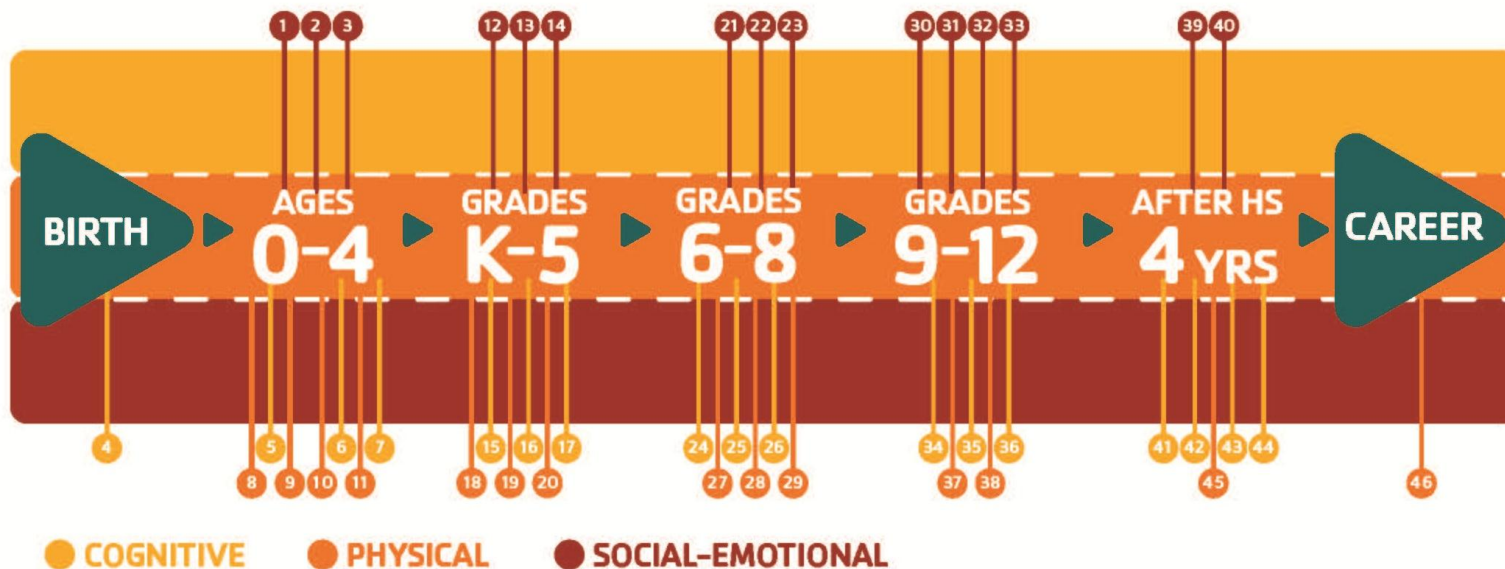




FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

ADVANCING A SUCCESSFUL LIFELONG JOURNEY

Youth Development Roadmap



Youth Development is the social-emotional, cognitive, and physical processes that all youth uniquely experience from birth to career. A successful development process fulfills children and teens' innate need to be loved, spiritually grounded, educated, competent, and healthy.

