

Effectively Helping Young People Achieve Their Potential: An Overview of Recent Research Findings

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Introduction

My primary reason for becoming a counselor is to advocate for young children that have behavior issues, social disadvantages, and struggles emotionally that would prevent them from reaching their potential. Interventions would be discussed in this pamphlet: child centered play therapy, check in check out, good behavior game, reward system, mindfulness, coping skills, recreation, motivational based interviewing, positive behavior, sleep behavior, and nutrition. All these interventions will help the educational success of young children. This will help children have a better understanding of their worldview. The interventions will help student's development and learn the skills necessary for them to succeed. The culture of the students affects their beliefs, values, and behaviors when trying to succeed in school. Individuals who advocate for students will have



1 in 6 children aged 2-8 years has a mental, behavioral, or developmental disorder.

a better understanding of students with these behavior issues. It is important to understand the view of the student and how their education can be affected. There are several factors that can affect a child's ability to succeed such as mental health, socioeconomics, health, and motivation to succeed. Several researches show that there are achievement gaps between different groups such as gender, race, and socioeconomics.

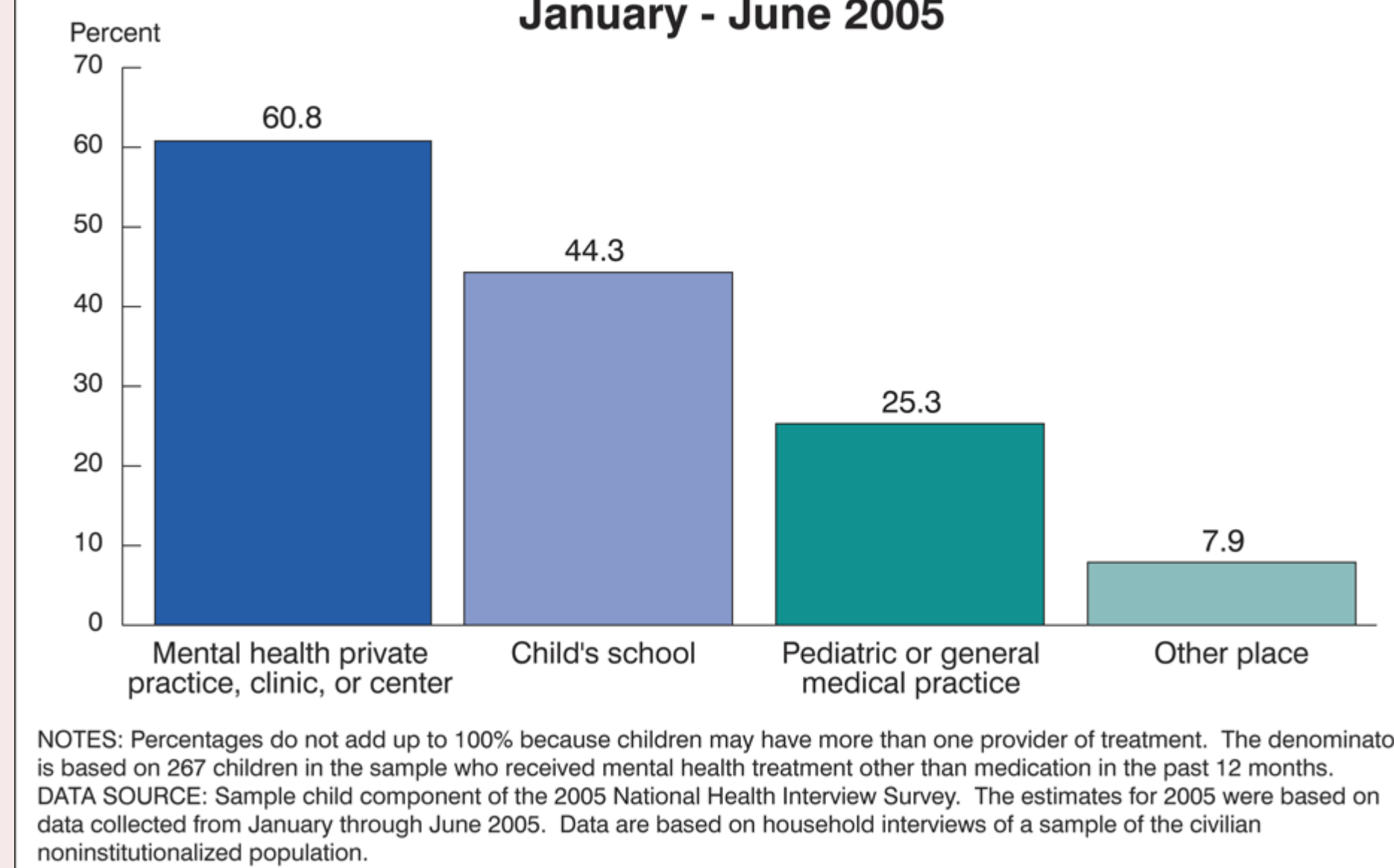
Methods

- Pre- Assessment (Records, historical data, discipline records)
- Interviews/ Questionnaire
- Direct observation
- Data Collection (ABC Data, Frequency, Counts)

Results

Self assessment survey: that implementing was a decrease of one year and then saw improvement in all other areas
The office discipline referrals of African American students :were still significant after culturally responsive positive behavior intervention systems, this was the same as previous research.
Social skills: little effect in relation to check in check out and peer mediation. Socially neglected
Physical education: student success, nutrition, and health. Improved over three-year intervention. Age and School impacted results
Prevention programs: same results as previous studies in the classroom
Child centered play therapy: effective hyperactivity and behaviors
Therapeutic relationship: decrease target behaviors
Child therapy: help classroom behavior
Good behavior game: student improvement in positive behavior
