



ur Children Our Community

Fostering Safety, Stability, and Well-Being



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Fostering Safety, Stability, and Well-Being



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Todd Stanfield, PhD, LCSW

Associate Professor, Social Work

- director of mental health center
- psychotherapist for children
- child welfare worker
- evaluator of state and federal grants
- research asst. in NIMH funded center
- once a child - now a parent

Please make yourself notes regarding questions.

7:30 - Questions & Discussion

7:45 - BREAK

8:00 - Dr. Rosebrough

9:00 - Questions & Discussion

why are you here?

student

professional

parent

caring citizen



why are you here?

- LEARN** all you can
- BUILD** relationships
- SHARE** your knowledge



TO **HELP** CHILDREN

5 weeks



education

juvenile justice

health (physical & mental)

child welfare

children around the world

Nov 3

6:30 Dr. Todd Stanfield - "Today's Children: Key Indicators of Well-Being"

8:00 Dr. Tom Rosebrough - "What Happened to Mr. Rogers Neighborhood: Fostering Safe and Stable Communities"

Nov 10

6:30 Steve Hornsby, J. D. - Juvenile Delinquency: Where We've Been and Where We're Going

8:00 Juvenile Justice Panel Discussion

Nov 17

6:30 Aleida Guzman (World Vision) - "Top Issues Facing Children Globally"

8:00 Global Issues Effecting Children Panel Discussion

Nov 24

6:30 Dr. Lisa Piercey - "Child Abuse From A Community Perspective"

8:00 Dr. Sam Carney - "The Bully, the Bullied, and Kid Rage"

Dec 1

6:30 Dr. Nancy Zambito - "Growing Up To Drop Out: A School and Community Challenge"

8:00 Panel - Taking Action: Steps We All Can Take To Foster Community for Our Children

Framework for Analyzing Issues Effecting Children



What We Will Cover



- How we tend to think about these issues
- Nature vs. Nurture debate
- Ecological perspective
- Risk - Resilience framework
- Indicators of Well-Being
- Evidence-Based Interventions

Single Causes are a Myth



How We Think About These Issues

Premature Closure of Inquiry



in the moment...

What do we **think**?

What do we feel?

What do we do?



universal experience

Own childhood

Life events

Compare our experience

Causal attributions

parental responsibility

“Us vs. Them” dichotomies



how we define “child”

child

juvenile

youth

adolescent

teenager

infant

toddler



how we define “child”

chronological age

maturity

age of **accountability**

parental responsibility

“it takes a village”



parens patriae

parent of the country

government has the
responsibility
(and authority)
to take care of children



causal attribution



What we
actually
believe
causes a
problem.

etiology



The **scientific** study of what causes a particular problem.

Which children get noticed?

problems


break laws

neglected

abused

very successful





problem oriented

goals of parenting

socialization

“nurture and admonition of the Lord” - Eph. 6:4

“grew in wisdom and stature, and in favor with God and man”. - Luke 2:52



prosocial |prō'sō sh əl|

adjective Psychology

relating to or denoting behavior that is positive, helpful, and intended to promote social acceptance and friendship.

New Oxford American Dictionary

Nature vs. Nurture



Nature vs. Nurture



Nature vs. Nurture

“I want to work with kids”



