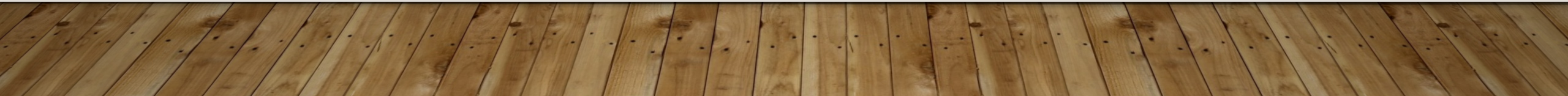# YOUTH SUCCESS

DOMINIQUE MASSEY

HOW DO CHILDREN SUCCEED?

- How do children succeed? Is it in the way parents raise them? Does it have to do with their environment? Or is it other factors?

- **Attachment:** providing attachment to children is key in making sure they're not at a disadvantage growing up.
  - Oster (2019), states that children from less advantaged backgrounds have less adult interaction and stimulation which leads to them hearing 30 million fewer words by the age of 3.

- **Resources:** we must provide disadvantaged children with the resources necessary to succeed. An example includes resources for parents such as a home nurse like Luwana from *Swamp Nurse* who intervenes in households to help "infant-development strategies" (Boo 57, 2006).

- The above two are examples of how children succeed but the main ways according to Tough (2012), is through character skills such as, perseverance, curiosity, conscientiousness, optimism, and self-control

- There are multiple other resources that will be discussed such as, intervention, prevention, and treatment and other factors for successful child development.
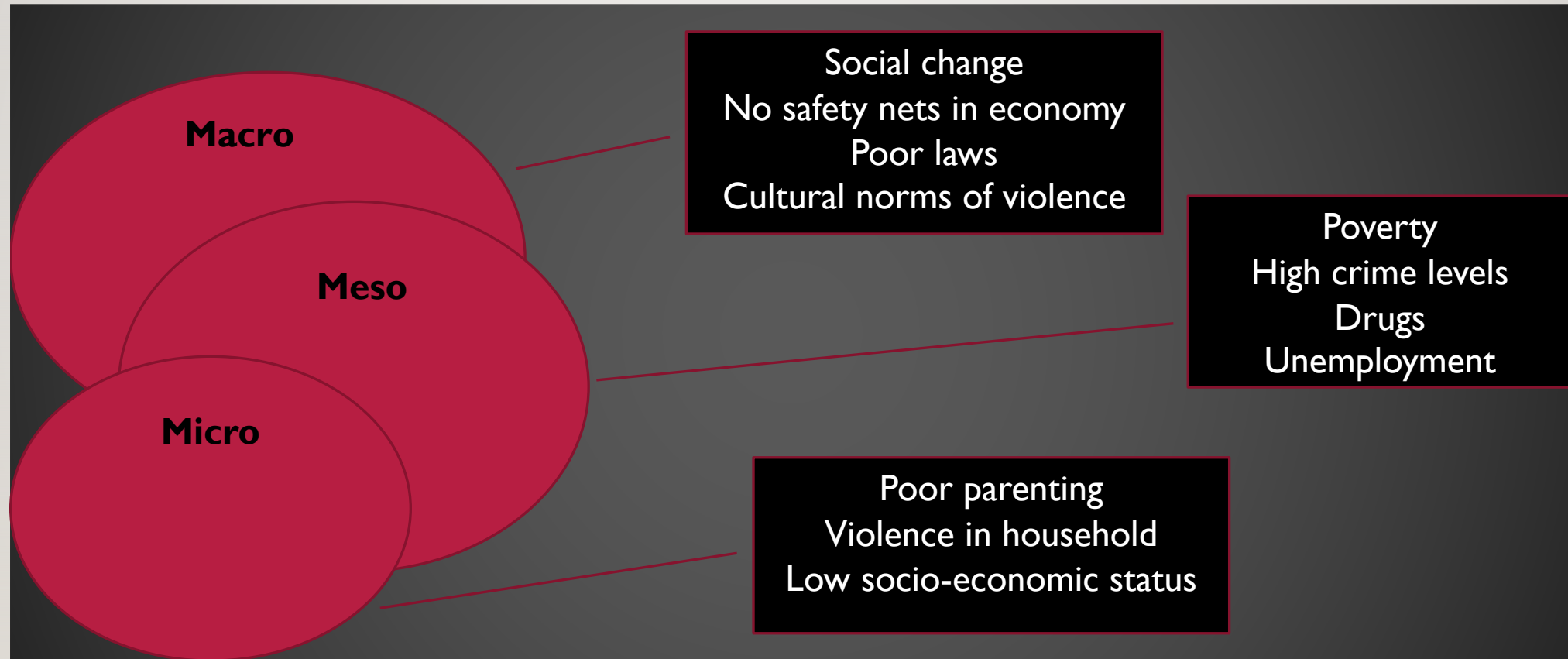
MICRO, MESO, AND MACRO LEVELS

