



HANDOUTS AND OVERHEADS FROM

Great Places to Learn

*Neal Starkman,
Peter C. Scales, and
Clay Roberts*

Handout and Overhead Masters • Ready to Copy
PLUS 13 New Handouts Created Especially for This Book

Handouts and Overheads from
Great Places to Learn



For educators, trainers, and presenters using

*Great Places to Learn:
How Asset-Building Schools
Help Students Succeed*

NEAL STARKMAN, PETER C. SCALES,
AND CLAY ROBERTS



Handouts and Overheads from *Great Places to Learn*

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Introduction

Judy Taccogna, Education Director, Search Institute



Convenience, clarity, and relevance: Those are three qualities I looked for as a teacher, principal, and curriculum director in the products I sought for use in schools and classrooms. Containing all three, this new resource is designed to help you use good ideas quickly and easily as you share the asset message and use asset-building strategies in your school.

Many classrooms and campuses are alive with strategies and activities that support building assets for and with young people. Some of those ideas have been captured in two items recently published by Search Institute:

- ◆ A book especially for educators called *Great Places to Learn: How Asset-Building Schools Help Students Succeed*, and
- ◆ A video called “*You Have to Live It*”: *Building Developmental Assets in School Communities*.

The book contains many charts, lists, and templates that are useful to educators as they try to replicate those successful activities and strategies. Some teachers and administrators, however, have found the handouts in the book difficult to replicate quickly. This companion resource is therefore designed to provide those handouts in a camera-ready, 8½ x 11” format suitable for quick reproduction for use as handouts or overhead transparencies!

The majority of the included handouts are taken directly (or modified slightly) from the book *Great Places to Learn*. Several have also been adjusted and enlarged to serve as print-ready overhead masters suitable for use by principals or central office administrators, for example, as they share the asset message with larger groups of teachers, parents, or community members. Some of those overhead masters also coordinate with a smaller-copy version that participants can hold in handout form. (The contents page provides a list of each handout and overhead; those taken from *Great Places to Learn* are marked with their original handout number and page number, to aid you in finding just the one you’re looking for.)

In addition, this book contains a number of new handouts and overheads that we have not published before. Some of these are from Search Institute’s newly released education training workshop. The eight Reflections handouts, created especially for this book, are for use in classrooms and small groups to guide discussion and reflection on the asset categories. And the final five handouts, also newly created for this book, put together in easy-to-share format the asset-building strategies for each of the five major areas of a school: curriculum and instruction, organization, cocurricular program, community partnership, and support services.

Our hope is that you find this new companion resource a great help to you as you put some of the asset-building ideas from the education book into practice with young people you know!

Judy Taccogna, Ed.D.
Director/Education Sector
Search Institute

P.S. We would love to hear of your adaptations and creative ideas as we learn together about what works to build developmental assets in school communities. Please send your stories, examples, and suggestions to: Education Director, Search Institute, 615 First Avenue NE, Suite 125, Minneapolis, MN 55413, or see our Web site at www.search-institute.org for other ways to contact us. Thanks!

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Handouts



Search Institute's 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, at 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 Competencies

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.

40 elementos fundamentales del desarrollo

La investigación realizada por el Instituto Search ha identificado los siguientes elementos fundamentales del desarrollo como instrumentos para ayudar a los jóvenes a crecer sanos, interesados en el bienestar común y a ser responsables.

Apoyo

1. **Apoyo familiar** — La vida familiar brinda altos niveles de amor y apoyo.
2. **Comunicación familiar positiva** — El (La) joven y sus padres se comunican positivamente. Los jóvenes están dispuestos a buscar consejo y consuelo en sus padres.
3. **Otras relaciones con adultos** — Además de sus padres, los jóvenes reciben apoyo de tres o más personas adultas que no son sus parientes.
4. **Una comunidad comprometida** — El (La) joven experimenta el interés de sus vecinos por su bienestar.
5. **Un plantel educativo que se interesa por el (la) joven** — La escuela proporciona un ambiente que anima y se preocupa por la juventud.
6. **La participación de los padres en las actividades escolares** — Los padres participan activamente ayudando a los jóvenes a tener éxito en la escuela.

Fortalecimiento

7. **La comunidad valora a la juventud** — El (La) joven percibe que los adultos en la comunidad valoran a la juventud.
8. **La juventud como un recurso** — Se le brinda a los jóvenes la oportunidad de tomar un papel útil en la comunidad.
9. **Servicio a los demás** — La gente joven participa brindando servicios a su comunidad una hora o más a la semana.
10. **Seguridad** — Los jóvenes se sienten seguros en casa, en la escuela y en el vecindario.

Límites y expectativas

11. **Límites familiares** — La familia tiene reglas y consecuencias bien claras, además vigila las actividades de los jóvenes.
12. **Límites escolares** — En la escuela proporciona reglas y consecuencias bien claras.
13. **Límites vecinales** — Los vecinos asumen la responsabilidad de vigilar el comportamiento de los jóvenes.
14. **El comportamiento de los adultos como ejemplo** — Los padres y otros adultos tienen un comportamiento positivo y responsable.
15. **Compañeros como influencia positiva** — Los mejores amigos del (la) joven son un buen ejemplo de comportamiento responsable.
16. **Altas expectativas** — Ambos padres y maestros motivan a los jóvenes para que tengan éxito.

Uso constructivo del tiempo

17. **Actividades creativas** — Los jóvenes pasan tres horas o más a la semana en lecciones de música, teatro u otras artes.
18. **Programas juveniles** — Los jóvenes pasan tres horas o más a la semana practicando algún deporte, o en organizaciones en la escuela o de la comunidad.
19. **Comunidad religiosa** — Los jóvenes pasan una hora o más a la semana en actividades organizadas por alguna institución religiosa.
20. **Tiempo en casa** — Los jóvenes conviven con sus amigos “sin nada especial que hacer” dos o pocas noches por semana.

Compromiso con el aprendizaje

21. **Motivación por sus logros** — El (La) joven es motivado(a) para que salga bien en la escuela.
22. **Compromiso con la escuela** — El (La) joven participa activamente con el aprendizaje.
23. **Tarea** — El (La) joven debe hacer su tarea escolar por lo menos durante una hora cada día de clases.
24. **Preocuparse por la escuela** — Al (A la) joven debe importarle su escuela.
25. **Leer por placer** — El (La) joven lee por placer tres horas o más por semana.

Valores positivos

26. **Preocuparse por los demás** — El (La) joven valora ayudar a los demás.
27. **Igualdad y justicia social** — Para el (la) joven tiene mucho valor el promover la igualdad y reducir el hambre y la pobreza.
28. **Integridad** — El (La) joven actúa con convicción y defiende sus creencias.
29. **Honestidad** — El (La) joven “dice la verdad aún cuando esto no sea fácil”.
30. **Responsabilidad** — El (La) joven acepta y toma responsabilidad por su persona.
31. **Abstinencia** — El (La) joven cree que es importante no estar activo(a) sexualmente, ni usar alcohol u otras drogas.

Capacidad social

32. **Planeación y toma de decisiones** — El (La) joven sabe cómo planear y hacer elecciones.
33. **Capacidad interpersonal** — El (La) joven es simpático, sensible y hábil para hacer amistades.
34. **Capacidad cultural** — El (La) joven tiene conocimiento de y sabe convivir con gente de diferente marco cultural, racial o étnico.
35. **Habilidad de resistencia** — El (La) joven puede resistir la presión negativa de los compañeros así como las situaciones peligrosas.
36. **Solución pacífica de conflictos** — El (La) joven busca resolver los conflictos sin violencia.

Identidad positiva

37. **Poder personal** — El (La) joven siente que él o ella tiene el control de “las cosas que le suceden”.
38. **Auto-estima** — El (La) joven afirma tener una alta auto-estima.
39. **Sentido de propósito** — El (La) joven afirma que “mi vida tiene un propósito”.
40. **Visión positiva del futuro personal** — El (La) joven es optimista sobre su futuro mismo.

Beliefs and Practices that Limit and Promote Asset Building

Beliefs and Practices that Limit Asset Building	Beliefs and Practices that Promote Asset Building
There's a program for everything, and the sources of success in working with students mostly come from formal programs.	We emphasize "informal" asset building based in the daily individual relationships students have with each other and with school adults.
"Interventions" for helping students are something we do to or for students.	We promote asset building with and not only for students, i.e., we encourage students' significant participation and leadership in building their own assets.
Once students attend a special intervention event or participate in a program, we've adequately helped them.	We commit to ensure that each student has repeated, ongoing opportunities for asset building, more than reliance solely on short-term special events or programs.
We believe that asset building is the job of only certain staff, such as teachers and counselors.	We believe that everyone in a school community is a potential asset builder—including students, custodians, bus drivers, paraprofessionals, nurses, teachers, administrators, and cafeteria workers.
We believe that asset building is for only certain students, such as "at-risk" students.	We commit to intentionally build assets throughout the entire school community, so that all students and school adults receive the benefits.
We believe that schools carry the burden of students' academic success.	We believe that accountability for students' performance should be a collective responsibility of the entire community, not just schools.

Assets from Infancy through Adolescence

Asset Type	Infants (Birth to 12 months)	Toddlers (Ages 13 to 35 months)	Preschoolers (Ages 3 to 5 Years)	Elementary-Age Children (Ages 6 to 11 Years)	Adolescents (Ages 12 to 18)
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— EXTERNAL ASSETS —

Support

Asset #1	Family support				
Asset #2	Positive family communication				
Asset #3	Other adult resources	Caring neighborhood			Other adult relationships
Asset #4	Caring out-of-home climate				
Asset #5	Parent involvement in out-of-home situations				
Asset #6	Parent involvement in schooling				

Empowerment

Asset #7	Children valued		Community values children	Community values youth
Asset #8	Child has place in family life	Children have roles in family life	Children given useful roles	Youth as resources
Asset #9	Service to others			
Asset #10	Safety			

Boundaries and Expectations

Asset #11	Family boundaries				
Asset #12	Out-of-home boundaries		School boundaries		
Asset #13	Neighborhood boundaries				
Asset #14	Adult role models				
Asset #15	Positive peer observation	Positive peer observation and early interactions	Positive peer interactions	Positive peer influence	
Asset #16	Expectations for growth				
	High expectations				

Constructive Use of Time

Asset #17	Creative activities				
Asset #18	Out-of-home activities		Child programs	Youth programs	
Asset #19	Religious community				
Asset #20	Positive, supervised time at home			Time at home	

Asset Type	Infants (Birth to 12 months)	Toddlers (Ages 13 to 35 months)	Preschoolers (Ages 3 to 5 Years)	Elementary-Age Children (Ages 6 to 11 Years)	Adolescents (Ages 12 to 18)
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— INTERNAL ASSETS —

Commitment to Learning

Asset #21	Achievement expectation	Achievement motivation			
Asset #22	Engagement expectation	School engagement			
Asset #23	Stimulating activity	Homework			
Asset #24	Enjoyment of learning	Bonding to school			
Asset #25		Reading for pleasure			

Positive Values

Asset #26	Family values caring	Caring			
Asset #27	Family values equality and social justice	Equality and social justice			
Asset #28	Family values integrity	Integrity			
Asset #29	Family values honesty	Honesty			
Asset #30	Family values responsibility	Responsibility			
Asset #31	Family values healthy lifestyle and sexual attitudes	Healthy lifestyle and sexual attitudes			Restraint

Social Competencies

Asset #32	Planning and decision-making observation	Planning and decision-making practice			
Asset #33	Interpersonal observation	Interpersonal interactions			
Asset #34	Cultural observation	Cultural interactions			
Asset #35	Resistance observation	Resistance practice			
Asset #36	Peaceful conflict resolution observation	Peaceful conflict resolution practice			

Positive Identity

Asset #37	Family has personal power	Personal power			
Asset #38	Family models high self-esteem	High self-esteem			
Asset #39	Family has a sense of purpose	Sense of purpose			
Asset #40	Family has a positive view of the future	Positive view of personal future			

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Effects of Commitment-to-Learning Assets on Outcomes Related to Academic Success

Commitment-to-Learning Asset	Association with Outcomes Related to Academic Success
Achievement Motivation	<ul style="list-style-type: none"> ◆ Increased high school completion ◆ Increased enrollment in college ◆ Increased reading and math achievement ◆ Better grades ◆ Increased positive perceptions of teachers ◆ Increased effort at school ◆ Greater expectancies for success ◆ Greater personal control ◆ Greater goal setting ◆ Better management of stress and anxiety ◆ More effective communication skills ◆ Less sexual intercourse and childbearing ◆ Less drug use
School Engagement	<ul style="list-style-type: none"> ◆ Better attendance ◆ Higher academic self-concept ◆ More time on homework ◆ Increased college attendance ◆ Greater use of “deep” study techniques ◆ Greater feelings of support at school ◆ Greater feelings of support at home ◆ Less drug use ◆ Less adolescent childbearing
Homework	<ul style="list-style-type: none"> ◆ Higher achievement test scores ◆ Higher grades ◆ Greater homework completion and accuracy ◆ Improved scientific literacy ◆ Less marijuana use ◆ Fewer conduct problems
Bonding to School	<ul style="list-style-type: none"> ◆ Better attendance ◆ Higher academic self-concept ◆ More time on homework ◆ Increased college attendance ◆ Greater use of “deep” study techniques ◆ Greater feelings of support at school ◆ Greater feelings of support at home ◆ Less drug use ◆ Less adolescent childbearing
Reading for Pleasure	<ul style="list-style-type: none"> ◆ Increased time on homework ◆ Increased reading achievement ◆ Better grades

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Building the Assets Most Directly Connected to Academic Success

School Engagement

School Engagement: 64% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Develop integrative and interdisciplinary curricula. ◆ Use team teaching with adequate common planning time. ◆ Initiate projects that involve more than “skill and drill.” ◆ Implement exploratory programs that keep students interested. ◆ Use student-led activities and group learning.
Organization	<ul style="list-style-type: none"> ◆ Arrange large schools into small “houses” or teams so that more intimate learning communities can foster interpersonal connections. ◆ Use advisor-advisee or teacher-based guidance programs to foster close teacher-student relationships.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Offer a variety of clubs and after-school activities based on inclusion more than interscholastic competition.
Community partnerships	<ul style="list-style-type: none"> ◆ Engage businesses and other community organizations to provide internships and experiential education that connects students to the “real” world. ◆ Invite community people into school as resources.
Support services	<ul style="list-style-type: none"> ◆ Have extensive articulation programs to ease building transitions from elementary to middle school and middle school to high school. ◆ Maintain a low student-to-counselor ratio.