	Social/Emotional	Cognitive	Physical
0 – 4 (age)	<ul style="list-style-type: none"> 1. Forms positive attachment to a caregiver 2. Makes eye contact and responds to social engagement 3. Responds to environmental stimulation 	<ul style="list-style-type: none"> 4. Has a caregiver that sings, reads, and talks to them. 5. Actively explores surroundings 6. Develops basic recognition of letters numbers, and shapes 7. Receives effective preschool preparation. 	<ul style="list-style-type: none"> 8. Receives quality pre-natal care 9. Achieves basic developmental markers, including crawling, walking, and weight gains 10. Has access to lifelong basic dental/health/eye care 11. Has a routine of healthy eating, playing, and sleeping
K – 5 (Grades)	<ul style="list-style-type: none"> 12. Exhibits a desire to learn 13. Forms positive peer relationships 14. Engages in activities that strengthen social emotional competencies 	<ul style="list-style-type: none"> 15. Attends Kindergarten 16. Reads at grade-level by the end of 3rd grade 17. Sets academic expectations of good grades 	<ul style="list-style-type: none"> 18. Has access to healthy foods 19. Masters fine and gross motor skills through activity 20. Learns basic safety habits
6 – 8 (grades)	<ul style="list-style-type: none"> 21. Has a positive non-parent adult mentor 22. Has positive peer influence 23. Participates in leadership-building activities 	<ul style="list-style-type: none"> 24. Has an expectation of attending college 25. Masters Algebra 1 26. Self-directs part of his/her learning 	<ul style="list-style-type: none"> 27. Self directs healthy eating 28. Is engaged in positive physical activity 29. Establishes resistance to risk-taking activities
9 – 12 (grades)	<ul style="list-style-type: none"> 30. Develops healthy values including, caring, honesty, and responsibility 31. Feels supported by others 32. Feels empowered 33. Connects with community, school, and/or church 	<ul style="list-style-type: none"> 34. Passes most of his/her classes 35. Masters a “favorite” subject 36. Masters math and/or science 	<ul style="list-style-type: none"> 37. Establishes a peer group that supports healthy habits. 38. Engages in activities that promote mental health (service learning, sleeping, and faith).
Post- Secondary	<ul style="list-style-type: none"> 39. Begins working on a career plan 40. Develops time- and stress-management skills 	<ul style="list-style-type: none"> 41. Has a financial plan to support post-secondary studies 42. Makes strong connections with a postsecondary institution 43. Has a career plan 44. Transitions into career of choice 	<ul style="list-style-type: none"> 45. Establishes a peer group that supports healthy habits 46. Engage in activities that promote mental health

SOURCES

1

Richter, L (2004). The importance of caregiver–child interactions for the survival and healthy development of young children. From: <http://whqlibdoc.who.int/publications/2004/924159134X.pdf>

Szanton, Eleanor Stokes (1992). Heart Start: The Emotional Foundations of School Readiness.

Wiley (1992) Child Development. Society of Research in Child Development.

2

Bayley, N. (2005) Bayley Scales of Infant and Toddler Development. From: <http://www.abilitypath.org/milestone-concerns/references.html#sthash.cFcSAO51.dpuf>

Folio, M.R. and Fewell, R.R. (2000) *Peabody Developmental Motor Scales*.

Toland, S., Crock, R, and Goff, H. (1992) *Hawaii Early Learning Profile (HELP) (Birth – 3 years)*.

3

Greenspan, S (2000) Building healthy minds: The six experiences that create intelligence and emotional growth in babies and young children.

Lise E, Ph.D. (2000) What's going on in there?: How the brain and mind develop in the first five years of life.

Thompson, RA (2001) Zero to Three Journal Development in the first years of life. Future of Children.

4

Milligan, K., Atkinson, L., Trehub, S. E., Benoit, D., & Poulton, L. (2003). Maternal attachment and the communication of emotion through song.

Nakata, T., & Trehub, S. E. (2004). Infants' responsiveness to maternal speech and singing.

Shenfield. (2003). Maternal Singing Modulates Infant Arousal.

5

Baillargeon, R. (2001). Infants' physical knowledge: Of acquired expectations and core principles.

Poole, C. (2006). Self-Exploration.

Willatts, P. (1999). Development of means–end behavior in young infants: Pulling a support to retrieve a distant object.

6

Isbell, R. L., Sobol, J. L., & Lindauer, A. L. (2004). The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children.

Lonigan, Burgess, & Anthony, (2000). Development of Emergent Literacy and Early Reading Skills in Preschool Children.

Morrow (2001). Literacy development in the early years: Helping children read and write.

7

Neuman. (2003). From Rhetoric to Reality: The Case for High-Quality Compensatory Prekindergarten Programs.