Nature vs. Nurture

etiology



Nature vs. Nurture

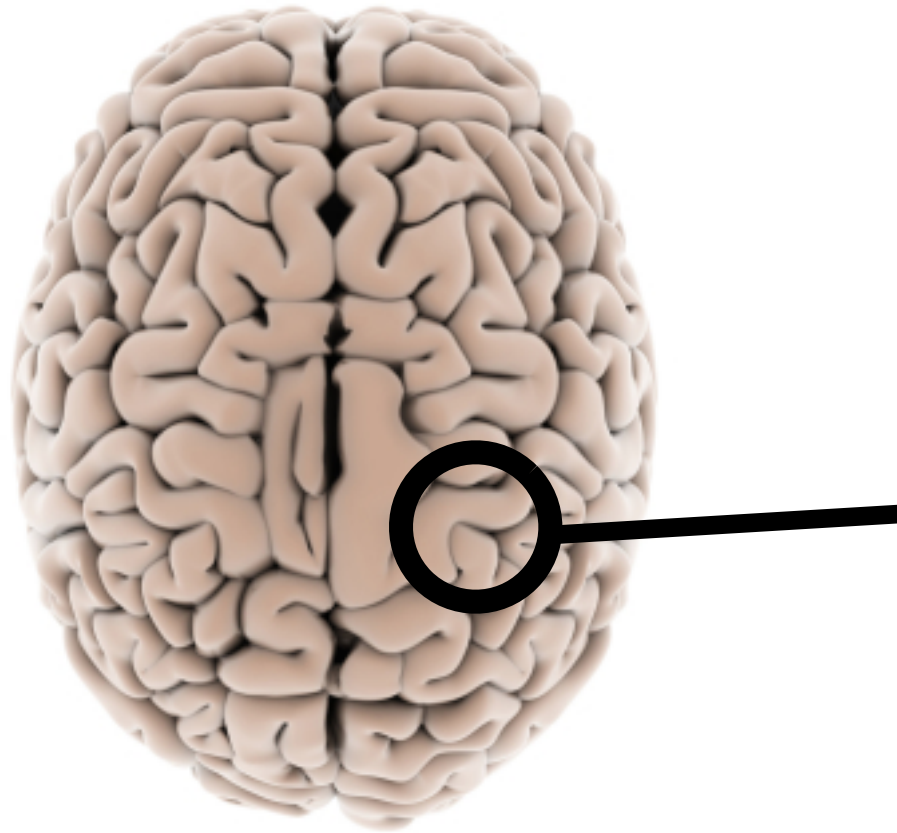
pro-life

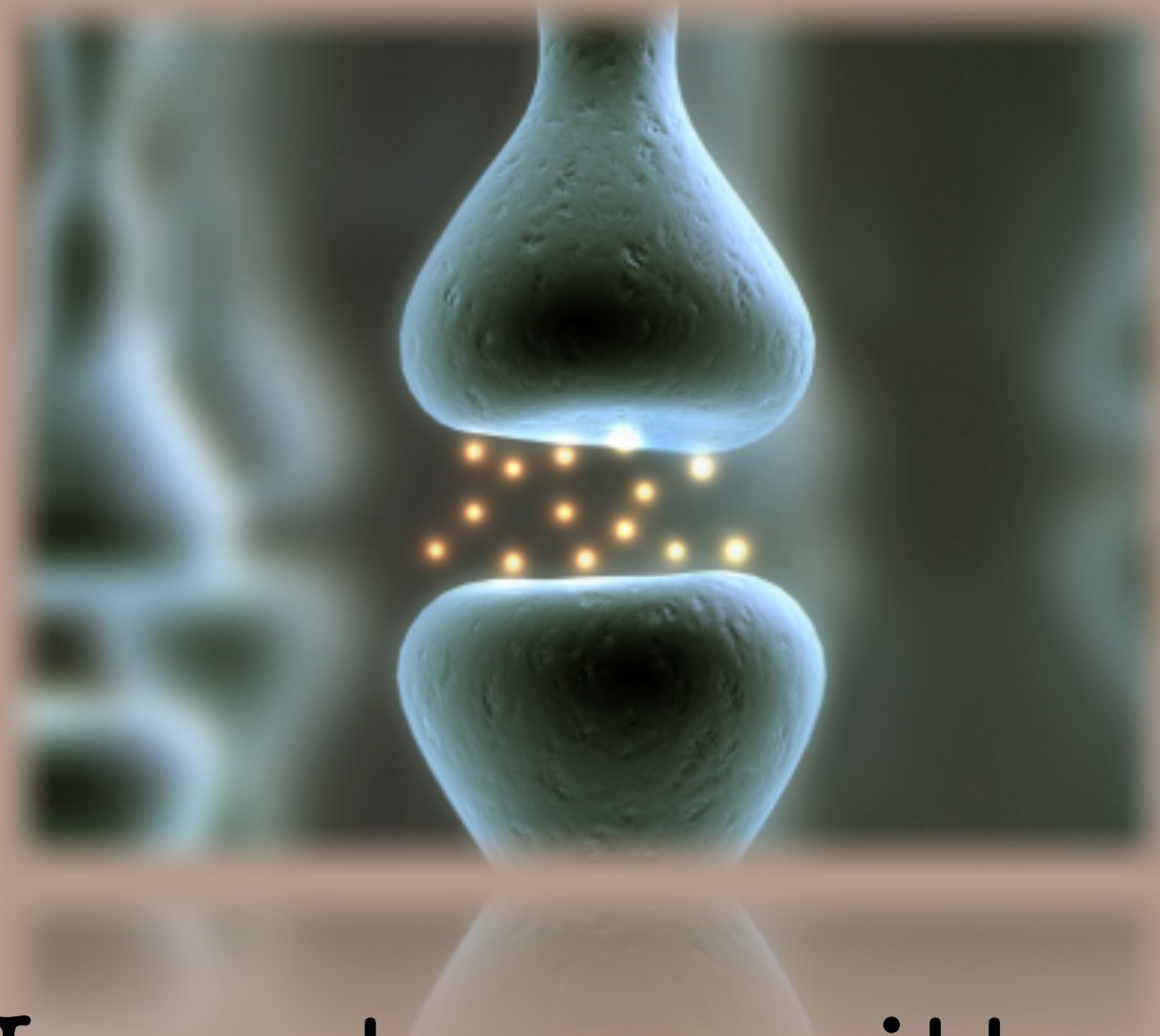


Developmental

- Freud
- Erikson
- Piaget
- Kohlberg

Nature

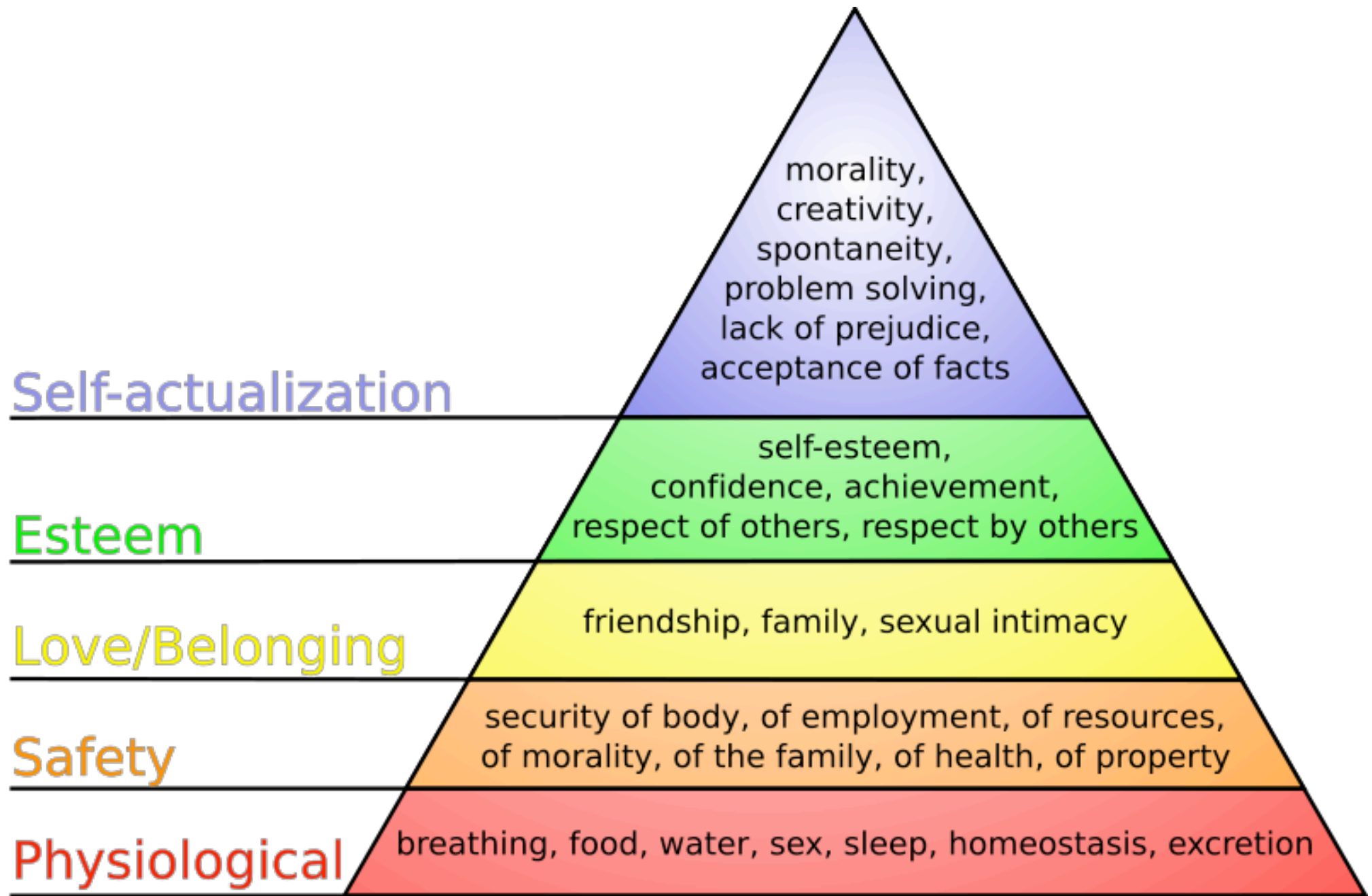




Neurotransmitters

Nurture





Maslow

1. Physiological Needs
(food, shelter, water, & warmth)
2. Safety
3. Love
4. Esteem
5. Self-Actualization

Risk - Resilience Paradigm



Nature vs. Nurture

risk factors





Risk Factors

Fraser & Terzian

any event, condition, or experience that increases the probability that a **problem** will be formed, maintained, or exacerbated