Building the Assets Most Directly Connected to Academic Success

Achievement Motivation

Achievement Motivation: 63% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Provide ungraded units and courses to stimulate learning for its own sake. ◆ Use heterogeneous grouping whenever possible and minimize tracking. ◆ Add “authentic” assessment, e.g., student portfolios. ◆ Evaluate students’ personal progress, not only their standing relative to their peers.
Organization	<ul style="list-style-type: none"> ◆ Use flexible scheduling that allows greater depth of content and more opportunity for teacher aid to individual students.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Provide tutoring alternatives. ◆ Offer after-school homework programs.
Community partnerships	<ul style="list-style-type: none"> ◆ Offer experiential education, including service learning.
Support services	<ul style="list-style-type: none"> ◆ Offer ways of engaging students as leaders in the community (such as youth members of school boards or community planning boards).

Building the Assets Most Directly Connected to Academic Success

Positive Peer Influence

Positive Peer Influence: 60% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Use cooperative learning strategies to provide constructive group interaction.
Organization	<ul style="list-style-type: none"> ◆ Keep students in the same teams for several years to enable deeper relationships.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Provide rotating leadership opportunities in clubs and activities to enable leadership by more than the usual student leaders.
Community partnerships	<ul style="list-style-type: none"> ◆ Involve students with community organizations as leaders and trainers in skill-building activities with other children.
Support services	<ul style="list-style-type: none"> ◆ Train numerous children and youth—not only the highest-achieving students—to be peer tutors and educators in areas of their interest.

Building the Assets Most Directly Connected to Academic Success

Youth Programs

Youth Programs: 59% of students report having the asset.

Area	Strategies
Curriculum and instruction	◆ Ensure that all students are actively recruited for participation in school-sponsored after-school programs.
Organization	◆ Keep the school building open for activities more hours in evenings and on weekends.
Cocurricular programs	◆ Ensure that all students are actively recruited for participation in school-sponsored after-school programs.
Community partnerships	◆ Collaborate with a wide range of community resources to expand the variety and the duration of school- and nonschool-sponsored youth programs.
Support services	◆ Assess each student's talents and interests in order to make appropriate recommendations of constructive after-school activity programs.

Building the Assets Most Directly Connected to Academic Success

Bonding to School

Bonding to School: 51% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Provide extensive health and sexuality education that focuses on fostering personal and social health and wellness. ◆ Use service learning and other types of experiential education that give students opportunities to feel valuable and make contributions.
Organization	<ul style="list-style-type: none"> ◆ Use advisor-advisee or teacher-based guidance programs to foster close teacher-student relationships. ◆ Ensure staff and student safety (freedom from harassment as well as violence) through consistent rule enforcement. ◆ Provide encouragement and opportunities for school staff to model healthful habits of exercise, nutrition, and conflict resolution. ◆ Ensure widespread student input to school rules and sanctions. ◆ Keep the same students and teachers together for several years (“looping”) to maximize the strength of relationships.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Offer a variety of clubs and after-school activities based on inclusion more than interscholastic competition.
Community partnerships	<ul style="list-style-type: none"> ◆ Provide extensive health and sexuality education that focuses on fostering personal and social health and wellness. ◆ Use service learning and other types of experiential education that give students opportunities to feel valuable and make contributions.

Area	Strategies
Support services	<ul style="list-style-type: none">◆ Maintain a peer mediation program with student participation from all achievement levels.◆ Teach students and staff how to express their caring for each other.◆ Provide school health services.◆ Have extensive articulation programs to ease building transitions from elementary school to middle/junior high school and from middle/junior high school to high school.

Building the Assets Most Directly Connected to Academic Success

School Boundaries

School Boundaries: 46% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Provide clear guidance on standards for performance that earn different grades, along with plentiful assistance in meeting those standards, and give students the grade they earn.
Organization	<ul style="list-style-type: none"> ◆ Develop, with widespread student input, and regularly communicate clear school rules and sanctions. ◆ Enforce violations with consistency, fairness, and certainty.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Enforce the same expectations for behavior as are the norm during the school day.
Community partnerships	<ul style="list-style-type: none"> ◆ Expose all students to community resources and business through experiential education, and encourage those resources to teach students about the rules and consequences of their operation.
Support services	<ul style="list-style-type: none"> ◆ Maintain a peer mediation program as a visible part of a program to enforce school rules.

Building the Assets Most Directly Connected to Academic Success

Homework

Homework: 45% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Use teacher teams so the amount and type of homework can be better coordinated.
Organization	<ul style="list-style-type: none"> ◆ Provide times within and outside the school day for tutorial assistance from peers or adults.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Provide after-school homework programs, such as student or parent volunteer mentoring/tutoring.
Community partnerships	<ul style="list-style-type: none"> ◆ Ensure that parents understand expectations of students for doing homework. ◆ Provide an ongoing centralized system for responding to questions from parents and addressing their ideas about homework.
Support services	<ul style="list-style-type: none"> ◆ Provide regular mini-courses on learning skills—for students and for parents—emphasizing hands-on technology for students and parent involvement strategies for parents.

Building the Assets Most Directly Connected to Academic Success

Interpersonal Competence

Interpersonal Competence: 43% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Include communication, decision-making and planning skills, and other emotional intelligence skills (e.g., self-control, stress management, nonviolent conflict resolution) as formal content throughout the curriculum. ◆ Emphasize cross-cultural understanding by an emphasis on studying the contributions of experts from a wide range of cultures.
Organization	<ul style="list-style-type: none"> ◆ Keep the same students and teachers together for several years (“looping”) to maximize the strength of relationships.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Provide after-school programs that focus on emotional intelligence skills, especially opportunities for young people to help others.
Community partnerships	<ul style="list-style-type: none"> ◆ Provide after-school programs that focus on emotional intelligence skills, especially opportunities for young people to help others.
Support services	<ul style="list-style-type: none"> ◆ Assess individual students’ various interpersonal skills and emotional intelligence as regularly as you assess their cognitive progress or occupational interests.

Building the Assets Most Directly Connected to Academic Success

Other Adult Relationships

Other Adult Relationships: 41% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Use team teaching to maximize the extent to which teachers can get to know individual students.
Organization	<ul style="list-style-type: none"> ◆ Use teacher teams and interdisciplinary “care teams” of school adults to deepen personal relationships with students.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Train adult after-school program leaders in mentoring.
Community partnerships	<ul style="list-style-type: none"> ◆ Recruit numerous community adult volunteers. ◆ Provide specific support and training for volunteers in the instructional strategies being used in classrooms. ◆ Invite neighborhood residents to school functions.
Support services	<ul style="list-style-type: none"> ◆ Use advisor-advisee or teacher-based guidance programs to foster close teacher-student relationships.

Building the Assets Most Directly Connected to Academic Success

High Expectations

High Expectations: 41% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Provide challenging curricula to all students as an expression of high expectations.
Organization	<ul style="list-style-type: none"> ◆ Minimize grouping of students by ability (tracking). ◆ Use various forms of flexible grouping strategies to support student progress toward expectations.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Encourage young people to set, and help them meet, “personal best” goals in sports, clubs, or other organized activities.
Community partnerships	<ul style="list-style-type: none"> ◆ Recruit sufficient mentors (one for every few students) so that every student has an opportunity to benefit from a mentor from the community.
Support services	<ul style="list-style-type: none"> ◆ Have counselors explicitly talk about students’ short- and long-term plans with every student several times a year.

Building the Assets Most Directly Connected to Academic Success

Parent Involvement in Schooling

Parent Involvement in Schooling: 29% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Make curriculum content, student standards, and descriptions of grade level or course content available to parents. ◆ Assign homework involving parents. ◆ Provide ongoing, hands-on experiences with both content and process for parents to better understand classroom work.
Organization	<ul style="list-style-type: none"> ◆ Give parents opportunities to volunteer. ◆ Recruit parents for committees and task forces.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Recruit parents as advisors and adult mentors for after-school programs.
Community partnerships	<ul style="list-style-type: none"> ◆ In communications to parents, provide suggestions for supporting learning at home (e.g., talking about what goes on at school, expressing the value of education, reading some of what students read). ◆ Encourage employers to permit periodic workday involvement at school without employees having to take time off.
Support services	<ul style="list-style-type: none"> ◆ Provide on-site family resource centers. ◆ Have extensive articulation programs to ease building transitions from elementary school to middle/junior high school and from middle/junior high school to high school.

Building the Assets Most Directly Connected to Academic Success

Caring School Climate

Caring School Climate: 24% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Offer challenging curricula with lots of exploratory opportunities. ◆ Integrate service-learning throughout the curriculum.
Organization	<ul style="list-style-type: none"> ◆ Arrange large schools into small “houses” or teams so that more intimate learning communities can foster interpersonal connections. ◆ Establish teacher teams. ◆ Provide opportunities for physical activity throughout each day.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Emphasize participation more than competition.
Community partnerships	<ul style="list-style-type: none"> ◆ Invite community resources to teach interpersonal skills.
Support services	<ul style="list-style-type: none"> ◆ Ensure that staff know and greet all students by their first names. ◆ Give all students opportunities to be problem solvers and contributors to the school community, such as through peer-mediation teams, other kinds of peer helping programs, or expanded student governance programs.

Building the Assets Most Directly Connected to Academic Success

Reading for Pleasure

Reading for Pleasure: 24% of students report having the asset.

Area	Strategies
Curriculum and instruction	<ul style="list-style-type: none"> ◆ Emphasize reading in all classes, as well as a sharing of favorite things to read related to various curriculum themes. ◆ Read aloud in the classroom. ◆ Have students demonstrate different levels of information about the same topic retrievable from reading off the Internet, and from reading newspapers, magazines, and books. ◆ Provide training in reading for teachers in all content areas, specifically on the role of reading for both meaning and pleasure.
Organization	<ul style="list-style-type: none"> ◆ Consistently ask for suggestions from students and parents for materials to acquire for the school library.
Cocurricular programs	<ul style="list-style-type: none"> ◆ Encourage parents to read and have plentiful material to read at home. ◆ Suggest that community resource people involved in after-school programs or other school collaborations share their favorite relevant readings with students.
Community partnerships	<ul style="list-style-type: none"> ◆ Encourage parents to read and have plentiful material to read at home. ◆ Suggest that community resource people involved in after-school programs or other school collaborations share their favorite relevant readings with students.
Support services	<ul style="list-style-type: none"> ◆ Designate a reading corner in guidance; provide comfortable chairs and current reading for all reading levels.

The Relationship between Current Educational Issues and Building Developmental Assets

Current Educational Issue	Connection to Building Developmental Assets
<p>Accountability and test scores (the pressure on schools to raise standardized achievement test scores)</p>	<ul style="list-style-type: none"> ◆ The more students experience the developmental assets, the more their grades improve. ◆ Research shows¹ that various assets, especially those we've identified as ones schools can most directly affect, are associated with higher achievement scores and with greater levels of other personal traits and environmental conditions that lead to higher performance, such as family support, high expectations, bonding to school, and greater effort.
<p>Closing the achievement gap (between White, African American, Asian, Native American, and Hispanic students; and between poor and more affluent students)</p>	<ul style="list-style-type: none"> ◆ Search Institute's research shows that, in general, higher levels of assets seem to exert an even more powerful positive effect on vulnerable youth who are already at higher risk of lower achievement and other negative experiences.² ◆ The top assets predicting school success (Achievement Motivation, School Engagement, and Youth Programs) are the same across all racial/ethnic groups Search Institute has studied.³ ◆ Other research^{4,5} shows that when schools use practices such as interdisciplinary curricula, team teaching, advisor-advisee guidance, heterogeneous grouping rather than tracking, and other practices that help build youth's developmental assets, grades and achievement test scores among underachieving and higher-achieving youth become more similar—because underachievers do better, not because high-achievers do worse.
<p>Connecting school with real world needs (preparing students for work)</p>	<ul style="list-style-type: none"> ◆ Among the most important employability skills are motivational attributes and interpersonal skills that enable employees to work hard and to understand and work with many types of people in different positions. ◆ Asset development encourages the use of experiential education approaches such as service-learning that widen young people's circle of relationships with other adults. ◆ There is evidence that such approaches, done well, are associated with greater caring about others' welfare, greater commitment to doing schoolwork, and other positive outcomes.^{6,7} Building assets also promotes the school success and sustained adult contacts envisioned in various work readiness blueprints.

