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Research: Developmental Assets for Youth

RTM 300

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Key Questions

- What are the developmental assets?
- What does research say about the general model?

Review: The Structure of the Assets

Youth Development

- **External Assets**

- ♦ 1. Support
- ♦ 2. Empowerment
- ♦ 3. Boundaries and expectations
- ♦ 4. Constructive use of time

- **Internal Assets**

- ♦ 5. Commitment to learning
- ♦ 6. Positive values
- ♦ 7. Social competencies
- ♦ 8. Positive identity

SUPPORT ASSETS

- 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 parent(s)
- 3. **OTHER ADULT RELATIONSHIPS** Young person receives support from three or more non-parent 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 ASSETS

- **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 ASSETS

- **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 ASSETS

- 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

COMMITMENT TO LEARNING ASSETS

- 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 ASSETS

- 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 believes 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 COMPETENCIES ASSETS

- 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 ASSETS

- 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/his personal future

The Assets as Health Concept

- **Resistance** to health-compromising behaviors
- **Thriving** are positive indicators of emotional health and responsibility
- **Resilience** is the capacity to rebound in the face of adversity

Average Number of Assets

The difference is present but minor

- The aggregate for U.S. = 18.6 out of 40
- Females (19.9) more than Males (17.2)
- Ethnic similarity (19.0 to 16.9)
- Income similarity (17 to 19.8)
- Size of community similarity

The More the Better

Developmental Assets

- 0-10 Assets = at risk development
- 11-20 Assets = vulnerable development
- 21-30 Assets = adequate development
- 31-40 Assets = optimal development

The More the Better

Developmental Assets

- Inverse relationship to High-risk Behaviors
 - ♦ E.G. Pot Use - p.82
- Positive relationship to Thriving Indicators

	Assets 0-10	11-20	21-30	31-40
• Assets Exhibits Leadership	48%	66%	78%	87%
Maintains Good Health	27%	48%	69%	88%
Values Diversity	39%	60%	76%	89%
Succeeds in School	9%	19%	34%	54%

So what assets matter most?

- Depends on the link
 - ♦ E.g. reduce an at-risk behavior
 - ♦ E.g. increase tolerance
- The Community Agenda
 - ♦ Develop them all
 - ♦ Long Term Commitment
- Individual assessment and profiling
 - ♦ DAP: Developmental Assets Profile

Discussion Topic

- **From Assets to a Program Focus on Building Assets in Youth**
 - ♦ 1. Assume the model has validity
 - ♦ 2. Assume the recreation profession can help youth and communities build assets (external and internal).
 - ♦ White Hat ? What facts do we know that supports items 1 & 2?
 - ♦ Yellow Hat ? What would a program or service look like that builds a specific asset in youth?

Discussion Topic

- **From Program Focus to Relational Focus**
 - ♦ 1. Professionalism of child and youth care
 - ♦ 2. Society organized around services not community
 - ♦ “Perhaps asset building has less to do with hiring professionals and starting programs than . . . enhancing the capacity of communities . . . to build informal positive relationships with children and teenagers”
 - ♦ White Hat ? What do we know that supports the assumptions 1 & 2?
 - ♦ Yellow Hat ? What would a program or service look like that ‘unprogrammatically’ connects youth and adults and builds assets?