

Counseling Children

NINTH EDITION



Donna A. Henderson

Charles L. Thompson



Counseling **Children**

NINTH EDITION

Donna A. Henderson

Wake Forest University

Charles L. Thompson, late

The University of Tennessee, Knoxville



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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Donna A. Henderson, Charles L. Thompson

Product Director: Jon-David Hague

Product Manager: Julie Martinez

Content Developer: Lori Bradshaw

Product Assistant: Stephen Lagos

Marketing Manager: Margaux Cameron

Art and Cover Direction, Production
Management, and Composition:
Lumina Datamatics, Inc.

Manufacturing Planner: Judy Inouye

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Counseling Children, Ninth Edition, is dedicated to Charles L. Thompson, who died December 2005. The book mirrors his love for children and his skill in interacting with them. He devoted his working life to sharing that compassion and mastery with his students and to the people who read this book. Hopefully, your reading the text will reveal the smiles and encouraging words that filled his days.

I would also dedicate this volume to my family—J. D., Chris, Amy, and Ella—who teach me daily about love, patience, and the joy of togetherness.

Donna A. Henderson

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Preface

Counseling Children, Ninth Edition, maintains the focus of earlier editions—putting theory into practice. Video clips of counseling sessions with children accompany this volume. The counselors in those clips demonstrate some techniques, relationship-building skills, and the spirit of working with children. We hope you find these short segments instructive.

The concepts in this book may stimulate seasoned professionals as well as instruct those just beginning their therapeutic work with children and their families. Counselors, psychologists, social workers, and teachers will discover ways to teach children how to meet their needs in ways that do not infringe on the rights of others. The book contains a synthesis of the best ideas from research and practical, current interventions for helping children with specific developmental, educational, personal, social, and behavioral problems. The reader will find suggestions for working with children who have special needs; who are faced with crises such as death, violence, divorce, or substance abuse problems; and who may be victims of abuse or debilitating medical conditions. Particular attention is given to the developmental implications for the theories and interventions discussed.

The ninth edition of *Counseling Children* is based on the principle that people who work effectively with children adapt to the young people they serve. The helpers integrate and adjust interventions and techniques from a variety of theoretical systems into their counseling system in order to both understand and help the child client. A major goal of this book is to present accurate descriptions of a variety of theories from which readers can develop their own approaches to helping.

ORGANIZATION

Each chapter has been updated and many have been expanded with video clips, illustrating concepts from several chapters on theory.

In Part 1, we consider barriers to children's healthy development as well as the resiliency that most children exhibit. We look at the world of the child by discussing some developmental theories—Piaget's stages of cognitive development, Erikson's theory of social development, Freud's psychosexual stages of development, Havighurst's developmental tasks, and Selman's descriptions of changes in perspective taking. We also look at cultural influences on the world of children, focusing on identity development. In the third chapter, we present an overview of the counseling process and universal skills in helping. We explore the practices most likely to contribute to effective counseling as well as the ways helping can be a remedial, preventive, or developmental activity. You will find definitions and

dimensions of counseling as well as responses to frequently asked questions and one way to evaluate counseling progress. The final chapter in Part 1 includes legal and ethical considerations in working with minors.

In Part 2, we review counseling theories. This section of the book begins with Chapter 5 on psychoanalytic counseling theory, the stimulus for many other approaches to counseling. Two following chapters cover theories that focus on the emotions. Chapter 6 provides an overview of person-centered counseling and the listening skills necessary for most helping approaches. Gestalt therapy is discussed in Chapter 7 with descriptions of its unique interventions, which are helpful additions to the beginning counselor's repertoire. The next four chapters cover approaches that focus mainly on behaviors—behavioral counseling, reality therapy, brief counseling, and individual counseling. All these chapters offer readers some practical skills for work and field experiences.

The next three chapters incorporate theories that focus on thinking. Chapter 8 contains information about rational emotive behavior therapy. Chapter 9 includes expanded coverage of cognitive-behavioral therapy, an approach to counseling with impressive outcomes for all ages. Transactional analysis is presented so that readers can investigate a way to help others understand how they communicate with other people, how their personality developed, and how life scripts can be rewritten. The systemic approaches of family counseling chapter contains wide choices of ways to work with families, ranging from conjoint family therapy to structural, strategic, and systems approaches to family counseling. Finally, those who work with children often include parents, teachers, and other adults. The chapter on consultation and collaboration discusses skills and models of conducting that work and completes this part of the book.