Site-based

management

(increasing teachers' voices in school decision making)

- ◆ Building developmental assets is everyone's responsibility, not just superintendents and members of boards of education, not only principals or teachers, but all school adults.
- ◆ The developmental assets framework reinforces the notion of those closest to students having strengthened hands in school decision making, but also works against "dumping" of responsibilities (e.g., teachers shouldn't suddenly add the role of guidance counselor to their jobs, but teachers, counselors, and all other school adults *should* more intentionally express care and support to students).
- ◆ A study of 11,000 students in more than 800 high schools found that in schools in which staff have a strong *collective* responsibility for student success, "students learn more, and learning is more equitably distributed."⁸
- ◆ According to the researchers, what makes the difference in these schools is a commitment to building strong, caring relationships among staff, among staff and students, and among school, family, and community—exactly the kind of relationships that are the foundation of the developmental assets framework.

"Back to basics"

(cutbacks in arts, health, and "extra"-curricular activities)

- ◆ In the attempt to focus more on "core" curricula, too many schools have chosen to cut back in recent years on art, music, health, physical education, and "extra"-curricular programs.
- ◆ Search Institute's research shows that time spent in youth programs truly is *cocurricular*, in that Youth Programs is one of the three assets that most strongly predict school success.
- ◆ Recent reports also show that students' participation in art and music—expressed by the Creative Activities asset—can also have positive effects on their school achievement.⁹
- ◆ Health education, too, is generally associated with a host of important outcomes and is specifically the discipline in which students gain the most experience with the assets in the social competencies category.¹⁰ Building developmental assets reinforces all these curricular and cocurricular areas.

Schools' role in community partnerships (connections between schools and community)

- ◆ “Community” and “full-service” schools connect—in one location—education, health, social services, recreation, and other activities in support of the healthy development of children and youth, and they usually do so through arrangements that keep school buildings open and used for extended hours in the evenings and on weekends.
- ◆ In addition to student achievement, other positive outcomes include improved health, personal growth, social development, and community improvement.¹¹
- ◆ This simultaneous attention to multiple parts of young people’s worlds is paralleled and supported by the breadth of the developmental assets framework and its attention to family, school, peer, and community influences on children and youth, as well as its specific addressing of strategies such as youth programs and service-learning.

Safe and drug-free schools and communities, school violence (reducing students’ involvement with violence and drugs)

- ◆ As assets go up, experiencing or committing violence goes down, as does problem use of alcohol and other drugs.¹²
- ◆ Students in schools that enforce clear values, rules, and expectations, and that are perceived by students as caring schools, experience less violence.^{13,14}
- ◆ The assets explicitly include a focus on reinforcing students’ values against drinking alcohol or having sexual intercourse while still a teenager, and developing effective, nonviolent conflict resolution skills.
- ◆ According to the Principles of Effectiveness adopted by the U.S. Department of Education,¹⁵ school districts receiving or pursuing funding under the Safe and Drug-Free Schools and Communities Act may now also use data associating developmental assets with reduced risk behaviors to demonstrate that building developmental assets “shows promise” as an effort to reduce drug use and violence.

“Values education,” “moral education,” “character education” (schools and morality)

- ◆ Asset development names six values often emphasized in values education, moral education, or character education programs—Caring, Equality and Social Justice, Integrity, Honesty, Responsibility, and Restraint.
- ◆ More importantly, positive norms and values are implied throughout the 40-asset framework. For example, the Cultural Competence asset implies that youth *should* respect the experiences, values, and beliefs of people who are of a different race or culture from their own, the Caring School Climate asset implies that students *should* care about each other, and the High Expectations asset implies that teachers *should* push students to be the best they can be. Building the developmental assets is consistent with school promotion of such norms and values.

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Eight Principles for Starting a Community-Wide Initiative for Asset Building

One of the exciting, though challenging, aspects of launching a community-wide asset-building initiative is that each community goes about it in a slightly different way. Keeping the following principles in mind will help guide your efforts.

1. Engage people from throughout the community.

Because the asset-building vision calls for community-wide responsibility for youth, involving many different stakeholders is important from the outset. Many communities have developed a “vision team” with representatives from all sectors (e.g., schools, government, law enforcement, congregations, service agencies, business, health care) along with young people, parents, and other citizens, including senior citizens and people from various racial/ethnic and socioeconomic groups.

2. Start with a positive vision.

A positive vision can energize a community for the long term. It can also help groups lay aside political and ideological agendas to work together because of their shared commitment to the well-being of children and adolescents.

3. Build on quality information.

Many communities find that surveys of young people can be an important catalyst for creative and sustained action. Quality information gives people a shared reference point for reflecting on the needs, realities, and resources in the community as they shape their vision for the future.

4. Resist the temptation to create new programs.

Because most responses to youth issues in recent decades have been programmatic, intentional effort will be needed to avoid simply developing another program to respond to a specific need. The most important tasks for the “vision bearers” of asset building are to keep the vision of a healthy community alive and prompt individuals and institutions to discover ways that they can integrate asset building into their own mission and commitments.

5. Take time to motivate and educate.

Because asset building represents a new way of thinking about communities and youth, it is important not to assume that everyone automatically understands the framework and its implications. Unless people internalize the many dimensions of the asset framework, asset building risks becoming a shallow campaign to “be nice to kids.”

6. Celebrate commitments and success.

Asset building is a long-term vision, not a quick fix. But as communities embark on this journey, it is important to notice, celebrate, and talk about the landmarks along the way. These stories renew energy and refocus commitment.

7. Embrace innovations from the community.

Once people are aligned with the vision of asset building, their creativity in finding ways to nurture assets can be startling. Encouraging this innovation is key to breaking out of old patterns and discovering fresh approaches.

8. Network with other communities.

While many communities have begun asset-building initiatives, the vision is only in its infancy. No one knows all the answers, and no one knows how everything will work. But each community is learning something new each day.

Tips for Meetings with Youth and Adults

Part of “walking the assets talk” is having both youth and adults participate in leadership and decision making. But how do you make sure this is a good experience for everyone involved?

Getting started

- ◆ Be creative and sensitive about meeting times and places. For example, if evening meeting times interfere with teenagers’ after-school jobs, and Saturday times are bad for Jewish youth, meet on a weekday at lunch time in the school cafeteria.
- ◆ Understand the needs of participants. If they come to a meeting straight from school, you might need to serve snacks. Most youth don’t carry calendars with them, so you might need to make reminder phone calls a day or two before each meeting. (If you don’t know the young people’s needs, ask them! Then ask again after you’ve had a meeting or two.)
- ◆ Remember that young people may not feel comfortable as the sole representative of their peer-group; try to include more than one or two youth from different social groups.

Communication and language issues

- ◆ Talk openly about language issues. Will you all go by first names? Is the term “kids” offensive to some participants?
- ◆ Become aware of and confront adult bias. Watch for unconscious stereotyping of youth by age, by appearance or clothing style, or by gender, race, ethnicity, or economic class.
- ◆ Be intentional about taking youth seriously and be ready to redirect the conversation if adult participants talk too much, interrupt or ignore youth, or are critical or scolding.
- ◆ If youth are hesitant to speak up or tend to respond “I don’t know” to questions you’re sure they have an answer for, help them identify the reasons for their reticence (e.g., difficulty telling when people are done talking).

Training, support, and process

- ◆ Make sure to bring new people—youth or adult—up to speed. Review the group’s goals and provide pre-meeting training for newcomers about basics such as meeting structures, discussion ground rules, and agendas and reports.
- ◆ Be aware of the developmental needs of young people and accommodate the preferred learning styles of all group members. This may mean adding more experiential meeting elements, augmenting written and verbal communication with visual aids, and breaking into small groups.
- ◆ Start off with a game or other fun activity that helps all participants with the transition from other activities to the meeting.
- ◆ Plan concrete projects, give youth responsibilities early, and expect achievement. Let youth learn from their own mistakes, too.
- ◆ Be clear about each participant’s role and level of authority, the time and number of meetings, and the expected duration of the commitment.
- ◆ Have youth and adults periodically evaluate the role of youth (e.g., are youth being given only insignificant or peripheral tasks?).

Inventory of School Practices Consistent with the Developmental Assets Framework

Check either 1=well done, 2=needs work, or 3=don't know.

— ORGANIZATION —

- | 1 | 2 | 3 | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The vision includes the developmental assets framework. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The goals are clear, achievable, and appropriate. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The objectives are measurable. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The structure promotes relationships, e.g., intergenerational associations. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teacher/Pupil assignments —e.g., multi-year assignments—promote relationships. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Planning sets benchmarks. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Data are collected in a variety of ways from a variety of sources. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Participation is universal. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

— ENVIRONMENT —

- | 1 | 2 | 3 | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Safety concerns are clearly identified and publicly addressed. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Positive values —e.g., health, responsibility, and caring—are articulated and constantly nurtured throughout the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Boundaries are clearly communicated to everyone in the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Rewards for exceeding expectations are fair, consistent, and communicated to everyone in the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Discipline for transgressing boundaries is fair, consistent, and communicated to everyone in the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Peaceful conflict resolution processes are in place and adopted as a norm. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Staff development is accessible and appropriate. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Peer and cross-age support is available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

— INSTRUCTION —

- | 1 | 2 | 3 | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Expectations are set high for achievement and social responsibility. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Supervision includes feedback, encouragement, and support. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Bloom’s Taxonomy of Educational Objectives is a part of all instruction. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Cooperation —e.g., by using cooperative team learning—is practiced in classrooms. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Relationships with adults other than the teacher are strengthened by team teaching. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Relationships with other students are strengthened by combining students of various ages in classes. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Individualized instruction is promoted by a manageable class size and opportunities for tutoring. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Peer and cross-age mentorships are available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

— CURRICULA —

- | 1 | 2 | 3 | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Both the content and the format of curricula relate to students’ lives. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Curricula are integrated into many disciplines. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Homework is relevant to objectives and includes parent involvement. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assessment of students is frequent and shared as constructive feedback. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Curricula promote intergenerational activities . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

— COCURRICULAR ACTIVITIES —

- | 1 | 2 | 3 | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Activities are plentiful and diverse . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Activities are accessible , i.e., at a reasonable time, in a reasonable place, and for a reasonable price. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Activities are supervised by competent and caring adults. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

— PARENT PARTNERSHIPS —

- | 1 | 2 | 3 | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communication between the school and families is accessible, open, frequent, two-way, and evident to students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Families are apprised of students' curricula and activities . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Families are given opportunities to learn parenting skills . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Families are encouraged to participate in school decisions affecting their children. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent/Teacher conferences include students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parents are invited to volunteer at the school and otherwise participate in school events . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

— COMMUNITY ENGAGEMENT —

- | 1 | 2 | 3 | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The school reaches out to the community in positive ways. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Residents are asked to be mentors, resources, and volunteers . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | School leaders are active and visible in community activities . |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Service-learning that includes reflection is promoted. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Resource people are used frequently, and their services are communicated to everyone in the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Inventorying Asset Building in School

Indicate how important each item is to you and how well your school does it by circling 1, 2, 3, 4, or 5 for each question.

1. Build a shared vision and commitment to asset building.

Involve everyone in developing a vision for asset building; develop concrete plans for building assets in the school and community.

How important is this? (1=not important; 5=top priority) 1 2 3 4 5

How well do we do this? (1=not well at all; 5=very well) 1 2 3 4 5

2. Assess current needs, structures, and resources.

Collect data on student needs through surveys, focus groups, etc.; know and celebrate what is currently being done to build assets; assess current organization, structures, and strategies in light of asset building.

How important is this? (1=not important; 5=top priority) 1 2 3 4 5

How well do we do this? (1=not well at all; 5=very well) 1 2 3 4 5

3. Encourage individual commitment to asset building.

Highlight ways individuals already take time to build assets in the school; encourage and reward asset-building actions by students and school adults.

How important is this? (1=not important; 5=top priority) 1 2 3 4 5

How well do we do this? (1=not well at all; 5=very well) 1 2 3 4 5

4. Create a positive, safe school environment.

Create a sense of collegiality among school adults; provide opportunities for students to develop caring, supportive relationships with school adults and with one another.

