

Introduction to the 40 Developmental Assets for Children and Youth





















Spider Web























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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

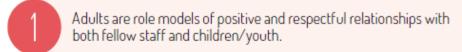
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CT-QSAT Program Area 1:

Relationships – Interactions and Engagement

A quality program is one where:







- Adults are actively engaged with the children/youth as observed through their enthusiasm, interest, and interactions.
- Children/youth are shown how to make responsible choices and offered opportunities to practice these skills.
- Children/youth are empowered to request, design, and/or select activities that follow emerging interests.
- Children/youth are active participants in leadership activities that may include program planning, activity leading, evaluation, and community outreach.
- Both adults and children/youth promote physical and emotional safety through a culture of support, inclusion and mutual respect.































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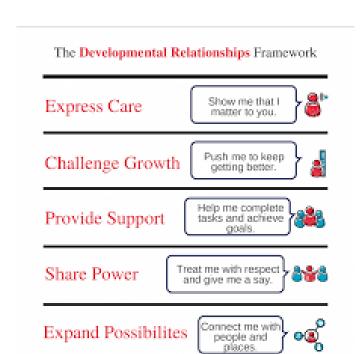












DEVELOPMENTAL ASSETS FRAMEWORK

The first four asset categories focus on external structures, relationships, and activities that create a positive environment for young people.



Empowerment

ASSET

EXTERNAL

ASSETS

NTERNAL



surrounded by people who love, care for sporeciate, and

Young people need to feel

valued and valuable. This

- I. Smily apport 2. Positive family communication Other adult relationship
- 4. Caring neighborhood
- 5. Caring school dimate 6. Parent involvement in ad
- 7. Community values youth
- 2. Youth as resources 9. Service to others 10. Selety

Family boundaries
School boundaries

Boundaries and expectations



Young people need clear rules, conditient consec

school - to learn and develop

new skills and interests with

15. Positive over influence 16. High expectations

17. Creative activities

19. Youth projects 19. Religious commo

The next four asset categories reflect internal values, skills, and beliefs that young



Constructive

use of time



of the lasting importance of learning and a belief in their

21. Achievement motivation 22. School engagement

22. Homework 24. Sanding to school 25. Reading for pleasure

Positive values



Young people need to deve strong guiding values or principles to help them make

26. Carring 27. Equality and codal luction

28. Integrity 29. Honestr

Social competencies

Positive identity



Young people need the skills to interact effectively with others, to make difficult dedplors, and to cope with

Young secole need to believe

in their own self-worth and

to feel that they have control

22. Flaming and decision making 22. Interpersonal competence 34. Cultural competence 25. Redstance skills 26. Peaceful conflict resolution

27. Personal power

29. Self-exteem 29. Sense of ourcose

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."

(Balfanz, 2007)























Principles of Asset Building

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























Who were your asset builders?























"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





















For more information visit the Search Institute www.search-institute.org





















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