Part 3 begins with a chapter that includes points about play therapy that have not been covered in the other theories chapters. The topic of the following chapter is working with children in groups. An extended discussion on working with children with special concerns such as divorce, alcoholic families, and grief is contained in Chapter 19. Finally, the particular needs of children with disabilities rounds out the topics covered in Part 3.

Supplements

ONLINE INSTRUCTOR'S MANUAL The Instructor's Manual contains a variety of resources to aid instructors in preparing and presenting text material in a manner that meets their personal preferences and course needs. It presents chapter-by-chapter suggestions and resources to enhance and facilitate learning.

ONLINE TEST BANK For assessment support, the updated test bank includes true/false, multiple-choice, matching, short answer, and matching questions.

ONLINE POWERPOINT These Microsoft® PowerPoint® lecture slides for each chapter assist you with your lecture by providing concept coverage using content directly from the textbook.

COURSEMATE Available with the text, Cengage Learning’s CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. CourseMate includes an integrated e-book, quizzes, videos, downloadable forms, glossaries, flashcards, and Engagement Tracker—a first-of-its-kind tool that monitors student engagement in the course.

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Donna A. Henderson

Author Biographies

Donna A. Henderson is a professor and chair of the Department of Counseling at Wake Forest University in Winston-Salem, North Carolina. She received her bachelor's degree in English from Meredith College, her master's degree from James Madison University, and her Ph.D. degree in counselor education from the University of Tennessee, Knoxville. Donna has held leadership positions in Chi Sigma Iota, the honor society for counselors, the Association for Counselor Education and Supervision, North Carolina Counseling Association, and as a member of the American Counseling Association Governing Council. She is a former teacher and counselor in grades 7 to 12 and is a licensed school counselor and a licensed professional counselor. She holds memberships in the American Counseling Association and has been active in national, regional, and state counseling associations. Her research interests include counseling children, particularly in the school setting, international counseling, and counselor education concerns. She has collaborated with the National Board for Certified Counselors on the Mental Health Facilitators initiative. Donna has co-authored a book on school counseling and has written chapters on legal and ethical issues, developmental issues, creative arts and counseling, and other topics. She has had articles published in *The Journal of Counseling and Development*, *The Journal for Specialists in Group Work*, *Arts in Psychotherapy*, *Journal of Family Therapy*, and *Elementary School Guidance and Counseling*.

Charles L. Thompson was a professor of Counselor Education and Educational Psychology at the University of Tennessee for 39 years. His appointment was in the Department of Educational Psychology & Counseling in the College of Education, Health, & Human Science at the University of Tennessee in Knoxville. He received his bachelor's and master's degrees in science education and educational psychology from the University of Tennessee and did his Ph.D. degree concentration in counselor education, developmental psychology, and counseling psychology at the Ohio State University, where he held NDEA and Delta Theta Tau fellowships. Charles was a former teacher and counselor in grades 7 to 12. He held memberships in the American Counseling Association and the American Psychological Association. He was licensed as a psychologist and school counselor and Board Certified by the National Board of Certified Counselors. He co-authored and authored seven books and over 100 articles in journals, including the *Journal of Counseling & Development*, *Professional School Counseling*, *Journal of Mental Health Counseling*, *Counselor Education & Supervision*, *Journal of Counseling Psychology*, *International Journal of Reality Therapy*, and the *International Journal for the Advancement of Counseling*. Charles was editor of The Idea Exchange Section of the *Elementary School Guidance & Counseling Journal* from 1979 to 1997. Charles Thompson passed away on December 31, 2005.

PART I

INTRODUCTION TO COUNSELING CHILDREN



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Introduction to a Child's World

The honor of one is the honor of all. The hurt of one is the hurt of all.

—CREEK INDIAN CREED

Childhood is a time to be protected, taught, and nurtured. As the adult caretakers of our future, do we succeed in that? According to the most recent census (Federal Interagency Forum on Child and Family Statistics, 2014), in 2013 there were 73.6 million children under the age of 18 in the United States. That number represents 23.7 percent of the total population. By 2030, that number is projected to be 82 million. This chapter considers some of our responsibilities to young people and the ways our world makes growing up a challenge. After reading this chapter, you should be able to:

- Discuss the state of children in the United States
- Outline the history of children's rights
- List causes of children's problems
- Explain indicators of well-being
- Describe resilience
- Define counseling and its possibilities
- Compare the work of professionals who help children

