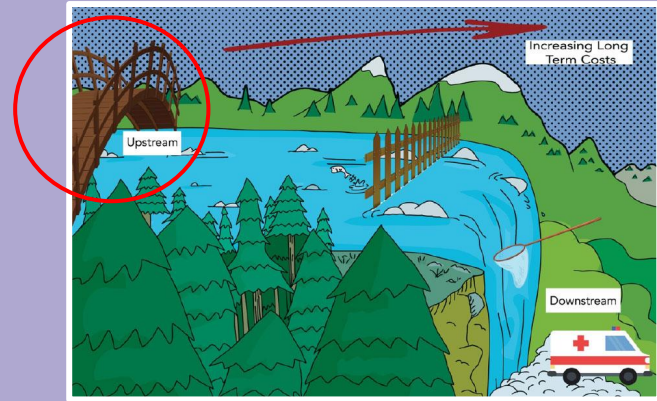
(Blum, 2002; Sloboda, n.d.)

The Role of Prevention

Also Known as “Primary Prevention”

Primary Prevention refers to measures that intercept and stop the problem before it even occurs.

Prevention plays a role in fostering youth development by inhibiting potential risk factors from occurring.



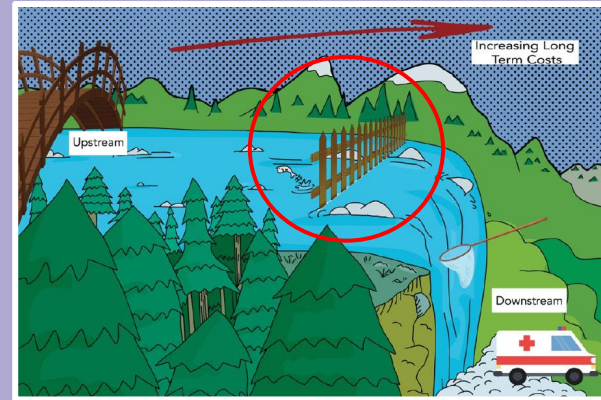
In the “moving upstream” example, primary prevention would be stopping people before they actually enter the river.

The Role of Intervention

Also Known as “Secondary Prevention”

“Secondary prevention consists of a set of measures used for early detection and prompt intervention to control a problem [...] and minimize the consequences”
(Cohen and Chehimi, 2007, p. 5)

Intervention plays a role in fostering youth development by intercepting risk factors and minimizing its effects early on.



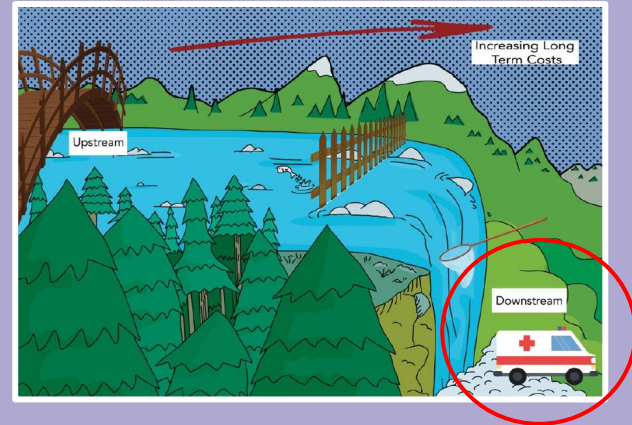
In the “moving upstream” example, secondary prevention would be removing people from the river before they reach the waterfall.

The Role of Treatment

Also Known as “Tertiary Prevention”

“Tertiary prevention focuses on the reduction of further complications of an existing [...] problem, through treatment and rehabilitation”
(Cohen and Chehimi, 2007, p. 5)

Treatment plays a role in fostering youth development by managing and dealing with the consequences after risk factors have been introduced.



In the “moving upstream” example, tertiary prevention would be treating those who were hurt after they reached the waterfall.

Big Brothers Big Sisters of America Program

The Big Brothers Big Sisters of America program functions by assigning a child with a one-on-one mentor, while constantly supporting the Big, the Little, and the Little's family. This program is multifaceted, utilizing both classroom-based and community-based prevention and intervention strategies.

The program works to promote protective factors like community involvement, academic success, positive peer relationships, personal ambition/goals, and increased resilience.

- Big Brothers Big Sisters fosters youth development by targeting risk factors like poor academic achievement, juvenile delinquency, antisocial tendencies, negative interpersonal relationships, and associated effects of poverty.



**Big Brothers Big Sisters
of America**

Childtime Learning Centers

Childtime Learning Centers is both a preschool and after-school program that fosters success through support and care. They “build strong foundations through secure relationships in a safe environment, so that every child may have success in school and beyond.” (www.childtime.com, “Cultivating success”)

Childtime works to promote protective factors like high quality early education access, extracurricular activity participation, positive peer and teacher relationships, academic success, executive functioning, and resilience.

Childtime targets risk factors like poor academic achievement, associated effects of poverty, negative peer relationships, juvenile delinquency, and school bullying.



Individualized Education Program (IEP)

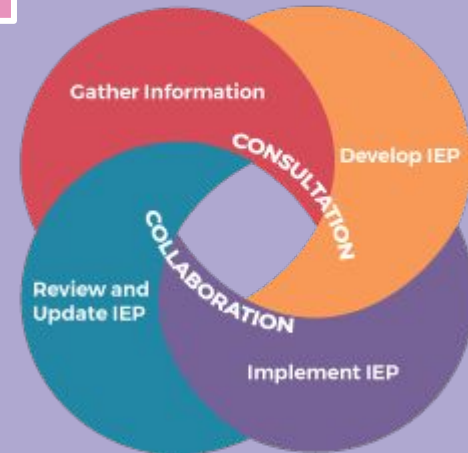
The IEP program purpose is to set goals for children's academic achievement as well as to decide the services the child will receive from the school district. Both key school staff and a child's parent come together to develop a plan for services. This program fosters success during childhood development by providing helpful accommodations for those with learning disabilities.

This program promotes protective factors like high academic achievement, inclusivity, low dropout rates, and positive relationships with parents and teachers.

IEP reduces child development risk factors like poor academic achievement, disability discrimination, absent/inconsistent parenting style, child neglect, and bullying.



Individualized Education Program Process



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Thank you Professor Mann and Lauren for an amazing semester. Although it didn't end like we thought it would, you both were always very accommodating and super helpful! Thank you for all the great work that you both put in to make the course great. I hope to stay in contact in the future!