How important is this? (1=not important; 5=top priority) 1 2 3 4 5

How well do we do this? (1=not well at all; 5=very well) 1 2 3 4 5

5. Engage parents in their children's learning.

Communicate regularly with parents about school activities, goals, and expectations; offer resources to parents to enhance learning at home; provide opportunities for parents to volunteer; engage parents in school decision making and planning; provide parent education opportunities to strengthen and nurture families.

How important is this? (1=not important; 5=top priority) 1 2 3 4 5

How well do we do this? (1=not well at all; 5=very well) 1 2 3 4 5

6. Establish and enforce consistent boundaries.

Develop clear norms in areas such as respect, studying, responsibility, etc.; name and enforce discipline policies for negative student behavior; work with parents and community members to develop consistent messages through the community regarding students' behavior.

How important is this? (*1=not important; 5=top priority*) 1 2 3 4 5

How well do we do this? (*1=not well at all; 5=very well*) 1 2 3 4 5

7. Involve students in constructive activities.

Make a variety of activities available to all students; cooperate with community groups and congregations to facilitate involvement in arts, sports, recreation, or educational enrichment programs; reach out to uninvolved students.

How important is this? (*1=not important; 5=top priority*) 1 2 3 4 5

How well do we do this? (*1=not well at all; 5=very well*) 1 2 3 4 5

8. Foster a commitment to learning in all students.

Set challenging expectations of learning for all students; use educational methods that actively engage students in the learning process; assign and monitor homework daily; offering challenging course work to all students; guide and encourage all students to continue their education beyond high school.

How important is this? (*1=not important; 5=top priority*) 1 2 3 4 5

How well do we do this? (*1=not well at all; 5=very well*) 1 2 3 4 5

9. Articulate and nurture positive values.

Identify and articulate positive, commonly held values as norms for the school; engage students regularly in service projects that integrate learning and service; encourage students to talk with their parents and other caring adults about their values and beliefs.

How important is this? (*1=not important; 5=top priority*) 1 2 3 4 5

How well do we do this? (*1=not well at all; 5=very well*) 1 2 3 4 5

10. Develop social competencies and positive identity.

Integrate life skills into the curriculum for all grades; provide opportunities for all students to have leadership roles in the school; be sure that all students are sensitive to those from other cultures.

How important is this? (*1=not important; 5=top priority*) 1 2 3 4 5

How well do we do this? (*1=not well at all; 5=very well*) 1 2 3 4 5

11. Build bridges with the community.

Become a partner in a community-wide partnership on behalf of youth; collaborate to provide a variety of after-school programs for youth; involve community members in school policy and decision making; promote volunteerism, e.g., as tutors.

How important is this? (*1=not important; 5=top priority*) 1 2 3 4 5

How well do we do this? (*1=not well at all; 5=very well*) 1 2 3 4 5

Asset Inventory for High School Students

We're interested in your views about how the school is building developmental assets. Please circle the most appropriate response; your answers will be confidential.

1. How familiar are you with developmental assets?
 - a) I've never heard of them.
 - b) I've heard of them, but I'm not quite sure what they are.
 - c) I'm familiar with developmental assets and what the school is doing to build them.
 - d) I'm actively involved with the school's efforts to build developmental assets.
2. How have you participated in the school's efforts to build developmental assets?
 - a) I'm not aware of participating at all.
 - b) I've taken a survey to measure my developmental assets.
 - c) I've discussed the results of the survey with people in school.
 - d) I've taken an active part in planning how to build assets in school.
3. In general, to what extent are positive behaviors—showing respect, being caring and honest, giving support to others, e.g.—encouraged and acknowledged in school?
 - a) Not at all.
 - b) They might be acknowledged, but only in passing.
 - c) They're encouraged, but not acknowledged.
 - d) They're both acknowledged and encouraged; efforts are made to encourage similar behaviors among all students and staff.
4. On the whole, how would you characterize the relationships between adults in school?
 - a) Adults don't seem to respect each other.
 - b) They seem to tolerate each other.
 - c) They seem friendly enough.
 - d) They seem supportive and respectful of each other.
5. On the whole, how would you characterize the relationships between students in school?
 - a) Students don't seem to respect each other.
 - b) They seem to tolerate each other.
 - c) They seem friendly enough.
 - d) They seem supportive and respectful of each other.
6. On the whole, how would you characterize the relationships between adults and students in school?
 - a) Adults and students don't seem to respect each other.
 - b) They seem to tolerate each other, but mostly stay in their own groups.
 - c) They seem friendly enough.
 - d) They seem supportive and respectful of each other.
7. How would you characterize the discipline policies in school?
 - a) I don't know what they are.
 - b) The policies are inconsistently enforced.
 - c) The policies are consistently enforced, but they're not always good policies.
 - d) The policies are consistently enforced, and students have opportunities to change them.
8. How available are arts, music, sports, recreation, or educational enrichment activities to students in school?
 - a) Not many are available that I know of, at least that I would like.
 - b) There are some activities like those available, but not everyone has access to them.
 - c) There are many different kinds of activities available, but not everyone has access to them.
 - d) There are many different kinds of activities available, and people try hard to make them accessible to all students.

9. How committed do you think the school is to giving every student a good education?
 - a) I don't think the school is very committed at all.
 - b) I think the school is committed to some students, but not all of them.
 - c) I think the school is committed to some extent, but it does only what seems to be required.
 - d) I think the school is very committed; people in the school all work together and try hard to help all students succeed academically.

10. How much do you hear about "positive values" in school?
 - a) I don't hear much at all.
 - b) People tell us about the importance of being honest, caring, and responsible, but they don't walk their talk.
 - c) The school encourages service projects that help students learn firsthand about positive values.
 - d) The school actively encourages students to act in positive ways—e.g., by doing service projects—and to influence others to do the same.

11. How common is the teaching of social skills—e.g., resistance, decision making, self-control, communication, or conflict resolution skills—in school?
 - a) I'm not aware of having been taught any skills like those.
 - b) I've been taught some of those skills, but only in the sense of watching a video or talking about them.
 - c) I've role-played skills like those in class.
 - d) I've learned skills like those, and my teachers have encouraged me to use them outside the classroom.

12. How easy is it for students to have leadership roles in school?
 - a) It's impossible for most students; only certain ones are included.
 - b) There are "positions" of leadership, but they're meaningless.
 - c) Some students have influential leadership roles.
 - d) Lots of students are encouraged to take meaningful leadership roles.

13. How well do you think students and staff in the school do at learning about and understanding people from various cultural or racial backgrounds?
 - a) Not well at all.
 - b) People talk about it, but they don't do anything about improving things between different groups.
 - c) There have been some decent efforts to help students and staff learn about all the different cultures represented in the school.
 - d) The school has provided programs and activities to help everyone learn about their own and other people's cultural and racial backgrounds.

14. How active a role do parents play in school?
 - a) I'm not aware of parents being involved.
 - b) Some parents occasionally volunteer for activities and some come to teacher meetings.
 - c) Parents have a continual presence in school.
 - d) Parents are an essential part of the activities in school.

15. How active a role do other members of the community play in school?
 - a) I'm not aware of other members of the community being involved.
 - b) Other members of the community occasionally volunteer for activities.
 - c) Other members of the community have a continual presence in school.
 - d) Other members of the community are an essential part of the activities in school.

Asset-Building Activity

Use this handout, with its steps and chart, to create a plan for your asset-building activity.

- Step 1:** Review the statements in Column 1, then list in column 2 all the ways your school is responsive to each.
- Step 2:** In Column 3, indicate whether students think your school is responsive to each statement and how you know or could find out.
- Step 3:** Compare your answers from Step 1 with your answers from Step 2. Brainstorm additional measures your school could take to further build assets in students' lives and write them in Column 4.
- Step 4:** Narrow your focus to a few things your school could start or continue doing immediately.
- Step 5:** Develop a matrix of other things your school will do in the future, including what you'll do, when you'll do it, who's primarily responsible, and how you'll know you're having a positive effect.
- Step 6:** Implement your plan, review it periodically, and update or modify it as needed.

— ASSET-BUILDING ACTIVITY CHART —			
Statements	How is our school responsive?	What do students think?	What else could we do?
1. Students receive high levels of care and support.			
2. Students communicate positively with school adults, and they're willing to seek their advice and counsel.			

Statements	How is our school responsive?	What do students think?	What else could we do?
3. Students receive support from three or more school adults.			
4. Students experience a caring, encouraging environment.			
5. School adults are actively involved in helping students succeed.			
6. Students perceive that school adults value them.			
7. Students are given useful roles.			
8. Students feel psychologically and physically safe.			

Statements	How is our school responsive?	What do students think?	What else could we do?
9. Behavioral expectations are clearly communicated to students.			
10. Students receive clear “guidelines for success,” i.e., they know what it takes to be successful.			
11. School adults model positive, responsible behavior for students.			
12. Other students model positive, responsible behavior.			
13. School adults encourage young people to do well.			
14. Students spend three or more hours per week in activities like band, chorus, academic clubs, or sports.			
15. Students receive numerous opportunities for meaningful involvement with the school.			

Increasing the Asset-Building Power of Programs and Practices

Take some time to think about each category of the developmental assets: Are you building assets from each category in your school community? Are you *intentionally* building them? How are you doing it? Which assets *aren't* you building? This is an inventory, a starting point for you to take stock of your efforts. Under "Program or Practice," list any curriculum, project, event, or action occurring in the school community, ranging from the informal ("teachers greet students by name every morning") to the formal ("peer-helping or peer-mentoring program"). In the next column, write in the assets (or asset categories) that are being promoted through that program or practice. And in the third column, brainstorm ideas for increasing its asset-building impact.

Program or Practice	Assets Promoted	Ways to Increase the Potential for Building Assets

— INCREASING THE ASSET-BUILDING POWER OF PROGRAMS AND PRACTICES —

Program or Practice	Assets Promoted	Ways to Increase the Potential for Building Assets

Characteristics of Asset-Building Adults

— “BEING” CHARACTERISTICS —

Attitudes toward Youth	<ul style="list-style-type: none"> ◆ Values young people for who they are, not just who they will become ◆ Has a sense of hope and optimism for young people and the future ◆ Recognizes personal responsibility for children and adolescents in the community ◆ Celebrates the gifts, commitments, and zeal of the adolescent years
Character and Competencies	<ul style="list-style-type: none"> ◆ Has a personal foundation for healthy growth and development ◆ Personally experiences assets (e.g., support, appropriate boundaries, self-restraint, self-esteem) ◆ Has relational skills (conversation skills, skills for dealing with conflict, etc.) ◆ Is trusting and trustworthy

— “DOING” CHARACTERISTICS —

Relationships with Children and Adolescents	<ul style="list-style-type: none"> ◆ Takes the initiative in building relationships with young people ◆ Respects and affirms young people; seeks to understand them ◆ Spends time with young people; is actively engaged ◆ Builds long-term relationships with young people ◆ Balances protecting the young person with need for independence in ways that are appropriate to the young person’s age and development ◆ Models healthy attitudes and choices, including service, lifelong learning, civic involvement, and self-restraint ◆ Never violates or takes advantage of a young person’s trust
Other Actions	<ul style="list-style-type: none"> ◆ Makes caring for children and adolescents a lifelong priority ◆ Looks out for the best interest of children and adolescents in the community and the nation through advocacy, civic engagement, and political action

Where Are We Now? Asset-Building Culture Shift Assessment for Schools

Think about your school today. Circle where you think your school is on the following dimensions. The closer you are to 5, the more your school is making the culture shifts in thinking and action that are characteristic of a deep commitment to asset building.

1. We focus on naming youth problems that should be fixed.

1 2 3 4 5

1. We focus on enhancing young people's positive development.

2. We focus most of our energy and resources either on troubled youth or on high-achieving youth.

1 2 3 4 5

2. We distribute our energy and resources to benefit all students.

3. We emphasize age- and grade-specific opportunities.

1 2 3 4 5

3. We promote frequent cross-age contacts, among students and between students and adults.

4. We each take care of our "own" students, not other teachers' or staff's students.

1 2 3 4 5

4. All staff understand and act on their responsibility to take care of all students.

5. We emphasize formal programs and curricula in our work with students.

1 2 3 4 5

5. We emphasize the informal supportive relationships we have with students.

6. Staff in different departments or positions have different visions for young people's healthy development.

1 2 3 4 5

6. All staff are committed to a common vision of young people's healthy development.

7. Students in this school are exposed to conflicting and inconsistent messages about what is important and valued.

1 2 3 4 5

7. Students in this school are exposed to consistent messages about what is important and valued.

8. We try to be efficient in this school and not offer too many programs that duplicate each other.

1 2 3 4 5

8. Students are provided with multiple opportunities to build the same developmental assets.

9. Students do not feel valued at this school.

1 2 3 4 5

9. Students are treated as valuable resources at this school.

10. At this school, we tend to shift our focus from issue to issue, depending on what is fashionable.

1 2 3 4 5

10. At this school, we have a long-term commitment to building students' developmental assets.

11. At this school, most staff and students aren't involved in major decisions about the quality of our school life.

1 2 3 4 5

11. At this school, most staff and students are involved in major decisions about the quality of our school life.

12. At this school, we focus on how school personnel and programs can promote students' learning and growth.

1 2 3 4 5

12. At this school, we engage parents and other individuals and organizations from the community in promoting students' learning and growth.

