

INSTRUCTORS MANUAL

Welcome to the instructors' manual! This document is meant to help you in several ways. It serves as an advanced organizer, outlining all the resources available to you in the e-manual and connecting these resources with the appropriate chapters in the book. Each chapter has a summary PowerPoint to go with it and most chapters have several supplemental PowerPoints and handouts as well. This manual also provides you with multiple-choice and essay questions for each chapter and optional class activities.

Part 1 AT-RISK CHILDREN AND YOUTH: THE ECOLOGY OF PROBLEMS

Part 1 consists of two chapters. In Chapter 1 we discuss and define the term *at risk*, provide an overview of the book, describe a metaphor, and present an ecological model for unifying various concerns for children and adolescents who are at risk. In Chapter 2 we provide an overview of environmental and societal issues that impact young people and families. We also present two family case studies in Chapters 1 and 2 (and another two in Chapters 3 and 4 of Part 2). These case studies are used throughout the book to illustrate specific problems and issues.

CHAPTER 1 An Introduction to At-Risk Issues

SUMMARY

In this chapter we highlight the problems that threaten children and youth and that put young people at risk. We present data to illustrate the severity of problems and personalize these data by describing one family. We then provide an overview of the entire at-risk arena, using the metaphor of a tree as an organizational device. The tree with all its parts – the soil (the environment); the roots (family, peer, and school issues); the trunk (high-risk versus low-risk attitudes and behaviors); the branches (specific at-risk categories); and the foliage, fruit, and flowers (individual young people) – together

with the gardener (counselors, social workers, psychologists, and other human service professionals) who provides pruning (intervention) and nurturing (prevention) is a conceptual metaphor for understanding the complex interrelationship of risk and protective factors related to the problems that youth face. Finally, we review the ecological model as a conceptual framework for understanding environmental forces and their effect on young people's development.

OUTLINE

- The Scope of the Problems: An Overview of the Ecology of At-Risk Youth
 - ♦ Facts of an At-Risk Society
 - ♦ The Use of the Term *At Risk*: Definition Problems
 - *Minimal Risk*
 - *Remote Risk*
 - *High Risk*
 - *Imminent Risk*
 - *At-Risk Category Activity*
 - ♦ Assess the Context of Problems, Such as Poverty and Racism
- At-Risk Problems and Issues
 - ♦ Cyber Technology
- Case Study: The Andrews Family
- Vulnerable and Underserved
 - *Children and Adolescents of Color*
 - *Remote Risk*
 - *Gay, Lesbian, Bisexual, and Transgender Youth*
 - *Youth with Disabilities*
 - *Immigrant Youth*
- The At-Risk Tree: A Metaphor
 - *The Soil*
 - *The Roots*
 - *The Trunk*
 - *The Branches*
 - *Foliage, Fruit, and Flowers*
 - *The Gardener*
- The Ecological Model
- Box 1.1 Carrie

- Helper Interface
- Conclusion

SUPPLEMENTS

PowerPoint: Chapter 1 Summary Points

ACTIVITY

- 1) Have students watch a film or TV show and write out a case study for one of the characters using the ecological model as a guide.
- 2) Have students use both written and visual material to demonstrate how the ecological model has influenced their development.
- 3) Ask students to discuss how they conceptualize their future role as a “gardener” of at-risk trees. What problems might they face in this role?

ESSAY QUESTIONS

1. Choose one person from a book or movie to be a client of yours. After outlining the features of this person that explain why you chose him or her to be the subject of this essay, describe the ecological model and discuss *in depth and in detail* how *each system* in the ecological model impacts your client. Illustrate your answer with examples.
2. What are some of the factors contributing to the vulnerability of youth of color? Of LGBT youth? How could these factors be mitigated?
3. Describe the metaphor of the At-Risk Tree. How does this metaphor enhance your understanding of at-risk youth, and the organizational factors that could play a role in aiding them? In answering this question you should outline both what each part of the tree represents, and explain how the activities of the “gardener” play a role in its development.
4. In what ways are the risk factors that affect LGBT youth similar to those that affect youths from the African American community? In what ways are they different?
5. What are the problems associated with identifying a person as being at risk? In what way could such an identification make a person’s situation worse? In what way could it improve it?

MULTIPLE CHOICE QUESTIONS

The following questions conform to the standards required by CACREP, EPAS, and other accrediting agencies.

1. The use of the term “at risk” in various contexts indicates that:
- A. it is an important term.
 - B. there is a lack of consensus regarding its meaning.
 - C. there is widespread agreement regarding its meaning.
 - D. it is a recent phenomenon.

Answer: B

A-head: The Use of the Term At Risk

2. Chapter 1 defines “at risk” as:
- A. current engagement in problem behaviors.
 - B. previous engagement in problem behaviors.
 - C. a set of cause-effect dynamics that place an individual in danger of future negative outcomes.
 - D. a medical diagnosis.

Answer: C

A-head: The Use of the Term At Risk

3. A young child who has loving stable relationships and attends a well-funded school will face:
- A. no risk.
 - B. minimal risk.
 - C. moderate risk.
 - D. high risk.

Answer: B

A-head: The Use of the Term At Risk

4. What developmental factors concerning the adolescent brain place adolescents at (at least) minimal risk?
- A. Alcoholism and addiction
 - B. The ability to understand another’s perspective and alcoholism
 - C. The ability to understand another’s perspective and an increase in risk-taking behavior
 - D. An increase in risk-taking behavior and addiction

Answer: C

A-head: The Use of the Term At Risk

5. The final push toward a young person’s being at High Risk is given by the person’s:
- A. own negative attitude.
 - B. social status.

- C. abuse status.
- D. poor school.