We pride ourselves on being a child-oriented nation. Laws have been passed to prevent children from being misused in the workplace, to punish adults who exploit children, to provide ways for all children to obtain an education regardless of their mental or physical condition, and to support programs for medical care, food, and clothing for children in need. Politicians continue to debate “save our children” issues such as educational reform, living in poverty, an adolescent girl's right to an abortion without parental consent, family-leave policies in the workplace, and ways of providing a more environmentally safe world for our children's future. Much

remains to be accomplished. The Children's Defense Fund (2014) recommends these priorities for elected officials: end child poverty, guarantee health and mental health care for all children, provide high-quality child care options, ensure every child reads on grade level by the fourth grade and guarantee quality education to every child through high school, invest in prevention programs, and stop child exploitation. We can make the world a better place for children and make their well-being a priority.

What could possibly be considered more precious than children? They enrich our lives and contribute to our delight. Certainly the unbounded joy of children frolicking on a playground brings smiles to the eyes of the beholder. Most teachers and other adults who interact often with young people have a storehouse of the humorous sayings and extraordinary wisdom of their charges. Children help us remember the wonder of the world. Many of us have had chances to refine our "mature" views after considering a careful answer to a question stemming from the curiosity of a younger one. Children bring us delight in these and so many other ways.

Furthermore, we know what children need to thrive. They need a place to live, adequate food and clothing, affordable health care, and safety. They need freedom from stress, caring relationships with family and friends, and positive role models. They also need opportunities to succeed in school and at other activities. Children need support and guidance as they move toward adulthood. The Children's Defense Fund (June 2014) calls for adults worldwide to leave no child behind. The mission of that organization, and for all who care for children, is "to ensure every child a *Healthy Start*, a *Head Start*, a *Fair Start*, a *Safe Start*, and a *Moral Start* in life and successful passage to adulthood with the help of caring families and communities" (preface). In addition, McCartney, Yoshikawa, and Forcier (2014) in their volume *Improving the Odds for America's Children* have collected essays that clearly delineate policies and practices needed to do the right things for children.

Yet forces too often impede their opportunities for a childhood of only manageable problems. And for all we do so well in the United States, the status of our children compared to other countries highlights too many failures in protecting childhood.

HOW AMERICA RANKS AMONG INDUSTRIALIZED COUNTRIES IN INVESTING IN AND PROTECTING CHILDREN

- 1st in gross domestic product
- 1st in number of billionaires
- Second to worst in child poverty rates
- Largest gap between the rich and poor
- 1st in health expenditures
- 1st in military spending
- 1st in number of people incarcerated
- 1st in military weapons exports
- 24th in 15-year-olds' reading scores
- 28th in 15-year-olds' science scores

36th in 15-year-olds' math scores
25th in low birth weight rates
31st in infant mortality rates
Second to worst in relative child poverty (ahead of Romania)
Second to worst in teenage birth rates (ahead of Bulgaria)
Worst in protecting our children against gun violence
(Children's Defense Fund, 2014).

Barriers to the well-being of young people contribute significantly to these grim statistics. For example, according to the Addy, Engelhardt, and Skinner (2013) "Children represent 24 percent of the population, but they comprise 34 percent of all people in poverty. Among all children under 18 years of age, 45 percent live in low-income families and approximately one in every five (22 percent) live in poor families." Uninsured children number 7.2 million, or 1 in 10. Furthermore even though school graduation rates have improved in the last few years, more than 8000 students drop out of high school each day in the United States. Life is not always good for too many young people.

Every adult could discover ways to ameliorate those difficulties—ways as distant as casting an informed vote, or as up close and personal as becoming a volunteer Big Brother or Big Sister. Mental health professionals have myriad possibilities for making the world healthier for children and our communities more supportive of positive, productive development. Counselors who work with children must learn to balance an appreciation for the gifts of childhood with the reality of a world of challenges. That world of challenges has changed over time. A brief consideration of the history of children's rights follows.

HISTORY

Children cannot meet their needs without some assistance. Society helps children live normal lives when medical, educational, and psychological resources are accessible and when social policies protect their rights. Those conditions have not been universally available in today's world or in the past. As you will discover, children's rights have improved from earlier times and the treatment of young people by parents and society is more protective now than in earlier times (Aries, 1962).