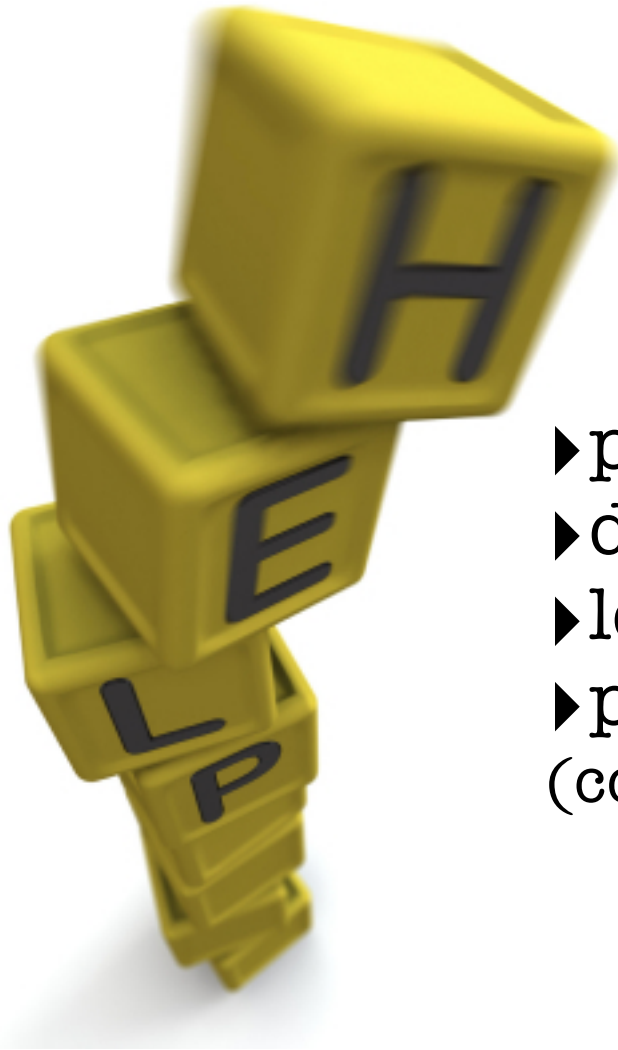


Risk Factors

cumulative

long-term effects

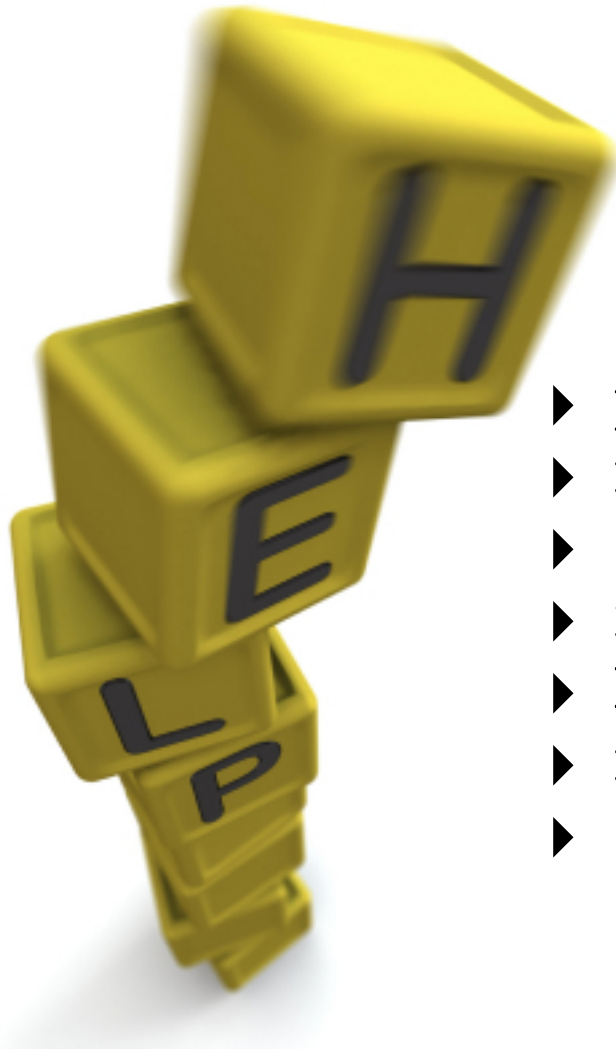
interactive



Risk Factors

environmental

- ▶ poverty
 - ▶ disorganized neighborhoods
 - ▶ low neighborhood attachment
 - ▶ pollution
- (conception & gestation as well)



Risk Factors

interpersonal / social

- ▶ poor family communication
- ▶ inadequate child-parent bond
- ▶ addiction in family
- ▶ failing schools
- ▶ low school commitment
- ▶ rejection by conforming peers
- ▶ acceptance by antisocial peers



Risk Factors

individual

- ▶ familial history of addiction
- ▶ sensation-seeking orientation
- ▶ poor impulse control
- ▶ attention deficits
- ▶ hyperactivity



Protective Factors

Fraser & Terzian

resources

(individual or environmental)
that minimize the impact of risk

Nature vs. Nurture

protective factors





Protective Factors

Fraser & Terzian p. 9

environmental

- ▶ educational & employment opportunities
- ▶ caring relationships with adults
- ▶ social support from non-family members
- ▶ support from church



Protective Factors

Fraser & Terzian p. 9

interpersonal / social

- ▶ attachment to parents
- ▶ caring relationships with siblings
- ▶ low parental conflict
- ▶ high levels of commitment to school
- ▶ beliefs in pro-social norms and values



Protective Factors

Fraser & Terzian p. 9

individual

- ▶ social and problem-solving skills
- ▶ positive attitude
- ▶ temperament
- ▶ high intelligence
- ▶ low childhood stress
- ▶ spirituality

Resilience

Perseverance

Toughness

Bounce - Back

Emotional Intelligence

Can Be Built Through
Protective Factors





Resilience

=

Risk Factors + Protective Factors

accumulation



etiology

cumulative

complex

single causes are a myth

social location of child's family = power

Race / Ethnicity

Health

Class (Economics)