Are We an Asset-Building School Community?

Read each statement and decide how important you think each statement is for your school (3=very important, 2=moderately important, 1=a little important). Then, decide how well you think your school does what the statement describes (3=we do it very well, 2=we do it moderately well, and 1=we don't do it well at all).

Next, look at the items that you labeled as being very important. How well are you doing on all of those? Items that are very important and that you're doing well on are successes. Celebrate them! And make sure you have an explicit plan to keep on being successful with those. Items that are very important, but that you're not doing well on might be appropriate to focus on in your asset-building agenda.

And remember—you're describing your school, not just your "own" students or classes. If you don't know how to describe your school on an item, ask the relevant people for their input.

How Important Is This?

3=very important
2=moderately important
1=a little important

How Well Do We Do This?

3=we do it very well
2=we do it moderately well
1=we don't do it well at all

Relationships

- | | | |
|--|-------|-------|
| 1. The great majority of adults on the school staff are interested in their students as persons. | _____ | _____ |
| 2. There is a feeling of collegiality among administrators, faculty, and other staff. | _____ | _____ |
| 3. Parents are genuine partners in children's learning and schooling. | _____ | _____ |
| 4. We effectively promote caring relationships among students, teachers, and other school staff. | _____ | _____ |
| 5. Each student is known by name and talked with several times a week by at least several adults on staff. | _____ | _____ |
| 6. The main decision-making style is for teachers, administrators, other school staff, and students to share in decision making. | _____ | _____ |
| 7. We foster close teacher-student relationships by doing things like breaking the school into small "houses" or teams and using advisor-advisee or teacher-based guidance programs. | _____ | _____ |
| 8. Counselors explicitly talk about future plans, short- and long-term, with every student several times a year. | _____ | _____ |

**How Important
Is This?**

3=very important
2=moderately important
1=a little important

**How Well Do
We Do This?**

3=we do it very well
2=we do it moderately well
1=we don't do it well at all

Environment

- | | | |
|--|-------|-------|
| 9. Students feel valued and cared for. | _____ | _____ |
| 10. Students feel they belong in and are connected to the school. | _____ | _____ |
| 11. All students get encouragement and care. | _____ | _____ |
| 12. All staff get encouragement and care. | _____ | _____ |
| 13. Adults and students consistently express high expectations for student performance and behavior. | _____ | _____ |
| 14. Adults consistently express high expectations for each other's performance and behavior. | _____ | _____ |
| 15. The great majority of students consistently put forth great effort in their schoolwork. | _____ | _____ |
| 16. We effectively maintain student motivation and engagement. | _____ | _____ |
| 17. We effectively strengthen the social expectations among teachers and students that promote achievement. | _____ | _____ |
| 18. It is common to see and hear laughter, interest, smiles, and other indications of pleasure and joy in the majority of students. | _____ | _____ |
| 19. All staff, not only teachers, feel student success is their personal responsibility. | _____ | _____ |
| 20. School staff, parents, district personnel, and community members share a commitment to building assets among all students. | _____ | _____ |
| 21. We ensure staff and student safety (freedom from harassment as well as violence) through consistent rule enforcement and positive role modeling. | _____ | _____ |
| 22. In this school, students routinely contribute to the determination of rules and consequences. | _____ | _____ |
| 23. We provide challenging curriculum to all students as an expression of our high expectations for them. | _____ | _____ |

Programs and Practices	How Important Is This?	How Well Do We Do This?
	3=very important 2=moderately important 1=a little important	3=we do it very well 2=we do it moderately well 1=we don't do it well at all
24. Commitment to asset building is a criterion used to select new school staff, including teachers and administrators.	_____	_____
25. The annual review of teachers includes assessment of their commitment to and engagement in asset building.	_____	_____
26. There are plentiful and systematic opportunities for students to learn key social and decision-making skills.	_____	_____
27. All students are asked to contribute to the betterment of the school community.	_____	_____
28. Average and underachieving students have as many chances to be leaders and contributors as do above-average students.	_____	_____
29. Students are treated as valuable resources and active players in building our school community.	_____	_____
30. There is very little "tracking" of students into courses grouped by ability levels.	_____	_____
31. Most instruction is offered through interdisciplinary teacher teams.	_____	_____
32. We don't have a rigid departmental organization.	_____	_____
33. The great majority of students have to synthesize and interpret more than they have to memorize.	_____	_____
34. Most students can connect what they're learning to the world beyond school, through things like service-learning and internships with community resources.	_____	_____
35. Cocurricular programs are usually run cooperatively with youth-serving organizations, congregations, and other community groups, not just by the school.	_____	_____
36. This school is a significant partner in a community-wide coalition or initiative on behalf of children and youth.	_____	_____

	How Important Is This?	How Well Do We Do This?
	3=very important 2=moderately important 1=a little important	3=we do it very well 2=we do it moderately well 1=we don't do it well at all
37. We often use cooperative learning strategies to provide constructive group interaction.	_____	_____
38. We typically keep students in the same teams for several years to help nurture deeper relationships.	_____	_____
39. We train numerous children and youth—and not only the highest-achieving students—to be peer tutors and mediators.	_____	_____
40. All students are actively recruited for participation in school- or community-sponsored after-school programs.	_____	_____
41. We collaborate with a wide range of community resources to expand the types and operating hours of school- and community-sponsored youth programs.	_____	_____
42. All students participate in health and sexuality education that focuses on fostering personal and social health and wellness.	_____	_____
43. Our parent communications emphasize suggestions for supporting learning at home (e.g., talking about what goes on at school, expressing the value of education) even more than parents' attendance at school functions.	_____	_____
44. We often collect data on students' needs through strategies like surveys and focus groups.	_____	_____
45. We know and often celebrate what is currently being done to build assets.	_____	_____
46. We annually assess our current organization, structures, and strategies in light of asset building.	_____	_____

Assessing Youth Activities through an Asset-Building Lens

In order to continually increase the asset-building strength of youth activities, take time to debrief or reflect on youth activities using the eight categories of developmental assets. Complete this worksheet after an event, then refer to it the next time you plan a similar activity.

Description of Activity: _____

Date: _____

ASSET CATEGORY	HOW THE ACTIVITY BUILT THESE ASSETS	OTHER WAYS IT COULD BUILD THESE ASSETS
Support: How did the activity reinforce caring relationships and a warm climate in which all youth felt welcomed and accepted?		
Empowerment: How did the activity empower youth to serve and lead? How well did it offer physical and emotional safety?		
Boundaries and Expectations: How did the activity support appropriate boundaries for behavior? How did it challenge youth to be and do their best?		
Constructive Use of Time: How did the activity use young people's time for enrichment and growth?		

ASSET CATEGORY	HOW THE ACTIVITY BUILT THESE ASSETS	OTHER WAYS IT COULD BUILD THESE ASSETS
Commitment to Learning: How did the activity reinforce curiosity, learning, and discovery?		
Positive Values: How did the activity reinforce and articulate positive values?		
Social Competencies: How did the activity build young people's life and relationship skills?		
Positive Identity: How did the activity nurture in youth a sense of purpose, value, and possibility?		

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The Asset-Building Process

Set up a leadership team.

- ◆ Choose people who are committed to building developmental assets.
- ◆ Choose people from diverse areas of the school community.
- ◆ Begin to shape a vision for your asset-building efforts.

Generate awareness of the developmental assets framework.

- ◆ Reach out to parents and other members of the community.
- ◆ Make awareness presentations.
- ◆ Include information about assets in newsletters.

Assess resources, students' asset levels, and current asset-building activities.

- ◆ Include students when assessing resources and current asset-building activities.
- ◆ Use the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey to assess students' asset levels.
- ◆ Discuss the results with students.
- ◆ Keep a low school profile when communicating the results.
- ◆ Include students when communicating the results.

Prioritize assets.

- ◆ Choose assets that you can realistically hope to build.
- ◆ Include the leadership team, students, and other resource people in strategizing.

Form relationships that are mutually respectful, caring, and genuine.

- ◆ Know the names of students.
- ◆ Know something about them.
- ◆ Listen to them and respond accordingly.
- ◆ Do something with students outside your routine.
- ◆ Maintain contact.

Create an environment that encourages asset building.

- ◆ Set good examples in relationships with young people.
- ◆ Identify assets to foster in school.
- ◆ Train all school adults in the asset framework.
- ◆ Consult students about what would make their environment more caring.
- ◆ Hold other adults accountable for their actions toward young people.

Use programs and practices to provide specific opportunities for asset building.

- ◆ Skills training
- ◆ Cross-age teaching
- ◆ Service-learning
- ◆ Cooperative team learning
- ◆ Peer helping
- ◆ Family activities

Sustain asset building.

- ◆ Continually evaluate what you're doing and make the appropriate adjustments.
- ◆ Continually inform, train, and guide people—including yourself—in the work of building assets.
- ◆ Continually try to change the norms by incorporating the philosophy of the asset framework into everything you do.

Asset-Building Affirmations

- ◆ I am a powerful asset builder in the lives of my students.
- ◆ I know and use my students' names regularly when I see them.
- ◆ Each day, I greet students warmly.
- ◆ I focus daily on young people's gifts and talents.
- ◆ I help young people use their strengths to overcome their deficits.
- ◆ I regularly encourage my fellow staff members to build assets with students.
- ◆ When young people are in trouble, I begin my interactions with them by focusing on their strengths.
- ◆ Each day, I'm involved in spontaneous acts of asset building.
- ◆ I'm expanding my positive influence by pursuing relationships with students I don't know.
- ◆ At least once a week, I do something for students that goes beyond their normal expectations.
- ◆ I work hard to maintain relationships with the students I'm already connected with.
- ◆ I have high expectations for myself, my fellow staff members, and my students.
- ◆ I take the time to listen when students speak to me.
- ◆ I help students to visualize themselves performing at higher levels.
- ◆ I take the initiative in engaging young people positively.
- ◆ I smile at and make eye contact with young people as I go about my day.
- ◆ I believe that my power as a teacher comes from the relationships that I develop with my students.
- ◆ Before school, at passing time, at lunch, and after school, I'm out in the hallways engaging students.
- ◆ I'm meeting state standards by doing asset-building activities.
- ◆ I engage young people positively at school and in the community.

New Handouts



The next eight handouts were created especially for this set of handouts and overheads. Students, teachers, parents, and others—either alone or in teams—can use the following questions to inspire and guide them in thinking and talking about the eight categories of developmental assets: Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identity.

The final five handouts provide to each of the five main areas of a school (curriculum and instruction, organization, cocurricular programs, community partnerships, and support services) a list of strategies for building in that area the developmental assets that schools can build best.

Reflections on . . . Support

- ◆ Am I supported at home, at school, at work, and in my neighborhood?
- ◆ Does everyone want or need the same kinds of support? How do I find out?
- ◆ Do the important people in my life freely give me love, affirmation, and acceptance?
- ◆ Do I freely give love, affirmation, and acceptance to my family, friends, coworkers, and neighbors?
- ◆ Do I feel as though I belong at my school or my work? What kinds of things make me feel that way? What kinds of things make me feel like an outsider?
- ◆ Do I have enough relationships in my life with young people?
- ◆ Do I have enough relationships in my life with adults?
- ◆ Do I have people in my life who really listen to me?
- ◆ Do I really listen to the people who are important to me?
- ◆ Who do I go to for advice? Who comes to me for advice?
- ◆ Do the important people in my life encourage me, help me, pay attention to me, have high expectations of me, and comfort me or defend me when I need it? Do I do these things for others?
- ◆ Do I have all the skills I need to deal respectfully and well with all the people I meet?
- ◆ How can I keep on learning about being supportive?

Reflections on . . . Empowerment

- ◆ What makes me feel strong inside? How do I work through my fears and self-doubts?
- ◆ Does my community value young people? How do I know?
- ◆ Do young people in my community have useful roles? Do they serve on boards? Do they speak at meetings? Do they spearhead activities to create positive change? Do they protest or speak out about political issues?
- ◆ Who do I turn to for help when I don't feel safe? Who protects me? Who looks to me for protection?
- ◆ What does it mean to be safe? Safe from teasing and mocking at school? Safe from physical violence? Safe from discrimination and prejudice? Safe to walk down the street?
- ◆ What does it mean to be empowered? What is the opposite of being empowered? What makes me feel competent? What makes me feel in control of my life? How do I know what I can do and what I can't do?
- ◆ How do I serve other people? How do I help others? How does it help me to help others? Do I try to do a good deed every day?
- ◆ Do people trust me to be reliable and dependable? In what ways am I leader? In what ways am I a follower or a supporter? What kinds of decisions can I make alone?
- ◆ Who are my role models? Am I a good role model for my friends and for people younger than me?
- ◆ Am I open and honest about my opinions on serious issues?
- ◆ How can I keep learning about empowerment?

