



**Introduction to the 40 Developmental Assets
for Children and Youth**



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To stay “aloft” children need:

- Asset positive environments
- Emotional Support
- Personal Values
- Social Skills




Adults build support networks for children by providing:

- Role models
- Safe places to go
- Experiences that are constructive and empowering

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PROGRAM QUALITY SELF-ASSESSMENT TOOL
USERS GUIDE


CT-QSAT
Program Area 1:
Relationships – Interactions and Engagement

A quality program is one where:

1. Adults are role models of positive and respectful relationships with both fellow staff and children/youth.
2. Adults build a sense of community and a welcoming, positive social-emotional climate.
3. Adults actively implement strategies to build positive relationships with each and every child/youth participant.
4. Adults are actively engaged with the children/youth as observed through their enthusiasm, interest, and interactions.
5. Children/youth are shown how to make responsible choices and offered opportunities to practice these skills.
6. Children/youth are empowered to request, design, and/or select activities that follow emerging interests.
7. Children/youth are active participants in leadership activities that may include program planning, activity leading, evaluation, and community outreach.
8. Both adults and children/youth promote physical and emotional safety through a culture of support, inclusion and mutual respect.

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The Developmental Relationships Framework

- Express Care:** Show me that I matter to you.
- Challenge Growth:** Push me to keep getting better!
- Provide Support:** Help me complete tasks and achieve goals.
- Share Power:** Hear me with respect and give me a say.
- Expand Possibilities:** Connect me with people and places.

DEVELOPMENTAL ASSETS FRAMEWORK

EXTERNAL ASSETS

- Supportive Relationships:** Positive relationships with family, friends, and community members.
- Engagement with adults:** Adults who are interested in and interact with children/youth.
- Participation in decision-making:** Children/youth have a say in decisions that affect their lives.
- Community use of time:** Children/youth spend time with family, friends, and community members.

INTERNAL ASSETS

- Positive relationships:** Positive relationships with family, friends, and community members.
- Self-efficacy:** Belief in one's ability to succeed.
- Resilience:** Ability to bounce back from adversity.
- Positive identity:** Positive sense of self and belonging.


40 DEVELOPMENTAL ASSETS

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The fundamental assumption of the developmental assets is that the more positive experiences children have in their lives, the greater the likelihood that they will succeed developmentally.

"All it takes to help prevent youth from dropping out of school is one caring adult, one."
(Halfon, 2007)

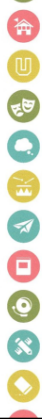


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Principles of Asset Building

- 1. All young people need assets
- 2. Asset building is an ongoing process
- 3. Everyone can build assets



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Who were your asset builders?



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“Personal commitments to building relationships with youth are critical. No matter how much money is spent, how many elaborate programs are initiated, how many laws are passed, or how many professionals are hired, the experiences of young people do not fundamentally change unless individuals take personal responsibility to contribute to young people’s healthy development.”

Peter L. Benson, Former President
Search Institute & Architect of the 40 Developmental Assets
www.search-institute.org



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