Job Status

Gender

Geography

Age

Urban / Rural



social stratification

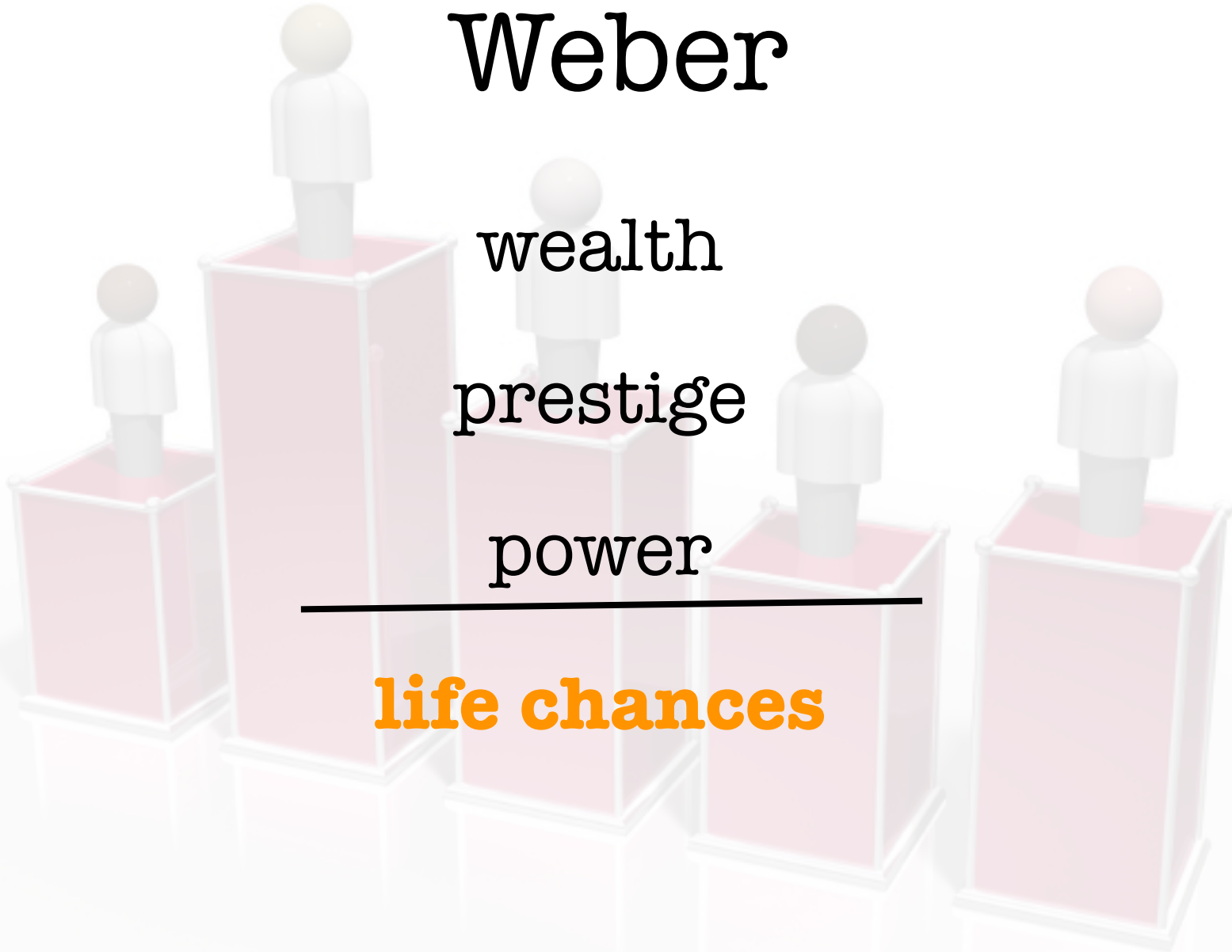
Weber

wealth

prestige

power

life chances



life chances





inequality

resources & choices
condition vs. opportunity
exposure vs. outcomes

The Annie E. Casey Foundation
2008 KIDS COUNT
 DATA BOOK

State Profiles of Child Well-Being

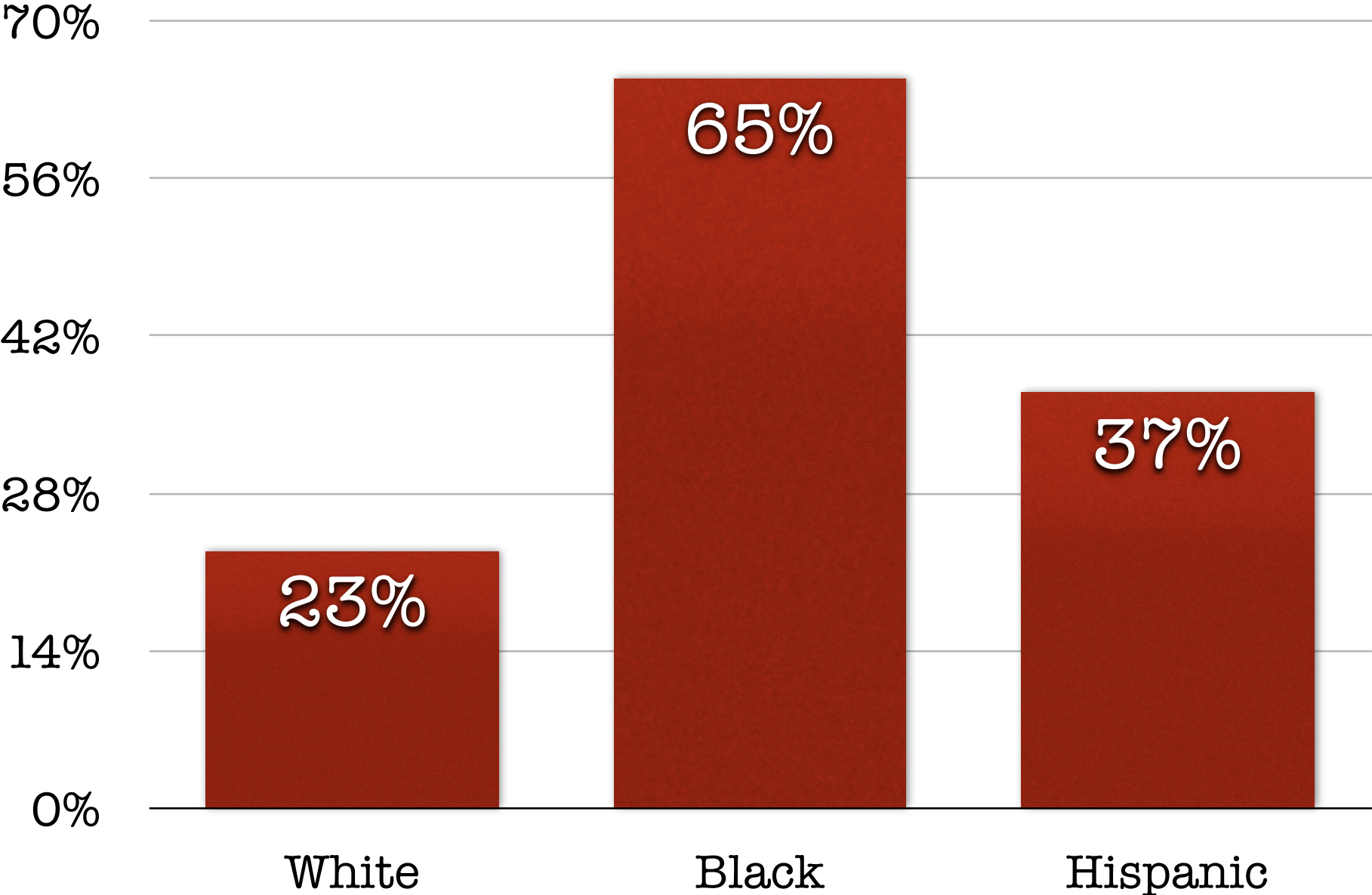
DATA BOOK
2008 KIDS COUNT
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America's Children in Brief:
 Key National Indicators
 of Well-Being, 2008