- According to Bronfenbrenner (n.d.), the ecological model is a set of nested structures that move from the innermost level to the outside:
  - **Microsystems**: activities, social roles, and interpersonal relations in a face-to-face setting.
    - Ex) family, school, peer group, workplace
  - **Mesosystems**: linkage between two or more settings containing the developing person
    - Ex) the relations between home and school, school and workplace
  - **Macrosystems**: overarching patterns of the previous systems
    - Ex) belief systems, bodies of knowledge, material resources, etc.
- There are risk and protective factors with the above levels that are necessary in fostering positive youth development

RISK FACTORS OF POSITIVE YOUTH DEVELOPMENT
INFORMATION FROM RESEARCHGATE.NET

Macro

Meso

Micro

Social change
No safety nets in economy
Poor laws
Cultural norms of violence

Poverty
High crime levels
Drugs
Unemployment

Poor parenting
Violence in household
Low socio-economic status

PREVENTION, INTERVENTION, AND TREATMENT IN FOSTERING POSITIVE YOUTH DEVELOPMENT

- Prevention occurs at three levels: primary, secondary, and tertiary according to Cohen and Chehimi (n.d.):
  - Primary prevention = taking action before a problem arises
  - Secondary prevention = set of measures used for early detection to minimize consequences
  - Tertiary prevention = reduction of further complication of an existing disease or problem

- Prevention is important for fostering positive youth development by stopping a problem before it has the chance to arise.
  - A good example of primary prevention is getting a child out of a highly gang-populated neighborhood before they have a chance to join one.
  - An example of secondary prevention is the film *Dropout Nation*. Teachers try to detect failing students with the tracking program they use and hope to minimize the failing of students and the chance of dropping out.
  - An example of tertiary prevention is the film *The Interrupters,* a lot of the young kids were already involved in gangs and the Interrupters would look to reduce the amount of gang activity with the hopes of them leaving gang violence

- Intervention happens from many different people for many different reasons.
  - Interventions can "achieve small improvements in self-control for individuals" (Diamond and Lee 2, 2011).
  - According to Zelaso (2014), intervention and executive functioning work hand and hand with each other.
    - This proves that intervention could be imperative on executive functions.
- Sometimes intervention may not be needed on children in certain circumstances.
  - An example is the film, *The Land*, where children could play in a playground without really any consequences for what they were doing. It helped the children to be creative and builds on independence. We called this child-driven play.

- How do we treat children who experience abuse? Or disabilities?
  - With abuse we can have child-focused treatment strategies that can use foster parents and teachers with the hopes of ameliorating the effects of physical abuse and/or neglect in children (Meares and Fraser, n.d.).
    - Some children may express aggressive behaviors due to physical abuse and may have to switch foster homes to a more treatment based foster home
- We have treatment programs for parents who aren't suitable to take care of children at the time.
  - There are programs such as the substance abuse one Marie attended to help prove she's improving in *The Case of Marie and her Son's* by Daniel Bergner.
- There are treatment programs that surround inclusion for disabilities such as Morgan's World

EXAMPLE PROGRAMS THAT WORK

- G.R.E.A.T. Program – "The Program is intended as an immunization against delinquency, youth violence, and gang membership for children in the years immediately before the prime ages for introduction into gangs and delinquent behavior."

- Good Push – "Social inclusion means finding ways to encourage all individuals and groups to take part in your programs (and in society). Inclusive programs provide opportunities and dignity to people who are facing discrimination and inequality."

- Children's Justice Act – The Children's Justice Act (CJA) provides grants to States to improve the investigation, prosecution and judicial handling of cases of child abuse and neglect, particularly child sexual abuse and exploitation, in a manner that limits additional trauma to the child victim.

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