In early Greek and Roman societies, children were valued as servants of the city-states. Children with handicaps, disabilities, or deformities were abandoned or executed (Mash & Wolfe, 2012). In medieval times, sanitation was scarce and disease widespread. Children worked with their parents in the fields, and childhood was not looked at as a phase of life; children were considered little adults. They were treated harshly and could be punished as adults. Gradually in the Renaissance and Enlightenment, childhood began to be recognized as a special part of life. Berns (2012) referred to the development of the printing press in the 15th century. That invention provoked a new idea of adulthood—being able to read—and of childhood—not being able to read. Before that time, she explained,

infancy ended at 7 and adulthood began at once. In the 16th century, schools were formed so that children could learn to read and young ones were considered “unformed adults” (Postman, 1985) which eventually became the idea of childhood—the period between infancy and total dependence and maturity or total independence.

It was not until the end of the 18th century that children's mental health concerns were addressed in professional literature. Mash and Wolfe (2012) explained that during this time the church explained children's distressing behaviors as possession of the devil or other forces of evil. The lack of antibiotics or other treatments for disease resulted in only about a third of children living past their fifth birthday in the 17th and 18th centuries. Radbill (1968) talked about many children being either harshly mistreated or ignored by their parents. Practices that cause us to shudder today such as physical and sexual abuse and neglect were considered an adult's right in the past. Mash and Wolfe discussed that for many years the view of society was that children were the property and responsibility of their parents. Some laws (Massachusetts' Stubborn Child Act of 1654) allowed parents to kill their “stubborn” children and until the mid-1800s children with disabilities could be kept in cages and cellars (Donohue, Hersen, & Ammerman, 2000).

Fortunately, things have improved for children. In the 17th century, John Locke and Jean Jacques Rousseau emphasized the idea that children should be reared with thought and care rather than with indifference and cruelty. However, children were still regarded as the property of their parents. Locke and others influenced expanding the scope of education and other philosophers called for moral guidance and support for children (Mash & Wolfe, 2012). By the late 1800s, children's rights began to be recognized as laws regulating child labor and requiring schooling for children were passed (Child Labor Education Project, n.d.).

LeVine (2007) gave a historical overview of child studies, including the story of Dorothea Dix (1802–1887), the founder of hospitals for the treatment of troubled young people who had previously been confined to cages or cellars. Children were beginning to be recognized as individuals who deserved attention to their needs. A clinic for children having school adjustment problems was founded at the University of Pennsylvania in 1896 and a center for troubled teens was formed in Chicago. In 1905, Alfred Binet finished his first efforts on intelligence testing; his first tests were used for making educational decisions in Paris schools. These efforts built a base for the child guidance movement that focused on a multidisciplinary team for the diagnosis and treatment of children's problems.

A landmark in mental health work with children was Sigmund Freud's writings about Little Hans and his phobia. Freud presented a psychoanalytic explanation of the issues and led the father through the treatment with Hans. In 1926, Anna Freud gave a series of lectures to the Vienna Institute of Psychoanalysis. Her “Introduction to the Technique of Psycho-Analysis of Children” talks provoked interest and established child psychotherapy as a legitimate field (Prout, 2007). In 1932, Melanie Klein introduced concepts of play therapy such as the substitution of play for free association. A positive impact on children's needs being met occurred in 1924, when the American Orthopsychiatric Association of psychologists, social workers, and psychiatrists was formed for the professionals concerned with the mental health problems of children (Prout).

By the mid-1960s, children were considered individuals in their own right and therefore protected by the Bill of Rights. The Supreme Court decision *In re Gault*, 387 U.S. 1 (1967) (United States Courts, n.d.) determined that status. Gault was a 15-year-old who had been arrested for an obscene phone call and incarcerated until the age of 21. Adults convicted of that offense would have been given a \$50 fine and 2 months in jail. The dispute about Gault's case reached the Supreme Court. Disputed were facts about the case such as his having no formal hearing or transcript records and no specific charges against him except that he was a delinquent. The court ruled that basic due process rights, such as having a hearing and being represented by counsel, should have been provided. That decision and those of other rulings extended the Fourteenth Amendment protections to minors. While parents still make legal decisions for their children, minors are now protected by the U.S. Constitution (Strom-Gottfried, 2008).

Yet childhood today is still not a time of fantasy, play, freedom from responsibility, and an unfettered freedom to develop (Berns, 2012). Youth face different challenges as they are hurried through childhood. The Children's Defense Fund (2014) admonishes everyone to work harder for children in this world in which both parents work long hours, drugs are easily available, sex can be seen on television or the Internet, and violence is just around the corner. Children are now one of the largest consumer groups and marketing efforts directed at them use provocative temptations in attempts to sell food, clothing, and toys. Sports are more and more competitive, and "play" often happens in front of a computer or play station. Those realities and the societal pressure on parents to provide for all the child wants has contributed to some consequences that influence childhood.