Reflections on . . . Boundaries and Expectations

- ◆ Who watches out for me? Who sets limits for me? How well do I set limits for myself?
- ◆ Everywhere I go there are rules I'm supposed to follow. What if I disagree with the rules? Where do I have the power to change or renegotiate the rules?
- ◆ Are the adults around me good role models? In what ways?
- ◆ Do people trust me? Do I trust other people? How does trust get started? How does it get broken?
- ◆ Do others expect a lot from me? Do they ever expect too much from me? Do I expect a lot from myself?
- ◆ Do people generally expect me to succeed or to fail?
- ◆ What does it mean to be self-disciplined?
- ◆ What does it mean to have power over my life? How do I use my power for good?
- ◆ Do my friends encourage me to behave well or to behave badly?
- ◆ How fair are the consequences I received the last time I broke the rules?
- ◆ Does everyone in my school or my workplace or my home have the same rules and boundaries to live by? Are the consequences the same for everyone?
- ◆ Why can't everyone just do what they want to do?
- ◆ Am I secure enough to listen to and think about constructive criticism of my behavior? Am I sensitive and respectful when I give constructive criticism to others?

Reflections on . . . Constructive Use of Time

- ◆ Do I spend most of my time playing or working? Do I sleep less than I need to or more than I need to? Who gets to decide this?
- ◆ Am I sometimes afraid of trying new things because I think I won't be good at them?
- ◆ Is everyone creative, or are only some people creative? Can I be creative in school-work? At my job? In the kitchen? In the community band?
- ◆ Do I like being with large groups of people or do I prefer spending time either alone or with just one or two people? How does that affect the kinds of activities I enjoy?
- ◆ Am I reluctant to be silly and playful because I want to act grown-up? How many times during the day do I laugh?
- ◆ Does my family do fun and interesting activities together? Why or why not?
- ◆ Do I spend too much time being bored or watching tv or playing video games? Do I spend enough time outdoors doing physical activities?
- ◆ What can I do to change the world for the better?
- ◆ How can I gain experience as a leader?
- ◆ Are there any places near my home where I could go to join in with others who are doing interesting things? How can I find out more?
- ◆ What's the best balance of activities for me? Who could help me figure this out?
- ◆ In the past, I've tried to start doing new activities, but after awhile I get bored and quit. How can I find something that really keeps me motivated?
- ◆ Does my family's congregation offer any interesting activities?
- ◆ Have I ever dreamed of being a musician, an artist, an athlete, a scientist, a writer, or an actor? How could I start making those dreams come true?

Reflections on . . . Commitment to Learning

- ◆ Do I believe I can learn anything if I set my mind to it? What kinds of things are easy for me to learn? What kinds of things are harder?
- ◆ Do I read for fun and learning, or just because I have to? Do my parents read for fun? Did my parents read to me when I was a young child?
- ◆ Do I ever read out loud? Do I ever wish someone would read aloud to me?
- ◆ Is learning only important because it helps me get good grades?
- ◆ Do I do well at school and/or at my job? Do I *want* to do well at school and/or at my job?
- ◆ Do I like my school or workplace, or do I just tolerate it or put up with it? What kinds of changes would help me like it more?
- ◆ What is the best way for me to learn? Do I like to see something, read about it, do it, hear about it, practice it? Do I like to learn alone or with other people? Do I like to figure it out myself or be told about it first? How can I find out more about my learning style?
- ◆ What kinds of books do I like the best? What kinds of books have I never read before? What kinds of books would I most like to write?
- ◆ What kinds of things am I good at? Athletics and dance? Organizing? Playing music? Making jokes? Building a great vocabulary? Doing math? Memorizing facts? Fixing cars? Working on computers? Baking fancy desserts?

Reflections on . . . Positive Values

- ◆ Who do I care about? Who cares about me?
- ◆ Who do I help? Who helps me?
- ◆ What is my favorite motto to live by? What are some of my favorite quotations?
- ◆ What do I believe in? What do I think life is all about? What is the best way to live? How do I know I'm a good person?
- ◆ Why is the gap between the rich and the poor getting larger? What can I do about it? How can I help? What other issues are important to me? How can I get involved in positive social change?
- ◆ Does equality mean everyone has to be the same? How can we be different but still respect one another?
- ◆ When I see people being treated disrespectfully, do I stand up for them? When people treat me disrespectfully, do I stand up for myself?
- ◆ Am I brave enough and strong enough to tell the truth? How do I know when it's time to speak out and when it's time to wait in quietness? Am I strong enough to admit it when I've been wrong?
- ◆ Do I take responsibility for my actions or do I blame others? How often do I say, "It's not my fault"? Do I take responsibility for my choices? For my opinions?
- ◆ How old should a person be, according to the law, before they drink alcohol? How about according to me? How about according to my friends? My parents? Does it make a difference if it's beer or hard liquor?
- ◆ How old should a person be, according to the law, before they are sexually active? How about according to me? My parents? My friends? Does it make a difference if you're just talking about hugging and kissing?

Reflections on . . . Social Competencies

- ◆ How much do I know about my own heritage, about where my people come from? How can I learn more?
- ◆ How much do I know about my best friend's heritage, or my neighbor's, or my teacher's? How can I learn more?
- ◆ How many friends do I have who are of the same race as me? How many friends do I have who are of a different race than me? How about friends of a different gender, or a different religion?
- ◆ How many languages do I speak?
- ◆ How often do I get angry? Who and what seems to make me angry the most? What do I do when I get angry—Fight? Yell? Tell? Walk away? Exercise? Take a time out?
- ◆ Do people have to agree with me to be my friends? How do I stay friends with people when we have disagreements or differences of opinion?
- ◆ How do I take care of myself? Do I know how to avoid dangerous situations? Do I know how to get out of dangerous situations I've gotten into? Who has helped me? Who could help me now?
- ◆ Do I try to imagine how other people feel when I'm deciding on actions to take? Do I talk to them and listen to them so we understand each other? How can I learn more about being a good friend?
- ◆ Why does planning matter, when so many things happen unexpectedly? How does planning my weekend make it better? Does planning sometimes get in the way of having fun?
- ◆ What is the best way for me to make important decisions? Who is the person I most like to talk over important decisions with?

Reflections on . . . Positive Identity

- ◆ How do I know my life has a purpose? Do I get to choose the purpose, or is the purpose something I'm supposed to discover? Does everyone have the same purpose? Are some purposes good and some not so good?
- ◆ What do the great thinkers of my people say about the purpose of life? Have my parents ever told me stories about living with purpose?
- ◆ What will my future be like? How many years will my future have? How many years would I like it to have?
- ◆ If I close my eyes, can I imagine my future? What will my family be like? Where will I live? What kinds of work will I do? Who will be my closest companions?
- ◆ Can I control everything that happens to me? Can I control anything that happens to me? Who else has control over parts of my life? Are they teaching me and helping me, or stopping me from making my own decisions?
- ◆ What does it mean to have personal power? Are you born with it, or do you grow it, or gather it, or discover it in yourself?
- ◆ What kinds of activities make me feel powerful—not just physically, but also powerfully wise, powerfully loving, powerfully good?
- ◆ How often do I feel good about myself? How often do I have doubts about myself?
- ◆ What are my goals? Do I live each day with intention?
- ◆ Do I have any bad habits that are holding me back? How can I take steps to change them?

Asset-Building Strategies throughout the School Community

Curriculum and Instruction Strategies for Asset Building

These strategies for teachers, administrators, district office staff, and others involved in curriculum and instruction are intended to help build the 13 developmental assets most connected with academic success. Open bullets are provided for you to write in your own additional ideas.

School Engagement

- ◆ Develop integrative and interdisciplinary curricula.
- ◆ Use team teaching with adequate common planning time.
- ◆ Initiate projects that involve more than “skill and drill.”
- ◆ Implement exploratory programs that keep students interested.
- ◆ Use student-led activities and group learning.
- ◆

Achievement Motivation

- ◆ Provide ungraded units and courses to stimulate learning for its own sake.
- ◆ Use heterogeneous grouping whenever possible and minimize tracking.
- ◆ Add “authentic” assessment, e.g., student portfolios.
- ◆ Evaluate students’ personal progress, not only their standing relative to their peers.
- ◆

Positive Peer Influence

- ◆ Use cooperative learning strategies to provide constructive group interaction.
- ◆

Youth Programs

- ◆ Ensure that all students are actively recruited for participation in school-sponsored after-school programs.
- ◆

Bonding to School

- ◆ Provide extensive health and sexuality education that focuses on fostering personal and social health and wellness.
- ◆ Use service learning and other types of experiential education that give students opportunities to feel valuable and make contributions.
- ◆

School Boundaries

- ◆ Provide clear guidance on standards for performance that earn different grades, along with plentiful assistance in meeting those standards, and give students the grade they earn.
- ◆

Homework

- ◆ Use teacher teams so the amount and type of homework can be better coordinated.
- ◆

Interpersonal Competence

- ◆ Include communication, decision-making and planning skills, and other emotional intelligence skills (e.g., self-control, stress management, nonviolent conflict resolution) as formal content throughout the curriculum.
- ◆ Emphasize cross-cultural understanding by an emphasis on studying the contributions of experts from a wide range of cultures.

◆

Other Adult Relationships

- ◆ Use team teaching to maximize the extent to which teachers can get to know individual students.

◆

High Expectations

- ◆ Provide challenging curricula to all students as an expression of high expectations.

◆

Parent Involvement in Schooling

- ◆ Make curriculum content, student standards, and descriptions of grade level or course content available to parents.
- ◆ Assign homework involving parents.
- ◆ Provide ongoing, hands-on experiences with both content and process for parents to better understand classroom work.

◆

Caring School Climate

- ◆ Offer challenging curricula with lots of exploratory opportunities.
- ◆ Integrate service-learning throughout the curriculum.

◆

Reading for Pleasure

- ◆ Emphasize reading in all classes, as well as a sharing of favorite things to read related to various curriculum themes.
- ◆ Read aloud in the classroom.
- ◆ Have students demonstrate different levels of information about the same topic retrievable from reading off the Internet, and from reading newspapers, magazines, and books.
- ◆ Provide training in reading for teachers in all content areas, specifically on the role of reading for both meaning and pleasure.

◆

Asset-Building Strategies throughout the School Community

Organization Strategies for Asset Building

These strategies for school administrators, district or central office staff, and others involved in logistics and scheduling are intended to help build the 13 developmental assets most connected with academic success. Open bullets are provided for you to write in your own additional ideas.

School Engagement

- ◆ Arrange large schools into small “houses” or teams so that more intimate learning communities can foster interpersonal connections.
- ◆ Use advisor-advisee or teacher-based guidance programs to foster close teacher-student relationships.

◆

Achievement Motivation

- ◆ Use flexible scheduling that allows greater depth of content and more opportunity for teacher aid to individual students.

◆

Positive Peer Influence

- ◆ Keep students in the same teams for several years, to enable deeper relationships.

◆

Youth Programs

- ◆ Keep the school building open for activities more hours in evenings and on weekends.

◆

Bonding to School

- ◆ Use advisor-advisee or teacher-based guidance programs to foster close teacher-student relationships.
- ◆ Ensure staff and student safety (freedom from harassment as well as violence) through consistent rule enforcement.
- ◆ Provide encouragement and opportunities for school staff to model healthful habits of exercise, nutrition, and conflict resolution.
- ◆ Ensure widespread student input to school rules and sanctions.
- ◆ Keep the same students and teachers together for several years (“looping”) to maximize the strength of relationships.

◆

School Boundaries

- ◆ Develop, with widespread student input, and regularly communicate clear school rules and sanctions.
- ◆ Enforce violations with consistency and certainty.

◆

Homework

- ◆ Provide times within and outside the school day for tutorial assistance from peers or adults.



Interpersonal Competence

- ◆ Keep the same students and teachers together for several years (“looping”) to maximize the strength of relationships.



Other Adult Relationships

- ◆ Use teacher teams and interdisciplinary “care teams” of school adults to deepen personal relationships with students.



High Expectations

- ◆ Minimize grouping of students by ability (tracking).
- ◆ Use various forms of flexible grouping strategies to support student progress toward expectations.



Parent Involvement in Schooling

- ◆ Give parents opportunities to volunteer.
- ◆ Recruit parents for committees and task forces.



Caring School Climate

- ◆ Arrange large schools into small “houses” or teams so that more intimate learning communities can foster interpersonal connections.
- ◆ Establish teacher teams.
- ◆ Provide opportunities for physical activity throughout each day.



Reading for Pleasure

- ◆ Consistently ask for suggestions from students and parents for materials to acquire for the school library.

Asset-Building Strategies throughout the School Community

Cocurricular Program Strategies for Asset Building

These strategies for vice principals, coaches, club advisors, mentors, after-school and before-school program leaders, and others involved in cocurricular programs are intended to help build the 13 developmental assets most connected with academic success. Open bullets are provided for you to write in your own additional ideas.

School Engagement

- ◆ Offer a variety of clubs and after-school activities based on inclusion more than inter-scholastic competition.



Achievement Motivation

- ◆ Provide tutoring alternatives.
- ◆ Offer after-school homework programs.



Positive Peer Influence

- ◆ Provide rotating leadership opportunities in clubs and activities to enable leadership by more than the usual student leaders.



