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Class: **CS-1000 English**

Research Topic (Support System): **Integrated Support Systems (school + therapy + vocational training)**

Guiding Question (Write your answer in complete sentences)	Quotations from Book + Research (Include links/page numbers)
1. Street Culture & Early Environment What aspects of street culture shaped the other Wes's identity, beliefs, and daily reality? How did his neighborhood conditions influence his outlook on the future?	Book Quote(s): • "Wes had built his life around the drug game; it was the only stability he knew." p. 108 • "The streets were where Wes felt most competent, even as the risks grew." p. 111 • "Every time Wes tried to step away, the streets pulled him back in." p. 113 Research Quote(s): • "The majority of these youth (65–70%) have at least one diagnosable mental health problem, and 20–25% have serious emotional problems." • "Children and adolescents experiencing discrimination are at increased risk for depression, social withdrawal, anxiety... and school disengagement." Link: • Zajac, K., Sheidow, A. J., & Davis, M. (2015). Juvenile Justice, Mental Health, and the Transition to Adulthood. • Killen, M., Elenbaas, L., & Ruck, M. D. (2022). Developmental Perspectives on Social Inequalities and Human Rights.
2. Systemic Barriers What systemic barriers (poverty, school tracking, policing, family stress, trauma) limited the other Wes's options or pushed him toward survival behaviors?	Book Quote(s): • "The court had seen men like Wes before; his story was painfully familiar." p. 129 • "Wes knew he needed a real job, but the options available to him were scarce." p.115 • "The challenges facing young men like Wes went far beyond individual decisions." p. 118

	Research Quote(s): • “The current system for rehabilitation often fails to address or even presents barriers to meeting the multiple needs of such young people.” • “Prior to Community Kids... services were fragmented and uncoordinated... parents reported they could not identify or access the services they needed.” Link: • Zajac, K., Sheidow, A. J., & Davis, M. (2015). Juvenile Justice, Mental Health, and the Transition to Adulthood. • Klayman, D., & Crawford, J. (2007). Community Kids Wraparound Mental Health Program.
3. Author Wes’s Support Systems What structures, mentors, or environments helped the author Wes develop purpose, discipline, and emotional regulation? How did these supports protect him from negative street influences?	Book Quote(s): • “For the first time, I felt in control of my own story.” p. 132 • “I was surrounded by people who insisted on seeing my potential.” p. 133 • “I was being groomed for responsibilities I had never imagined.” p. 136 • “By the time I left Valley Forge, I understood the power of expectation.” p. 138 Research Quote(s): • “Formal wraparound provisions can be an essential component... addressing the serious and ongoing emotional and behavioural problems of a small minority of students.” • “Integrated services provided on site... create a community and culture of collaboration... to promote student mental and physical health and academic success.” Link: Cumming, T. M., et al. (2022). Education-Centred Formal Wraparound Services in Support of School-Aged Students With Complex Support Needs.

4. Key Divergence / Turning Point Identify one moment where the two Weses faced similar pressures but made different choices. Why did their paths diverge at this moment? How did support (or lack of support) influence the outcome?	Book Quote(s): Author Wes: “I began to understand that my future would be shaped by the choices I made, not the ones made for me.” p. 137 Other Wes: “Wes knew what he was doing was wrong, but he couldn’t see another way.” p. 120 Comparison quote- “Our lives continued moving in opposite directions, even as we grew more aware of each other’s existence.” p. 142 Research Quote(s): • “Many youth enter the juvenile justice system with underlying and unaddressed risk factors such as mental health issues, substance abuse challenges, or school problems.” • “Providing wraparound forensic social work services... would improve functioning, decrease motions for review, and lower recidivism for first-time juvenile offenders.” Link: McCarter, S. A. (2016). Holistic Representation: A Randomized Pilot Study of Wraparound Services for First-Time Juvenile Offenders
5. Evidence-Based Intervention for the Other Wes Based on research, what realistic support system could have changed the other Wes’s path? Why would this intervention have worked (evidence-based explanation)?	Book Quote(s): • “He kept searching for a fresh start, hoping one day things would be different.” p. 116 • “Wes wished he had someone to show him what came next.” p. 117 • “Every attempt he made to redirect his life was swallowed by the weight of his circumstances.” p. 121 Research Quote(s): • “Customized employment... is now listed as a VR service... designed to meet the specific abilities of the individual... and the business needs of the employer.”

	• “Wraparound services... bolster existing client strengths/protective factors and address the underlying needs/risk factors which... contribute to additional court involvement and/or reoffending.” Link: • Smith, T. J., et al. (2015). Integrating Customized Employment Practices Within the Vocational Rehabilitation System. • McCarter, S. A. (2016). Holistic Representation: A Randomized Pilot Study of Wraparound Services.
6. Flourishing & Big Picture Reflection What must communities, schools, and families provide so young people can thrive? What does choice look like under systemic constraint? What lesson does this story teach about flourishing?	Your concluding idea (no quotes required unless desired): For young people to thrive, communities, schools, and families must provide consistent guidance, stable environments, and opportunities that help them imagine a better future. In Part 3 of <i>The Other Wes Moore</i>, the author Wes flourishes because mentors, structure, and high expectations open new paths for him, while the other Wes continues to struggle without a coordinated support system. Under systemic constraint, “choice” is limited- people can only choose from the options their environment makes available. The story teaches that flourishing depends not just on effort, but on strong systems that give young people real chances to grow, change, and succeed. • “The difference between us wasn’t intelligence or talent. It was opportunity.” p. 145 • “Potential is universal; opportunity is not.” p. 149 • “The people who surrounded us, and the expectations they set, shaped our destinies.” p. 150