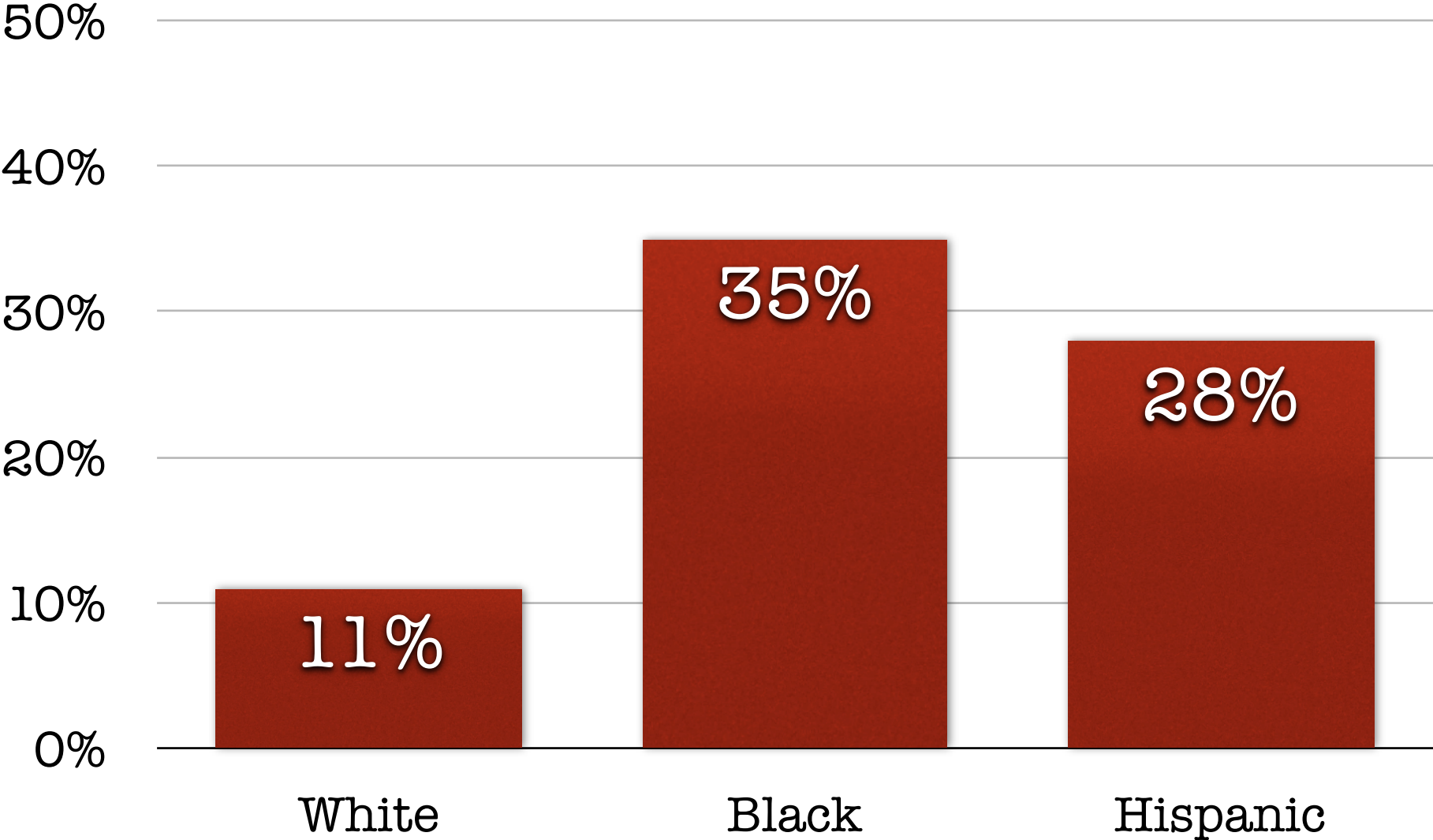
Forum on
 Child and
 Family Statistics

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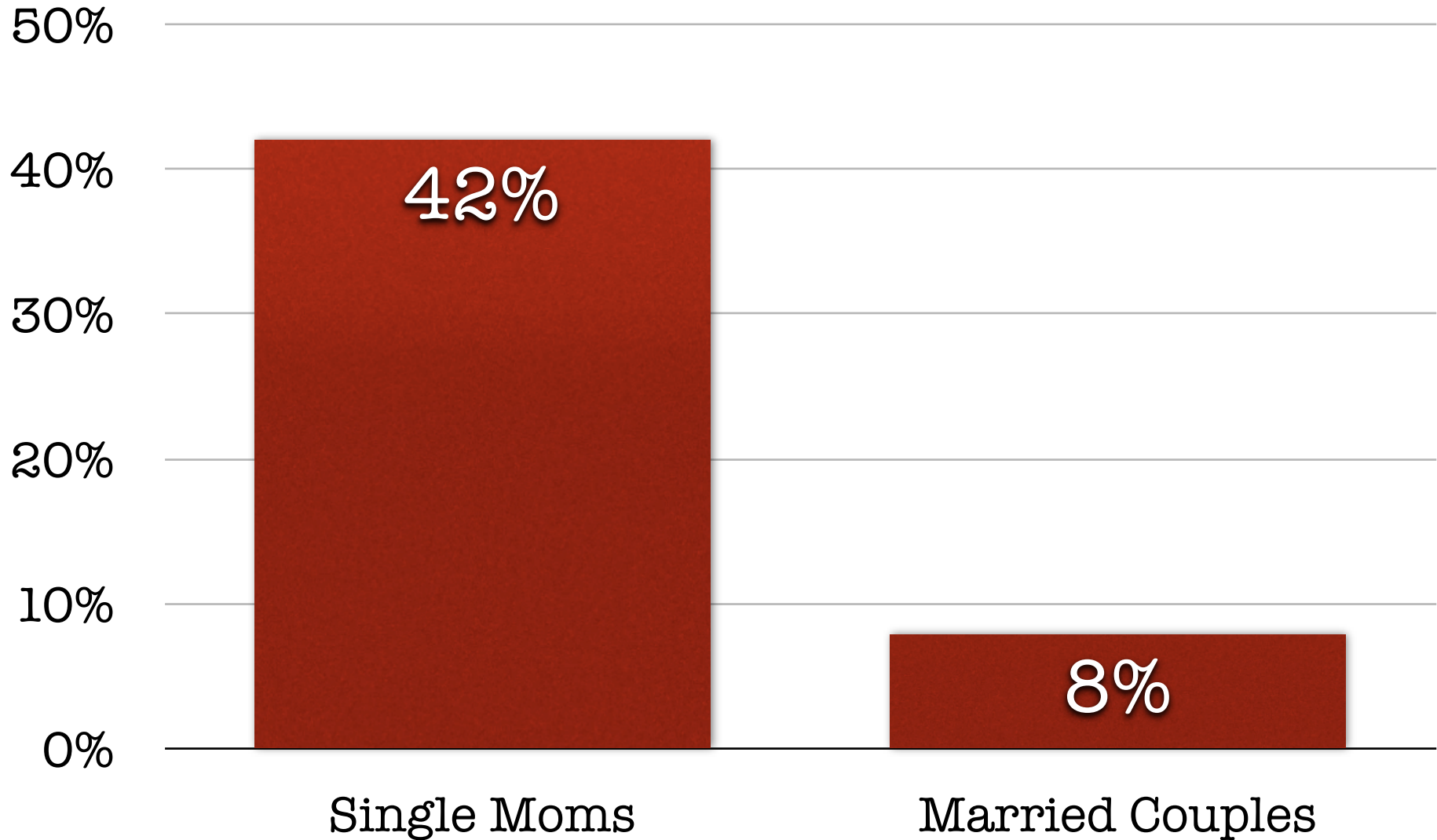
Percentage of children in single parent homes