Peisner-Feinberg, Burchinal, Clifford, Culkin, Howes, Kagan, (2001). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade.

Zill, N, Collins M. Approaching Kindergarten: A Look at Preschoolers in the United States.

8

Centers for Disease Control and Prevention (2000). Early entry into prenatal care.

Fiscella K. (1995) Does prenatal care improve birth outcomes?

Huntington J, Connell FA (1994). For every dollar spent--the cost-savings argument for prenatal care.

9

Martin, A., Berki, J. (2007). See How They Grow: Infants and Toddlers.

Puckett, M., Black, J. (2007) Understanding Infant Development.

Schiller, P. (2005) The Complete Resource Book for Infants.

10

Green M (1994). Bright Futures: Guideline for health supervision of infants, children, and adolescents.

Holl JL, Szilagyi PG, Rodewald LE, (1995). Profile of uninsured children in the United States.

Overpeck MD, Kotch JB (1995). The effect of U.S. children's access to care on medical attention for injuries.

11

Birch, L.L., & Anzman-Frasca, S. (2011). Promoting children's healthy eating in obesogenic environments: Lessons learned from the rat.

Centers for Disease Control and Prevention (2010) Physical Activity for Everyone: How Much Physical Activity do Children Need?

Hammons, A.J., & Fiese, B.H. (2011). Is frequency of shared family meals related to the nutritional health of children and adolescents?

12

Boyd, J., Barnett, W. S., Bodrova, E., Leong, D. J., & Gomby, D. (2005). Promoting children's social and emotional development through preschool. From:

<http://nieer.org/resources/policyreports/report7.pdf>.

Denham, S. A. (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it? Early Education and Development.

Raver, C. C., & Knitzer, J. (2002). Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year olds.

13

Brannan, S., Arick, J., Fullerton, A., & Harris, J. (2000). Inclusive outdoor programs benefit youth.

Gambone, M.A., & Arbretton, A.J.A. (1997). Safe havens: The contributions of youth organizations to healthy adolescent development.

Reefe, K. (2006). The effects of an intentionally focused residential summer camp experience on the social skill development of preadolescent youth.

www.ACAcamps.org/research/symposium/reefe/pdf

14

Hymel S, Ford L. (2003) The impact of early social-emotional competence.

Ryan AM. Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school.

Tremblay RE. (1999) When children's social development fails.

15

Fusaro, J. (1997). The effect of full-day kindergarten on student achievement: A meta-analysis.

Lee, V. E., D.T. Burkam., J.J. Honigman, and S.J. Meisels. (2001). Full-Day vs. Half-Day Kindergarten: Which Children Learn More in Which Program?

Redelman, D. (1999). Full-day Kindergarten: A summary of the research on student achievement.

16

Chall, J. S. & Jacobs, V. A. (2003). The classic study on poor children's fourth-grade slump.

National Center for Education Statistics. (2001). The nation's report card: Fourth grade reading 2000.

Snow, C. E. & Biancarosa, G. (2003). Adolescent literacy and the achievement gap: What do we know and where do we go from here?

17

Kaplan, D.S., Liu, X., & Kaplan, H.B. (2001). Influence of parents' self-feelings and expectations on children's academic performance.

Seginer, R. (1983) Parents' educational expectations and children's academic achievements.

U.S. Department Of Education (2002). Preparing America's Future.

18

Fox MK, Gordon A, Nogales R, Wilson A(2009). Availability and consumption of competitive foods in US public schools.

USDA Food and Nutrition Division, (2004). Fruits & Vegetables Galore: Helping Kids Eat More

Zabinski MF, Daly T, Norman G (2006). Psychosocial correlates of fruit, vegetable, and dietary fat intake among adolescent boys and girls.

19

Gallahue DL, Ozmun JC. (2002) *Understanding Motor Development: Infants, Children, Adolescents, Adults.*

Shumway-Cook A, Woollacott MH. (2001) *Motor Control: Theory and Practical Applications.*

Whitall J. (2003) Development of locomotor coordination and control in children.