Youth Programs

- ◆ Ensure that all students are actively recruited for participation in school-sponsored after-school programs.



Bonding to School

- ◆ Offer a variety of clubs and after-school activities based on inclusion more than inter-scholastic competition.



School Boundaries

- ◆ Enforce the same expectations for behavior as are the norm during the school day.



Homework

- ◆ Provide after-school homework programs, such as student or parent volunteer mentoring/tutoring.



Interpersonal Competence

- ◆ Provide after-school programs that focus on emotional intelligence skills, especially opportunities for young people to help others.



Other Adult Relationships

- ◆ Train adult after-school program leaders in mentoring and asset building.



High Expectations

- ◆ Encourage young people to set, and help them meet, “personal best” goals in sports, clubs, or other organized activities.



Parent Involvement in Schooling

- ◆ Recruit parents as advisors and adult mentors for after-school programs.



Caring School Climate

- ◆ Emphasize participation more than competition.



Reading for Pleasure

- ◆ Encourage parents to read and have plentiful material to read at home.
- ◆ Suggest that community resource people involved in after-school programs or other school collaborations share their favorite relevant readings with students.

Asset-Building Strategies throughout the School Community

Community Partnership Strategies for Asset Building

These strategies for parents, business people, community liaisons, volunteer coordinators, park and recreation staff, youth agency personnel, community volunteers, and others involved in community partnerships are intended to help build the 13 developmental assets most connected with academic success. Open bullets are provided for you to write in your own additional ideas.

School Engagement

- ◆ Engage businesses and other community organizations to provide internships and experiential education that connects students to the “real” world.
- ◆ Invite community people into school as resources.
- ◆

Achievement Motivation

- ◆ Offer experiential education, including service learning.
- ◆

Positive Peer Influence

- ◆ Involve students with community organizations as leaders and trainers in skill-building activities with other children.
- ◆

Youth Programs

- ◆ Collaborate with a wide range of community resources to expand the variety and the duration of school- and nonschool-sponsored youth programs.
- ◆

Bonding to School

- ◆ Provide extensive health and sexuality education that focuses on fostering personal and social health and wellness.
- ◆ Use service learning and other types of experiential education that give students opportunities to feel valuable and make contributions.
- ◆

School Boundaries

- ◆ Expose all students to community resources and business through experiential education, and encourage those resources to teach students about the rules and consequences of their operation.
- ◆

Homework

- ◆ Ensure that parents understand expectations of students for doing homework.
- ◆ Provide an ongoing centralized system for responding to questions from parents and addressing their ideas about homework.

◆

Interpersonal Competence

- ◆ Provide after-school programs that focus on emotional intelligence skills, especially opportunities for young people to help others.

◆

Other Adult Relationships

- ◆ Recruit numerous community adult volunteers.
- ◆ Provide specific support and training for volunteers in the instructional strategies being used in classrooms.
- ◆ Invite neighborhood residents to school functions.

◆

High Expectations

- ◆ Recruit sufficient mentors (one for every few students) so that every student has an opportunity to benefit from a mentor from the community.

◆

Parent Involvement in Schooling

- ◆ In communications to parents, provide suggestions for supporting learning at home (e.g., talking about what goes on at school, expressing the value of education, reading some of what students read).
- ◆ Encourage employers to permit periodic workday involvement at school without employees having to take time off.

◆

Caring School Climate

- ◆ Invite community resources to teach interpersonal skills.

◆

Reading for Pleasure

- ◆ Encourage parents to read and have plentiful material to read at home.
- ◆ Suggest that community resource people involved in after-school programs or other school collaborations share their favorite relevant readings with students.

◆

Asset-Building Strategies throughout the School Community

Support Services Strategies for Asset Building

These strategies for counselors, social workers, psychologists, nurses, and others involved in support services are intended to help build the 13 developmental assets most connected with academic success. Open bullets are provided for you to write in your own additional ideas.

School Engagement

- ◆ Have extensive articulation programs to ease building transitions from elementary to middle school and middle school to high school.
- ◆ Maintain a low student-to-counselor ratio.
- ◆

Achievement Motivation

- ◆ Offer ways of engaging students as leaders in the community (such as youth members of school boards or community planning boards).
- ◆

Positive Peer Influence

- ◆ Train numerous children and youth—and not only the highest-achieving students—to be peer tutors and educators in areas of their interest.
- ◆

Youth Programs

- ◆ Assess each student's talents and interests in order to make appropriate recommendations of constructive after-school activity programs.
- ◆

Bonding to School

- ◆ Maintain a peer mediation program with student participation from all achievement levels.
- ◆ Teach students and staff how to express their caring for each other.
- ◆ Provide school health services.
- ◆ Have extensive articulation programs to ease building transitions from elementary school to middle/junior high school and from middle/junior high school to high school.
- ◆

School Boundaries

- ◆ Maintain a peer mediation program as a visible part of a program to enforce school rules.
- ◆

Homework

- ◆ Provide regular mini-courses on learning skills—for students and for parents—emphasizing hands-on technology for students and parent involvement strategies for parents.



Interpersonal Competence

- ◆ Assess individual students' various interpersonal skills and emotional intelligence as regularly as you assess their cognitive progress or occupational interests.



Other Adult Relationships

- ◆ Use advisor-advisee or teacher-based guidance programs to foster close teacher-student relationships.



High Expectations

- ◆ Have counselors explicitly talk about students' short- and long-term plans with every student several times a year.



Parent Involvement in Schooling

- ◆ Provide on-site family resource centers.
- ◆ Have extensive articulation programs to ease building transitions from elementary school to middle/junior high school and from middle/junior high school to high school.



Caring School Climate

- ◆ Ensure that staff know and greet all students by their first names.
- ◆ Give all students opportunities to be problem solvers and contributors to the school community, such as through peer-mediation teams, other kinds of peer helping programs, or expanded student governance programs.



Reading for Pleasure

- ◆ Designate a reading corner in guidance; provide comfortable chairs and current reading for all reading levels.



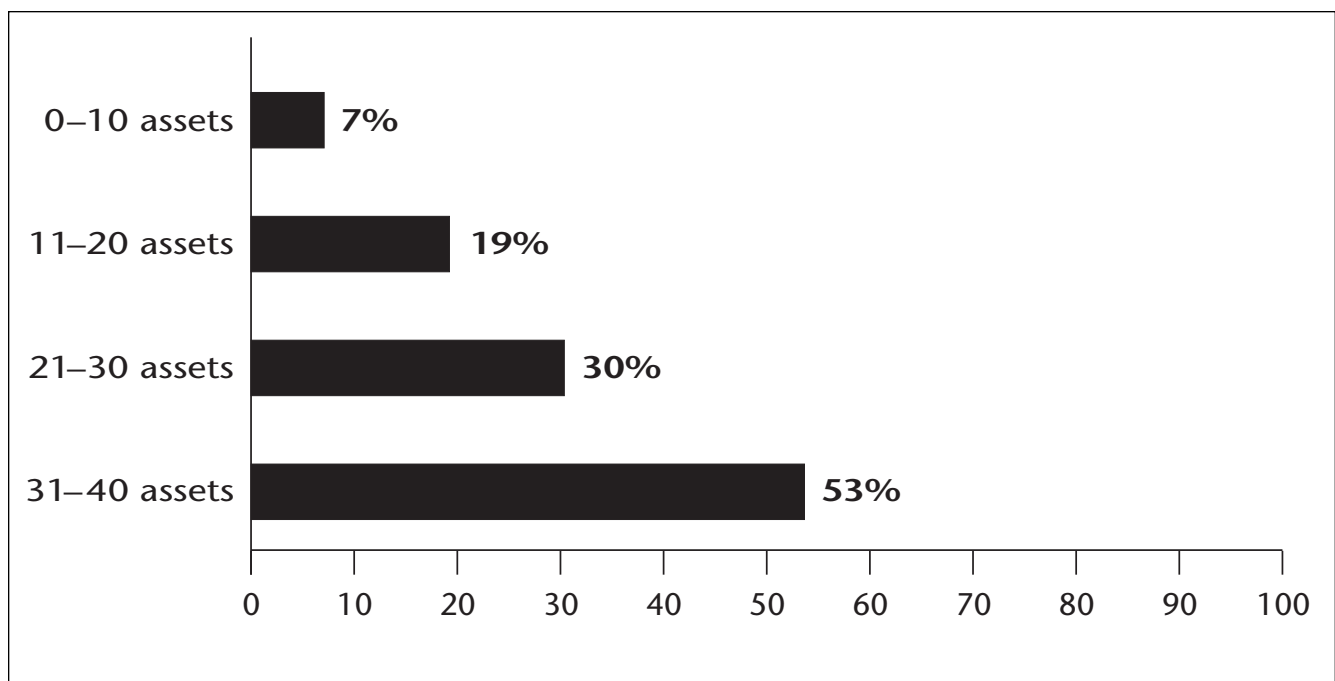
Overheads



Relationship between Levels of Assets and Thriving Indicators

Thriving Consequences of Developmental Assets: Succeeding in School

(Percentage of youth reporting they get mostly A's on their report card.)

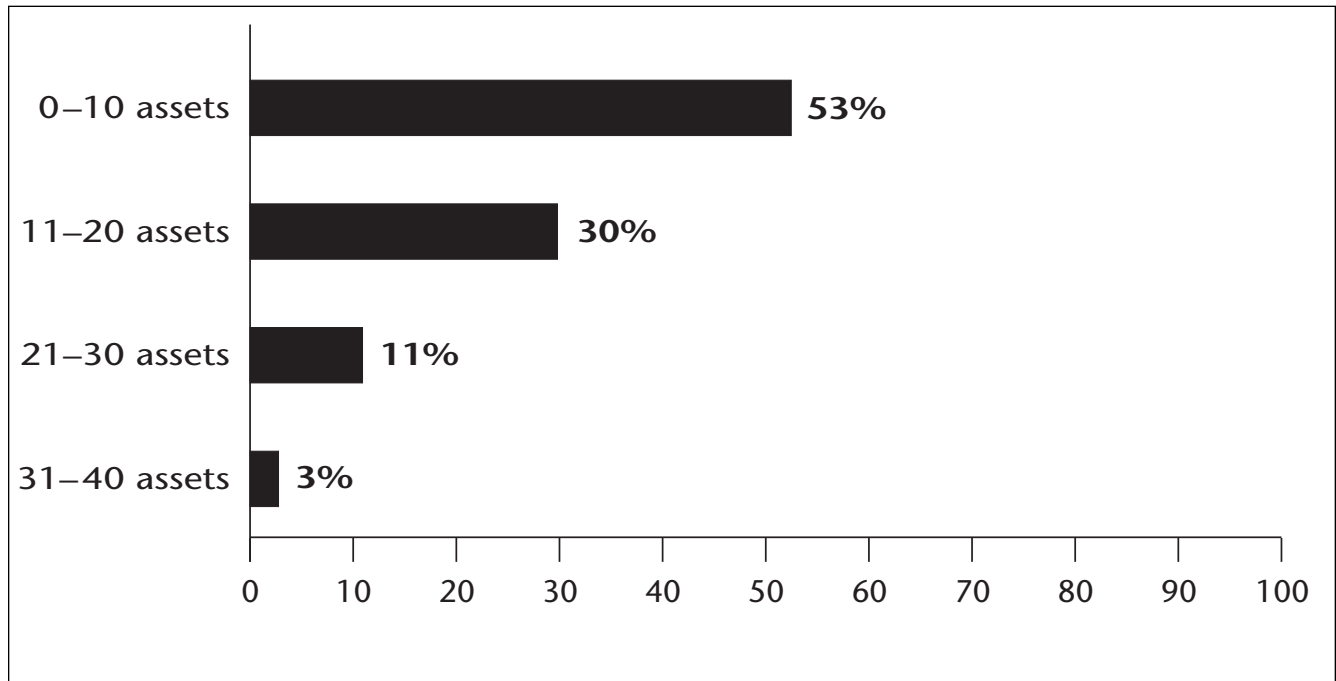


Overhead 1. (Handout 1.2 from N. Starkman, P.C. Scales, and C. Roberts, *Great Places to Learn: How Asset-Building Schools Help Students Succeed* (copyright © Search Institute, 1999). This overhead master may be copied for educational, noncommercial purposes only. From P. Benson, P.C. Scales, N. Leffert, and E.C. Roehlkepartain, *A Fragile Foundation: The State of Developmental Assets among American Youth* (Minneapolis, MN: Search Institute, 1999). www.search-institute.org.

