











Youth Development at Dryden: Building the 40 Developmental Assets in our Kids

Type	Category	Asset and Description
External Assets	Support 	1. Family Support- Family life provides high levels of love and support.
		2. Positive Family Communication- Youth and her or his parent(s) communicate positively, and youth is willing to seek advice and counsel from parents.
		3. Other Adult Relationships- Youth receives support from three or more nonparent adults.
		4. Caring Neighborhood- Youth experiences caring neighbors.
		5. Caring School Climate- School provides a caring, encouraging environment.
		6. Parent Involvement in Schooling- Parent(s) are active in helping the youth succeed in school.
	Empowerment 	7. Community Values Youth- Youth perceives that adults in the community value them and their peers.
		8. Youth as Resources- Youth are given useful roles in the community.
		9. Service to Others- Youth serves in the community one hour or more per week.
		10. Safety- Youth feels safe at home, school, and in the neighborhood
	Boundaries and Expectations 	11. Family Boundaries- Family has clear rules/consequences and monitors the youth's whereabouts.
		12. School Boundaries- School provides clear rules and consequences.
		13. Neighborhood Boundaries- Neighbors take responsibility for monitoring youths' behavior.
		14. Adult Role Models- Parent(s) and other adults model positive, responsible behavior.
		15. Positive Peer Influence- Youth's best friends model responsible behavior.
		16. High expectations- Both parent(s) and teachers encourage the youth to do well.
	Constructive Use of Time 	17. Creative Activities- Youth spends time weekly in lessons or practice in music, theater, or other arts.
		18. Youth Programs- Youth spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
		19. Religious Community- Youth spends time each week in activities with a religious institution.
		20. Time at Home- Youth is out with friends "with nothing to do" two or fewer nights per week.
Internal Assets	Commitment To Learning 	21. Achievement Motivation- Youth is motivated to do well in school.
		22. School Engagement- Youth is actively engaged in learning.
		23. Homework- Youth reports doing at least one hour of homework every school day.
		24. Bonding to School- Youth cares about her or his school.
		25. Reading for Pleasure- Youth reads for pleasure three or more hours per week.
	Positive Values 	26. Caring- Youth places a high value on helping other people.
		27. Equality and Social Justice- Youth places high value on promoting equality and reducing hunger and poverty.
		28. Integrity- Youth acts on convictions and stands up for her or his beliefs.
		29. Honesty- Youth "tells the truth even when it is not easy."
		30. Responsibility- Youth accepts and takes personal responsibility.
	Social Competencies 	31. Restraint- Youth believes it is important not to be sexually active or to use alcohol or other drugs.
		32. Planning and Decision Making- Youth knows how to plan ahead and make choices.
		33. Interpersonal Competence- Youth has empathy, sensitivity, and friendship skills.
		34. Cultural Competence- Youth has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
		35. Resistance Skills- Youth can resist negative peer pressure and dangerous situations.
	Positive Identity 	36. Peaceful Conflict Resolution- Youth seeks to resolve conflict nonviolently.
		37. Personal Power- Youth feels he or she has control over "things that happen to me."
		38. Self-Esteem- Youth reports having high self-esteem.
		39. Sense of Purpose- Youth reports that "my life has a purpose."
		40. Positive View of Personal Future- Youth is optimistic about her or his personal future.

For more information: www.dcsd-ny.schoolloop.com/youthdevelopment



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What is a “developmental asset”?

These are positive experiences, relationships, opportunities, and personal qualities/skills that young people need to grow up healthy, caring, and responsible. Essentially, the assets are key building blocks to make young people successful in life.

How did they settle on these 40?

Through extensive national and international polling (over 4 million kids) and further research, these 40 were identified as the key ones, with strong correlations to healthy youth development in the long run. The more of these particular assets a child possesses, the less likely they are to engage in risky behaviors and the more likely they are to thrive.

At the end of the presentation:

Question 1: What “arrested” you in the data?		Question 2: What will be your “high five” to the youth of Dryden?	
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High-fives to consider:

- Increase the frequency of dinners the whole family is together for (<http://page.search-institute.org/KC-meal-planner-landing>)
- Clearly tell a child that you disapprove of substance use
- Compliment a child in your neighborhood on something you see them trying hard at
- Keep an eye out of the safety of children in your neighborhood, not just your own children
- Be aware of your child’s friends...their opinions on things will impact your child
- Encourage a child to engage in an extra-curricular activity or even just a hobby
- Check out an article on www.ahaparenting.com
- Take a self quiz or look at resources on www.parentfurther.com
- When a child tells you they are anxious about something, don’t just dismissively tell them it will be OK--show care
- Share your hobby/interest with a young person or better yet, share theirs
- Ask a child about struggles with peer pressure
- Encourage a child to do their best at something
- Ask a child about their plans for the future...and listen!
- When its “family time,” put the cell phone in the other room
- Ask a child how to solve a community problem
- Tell a child that you believe in their ability to do something great
- Verbally recognize when a child shows a positive character trait
- Invest in the youth of your community by participating in a civic organization
- Share some research with a child about the impact of teenage substance use on their future life
- Tell a child about a book/article you read recently
- Be mindful of how much time your child is home alone
- Ask your child how “tough” they think you are on discipline
- Take your child on a “date”...show they are worth the time
- Find a way to make a child feel less pressure, whether in academics, home life, extra-curriculars, or their future
- Avoid comparing children to each other—they are unique
- When setting a rule, explain the values behind it
- Model the right way to handle interpersonal conflicts
- Be more mindful about medications in the house
- Teach a child how to break down and plan for a seemingly overwhelming task/problem
- Come to a school event to support youth in the community
- Learn about other cultures...and not just foreign ones
- Read in public
- ...and any others you can think of that help build assets!