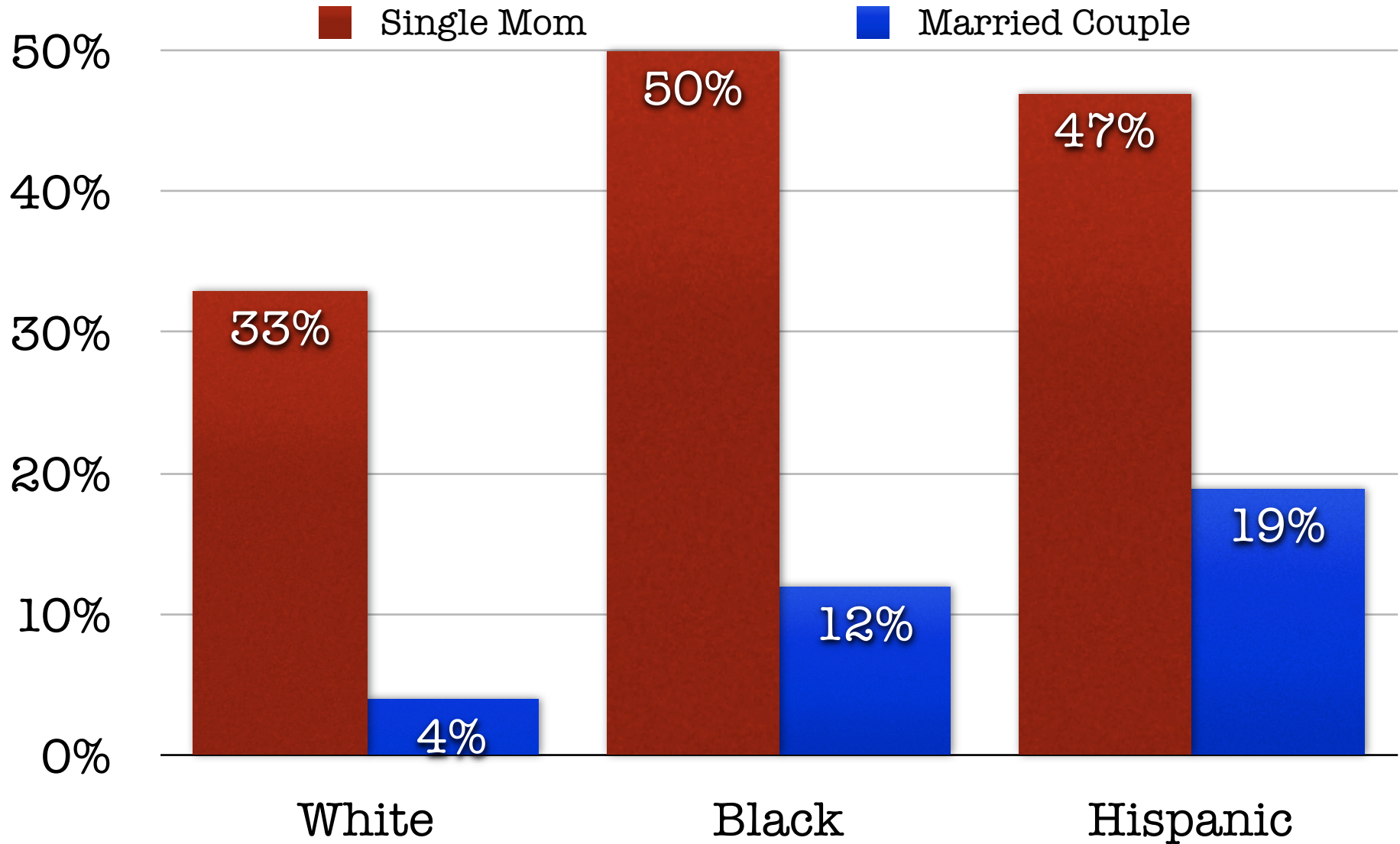
Percentage of Children in Poverty



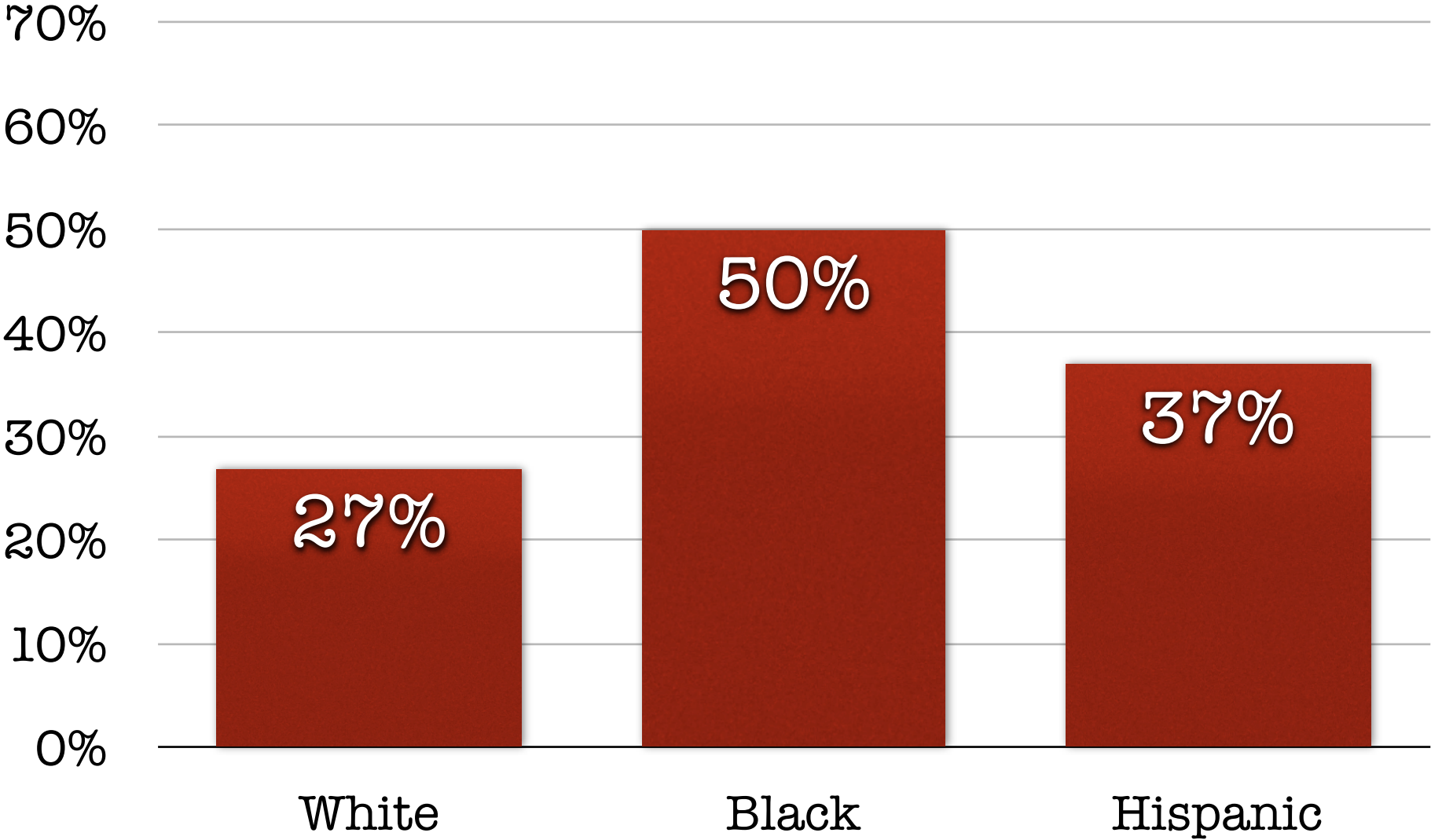
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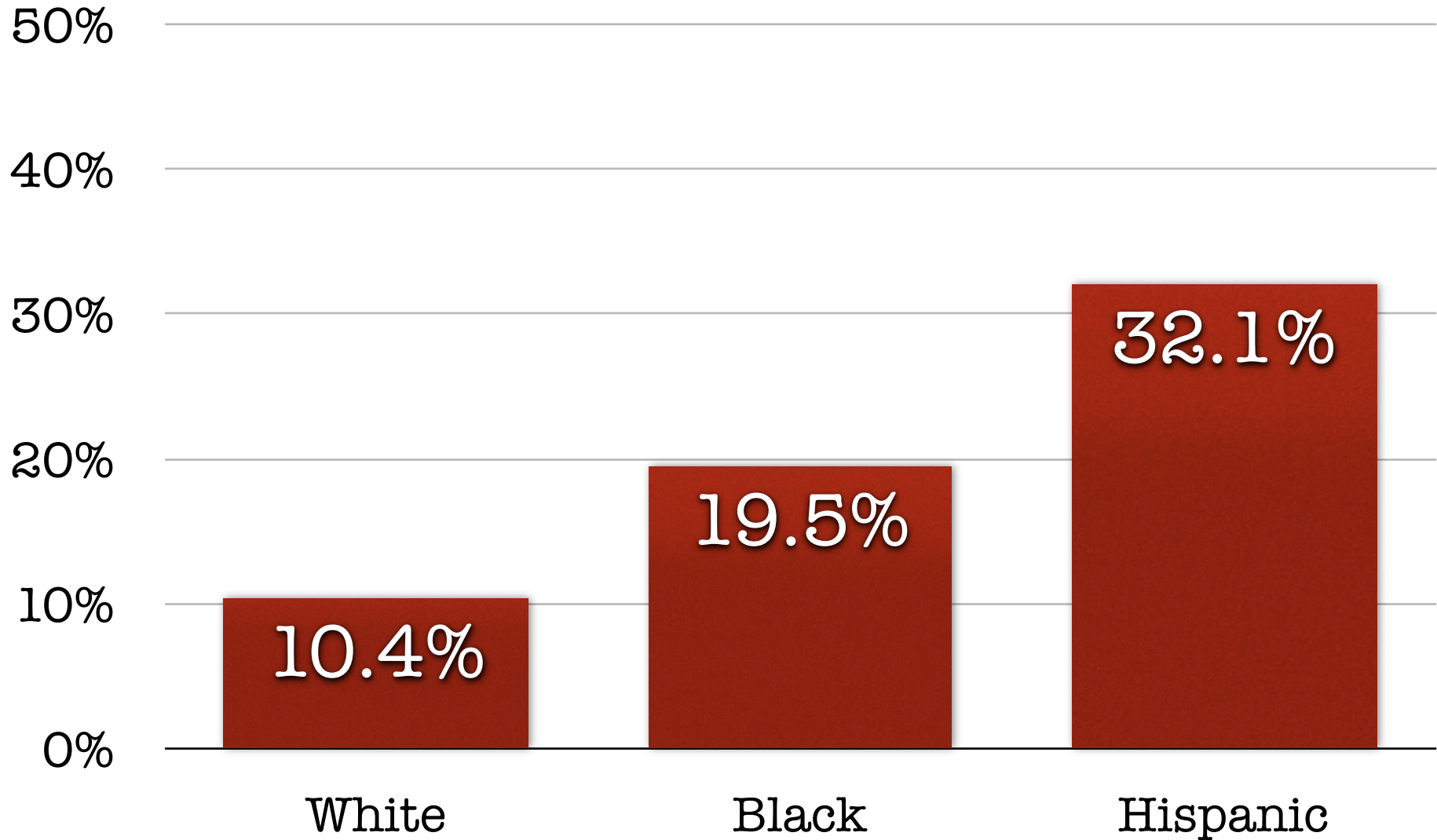
Percentage of Children in Poverty