What Causes Our Children's Problems?

The causes of children's problems cannot be isolated to any simple explanation. The intersections of personal factors, family variables, cultural, environmental, and many other influences combine to create situations in which children are floundering and needing help to regain their balance. While reading the following situations, consider whether they sound improbable or all too common:

Tommy is a fifth grader referred for counseling because of "lack of motivation." He is a loner who does not seem to want friends. He appears unenthusiastic about life except his video games. He has begun to exhibit signs of aggressiveness—increased fighting and abusive language. When he isn't fighting, he sits with his head on his desk refusing to participate in anything. His teachers are concerned about this pattern in his behavior.

Maria is a first grader whose parents have recently divorced. Her mother and father have found other partners, and in the excitement of their new lives, they have little time for Maria. She is very confused about whom she can trust. At this very crucial point in her school life, she is floundering in an unstable world. Her school work is poor and she is withdrawing from adults and peers. She cries often and seems lost in any setting.

Stacie's family lives in poverty. Neither of her parents completed high school, and neither has been able to hold a steady job. Stacie's few clothes are too small for her and sometimes not clean. She often does not have lunch or lunch money, and

she complains about being hungry at home. At school, she seems to be in her own dream world. She has few friends and is often teased by her classmates.

Carlos, an eighth grader, has been acting out since he was in the first grade, and no adult has been able to work with him effectively. He comes from a family that has obvious wealth, and his parents have tried to provide him with care and loving support. Carlos is constantly in trouble for hitting, lying, and name-calling. He now has begun to fight in class and with children in his neighborhood. There are rumors about spousal abuse in his home, but Carlos refuses to discuss anything about his family life. He is unpleasant to all adults and quick to put everyone on the defensive.

Broken Nose has been diagnosed as having attention-deficit/hyperactivity disorder (ADHD), but his parents refuse to accept his diagnosis. They blame the school for Broken Nose's learning and behavioral problems and insist he has no symptoms at home. Broken Nose is two grades behind in reading and is a constant disruption in his classroom, begging for help but unable to focus for any length of time. His teacher has given up, saying that she cannot help Broken Nose unless his parents cooperate with her educational plan.

A Changing World

Parents often like to think that children are immune to the stressful complexities and troubles of the rapidly changing adult world. They see childhood as a carefree, irresponsible time, with no financial worries, societal pressures, or work-related troubles. Many adults who consider themselves child advocates do not understand children's perceptions. They do not believe a child's concerns matter significantly, and they see children as largely unaware of what is happening politically and economically. Those assumptions are incorrect.

Adults who underestimate children's awareness of the world may also misjudge children in other matters. Our experience in working with children has been that they are effective problem solvers and decision makers when they have the opportunity to be in a nonthreatening counseling atmosphere with a counselor who listens and supports them. Adults who help children discover their own strengths and practice their skills will create the constructive environment needed for reaching their potential.

As you will read in Chapter 2, normal child development involves a series of cognitive, physical, emotional, and social changes. Almost all children at some time experience difficulty in adjusting to the changes, and the accompanying stress or conflict can lead to learning or behavioral problems. Normal child development tasks include achieving independence, learning to relate to peers, developing confidence in self, coping with an ever-changing body, forming basic values, and mastering new ways of thinking and new information. Other circumstances may also heighten stress, including things like changes in home or school locations, death or divorce in the family, and major illnesses. A high degree of stress has been found to be strongly associated with behavior symptoms. Add the stresses and conflicts of a rapidly changing society—which even adults find difficult to understand—to normal developmental concerns, and the child's world looks as complex and difficult as an adult's. However even with that backdrop of challenges, we can encourage

a world that supports children's well-being. Next we will consider resources and descriptions devoted to that better situation.

Several authors and organizations collect information on the condition of children. Ben-Arieh, Casas, Frønes, and Korbin (2013) compiled an extensive collection of work on the well-being of children. Weissberg, Walberg, O'Brien, and Kuster (2003) offered a study of the long-term trends in the well-being of children in the United States, an informative volume that details issues in the lives of children and their families. In addition, each year the Children's Defense Fund publishes *The State of America's Children*, which considers the impact of many factors on youth development. An annual collection of trends for those factors can be found in the *Kids Count Data Book* produced by the Annie E. Casey Foundation and the race for results info graphics about progress in building a better world for children. All these sources not only provide data related to children in the United States but also present summaries of successful intervention programs and action guides for child advocates.

