

Barriers, Buffers, & Youth Development

Examples of *Risk-Producing Conditions* that Can be Barriers to Development and Learning

E n v i r o n m e n t a l C o n d i t i o n s*			Person Factors*
<i>Neighborhood</i>	<i>Family</i>	<i>School and Peers</i>	<i>Individual</i>
<ul style="list-style-type: none"> >extreme economic deprivation >community disorganization, including high levels of mobility >violence, drugs, etc. >minority and/or immigrant status 	<ul style="list-style-type: none"> >chronic poverty >conflict/disruptions/violence >substance abuse >models problem behavior >abusive caretaking >inadequate provision for quality child care 	<ul style="list-style-type: none"> >poor quality school >negative encounters with teachers >negative encounters with peers &/or inappropriate peer models 	<ul style="list-style-type: none"> >medical problems >low birth weight/neurodevelopmental delay >psychophysiological problems >difficult temperament & adjustment problems >inadequate nutrition

Examples of *Protective Buffers*

Conditions that prevent or counter risk producing conditions – strengths, assets, corrective interventions, coping mechanisms, special assistance and accommodations

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<i>Neighborhood</i>	<i>Family</i>	<i>School and Peers</i>	<i>Individual</i>
<ul style="list-style-type: none"> >strong economic conditions/emerging economic opportunities >safe and stable communities >available & accessible services >strong bond with positive other(s) >appropriate expectations and standards >opportunities to successfully participate, contribute, and be recognized 	<ul style="list-style-type: none"> >adequate financial resources >nurturing supportive family members who are positive models >safe and stable (organized and predictable) home environment >family literacy >provision of high quality child care >secure attachments – early and ongoing 	<ul style="list-style-type: none"> >success at school >safe, caring, supportive, and healthy school environment >positive relationships with one or more teachers >positive relationships with peers and appropriate peer models >strong bond with positive other(s) 	<ul style="list-style-type: none"> >higher cognitive functioning >psychophysiological health >easy temperament, outgoing personality, and positive behavior >strong abilities for involvement and problem solving >sense of purpose and future >gender (girls less apt to develop certain problems)

Examples of Conditions for *Promoting Full Development*

Conditions, over and beyond those that create protective buffers, that enhance healthy development, well-being, and a value-based life

E n v i r o n m e n t a l C o n d i t i o n s*			Person Factors*
<i>Neighborhood</i>	<i>Family</i>	<i>School and Peers</i>	<i>Individual</i>
<ul style="list-style-type: none"> >nurturing & supportive conditions >policy and practice promotes healthy development & sense of community 	<ul style="list-style-type: none"> >conditions that foster positive physical & mental health among all family members 	<ul style="list-style-type: none"> >nurturing & supportive climate school-wide and in classrooms >conditions that foster feelings of competence, self-determination, and connectedness 	<ul style="list-style-type: none"> >pursues opportunities for personal development and empowerment >intrinsically motivated to pursue full development, well-being, and a value-based life

*A reciprocal determinist view of behavior recognizes the interplay of environment and person variables.

For more on this and for references to relevant literature, see:

Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*. Thousand Oaks, CA: Corwin Press.