No parent has full-time, year-round employment



No Healthcare Coverage



Environment

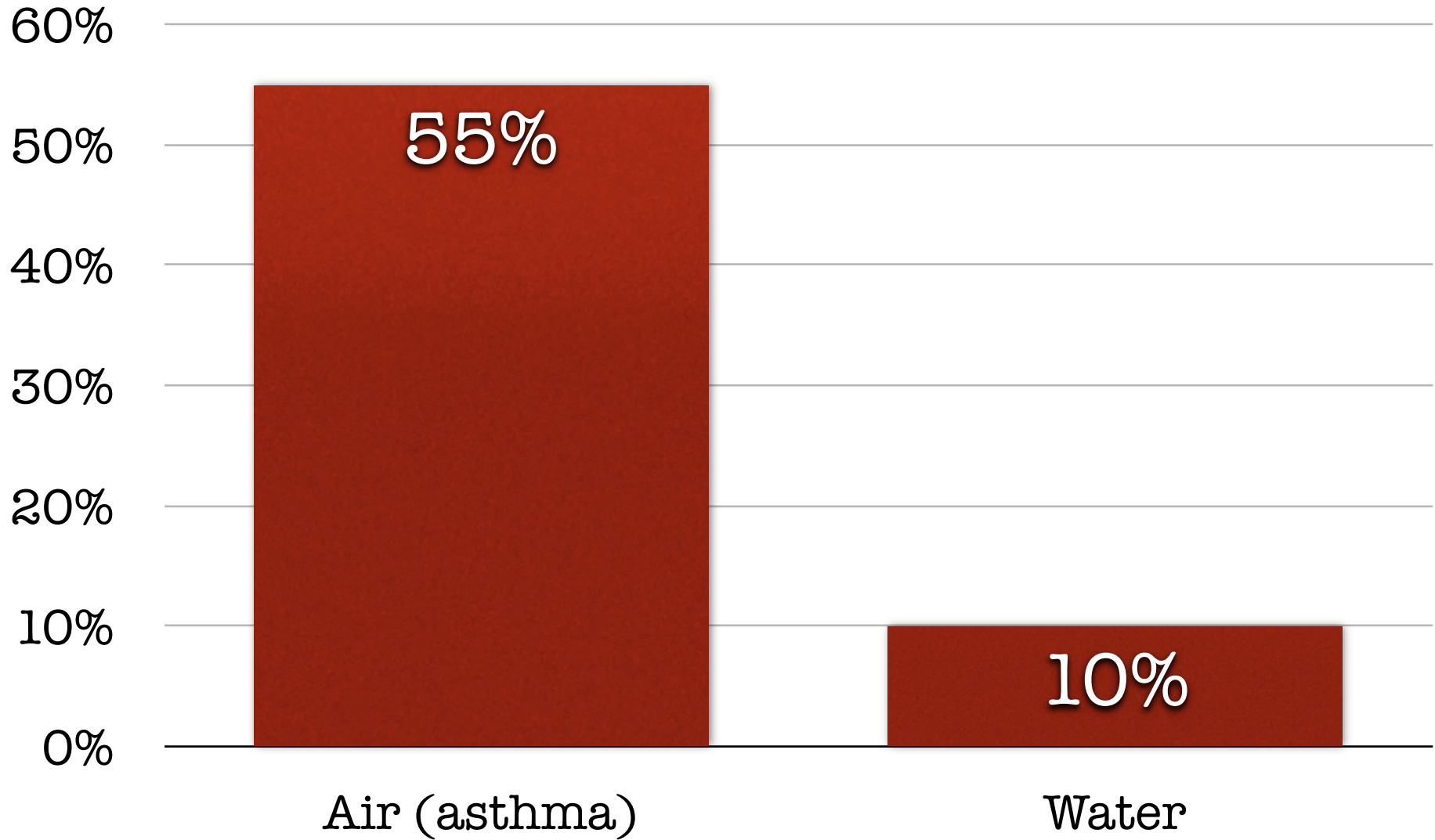
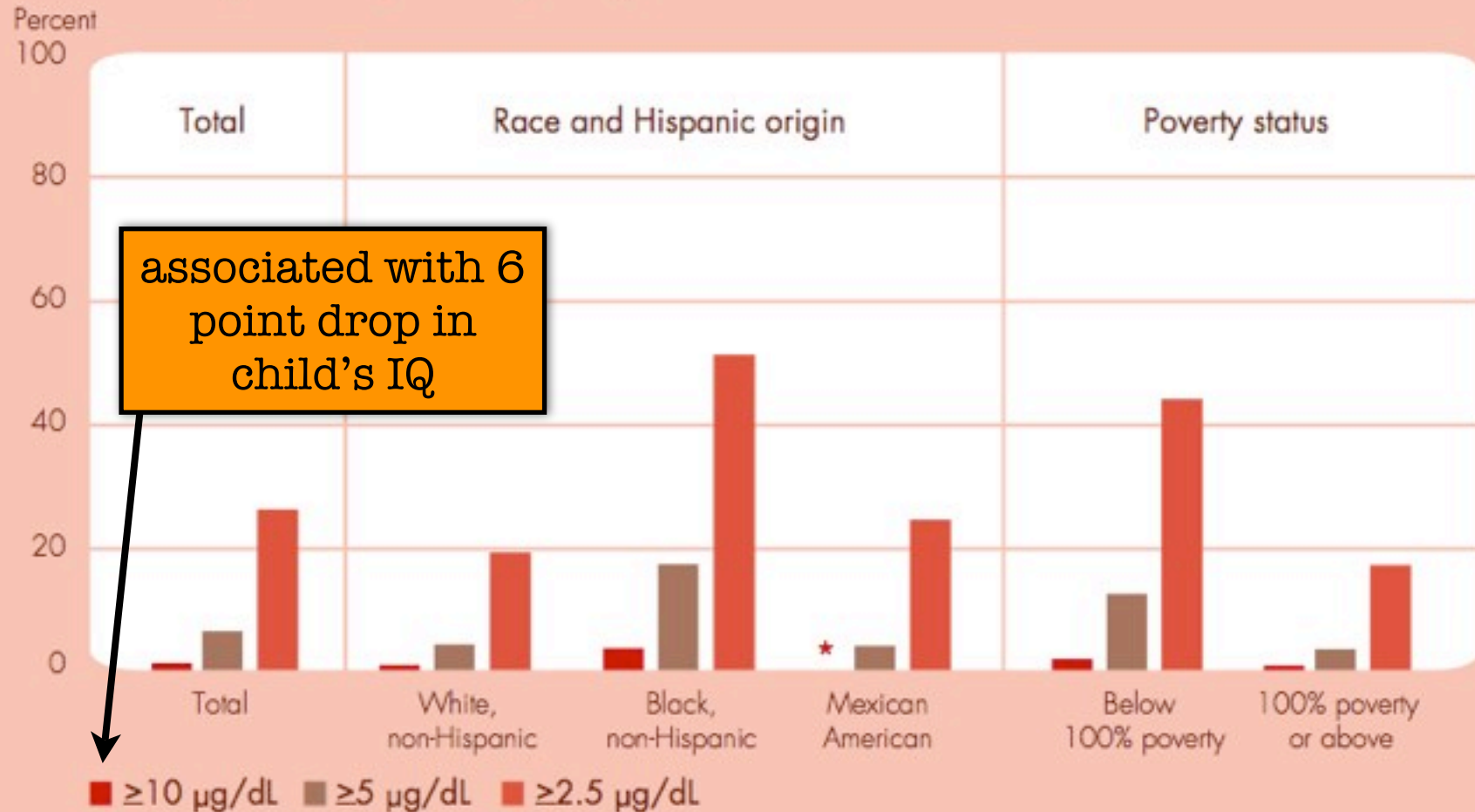


Figure 8 Percentage of children ages 1–5 with specified blood lead levels by race and Hispanic origin and poverty status, 2001–2004



associated with 6 point drop in child's IQ

* Data for $\geq 10 \mu\text{g/dL}$ not shown. Estimate is considered unreliable (relative standard error is greater than 40 percent).

NOTE: Data from combined samples for 2001–2004. In this survey, respondents were asked to choose one or more races. All race groups in this figure refer to people who indicated only one racial identity. Mexican American children may be of any race.

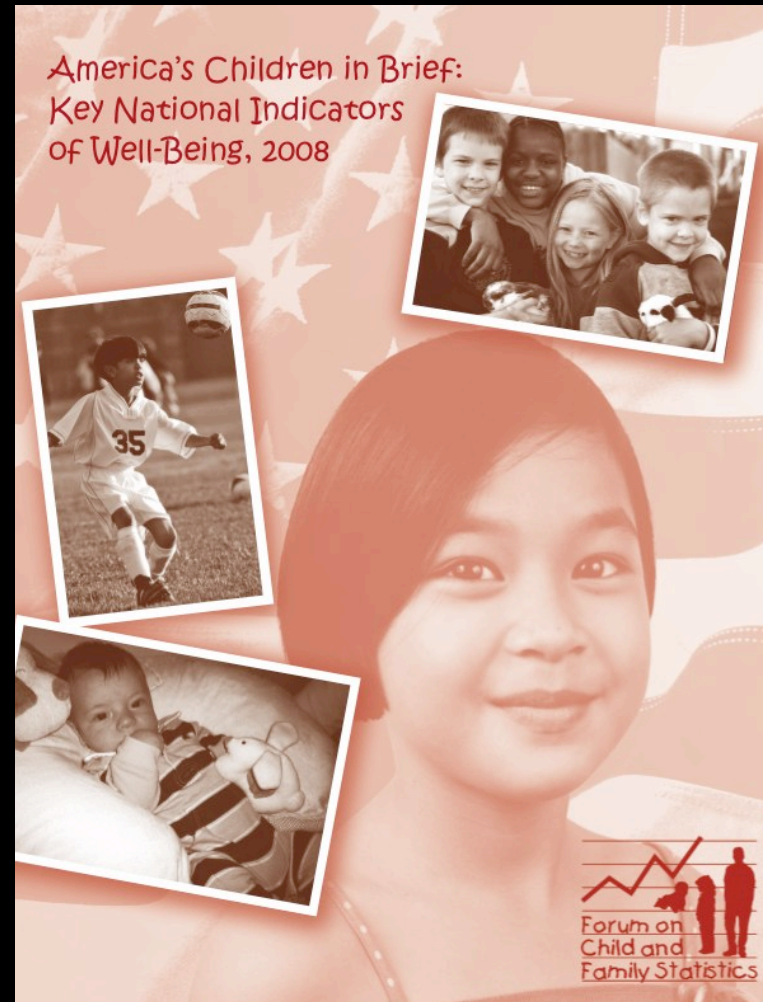
SOURCE: Centers for Disease Control and Prevention, National Center for Health Statistics, National Health and Nutrition Examination Survey.