Orton (1997) identifies many of those issues in her description of the world as having many faces of poverty, describing these deficiencies as a poverty of resources, a poverty of tolerance, a poverty of time, and a poverty of values. She discusses the poverty of resources, with more than 14 million U.S. children as victims. Hunger, poor housing, unemployment, and homelessness are evidence of this type of poverty. Orton also writes about the poverty of tolerance for each other and for anyone who is dissimilar. Intolerance and the ignorance and fear it engenders reduce the quality of life for each individual in our society. The poverty of time relates to the widespread fatigue of a life moving too fast and of demands too great. Finally, Orton points out what she considers a poverty of values. Her examples include the high incidence of abuse, crime, and violence. Her explanation of these difficulties in the world helps us understand the stresses of childhood.

In summary, mental health professionals need to be prepared to work with issues that significantly impact the lives of young people. They must learn about the things that increase children's vulnerabilities and consider all the environmental stresses that exacerbate normal child development.

The American Home

According to developmental psychologists, children need warm, loving, and stable home environments to grow and develop in a healthy manner. Brazelton and Greenspan (2000) have emphasized that type of home environment as an irreducible need. Hernandez (2003) reminds us that parents are the most important people in a child's world, not only because they provide the day-to-day care and nurturing needed but also because they supply the economic resources needed for shelter, food, health care, and other necessities. In the child's family, the child is socialized to the values, beliefs, attitudes, knowledge, skills, and techniques of their culture. Children also learn their ethnic, racial, religious, socioeconomic, and gender roles in the family with all the inherent behaviors and obligations (Berns, 2012).

In today's society, family constellations include intact families, single-parent homes, teen-parent families, intergenerational families, blended families, same-sex parents, and many other structures. Grandparents may live 3000 miles away and be

almost unknown to their grandchildren. Other extended family seldom lives nearby. Parents may work long hours to provide financial security for their families and also may be expected to attend meetings or other community events at night. Mothers still shoulder the primary responsibility for care of the home, so they are often occupied at night with cooking, laundry, cleaning, or helping with homework. Single parents assume the roles of both mother and father, doubling the burden on the parent and too often leaving little free time to spend with their children. Military families often face the deployment of one or both parents to war-torn countries. The pace and stresses of our times may mean that children cannot find someone to listen to them or provide the care and guidance they need, even though adults are present.

Economic issues add to the challenge. Currently, unemployment is high and many workers are underemployed, dissatisfied, or otherwise stressed while trying to provide for a family.

Crime, corrupt public figures, a world full of tension, war, and the threat of terrorism that may strike anywhere at any time also create an environment of uncertainty and fear. Children are as close as a television or Web site to the coverage of our social problems, and without an adult to help them may be overwhelmed by the conditions of our world.

Changing Values

Children are forming values in a rapidly changing world. What is right or wrong seems to change daily or varies with the person. Who has the absolute answer concerning standards of sexuality, cohabitation, alternative lifestyles, or abortion? Are the various liberation movements or tea party politics good or bad? How does a person behave in a world with changing gender roles? Will drugs really harm a person? Should society condone mercy killing? Is capital punishment justified? Adults with mature thinking processes and years of life experience have difficulty making rational judgments on such ethical and moral issues. However, Berns (2012) talked about some basic societal values such as justice, compassion, equality, truth, love, and knowledge. We would add the values of peace, goodness, delight in life, and oneness with humanity. Children will struggle, challenge, and experiment as they try to determine their own value foundations; as teenagers, they will be quick to explain the reasons their choices are the right ones. As adults, we have obligations to be consistent models who exhibit the positive principles of caring for each other.

Summary of Children's Difficulties

No simple answer to what causes our children's problems has emerged. The home, society, and changing values contribute to the well-being and the difficulties of childhood. The most vulnerable children are those who face multiple risk factors. O'Brien, Weissberg, Walberg, and Kuster (2003) identify the most significant indicators of poor long-term outcomes for children as not living with both parents; household headed by a high school dropout; family income below the poverty level; parents who do not have steady, full-time employment; families receiving welfare benefits; and lack of health insurance (p. 23). Finally the largest examination of the correlation between maltreatment in childhood and health as an adult (Center for