20

Borse NN, (2012) Years of Potential Life Lost due to Unintentional Injuries among Children and adolescents.

Brenner RA, Trumble AC, Smith GS, Kessler EP,(2001) Where children drown, United States.

CDC, (2002) Nonfatal sports- and recreation-related injuries treated in emergency departments-United States.

21

Grossman, J. B., & Tierney, J. P. (1998). Does mentoring work? An impact study of the Big Brothers/Big Sisters program.

McCluskey, K. W., & Treffinger, D. J. (1998). Nurturing talented but troubled children and youth. Reclaiming Children and Youth

The Ohio Prevention and Education Resource Center/Ohio Safe Schools Center. (2000). Charting the course: A mentor guide.

22

Brown, B. B. (2004). Adolescents' relationships with peers.

Brown, B. B. (1990). Peer groups and peer cultures.

Brown, B. B. & Klute, C. (2006). Friendships, cliques, and crowds.

23

Klau, M., Boyd, S., & Luckow, L. (Eds.) (May, 2006) Youth Leadership: New Directions for Youth Development.

Murphy, S. & Reichard, R. (Eds.) (2011) Early Development and Leadership.

Van Linden, J. & Fertman, C. (1998) Youth Leadership: A Guide to Understanding Leadership Development in Adolescents.

24

Cooper C. (2002) Five Bridges Along Students' Pathways to College: A Developmental Blueprint of Families, Teachers, Counselors, Mentors, and Peers in the Puente Project.

Mulhall, P. F., Flowers, N., & Mertens, S. B. (2002) Understanding indicators related to academic performance.

Riley. (1997) Higher Learning. Going Back to School: Raising Expectations for Students. Schools in the Middle.

25

Horn, L. & A. Nuñez. (2000) Mapping the Road to College: First-Generation Students' Math Track, Planning Strategies, and Context of Support.

Silva. (1990). The Algebra Project: Making Middle School Mathematics Count.

Useem, Elizabeth L. (1992), "Middle Schools and Math Groups: Parents' Involvement in Children's Placement."

26

Bolhuis, S. (1996) Towards Active and Selfdirected Learning. Preparing for Lifelong Learning, with Reference to Dutch Secondary Education.

Morrow, L.M. & Others (1993). Promoting Independent Reading and Writing through Self-Directed Literacy Activities in a Collaborative Setting.

Taylor, B. (1995). Self-Directed Learning: Revisiting an Idea Most Appropriate for Middle School Students.

27

Harvey-Berino, J., V. Hood, J. Rourke, T. Terrance and A. Dowaldt, (1997). Secker-walker. Food knowledge and attitude scores in pretest and posttest. preferences predict eating behavior of very young.

Monteiro C, Popkin BM (2004) Trends of obesity and underweight in older children and adolescents in the United States, Brazil, China, and Russia.

Robinson-O'Brien, R., N. Larson, D. Neumark Sztainer, P. Hannan and M. Story, (2009). Characteristics and dietary patterns of adolescents who value eating locally grown, organic, nongenetically engineered and no processed food.

28

Daniels S, Arnett D, Eckel R, CDC.(2010) The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance.

Hillman CH, Castelli DM, Buck SM(2005). Aerobic fitness and neurocognitive function in healthy preadolescent children.

Trudeau F, Shephard RJ(2010). Relationships of physical activity to brain health and the academic performance of schoolchildren.

29

Bogenschneider, K., Wu, M. Y., Raffaelli, M., & Tsay, J. C. (1998). Parent influences on adolescent peer orientation and substance use: The interface of parenting practices and values.

Dishion, T. J., Duncan, T. E., Eddy, J. M., & Fagot, B. I. (1994). The world of parents and peers: Coercive exchanges and children's social adaptation.

