

40 Developmental Assets™

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

External Assets

♥ Support

1. **Family Support:** Family life provides high levels of love and support.
2. **Positive Family Communication:** Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships:** Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood:** Young person experiences caring neighbors.
5. **Caring School Climate:** School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling:** Parent(s) are actively involved in helping young person succeed in school.

☀ Empowerment

7. **Community Values Youth:** Young person perceives that adults in the community value youth.
8. **Youth as Resources:** Young people are given useful roles in the community.
9. **Service to Others:** Young person serves in the community one hour or more per week.
10. **Safety:** Young person feels safe at home, school, and in the neighborhood.

☑ Boundaries and Expectations

11. **Family Boundaries:** Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries:** School provides clear rules and consequences.
13. **Neighborhood Boundaries:** Neighbors take responsibility for monitoring young people's behavior.
14. **Adult Role Models:** Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influence:** Young person's best friends model responsible behavior.
16. **High Expectations:** Both parent(s) and teachers encourage the young person to do well.

🕒 Constructive Use of Time

17. **Creative Activities:** Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth Programs:** Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious Community:** Young person spends one or more hours per week in activities in a religious institution.
20. **Time at Home:** Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

💡 Commitment to Learning

21. **Achievement Motivation:** Young person is motivated to do well in school.
22. **School Engagement:** Young person is actively engaged in learning.
23. **Homework:** Young person reports doing at least one hour of homework every school day.
24. **Bonding to School:** Young person cares about her or his school.
25. **Reading for Pleasure:** Young person reads for pleasure three or more hours per week.

⊕ Positive Values

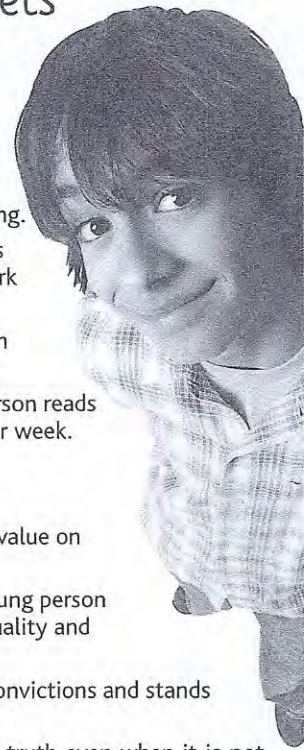
26. **Caring:** Young person places high value on helping other people.
27. **Equality and Social Justice:** Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity:** Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty:** Young person "tells the truth even when it is not easy."
30. **Responsibility:** Young person accepts and takes personal responsibility.
31. **Restraint:** Young person believes it is important not to be sexually active or to use alcohol or other drugs.

😊 Social Competence

32. **Planning and Decision Making:** Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence:** Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence:** Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance Skills:** Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful Conflict Resolution:** Young person seeks to resolve conflict nonviolently.

👤 Positive Identity

37. **Personal Power:** Young person feels he or she has control over "things that happen to me."
38. **Self-Esteem:** Young person reports having a high self-esteem.
39. **Sense of Purpose:** Young person reports that "my life has a purpose."
40. **Positive View of Personal Future:** Young person is optimistic about her or his personal future.





Youth Assessment of 41 Developmental Assets

- For youth to complete as a self-assessment or for youth and staff to complete together.
- Please choose the one answer for each question that best fits your feelings and experience.

Assets Related to Family

Please check one answer to each question.	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Doesn't apply 0
F1. I feel supported by my parents/guardians.					
F2. I talk with my parents/guardians about things that are important to me.					
F3. My parents/guardians help me succeed in school.					
F4. I feel useful and important in my family.					
F5. I feel safe at home.					
F6. In my family/home there are clear rules about what I can and can not do.					
F7. My parents/guardians have positive, responsible behavior.					
F8. My parents/guardians encourage me to do my best.					



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- Please choose the one answer for each question that best fits your feelings and experience.

Assets Related to School

Youth Assessment of 41 Developmental Assets

Please check one answer to each question.	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Doesn't apply 0
S1. I feel teachers at my school care about me.					
S2. Other students at my school care about me.					
S3. My parents/guardians help me succeed in school.					
S4. Students help decide what goes on at my school.					
5. I feel safe at school.					
S6. My school has clear rules and consequences for my behavior.					
S7. My teachers encourage me to do my best.					
S8. I try hard to do my best in school.					
S9. I go to class prepared – with class materials and homework done.					
S10. I care about my school.					
S11. I believe I have control over many things that happen to me.					
Please check Yes or No (or Doesn't apply for S12 only).	Yes 4	No 1	Doesn't apply 0		
S12. I do homework for 1 hour or more every school day.					
S13. I read for pleasure 3 or more hours a week.					
4. I spend 3 or more hours a week in clubs, sports teams or other organizations at school or in the community.					
S15. I spend time at home at least 5 nights a week.					



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Assets Related to Peers & Use of Time

Please check one answer to each question.	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
P1. My best friends are positive role models.				
P2. I am good at making and keeping friends.				
P3. I am comfortable with people of different cultural/racial/ethnic backgrounds.				
P4. I can say no to negative peer pressure and dangerous situations.				
P5. I try to end conflicts without violence.				
Please check Yes or No.	Yes 4	No 1		
Use of Time				
T1. I spend 3 or more hours a week practicing or taking lessons in music, drama, dance drawing, painting or other arts outside of school.				
T2. I spend 3 or more hours a week in clubs, sports teams or other organizations at school or in the community.				
T3. I spend 1 or more hours a week in any activities at church/temple/mosque/synagogue or other religious institution.				
T4. I spend time at home at least 5 nights a week.				



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- Please choose the one answer for each question that best fits your feelings and experience.