73.9 million

25% of pop.

1964 - 36%

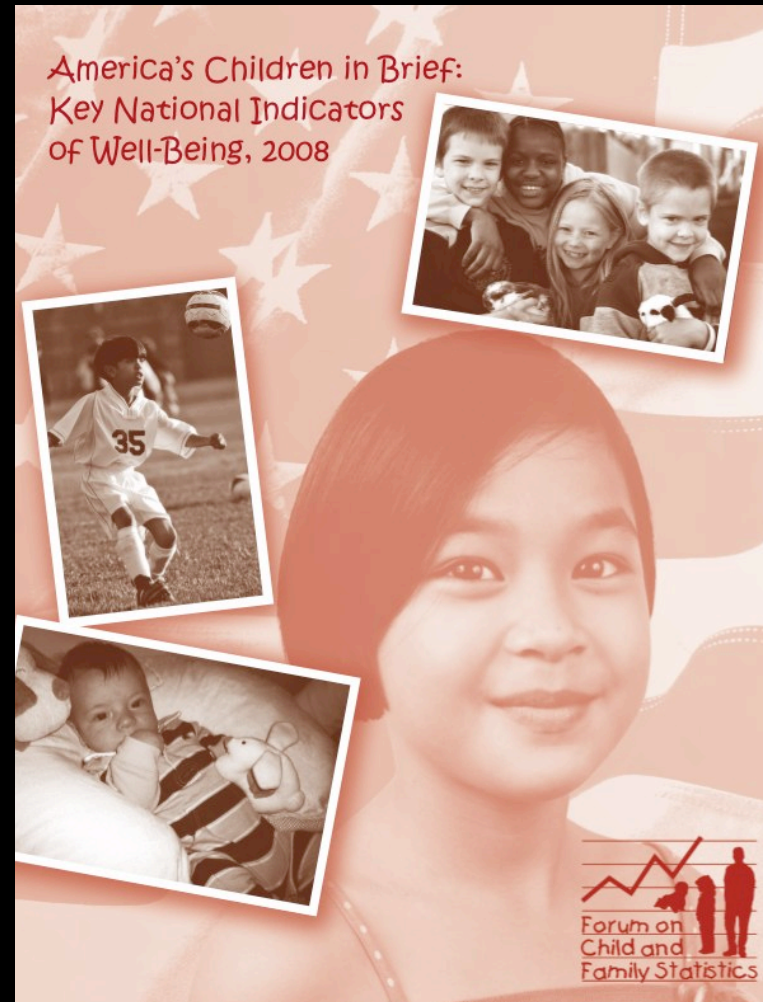
2020: 1 in 4
Hispanic



38 % births
unmarried

2 married
parents
68%

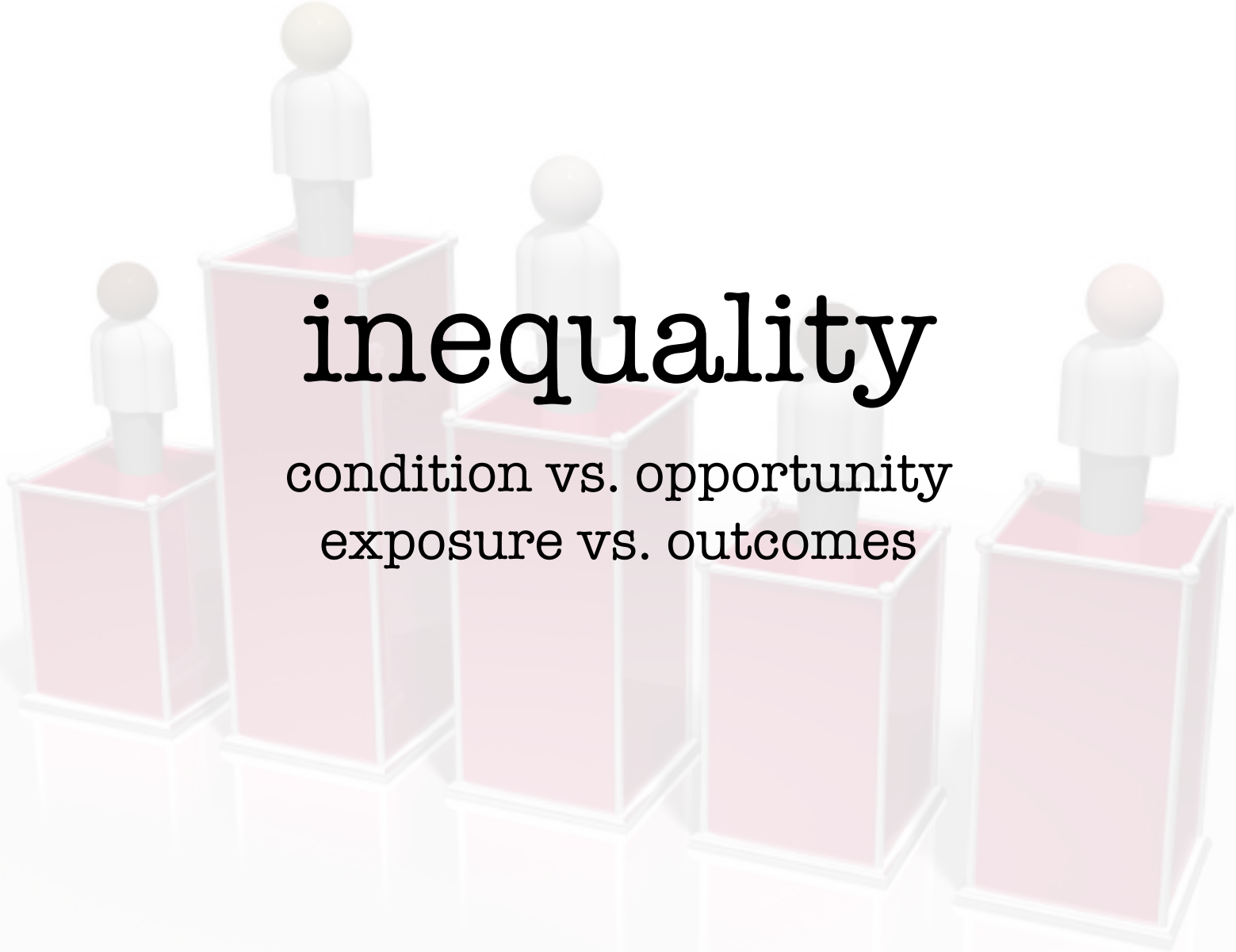
1980 - 77%
moms - 23%



20% speak a
non-English
language at
home

America's Children in Brief:
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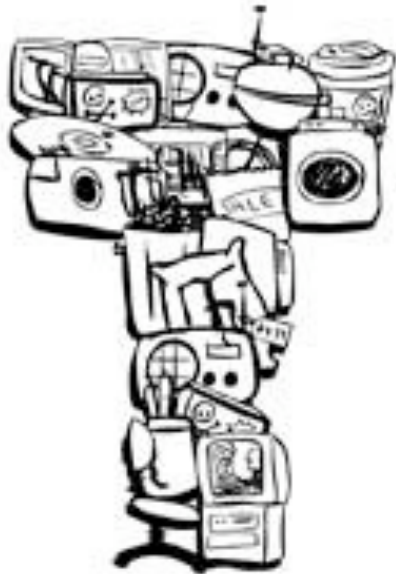
inequality

condition vs. opportunity
exposure vs. outcomes

Nature vs. Nurture

etiology





advertising

television
video games
internet

violence
advertising
consumerism



No Child Left Inside

community

“who is my neighbor”?

interdependence

schools

churches





West Nickel Creek

Nature vs. Nurture

etiology



Risk - Resilience Paradigm





etiology

cumulative

complex

single causes are a myth

The scientific knowledge we have gained about the causes and “cures” of problems effecting children has not yet been “systematically applied to policy or program design”.

Jenson & Fraser





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