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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)
<p><b>1. Street Culture &amp; Early Environment</b></p> <p>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?</p>	<p><b>Book Quote(s):</b></p> <ul style="list-style-type: none"><li>• "Wes began making consistent money on the corner. The lure of the street was too strong." p. 57</li><li>• "Wes felt a sense of power and purpose when he was on the corner, a feeling he rarely had anywhere else." p. 59</li><li>• "Danger had become a part of Wes's daily reality, something he accepted." p. 61</li></ul> <p><b>Research Quote(s):</b></p> <ul style="list-style-type: none"><li>• "Students with complex support needs often experience... family dysfunction... drug or alcohol misuse, or early disengagement from education."</li><li>• "Young people who experience restricted access to resources and opportunities... are denied the right to fair and equal treatment."</li></ul> <p><b>Link:</b></p> <ul style="list-style-type: none"><li>• Cumming, T. M., et al. (2022). Education-Centred Formal Wraparound Services in Support of School-Aged Students With Complex Support Needs: A Systematic Review.</li><li>• Killen, M., Elenbaas, L., &amp; Ruck, M. D. (2022). Developmental Perspectives on Social Inequalities and Human Rights.</li></ul>

<p><b>2. Systemic Barriers</b></p> <p>What systemic barriers (poverty, school tracking, policing, family stress, trauma) limited the other Wes's options or pushed him toward survival behaviors?</p>	<p><b>Book Quote(s):</b></p> <ul style="list-style-type: none"> <li>Wes felt lost in school, unable to see how any of it connected to his life." <b>p. 55</b></li> <li>"The money he brought in became essential for the family." <b>p. 58</b></li> <li>"The police had begun watching the corners closely... the tension in the neighborhood grew." <b>p. 60</b></li> <li>"Wes kept his emotions buried... He had learned early that vulnerability was dangerous." <b>p. 62</b></li> </ul> <p><b>Research Quote(s):</b></p> <ul style="list-style-type: none"> <li>"Students with complex support needs are involved with a variety of agencies that rarely communicate with each other, resulting in both gaps and overlaps in support."</li> <li>"Parental death... has been associated with negative educational, economic, and health outcomes."</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>Cumming, T. M., et al. (2022). Education-Centred Formal Wraparound Services.</li> <li>Schlüter, B.-S., et al. (2024). Youth Experiencing Parental Death Due to Drug Poisoning and Firearm Violence in the US, 1999–2020.</li> </ul>
<p><b>3. Author Wes's Support Systems</b></p> <p>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?</p>	<p><b>Book Quote(s):</b></p> <ul style="list-style-type: none"> <li>"In military school, I learned discipline, ownership, and purpose." <b>p. 86</b></li> <li>"For the first time, I felt part of something that expected greatness from me." <b>p. 88</b></li> <li>"Military school forced me to reflect on who I wanted to be." <b>p. 90</b></li> <li>"People kept pushing me to see more in myself than what was directly in front of me." <b>p. 94</b></li> </ul> <p><b>Research Quote(s):</b></p> <ul style="list-style-type: none"> <li>"School-based wraparound initiatives are focused on improving educational achievement by addressing the support needs of the whole student."</li> <li>"Integrated services provided on site... assist in the creation of a community and culture of</li> </ul>

	<p>collaboration... intended to promote student mental and physical health and academic success.”</p> <p><b>Link:</b> Cumming, T. M., et al. (2022). Education-Centred Formal Wraparound Services in Support of School-Aged Students With Complex Support Needs: A Systematic Review.</p>
<p><b>4. Key Divergence / Turning Point Identify one moment</b> 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?</p>	<p><b>Book Quote(s):</b> <b>Author Wes:</b> “I finally stopped fighting and started listening.” <b>p. 92</b></p> <p><b>Other Wes:</b> “Wes realized he was in too deep to turn back now.” <b>p. 63</b></p> <p><b>Research Quote(s):</b></p> <ul style="list-style-type: none"> <li>• “Findings indicate statistically significant improvement for youth receiving wraparound services on six out of eight measures.”</li> <li>• “Families expressed concern that services were fragmented and uncoordinated... they could not identify or access the services they needed due to the complexity... of systems.”</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• McCarter, S. A. (2016). Holistic Representation: A Randomized Pilot Study of Wraparound Services for First-Time Juvenile Offenders.</li> <li>• Klayman, D., &amp; Crawford, J. (2007). Community Kids Wraparound Mental Health Program: An Effective Approach to Working With Families in Crisis.</li> </ul>
<p><b>5. Evidence-Based Intervention for the Other Wes</b> Based on research, what <b>realistic support system</b> could have changed the other Wes’s path? Why would this intervention have worked (evidence-based explanation)?</p>	<p><b>Book Quote(s):</b></p> <ul style="list-style-type: none"> <li>• “Wes wondered if he could ever escape the life he had created.” <b>p. 67</b></li> <li>• “Wes started to believe he had potential.” <b>p. 75</b></li> <li>• “Coming back home, Wes felt the pull of the corners waiting for him.” <b>p. 78</b></li> </ul> <p><b>Research Quote(s):</b></p> <ul style="list-style-type: none"> <li>• “Customized employment... is competitive integrated employment... designed to meet the specific abilities</li> </ul>

	<p>of the individual... and carried out through flexible strategies.”</p> <ul style="list-style-type: none"> <li>• “JOBS provides developmentally tailored wraparound services focused on career development, improving school/employment engagement...”</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• Smith, T. J., et al. (2015). Integrating Customized Employment Practices Within the Vocational Rehabilitation System.</li> <li>• Zajac, K., Sheidow, A. J., &amp; Davis, M. (2015). Juvenile Justice, Mental Health, and the Transition to Adulthood: A Review of Service System Involvement and Unmet Needs in the U.S.</li> </ul>
<p><b>6. Flourishing &amp; Big Picture Reflection</b></p> <p>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?</p>	<p><b>Your concluding idea (no quotes required unless desired):</b></p> <p>For young people to thrive, communities, schools, and families must provide safety, stability, and real opportunities. Without these supports, as shown in Part 2 of The Other Wes Moore, teens are pushed toward short-term survival instead of growth. Under systemic constraints, “choice” becomes limited- poverty, policing, and weak schools narrow the other Wes’s options, while mentors and structure expand the author Wes’s. The big lesson is that potential may be universal, but opportunity is not. Flourishing depends on strong academic, emotional, and vocational support systems that make healthy choices truly possible.</p> <ul style="list-style-type: none"> <li>• “The tragedy is that we had both been products of our environments.” <b>p. 95</b></li> <li>• “No one gets to where they’re going alone.” <b>p. 99</b></li> </ul>