Assets Related to Values, Social Competencies & Identity

Please check one answer to each question.	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
Values				
V1. I believe it is important to help other people.				
V2. I believe it is important to help promote equality and reduce hunger and poverty.				
V3. I believe it is important to stand up for what I believe.				
V4. I believe it is important to tell the truth even when it's not easy.				
V5. I believe it is important to take responsibility for my actions.				
V6. I believe it is important not to use alcohol or other drugs.				
V7. I believe it is important not to have sex while I am a teenager.				
Please check one answer to each question.	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
Social Competencies				
SC1. I am good at planning ahead and making decisions.				
SC2. I am good at making and keeping friends.				
SC3. I am comfortable with people of different cultural/racial/ethnic backgrounds.				
SC4. I can say not to negative peer pressure and dangerous situations.				
SC5. I try to resolve conflicts without violence.				



Assets Related to Values, Social Competencies & Identity (con't)

Please check one answer to each question.	Strongly agree	Agree	Disagree	Strongly disagree
Identity	4	3	2	1
I1. I believe I have control over many things that happen to me.				
I2. I feel good about myself.				
I3. I feel proud of my own background/culture.				
I4. I believe that my life has a purpose.				
I5. I expect to have a good life when I am an adult.				

CARE IS TO BE TAKEN BY THOSE WHO TAKE CARE....



Victims of Childhood Trauma....DOOMED for a
lifetime of difficulties?

NO!!!

WAYS TO HELP

Gain the 40 assets for a great life!

Best option for children is to know there are things they **CAN** accomplish & that there **ARE** safe adults in the world

Identifying Emotional Cues

1	Recognizing (awareness of) physical expressions of emotions
2	Identify expressions with a name
3	Expand emotional awareness "vocabulary"-(angry, disappointed, and frustrated).
4	Identify emotions in books/stories, consistent reference charts, generalized to differing contexts



Reframing Responses (Positive Self-talk)

5	Focus on the child's strengths instead of the negative aspects of any given situation
6	<p>Provides the script to use to share good – positive things they accomplished Can apply to both parents and children</p> <ul style="list-style-type: none"> a. Ex. "I know that today was a hard day, but you got through it and were able to do this, this and this really well." b. "Things seem difficult now, but they can get better." c. "You have a lot of people (friends) who love and care about you."

Promoting Secure Connections

7	Consistent support from caring (safe) people
8	Clear identity by name, picture/visual cues, personal information
9	Limit staff turnover and change as much as possible
10	Maintain connections when...on vacation, illness, training

11	Safe and trustworthy relationship Lower intensity and deliberate reactions help children recognize that safe adults can handle whatever it is they need to share with you.
12	Children identified as "friends" to adults
13	Support people to attachment figures
14	Children observe the reactions of safe people to others...what are they seeing?
15	Name those who they see as safe people
16	Heroes of safe people.....

Developing Stress Reduction Techniques (Stimulus de-sensitization)

Help child get in touch with body sensations

17	"Thought stopping "---Visual image of "think of..."
18	Deep Breathing---Hand placement, eyes closed, counting
19	Progressive Muscle Relaxation--Begin with head - feet
20	Relaxation and Imagery Exercises--Warm air progression

Strategies

21	Supporting understanding of self (more than "trauma" sensations)	
22	Developing core social skills --Inclusion in the play of other children and reduction of self-imposed isolation	
23	Facilitation of play behaviors	

Understanding Self

24	Guide student toward Emotional and cognitive image (schema) of self as a separate
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	person
25	Guide student to the Understanding of self in differing contents and emotional/social states
26	guide child to knowledge of personal preferences, connections, and abilities for accomplishment (self- efficacy)
27	Guide student toward Capacity to recall events both positive and negative
28	Use Photographs or video products to show Intentional depiction of children's skills, accomplishments, interactions with others
29	Social stories—create Personalized narratives for guidance and insight for student. Provide vehicle for self-identification of character and story resolution
30	<p>teach Example of Social Skills to students to enhance:</p> <ul style="list-style-type: none"> • Taking turns • Observing others • Listening to others • Following the directions of others

Using Social Stories to Help Resolve Common Conflicts

Talking about common conflicts in moments of calm — when they are not happening — can make it easier for children to think about the problem and offer solutions. "Social stories" are an effective way to bring up typical classroom problems, discuss children's ideas for solving them, and turn them into "storybooks" the children can refer to when their conflicts occur again. Here is an example of a social story in which a child talks about joining others safely in play.

I Want to Play!

Children make a plan and start to play

Sometimes children are playing and I want to play too.

At school children play

I want them to see me and to know that I want to play.

Using Social Stories to Help Resolve Common Conflicts (cont.)

I could say... I want to play with you

I could ask a teacher to help me play with children.

Sometimes I get really excited. Things break and children get hurt.

It is okay to get excited, but when I hurt children and toys, children get upset

I will keep things and children safe. I will not throw, hit, or break things.

It's fun to play with children when we are all safe.

The end

31	<p>Theme focused play... "What IF?"Developing a character story to Play..... "Play the sister, neighborhood, hero....."</p> <p style="text-align: center;">"I see you are... that tells me.... What else could you do?"</p>
32	Large moter play options :

	--make play options available for energy and anxiety release -Body Image awareness by drawing body outline
33	Rhythmic movement and Dance (scarves, character movement)
34	Run-Stop –Shout/ arm movement—parachute play

USING THERAPEUTIC PLAY TO BUILD A SOCIALLY AND COGNITIVELY FLEXIBLE BRAIN

35	Intentional guidance practices ❖ Positive responses declared so all can hear
36	Selective Attention
37	"Safe Break"
38.	Classroom consistency ❖ Same place, same way, same time ❖ Visual clues for desired behavior ❖ Minimize disruptions to activities
39	YOUR IDEAS