Relationship between Levels of Assets and High-Risk Behaviors

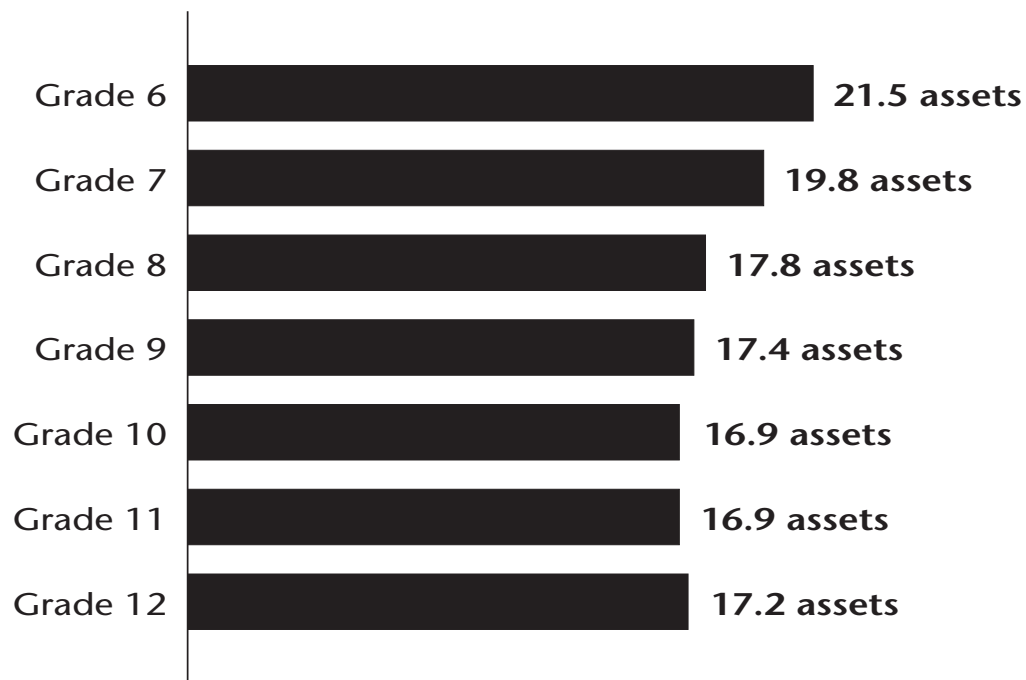
Protective Consequences of Developmental Assets: Problem Alcohol Use

(Percentage of youth reporting they have used alcohol three or more times in the past 30 days or have gotten drunk once or more in the past two weeks.)



Overhead 2. (Handout 1.3 from N. Starkman, P.C. Scales, and C. Roberts, *Great Places to Learn: How Asset-Building Schools Help Students Succeed* (copyright © Search Institute, 1999). This overhead master may be copied for educational, noncommercial purposes only. From P. Benson, P.C. Scales, N. Leffert, and E.C. Roehlkepartain, *A Fragile Foundation: The State of Developmental Assets among American Youth* (Minneapolis, MN: Search Institute, 1999). www.search-institute.org.

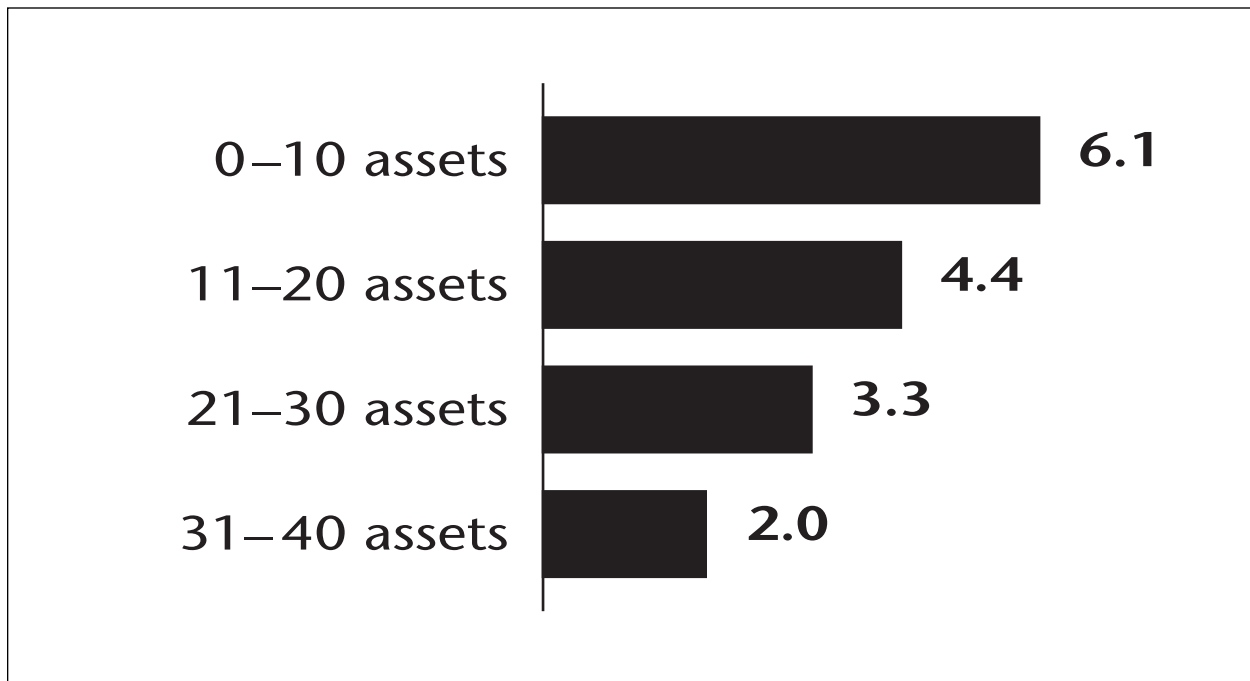
Average Number of Assets, by Grade



Overhead 3. (Handout 1.4 from N. Starkman, P.C. Scales, and C. Roberts, *Great Places to Learn: How Asset-Building Schools Help Students Succeed* (copyright © Search Institute, 1999). This overhead master may be copied for educational, noncommercial purposes only. From P. Benson, P.C. Scales, N. Leffert, and E.C. Roehlkepartain, *A Fragile Foundation: The State of Developmental Assets among American Youth* (Minneapolis, MN: Search Institute, 1999). www.search-institute.org.

Relationship between Assets, High-Risk Behavior Patterns, and Developmental Deficits

Average Number of High-Risk Behavior Patterns
among Vulnerable Youth, by Level of Assets*



*N = 4,063 6th- to 12th-grade students who report experiencing all five developmental deficits: alone at home, TV overexposure, physical abuse, victim of violence, and drinking parties; a sub-sample from the aggregate sample of 99,462 who took the *Search Institute Profiles of Student Life: Attitudes and Behavior* survey during the 1996–97 school year.

Percentage of Youth Who Report Experiencing the Developmental Assets That Schools Can Most Directly Affect

Assets Schools Can Most Directly Affect	Percentage of Youth Experiencing Asset
School Engagement*	64%
Achievement Motivation*	63%
Positive Peer Influence*	60%
Youth Programs*	59%
Safety	55%
Bonding to School*	51%
Service to Others	50%
School Boundaries*	46%
Homework*	45%
Peaceful Conflict Resolution	44%
Interpersonal Competence*	43%
Other Adult Relationships*	41%
High Expectations*	41%
Resistance Skills	37%

*Percentage of Youth Who Report Experiencing
the Developmental Assets That Schools Can Most
Directly Affect, continued*

Assets Schools Can Most Directly Affect	Percentage of Youth Experiencing Asset
Parent Involvement in Schooling*	29%
Planning and Decision Making	29%
Adult Role Models	27%
Caring School Climate*	25%
Youth as Resources	25%
Reading for Pleasure*	24%
Community Values Youth	20%
Creative Activities	19%

N = 99,462 6th- to 12th-grade students in public and independent schools surveyed in 213 U.S. communities during the 1996–1997 school year.

***Assets that research suggests are most important to academic success.**

Eight Principles for Starting a Community-Wide Initiative for Asset Building

- 1. Engage people from throughout the community.**
- 2. Start with a positive vision.**
- 3. Build on quality information.**
- 4. Resist the temptation to create new programs.**
- 5. Take time to motivate and educate.**
- 6. Celebrate commitments and success.**
- 7. Embrace innovations from the community.**
- 8. Network with other communities.**

Where Are We Now? Asset-Building Culture Shift Assessment for Schools

Think about your school today. Circle where you think your school is on the following dimensions. The closer you are to 5, the more your school is making the culture shifts in thinking and action that are characteristic of a deep commitment to asset building.

- | | | | | | |
|---|---|---|---|---|---|
| 1. We focus on naming youth problems that should be fixed. | 1 | 2 | 3 | 4 | 5 |
| 2. We focus most of our energy and resources either on troubled youth or on high-achieving youth. | 1 | 2 | 3 | 4 | 5 |
| 3. We emphasize age- and grade-specific opportunities. | 1 | 2 | 3 | 4 | 5 |
| 4. We each take care of our "own" students, not other teachers' or staff's students. | 1 | 2 | 3 | 4 | 5 |
- | | | | | | |
|--|---|---|---|---|---|
| 1. We focus on enhancing young people's positive development. | 1 | 2 | 3 | 4 | 5 |
| 2. We distribute our energy and resources to benefit all students. | 1 | 2 | 3 | 4 | 5 |
| 3. We promote frequent cross-age contacts, among students and between students and adults. | 1 | 2 | 3 | 4 | 5 |
| 4. All staff understand and act on their responsibility to take care of all students. | 1 | 2 | 3 | 4 | 5 |

Where Are We Now? Asset-Building Culture Shift Assessment for Schools, continued

5. We emphasize formal programs and curricula in our work with students.

1

2

3

4

5

5. We emphasize the informal supportive relationships we have with students.

6. Staff in different departments or positions have different visions for young people's healthy development.

1

2

3

4

5

6. All staff are committed to a common vision of young people's healthy development.

7. Students in this school are exposed to conflicting and inconsistent messages about what is important and valued.

1

2

3

4

5

7. Students in this school are exposed to consistent messages about what is important and valued.

8. We try to be efficient in this school and not offer too many programs that duplicate each other.

1

2

3

4

5

8. Students are provided with multiple opportunities to build the same developmental assets.

*Where Are We Now? Asset-Building Culture
Shift Assessment for Schools, continued*

9. Students do not feel valued at this school.

1

2

3

4

5

9. Students are treated as valuable resources at this school.

10. At this school, we tend to shift our focus from issue to issue, depending on what is fashionable.

1

2

3

4

5

10. At this school, we have a long-term commitment to building students' developmental assets.

11. At this school, most staff and students aren't involved in major decisions about the quality of our school life.

1

2

3

4

5

11. At this school, most staff and students are involved in major decisions about the quality of our school life.

12. At this school, we focus on how school personnel and programs can promote students' learning and growth.

1

2

3

4

5

12. At this school, we engage parents and other individuals and organizations from the community in promoting students' learning and growth.

The Asset-Building Process

Set up a leadership team.

- ◆ Choose people who are committed to building developmental assets.
- ◆ Choose people from diverse areas of the school community.
- ◆ Begin to shape a vision for your asset-building efforts.

Generate awareness of the developmental assets framework.

- ◆ Reach out to parents and other members of the community.
- ◆ Make awareness presentations.
- ◆ Include information about assets in newsletters.

Assess resources, students' asset levels, and current asset-building activities.

- ◆ Include students when assessing resources and current asset-building activities.
- ◆ Use the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey to assess students' asset levels.
- ◆ Discuss the results with students.
- ◆ Keep a low school profile when communicating the results.
- ◆ Include students when communicating the results.

The Asset-Building Process, continued

Prioritize assets.

- ◆ Choose assets that you can realistically hope to build.
- ◆ Include the leadership team, students, and other resource people in strategizing.

Form relationships that are mutually respectful, caring, and genuine.

- ◆ Know the names of students.
- ◆ Know something about them.
- ◆ Listen to them and respond accordingly.
- ◆ Do something with students outside your routine.
- ◆ Maintain contact.

Create an environment that encourages asset building.

- ◆ Set good examples in relationships with young people.
- ◆ Identify assets to foster in school.
- ◆ Train all school adults in the asset framework.
- ◆ Consult students about what would make their environment more caring.
- ◆ Hold other adults accountable for their actions toward young people.

The Asset-Building Process, continued

Use programs and practices to provide specific opportunities for asset building.

- ◆ Skills training
- ◆ Cross-age teaching
- ◆ Service-learning
- ◆ Cooperative team learning
- ◆ Peer helping
- ◆ Family activities

Sustain asset building.

- ◆ Continually evaluate what you're doing and make the appropriate adjustments.
- ◆ Continually inform, train, and guide people—including yourself—in the work of building assets.
- ◆ Continually try to change the norms by incorporating the philosophy of the asset framework into everything you do.

Academic Achievement and Assets

Studies have associated student reports of experiencing the Commitment-to-Learning assets with:

- ◆ Increased high school completion
- ◆ Increased enrollment in college
- ◆ Higher grades
- ◆ Higher achievement test scores
- ◆ Better attendance
- ◆ Less sexual intercourse and childbearing
- ◆ Less drug use
- ◆ Fewer conduct problems

Old Attitudes/New Attitudes

From . . .

To . . .

Young people's problems

Young people's strengths

Professionals' work

Everyone's work

Young people absorbing
resources

Young people as resources

Asset building as a program

Asset building as ways to
interact

Troubled young people

All young people

Accountable only for own
behavior

Accountable as well for
other adults' behavior

Incidental asset building

Intentional asset building

Blaming others

Claiming responsibility



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