Motivational technique: help extend sleep
Social Emotional lessons: help students with self-control
Reinforcement surveys: continue to support interventions
Positive Behavior intervention Plan: Helps teachers and staff to teach/ replace skills and proactive strategies
Functional Behavior Assessment: tier 1/tier 2 not as successful
Multi-Tiered system of support: A team of individuals that help create support for students
Coping skills: Positive behaviors increased

Figure 1. Providers of treatment for children 4-17 years of age who received treatment, other than medication, for emotional or behavioral difficulties in the past 12 months: United States, January - June 2005



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Limitations of studies

- Equality needs to be discussed and success for all students
- School counselors should use perception surveys
- Culturally responsive positive behavior interventions
- More research on mindfulness, ADHD, and young children
- Student consent
- Measure students' perception then students' behaviors
- Lack of evidence to support individual reading skills
- Lack of monitoring and feedback
- Teacher student relationship
- Small sample size/ validity
- Assessments
- Which behavior game is more effective
- Students not separated between interventions
- Scores not delivered privately

Conclusion

Implications

- Check in check out more appropriate with social skills
- Student peers
- Research team may not know students were taking their medicine
- Pedometers might be dated not being reported or an error
- Nutrition recall
- Child centered approach in a small group
- Children's behavior may have been biased based on knowing they were being observed
- Several studies no control group
- Motivational base interviewing used when collaborating
- Importance student teacher relationship
- Coping skills help aggressive behaviors
- Intervention help social, emotional, behaviors, and cognitions
- Help with mental illness
- Students learn skills and succeed in school



Future Research

- More culturally diverse students as well as different ages with abstract skills
- Disadvantaged Students
- Validate and interventions to help social skills in schools
- Body mass index and weight needs
- Obesity prevention and effects of program
- Follow up research
- Randomize, control, and experimental groups for confounding variables
- Teacher behavior and statements
- Class behavior focused on than individual
- Interventions in school setting
- More data to support interventions

Acknowledgements

Thank you! Harnett county counselors for your input.