Nakkula, M. J., & Karcher, M. J. (1999). Risk & Prevention Questionnaire

30

Peter Scales and Nancy Leffert,(2004) Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development

Search Institute (2005) Developmental Assets: A Profile of Your Youth

Wray-Lake, L., & Syvertsen, A. K. (2011). The developmental roots of social responsibility in childhood and adolescence.

31

Benard, B. (1991). Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community.

Maston, A. (1994). Resilience in individual development: Successful adaptation despite risk and adversity.

Pines, M. (1984). Resilient children: Why some disadvantaged children overcome their environments, and how we can help.

32

Harter, S. (1993). Causes and consequences of low self-esteem in children and adolescents.

Lofquist, B. (1989). The spectrum of attitudes: Building a theory of youth development. New Designs for Youth Development.

Sazama, J. & Young, K. (2006) 15 Points to Successfully Involving Youth in Decision-Making.

33

E. C., & Neal, M. (2004). Preliminary findings: Community service and service learning in public schools.

National Youth Leadership Council (2004) "Service to others: A 'gateway' asset for school success and healthy development.

Scales, P.C. & Roehlkepartain, E.C. (2005). Can service-learning help reduce the achievement gap?

34

Allensworth, E., (2004). The On-Track Indicator as a Predictor of High School Graduation

Neild, R.C., Stoner-Eby, S., & Furstenberg, F.F. Jr. (2001). Connecting Entrance and Departure: The Transition to Ninth Grade and High School Dropout.

Roderick, M, Camburn E (1999). "Risk and Recovery from Course Failure in the Early Years of High School."

35

Flowerday, T. (2005). What motivates children to work hard in school? A look at eight different possibilities.

McInemey, D. M. (2003) Motivational goals, self-concept and sense of self: What predicts academic achievement? Similarities and differences between Aboriginal and Anglo Australians in high school settings.

Meece, J. (1997). Improving Student Motivation: A guide for teachers and school improvement teams.

36

Horn, L., & Nunez, A. M. (2000). Mapping the road to college: First-generation students' math track, planning strategies and context of support.

Horn, L. J. & Nunez, A. (2000). Mapping the road to college: First-generation students' math track, planning strategies, and context of support.

Sadler. (2001). Success in introductory college physics: The role of high school preparation.

37

Haynie, D. L., S. J. South, and S. Bose. (2006). The company you keep: Adolescent mobility and peer behavior.

Lickona, T. (1983). Raising good children: Helping your child through the stages of moral development.

Society for Research in Child Development (2007). Status Of Adolescent Peer Groups Plays Role In Understanding Groups

38

Gallup, G. H., & Bezilla, R. (1992). The religious life of young Americans. Princeton, NJ: The General Social Survey (1998). University of Chicago: National Opinion Research Center.

Ginwright, Shawn and J. Cammarota. (2002). New Terrain in Youth Development: The Promise of a Social Justice Approach.

Roth, J and Brooks-Gunn J, (2000).What Do Adolescents Need For Healthy Development?

39

Gray, K. (2000). Getting Real: Helping Teens Find Their Future

40

Britton, B. K., & Tesser, A. (1991). Effects of Time-Management Practices on College Grades.

Dusselier, L., Dunn, B., Wang, Y., Shelley, M., & Whalen, D. (2005). Personal, health, academic, and environmental predictors of stress for residence hall students.

Iglesias, S. L., Azzara, S., Jeifetz, M., Lores, Arnais, M. R., Desimone, M. F., & Diaz, L. E. (2005). A study on the effectiveness of a stress management program for College Students

41

Jennifer T. Cates, Scott E. Schaeffle (2011). The Relationship Between a College Preparation Program and At-Risk Students.

Lavin, D. E. (2000). Policy change and access to 2-and 4-year colleges: The case of the City University of New York.

U.S. Department of Education (2000). Corporate involvement in education: Achieving our national education priorities.

42

Chemers, M., L. Hu, and B. Garcia. 2001. "Academic Self-efficacy and First-year College Student Performance and Adjustment."