Research: Developmental Assets for Youth

RTM 300

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
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

Average Number of Assets

The difference is present but minor

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