SOCIAL JUSTICE FOR CHILDREN AND YOUNG PEOPLE

According to the Convention on the Rights of the Child, the goal of a social justice approach for children is to ensure that children “are better served and protected by justice systems, including the security and social welfare sectors.” Despite this worthy goal, the United Nations documents how children are rarely viewed as stakeholders in justice rules of law. Child justice issues are often dealt with as separate from larger justice and security issues, and when justice issues for children are addressed, it is often through a siloed rather than a comprehensive approach. This volume actively challenges the current youth social justice paradigm through terminology and new approaches that place children and young people front and center in the social justice conversation. Through international consideration, children and young people worldwide are incorporated into the social justice conversation.

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Social Justice for Children and Young People

INTERNATIONAL PERSPECTIVES

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ABS – To my mother, Sushila, a just soul. To the children of the Bon Air Juvenile Justice System and the East End of Richmond, VA: your stories keep me humble and inspire me to speak for justice
MDW – To the memory of Stan, my second father, with much gratitude and love
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Maura Mulloy, PhD, is a licensed psychologist, mindfulness teacher, and researcher, and the author of Resilience-Building Schools for At-Risk Youth: Developing the Social, Emotional and Motivational Foundations of Academic Success (Civic Research Institute). After living and working for seven years in Ethiopia and Haiti, she has returned home to the United States with her husband and three young daughters. She is the director of research and development at the Thrive Center for Emerging Adults in Columbia, MD, where she works clinically with young adults, teaches mindfulness, and co-runs a parent support group. Dr. Mulloy received her BA from Yale University, her PhD from The Catholic University of America, and her postdoctoral training from University of Maryland at Baltimore’s Center for School Mental Health.

Danielle Nesi, MA, is a doctoral student in the developmental psychology program at Loyola University Chicago. Her general research interests include forensic developmental psychology and issues related to juvenile justice. Danielle’s most current work investigates risk and resiliency in adolescents and emerging adults, and interventions to promote positive outcomes for justice-involved individuals.

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List of Contributors

Lynn Pasquerella, president of the Association of American Colleges and Universities, has served as the eighteenth president of Mount Holyoke College, the provost at the University of Hartford, and the vice provost for academic affairs and dean of the graduate school at the University of Rhode Island, where she began her career as a professor. A philosopher whose work has combined teaching and scholarship with local and global engagement, Pasquerella is the host of Northeast Public Radio’s The Academic Minute, a member of the advisory board of the Newman’s Own Foundation, and president of the Phi Beta Kappa Society.

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Terrence J. Roberts, PhD, is one of the “Little Rock Nine” who desegregated Central High School in Little Rock, Arkansas, in 1957. As a fifteen-year-old eleventh grader, he joined eight other students and became one of the first nine Black students to go to a formerly segregated public high school in Little Rock. Dr. Roberts is CEO of Terrence Roberts Consulting, a management consultant firm devoted to fair and equitable practices in business and industry. Additionally, he is coprincipal of Roberts & Roberts, LLC, a consulting firm offering assistance to groups who wish to engage in substantive conversations about race and the issues related to race in America. A graduate of California State University, Los Angeles (BA) and the University of California, Los Angeles (UCLA) (MSW), Dr. Roberts obtained his PhD in psychology from Southern Illinois University in Carbondale, Illinois. Lessons from Little Rock, a memoir by Dr. Roberts, was published on October 1, 2009. In this book, Dr. Roberts describes his experience at Central High School and talks about the salient lessons of that episode. On February 1, 2010, his second book, Simple, Not Easy: Reflections on Community, Social Responsibility, and Tolerance, was published. The essays in this volume seek to guide the reader toward more socially responsible positions in life.

Carrie Romo, MS. Ed., is an educator and activist from Kansas City, Kansas. She attended Central College in Pella, Iowa, where she quickly found her calling toward social justice and equity. As a freshman, she got involved with the White Privilege Conference, which she credits with helping her channel her confusion and anger into education and action. She currently serves as a planning member for the nonprofit organization The Privilege Institute.

