

Adedoyin Adeleke

Instructor Emerson-Coyle

ENG 211C

March 19, 2019

Annotated Bibliography

Balcazar, Fabricio E., Davies, Gethin L., Viggers, Dave, and Tranter, Gary. "Goal

Attainment Scaling as an Effective Strategy to Assess the Outcomes of Mentoring Programs for Troubled Youth." *International Journal on School Disaffection* 4.1 (2006): 43-52. Web. Accessed 15 Mar. 2019.

- “There have been a number of studies that have found that mentoring relationships (or, in some studies, perceived security in mentoring) lead to significant changes in a number of cognitive and emotional outcome variables, including attitudes toward school, academic confidence, self-concept, attitudes toward helping, feelings of school connectedness, representations of parental and teacher relationships, and perceptions of support from significant adults outside mentoring relationships (Larose and Tarabulsy, 2005).” (44)
- I chose this quote because it expresses the areas in which mentoring can be helpful and an impact.
- “Mentoring relationships for many of these youth are assumed to provide a context for the revision of negative representations of self, parents, peers, teachers and school, thus preventing school maladjustment, failure and dropout. This

assumption concerns the identification of cognitive and emotional variables associated with abuse and neglect, potentially linked to the impact of mentoring relationships on their future development.” (44)

- I chose this quote because it expresses that mentoring basically covers or “reverses” the negative impact of neglect, therefore preventing failure and bad performance in school or their future.

Day, Angelique. "The Power of Social Support: Mentoring and Resilience." *Reclaiming*

Children and Youth: The Journal of Strength-based Interventions 14.4 (2006): 196-198.

Web. Accessed 15 Mar. 2019.

- “Mentors can provide children with a sense of safety, dedication, and nurturance to children who are recovering from earlier traumatic experiences” (197)
- I chose this because there are children and youth that go through things that they would not want to go to just anyone about, their mentors can be their go to.
- “Resiliency is a quality that helps victims of child maltreatment resist and recover from adversities” (198)
- I chose this because mentors helps get troubled youth and or neglected children go through the process of resiliency.
- “Resilient children possess cognitive coping skills that build confidence and reduce anxiety, social coping skills that involve forming and maintaining supportive social relationships, and behavioral coping skills that involve engaging in actions, like relaxation, to successfully cope with stress” (198)

- I added this quote because it gave a more depth on the topic of resiliency.

DePanfilis, Diane., and United States. Office on Child Abuse Neglect. Child Neglect [electronic Resource] a Guide for Prevention, Assessment, and Intervention. Washington, D.C.: U.S. Dept. of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Office on Child Abuse and Neglect, (2006).

- “Have difficulty understanding the emotions of others, regulating their own emotions, or forming and maintaining relationships with others.” (25)
- I chose this because it explains obstacles neglected children and foster kids face.
- “Have a limited ability to feel remorse or empathy, which may mean that they could hurt others without feeling their actions were wrong.” (25)
- I chose this because it was another difficulty that foster kids typically go through.

Hart, E. Wayne, and Center for Creative Leadership. Seven Keys to Successful Mentoring [electronic Resource]. Greensboro, N.C.: Center for Creative Leadership, (2009).

- “Mentoring is an intentional, developmental relationship in which a more experienced, more knowledgeable person nurtures the professional and personal life of a less experienced, less knowledgeable person.” (7)
- I chose this because it basically describes what mentoring is.

- “Mentoring relationships are developmental because they promote experiences that motivate individuals to learn and grow, expose them to learning opportunities, and provide support for the learning and growth.” (7)
- I chose this because it shows benefits from having a mentoring relationship not just for the mentee, but the mentor too.

Reimer, Elizabeth Claire. "Using Friendship to Build Professional Family Work Relationships

Where Child Neglect Is an Issue: Worker Perceptions." *Australian Social Work* 67.3 (2014): 315-31. Web. Accessed 16 Mar. 2019.

- “Research on the relationship in child and family welfare has shown that effective relationships are those which are characterized by close personal contact, which clients frequently consider to be “friendship-like” in nature, contained within professional boundaries” (316)
- I chose this because it states the importance that there should be a friendship like relationship, but for there to have professional boundaries.
- “However, while the effectiveness of professional relationships may be improved, by friendship-like characteristics, client outcomes must remain the priority” (317-318)
- I chose this because regardless of the close friend relationship, there is still a mission at hand.

Spencer, Renee, Collins, Mary Elizabeth, Ward, Rolanda, and Smashnaya, Svetlana.

"Mentoring for Young People Leaving Foster Care: Promise and Potential

Pitfalls." *Social Work* 55.3 (2010): 225-34. Web.

<http://eds.a.ebscohost.com/ehost/detail/detail?vid=0&sid=80b5b7f7-0047-4983-b1a5-4dd3e98d502c%40sdc-v-sessmgr05&bdata=JnNpdGU9ZWwhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=105048253&db=c8h>

Accessed 15 Mar. 2019.

- “Foster parents were more likely to seek a mentor for their child because the child was "insecure and did not trust adults" and had poor relationships with others”
- I chose this because the whole reason the child is in foster care is due to the fact that they unfortunately do not have a parental figure in their life. Therefore, they would most likely be untrusting towards their foster parents or adults.
- “However, research has begun to point to a set of factors that distinguish more effective mentoring relationships, with duration, consistency, and a close emotional connection emerging as key characteristics”
- I like this because it expresses that this is even research, so then making this argument valid.

Park, and Zhan. "The Impact of After-school Childcare Arrangements on the Developmental

Outcomes of Low-income Children." *Children and Youth Services Review* 73 (2017):

230-41. Web. Accessed 15 Mar. 2019.

- “Children are responsible for themselves without adult supervision or older children take care of themselves and their younger siblings during parental absence.”
- I chose this because it is a prime example of what it is like without parents around, the child is for themselves, or for their younger siblings.
- “Nationally, 52% of the time the caretakers are the children's grandmothers.”
- I chose this because typically when a child is without parents or they are facing absence of their parents, their grandparents take care of them.

Williams, Charles A. "Mentoring and Social Skills Training: Ensuring Better Outcomes for Youth in Foster Care." *Child Welfare* 90.1 (2011): 59-74. Web. Accessed 15 Mar. 2019.

- “Essentially, youth identified as being at risk are typically offered specific programs and services in an attempt to decrease the likelihood that they will experience negative outcomes such as poor academic achievement, psychological and emotional challenges, and homelessness outcomes similar for youth in foster care” (62)
- I chose this because it gives the typically possible outcomes of youth that were neglected and/or put in foster care, due to one reason or the other.
- “Lastly, a significant body of evidence suggests that mentoring and social skills training may address the needs of at-risk children and youth facing issues of

aggression, behavior problems, mental health disorders, poor social competence, and low academic achievement” (62)

- I chose this because it is another piece backing the argument, not only can this be an opinion on moral standards, but a factual argument.