Answer: A

A-head: The Use of the Term At Risk

6. Cyber abuse:

- A. only includes the online presentation of illicit material, such as pornography.
- B. includes the misuse of innocent information posted online.
- C. only affects adolescents.
- D. includes a wide range of negative activity.

Answer: D

A-head: At-Risk Problems and Issues

7. What are the three primary roots in the At-Risk Tree metaphor?

- A. Microsystem, exosystem and macrosystem
- B. Parents, grandparents and child
- C. Family, neighborhood, workplace
- D. Family, school and peers

Answer: D

A-head: The At-Risk Tree: A Metaphor

8. The branches of the tree metaphor represent youths' individual adaptations to society. All but one of the following are examples of healthy branches:

- A. a strong connection to cultural heritage.
- B. good school attendance.
- C. prosocial peers.
- D. internal locus of control.

Answer: C

A-head: The Ecological Model

9. Which system represents our "social blueprint" (cultural values, belief systems, etc.)?

- A. Microsystem
- B. Macrosystem
- C. Exosystem
- D. Mesosystem

Answer: B

A-head: The Ecological Model

10. Which system describes the relationship between school and home?

- A. Microsystem
- B. Macrosystem

- C. Exosystem
- D. Mesosystem

Answer: D

A-head: The Ecological Model

11. LGBT youth are particularly vulnerable in regards to all but one of the following:
- A. alcohol and drug abuse.
 - B. depression.
 - C. parental pathology.
 - D. suicide.

Answer: C

A-head: Vulnerable and Underserved

12. Youth of color are a vulnerable population due to all but one of the following:
- A. historical marginalization.
 - B. contemporary institutional racism.
 - C. underfunded schools.
 - D. authoritative parenting.

Answer: D

A-head: Vulnerable and Underserved

13. The fast technological rush of society leads us metaphorically to be:
- A. sprinters.
 - B. mechanics.
 - C. gardeners.
 - D. athletes.

Answer: B

A-head: At-Risk Problems and Issues

14. The image of a gardener is supposed to represent the quality of:
- A. haste.
 - B. outdoorsy-ness.
 - C. competence.
 - D. patience.

Answer: D

A-head: At-Risk Problems and Issues

15. Being at risk should be viewed as a:
- A. problem only for racial and social minorities.
 - B. diagnostic category.
 - C. series of steps along a continuum.

D. guarantee of failure.

Answer: C

A-head: The Use of the Term At Risk

16. Meaning and purpose of life is guaranteed by:

- A. affluence.
- B. social status.
- C. peer approval.
- D. nothing.

Answer: D

A-head: The Use of the Term At Risk

17. Causal pathways are:

- A. static.
- B. dynamic.
- C. clear.
- D. simple.

Answer: B

A-head: The Use of the Term At Risk

18. The term “at risk” could indicate that risk is:

- A. orthogonal to success.
- B. inherent in a person.
- C. inherent in an environment.
- D. ontologically identifiable.

Answer: B

A-head: Assess the Context of Problems, Such as Poverty and Racism

19. The ecological model posits that humans develop and grow:

- A. in precisely the way that trees do.
- B. within a number of monadic systems.
- C. within a number of dyadic systems.
- D. within a number of reciprocal systems.

Answer: D

A-head: The Ecological Model

20. What assumption concerning individuals is made in the ecological model?

- A. That humans are subject to Fate.
- B. That determinism is incompatible with free will.
- C. That the individual is an active participant.
- D. That the individual is a passive participant.

Answer: C

A-head: Assess the Context of Problems, Such as Poverty and Racism

21. What sort of relationship does the ecological model assume person-environment interactions have?

- A. Bidirectionality
- B. Unidirectionality
- C. A dyadic relationship
- D. A nomadic relationship

Answer: A

A-head: Assess the Context of Problems, Such as Poverty and Racism

22. The best interventions are:

- A. made in schools.
- B. stand-alone for their effectiveness.
- C. fully integrated into other services.
- D. cost little but achieve much.

Answer: C

A-head: Helper Interface

23. An at-risk youth can make choices:

- A. only passively.
- B. only actively.
- C. actively and passively.
- D. only with help.

Answer: C

A-head: The Ecological Model

24. The term “transculturation” was coined to capture the processes navigated by:

- A. transgender youth.
- B. immigrant youth.
- C. youths from ethnic minorities.
- D. abused youth.

Answer: B

A-head: Vulnerable and Underserved

25. The Internet always exerts a negative influence on youth.

- A. True
- B. False

Answer: False

A-head: At-Risk Problems and Issues

CHAPTER 2

Environmental/Societal Factors That Contribute to Risk

SUMMARY

This chapter reviews some environmental influences that place young people at risk for poor outcomes. Current economic trends are discussed, with particular attention to poverty and the complex interactions between socioeconomic status, ethnicity, the recession, national trends, and public policy. A case study, the Baker Family, is included to illustrate the impact of single motherhood and homelessness.

OUTLINE

- The Economy
 - ♦ Poverty
 - *Working Poor Families*
 - *Vulnerable and Underserved Families*
 - *Young Single Mother Families*
 - *Homeless Families*
- Case Study: The Baker Family
 - *Poverty's Contributions to At-Risk Youth*
 - ♦ The Income Gap
 - *Ennui, Anomie, Affluenza, and Purpose*
 - *Social Comparisons*
- Policy Proposals and Suggestions
 - ♦ Child Care
 - ♦ Comprehensive Preschool Programs
- Box 2.1 Mother Gets a Head Start
 - ♦ Before- and After-School Educational Centers
 - ♦ Empowerment
 - *Critical Consciousness*
 - *Skill Development*
 - *Social Activism*
 - ♦ Communities That Care (CtC)
- Conclusion

SUPPLEMENTS

PowerPoint: Chapter 2 Summary Points