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Dr. Tammy Schwartz is the director of the Urban Cohort and a faculty member in the College of Education, Health and Society at Miami University. Her deepest interests include the educational experiences of children who are marginalized for any reason and the preparation of resilient and community-minded teachers who are equipped to ensure their success. Her passion for this work is rooted in her history as an urban child living with poverty and as an urban public school teacher. She holds great hope for the future of public education.

Kirstin Woody Scott, MPhil, PhD, is a student at Harvard Medical School. She graduated from the University of California, Davis with degrees in neurobiology and classics. She earned a master of public health degree from the University of Cambridge, and then worked in healthcare politics before becoming a Rotary Ambassadorial Scholar in Nicaragua. Prior to beginning medical school, she completed her PhD in health policy at Harvard, concentrating on political analysis and global health quality. Since 2013, she has supported a variety of health policy research initiatives in Rwanda.

Dr. Rajeev Seth is a US-trained, American board-certified senior consultant pediatrician, with a special interest in realizing child rights and protection for all children. Dr. Seth leads Bal U mang Drishya Sansth a (BUDS) (www.buds.in), a registered nonprofit organization formed with the objective of advancing the well-being, education, health, and welfare of underprivileged children in several urban slums and rural poor marginalized communities in India. Dr. Seth has been elected president of the International Society for Prevention of Child Abuse and Neglect (ISPCAN). He works hard to develop partnerships and expand the reach of its network with other regional, national, and international organizations interested in protecting the rights of children. Dr. Seth is a former chair of the Indian Child Abuse Neglect and Child Labour (ICANCL) Group. Dr. Seth has several academic publications, awards, and grants to his credit.

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Dr. Aradhana Bela Sood is a senior professor of child mental health policy at Virginia Commonwealth University (VCU). She has spent thirty years providing tertiary care to children with serious emotional disturbance and in the past decade shifted her focus to prevention efforts, particularly in under-resourced populations. Recognized for her contributions to public mental health work by state and national organizations, Dr. Sood has engaged in prevention efforts that span infancy, childhood, and transition-age youth. She has edited two books on mental health policy and prevention in children’s mental health.

Dr. Jessica Swain-Bradway is the executive director for Northwest PBIS Network. Her regional and national research and implementation of schoolwide positive behavioral interventions and supports (SWPBIS) focus on the expansion of “traditional” PBIS to include comprehensive supports in response to the stressors and demands students, teachers, families, and communities face. Jessica has expertise in aligning restorative practices, mental health practices, including trauma-informed care, and academic Response to Intervention (RtI) into the SWPBIS framework.

Professor Abdel Aziz Mousa Thabet is a Palestinian child and adolescent psychiatrist who was educated in Palestine, Austria, and the United Kingdom in child psychiatry. He is a professor emeritus at Al Quds University, and he is now affiliated with the Center for Refugee Studies at York University. He is running a clinical setting in Gaza City seeing adult and child victims of trauma and political violence. Over the past three decades, Professor Thabet has conducted research on the prevalence of mental health problems and the evaluation of intervention methods in dealing with children in Gaza and the West Bank.

Jennifer Ulie-Wells is the founder and executive director of the Please Pass the Love Youth Mental Health Initiative, which provides systemic training and support for thousands of educators, schools, and districts across Iowa, and she is an adjunct at Drake University. In 2018, she launched an online school mental health literacy program in collaboration with Drake and the Iowa State Education Association (ISEA). She works in a variety of local and national school mental health capacities. As an educator activist, her research interests reside in the intersectionality of school mental health, specifically racial/cultural trauma.

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Katelyn Wargel is a clinical psychology doctoral student and graduate assistant at Miami University (of Ohio). Katelyn has received a bachelor of science degree in management and a bachelor of arts degree in communication from Purdue University, and a master of public administration degree from Indiana University–Purdue University Indianapolis. In her training at Miami University, Katelyn conducts applied research in community settings with the goal of empowering stakeholders to continually evaluate and improve upon effective mental health initiatives in schools and communities.

