

HELPING YOUNG PEOPLE ALTERATION INTO ADULTHOOD

Over the previous decade, according to Betty Ray (2019), he communicated to thousands of educationalists handling with the question of how to best formulate young people for the undefined future. The huge majority agree that skills like grave thinking, flexible, creativity, systems thinking, and responsiveness are crucial and must be selected over defiance and standardized test scores.

Gennepe said and analyzed the rites of road across cultures in history and found that they have a worldwide three-part structure parting, liminality, and reincorporation—to assist people make sense of great change. For her, separation is that when doing something that is for the minor and her age does not fit to them, she needs to separate herself and prepare for her duties and responsibilities of adulthood. She wants to develop herself in such a way that it fits to her qualifications as an adult. Secondly, in terms of liminality, this implies to relate to transitional or initial stage of a process. During these periods of all kinds, social ladders may be inverted or temporarily thawed, continuity of practice may become uncertain, and future results once taken for granted may be thrown into doubt. The third one is the reincorporation. This means that making a part of something else once more. What have you done before will completely repeat whenever it is possible. The old ones of what have you experience whether it is good or bad provide meaningful into your life to strengthen one's perspective in life.

Over the earlier two years, Betty Ray (2019) have operated with individuals and small clusters of graduate students and instructors to model a more contemporary approach to rites of channel. The updated three steps we considered are now planning, beginning, and reproduction which revolve around a learner-centered project that permits youth to develop their self-knowledge while educating to be comfortable in the unfamiliar. Dozens of young persons have gone through this method, and I hope teachers, municipal leaders, and others can use this ideal to facilitate expressive and impactful rites of channel to support the growth of the youth in their communities.

An early person would grow up in a home and municipal that provided him or her with enough resources to be well fed and firmly housed, access inexpensive quality health care, and have enough money to meet their basic needs. This family and community would support that young person in gradually taking on more responsibility while still having the emotional, monetary, and public supports needed to acquire and grow; sustain and guide them as they make and learn from faults (an important element of rising up); and assist them get the education, skills, and experience needed to access high quality employment and economic stability. These provisions would provide a web of soothing resources and supervision that would give the young person a strong groundwork as they move into adulthood. Helping young people effectively make this transition is significant not only for the young being as an individual, but also for their talent to support the families they may finally have, become causal and booming members of their communities and useful

workers, and meet their full prospective. These young persons are the future staff and taxpayers, and their well-being will figure the country's well-being (Bird 2019).

Yet even earlier the pandemic far too many young persons did not have the soothing web of supports they needed to help them reach these goals, and the pandemic has further deteriorated their provisions.

In relations of health and mental health needs, young persons face higher rates of not insurance than other age groups, and nearly half of uninsured young adults stated problems paying medical bills (Rhoades 2013). Though it is common to reflect of young people as strong, they have health needs around damages, reproductive well-being, material use, and other issues. Further, mental health trials are likely to appear during childhood, youth, and young adulthood, with half of the era mental health disorders evolving by mid-adolescence and three-quarters by the period young persons extent their middle twenties (Kessler et al. 2007).

We existent what we learned about the level to which these safety net sequencers provide a stable web of provisions for young people transitioning to adulthood nowadays. Though the safety net is vital to associating the transition to adulthood for many adolescents and early adults, there is significant proof that major breaks in safety net provisions exist and it is vital to address them. Specifically, we found three overarching issues with the federal safety net for adolescents and young adults such as the safety net's design does not reflect the complex realities of young people's lives, their developmental stage, or their

strengths, the safety net has many gaps in the extent to which it is protecting young people's basic needs during this transition, with particularly large gaps for some groups of young people and the safety net programs' supports for this age group do not provide a coherent or mutually reinforcing web of supports and sometimes undercut each other.

Reference : <https://www.bettyray.net/>