Mark D. Weist is a professor in clinical-community and school psychology in the Department of Psychology at the University of South Carolina. In his prior position at the University of Maryland, he founded the Center for School Mental Health, providing leadership in the advancement of school mental health (SMH) policies and programs. He has edited or developed twelve books and has published and presented widely on diverse topics in SMH. He is currently coleading a regional conference (see www.schoolbehavioralhealth.org), and leading two randomized controlled trials focused on improving the effectiveness and impact of SMH.

Dawn Michele Whitehead is the vice president of the Office of Global Citizenship for Campus, Community and Careers at the Association of American Colleges and Universities (AAC&U) in Washington, DC. In her work with AAC&U, she collaborates with colleges and universities to advance practices, strategies, and innovative projects for integrative global learning across the undergraduate curriculum. She also works with institutions to make clear curricular connections among courses in general education and the majors to provide students with quality liberal education experiences. She has published work on global learning, global service learning, curricular reform, and education in Ghana. Prior to joining AAC&U, Whitehead served as the director of curriculum internationalization at Indiana University–Purdue University Indianapolis, where she also served as faculty director for global service learning programs in Costa Rica, Ghana, and Kenya and taught in the International Studies Department. She earned her PhD at Indiana University.
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Tara Warman Wiley is a public health communications specialist with Richmond City Health District. She is the coordinator for Culture of Health Richmond, a health equity data-sharing and storytelling project that celebrates bold ideas and voices to improve racial and social justice and health outcomes in Greater Richmond. Tara is a former assistant professor of research writing at Virginia Commonwealth University. She holds an MFA in creative writing from Syracuse University.

Dr. Sana Younus graduated as the first fellow from the pioneering child and adolescent psychiatry fellowship program at Aga Khan University, Pakistan, in 2018. She completed her MBBS at Dow Medical College, followed by post-graduation studies in adult psychiatry at Aga Khan University. She was a recipient of the Donald J. Cohen Fellowship at the International Association of Child and Adolescent Psychiatry and Allied Professions in 2018. She was also awarded the Paramjit Joshi International Scholar’s Award by the American Academy of Child and Adolescent Psychiatry the same year.

Donghui Zhang received her PhD from the Graduate School of Education, the University of Pennsylvania, and is now working as an associate professor in the School of Education, Renmin University of China. Her research interests include educational policy, education, culture and society, and comparative education. For the past ten years, she has been involved in research projects on the education of rural migrant children and ethnic minority children in Chinese cities.
Foreword

Years ago, during my first semester in college, I chanced upon a work by Lisa Richette entitled *The Throwaway Children*. It was difficult reading for me; the idea that children would be so misused and abused, even by those who were assigned to care for them, was way outside my comfort zone. I could find no rationale for such a reality. Later, I read Ernest Becker’s *The Birth and Death of Meaning*, in which he writes: “It is the task of culture to provide for each and every single individual the firm conviction that he or she is an object of primary value in a world of meaningful action.” Obviously our society has failed to meet that standard, especially when it is applied to children.

The authors of this text have set out to rectify this heinous situation. By presenting evidence that helps readers develop a critical awareness of the plight of children around the globe and offering a plethora of reform measures, they seek to enlist the time and talent of all who wish to see meaningful change. Unless and until we choose to include children and young people in our fight for social justice, we run the risk of disabling the very ones to whom we are to pass the batons we received from those who lived before us.

Unfortunately the “us-them” and “we-they” dichotomies we embrace as a natural part of our life has done more damage than we realize. When these egregious fictive beliefs are imposed upon children and young people, we miss opportunities to transfer whatever useful information we have to the generations who follow. This work will educate, inspire, and hopefully transform readers who will opt to sign up as warriors dedicated to saving the lives and souls of the many children we continue to “throw away”!

—Terrence J. Roberts, PhD

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