

“The Power of Assets”

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Categories of Developmental Assets

EXTERNAL ASSETS

- **Support**
- **Empowerment**
- **Boundaries and Expectations**
- **Constructive Use of Time**

INTERNAL ASSETS

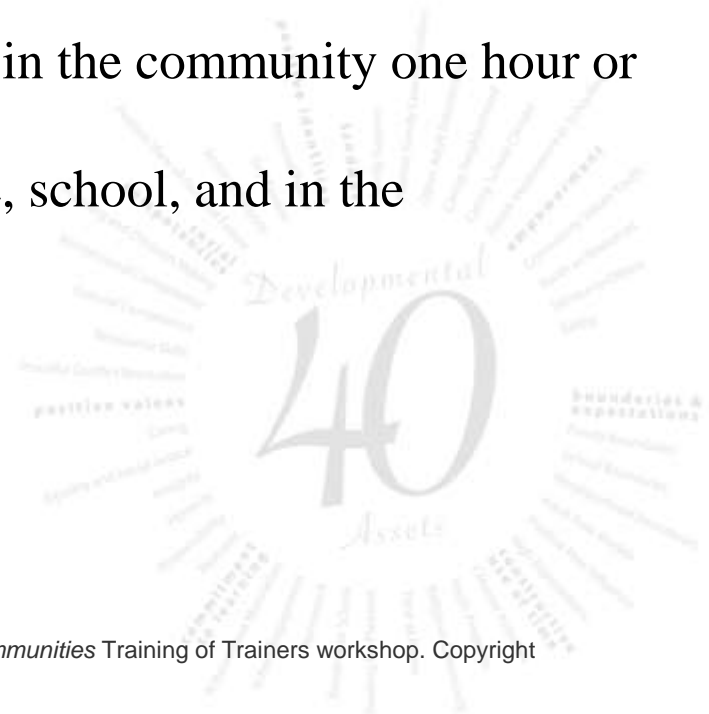
- **Commitment to Learning**
- **Positive Values**
- **Social Competencies**
- **Positive Identity**

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 non-parent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

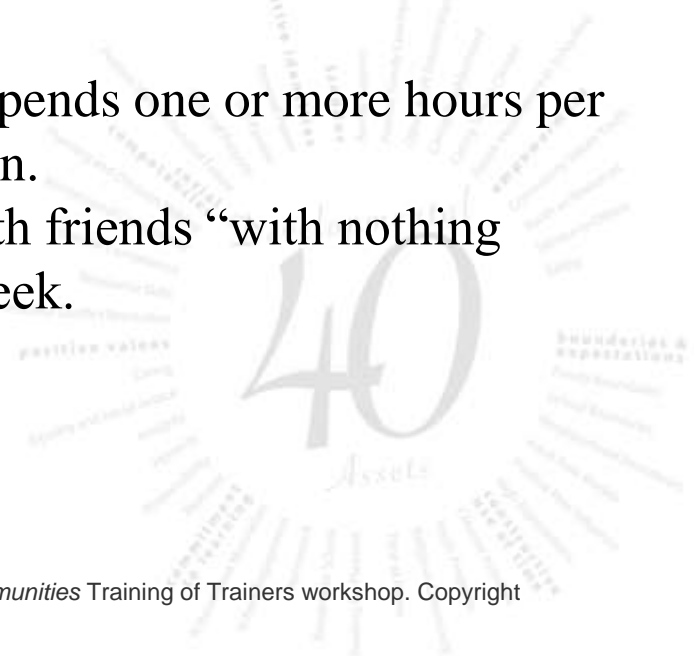


Boundaries & Expectations

- 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.



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.



Activity

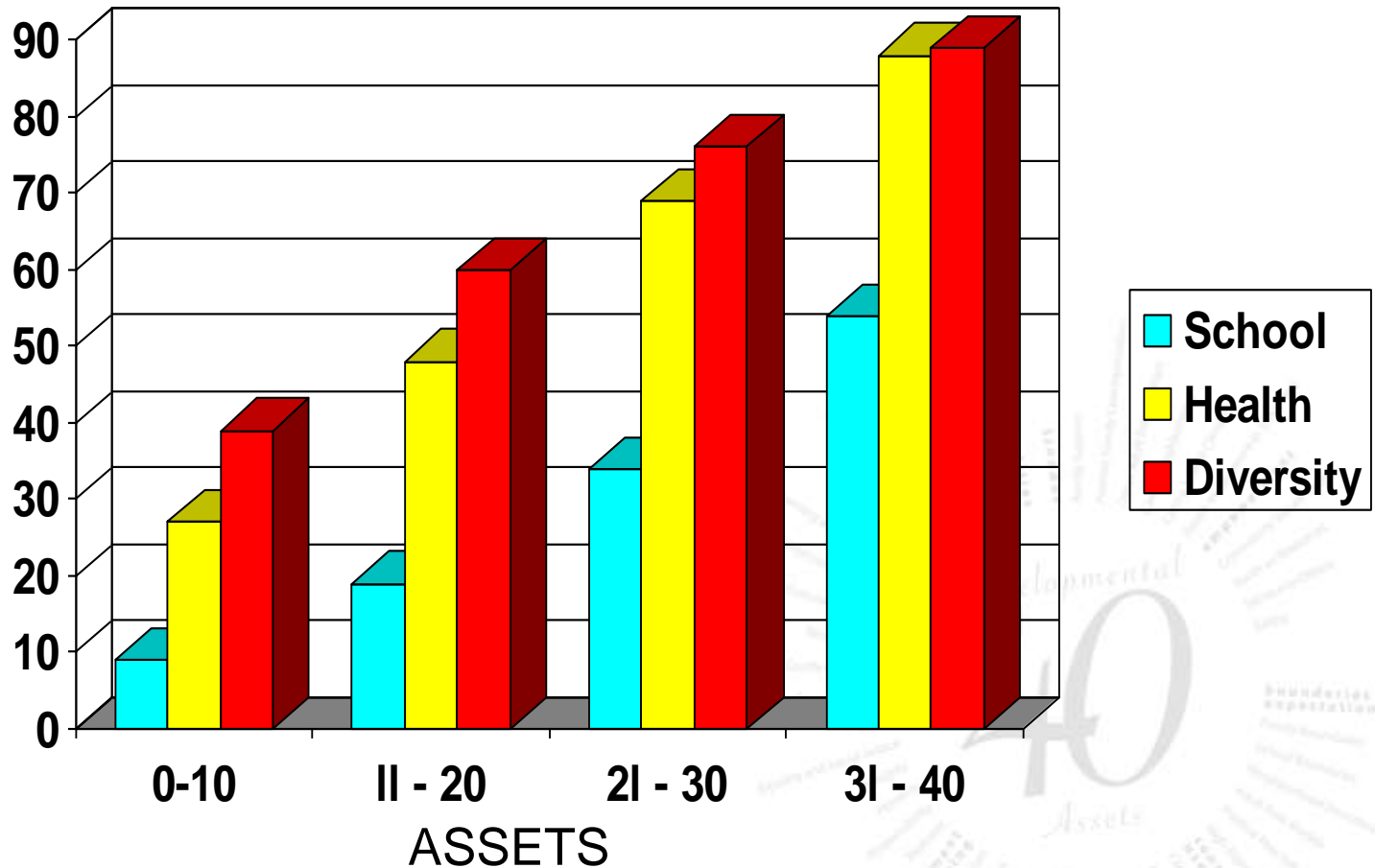
- **Place a check beside each asset you had when you were 15-16 years old.**
- **Place a dot beside the assets that were especially powerful to you**



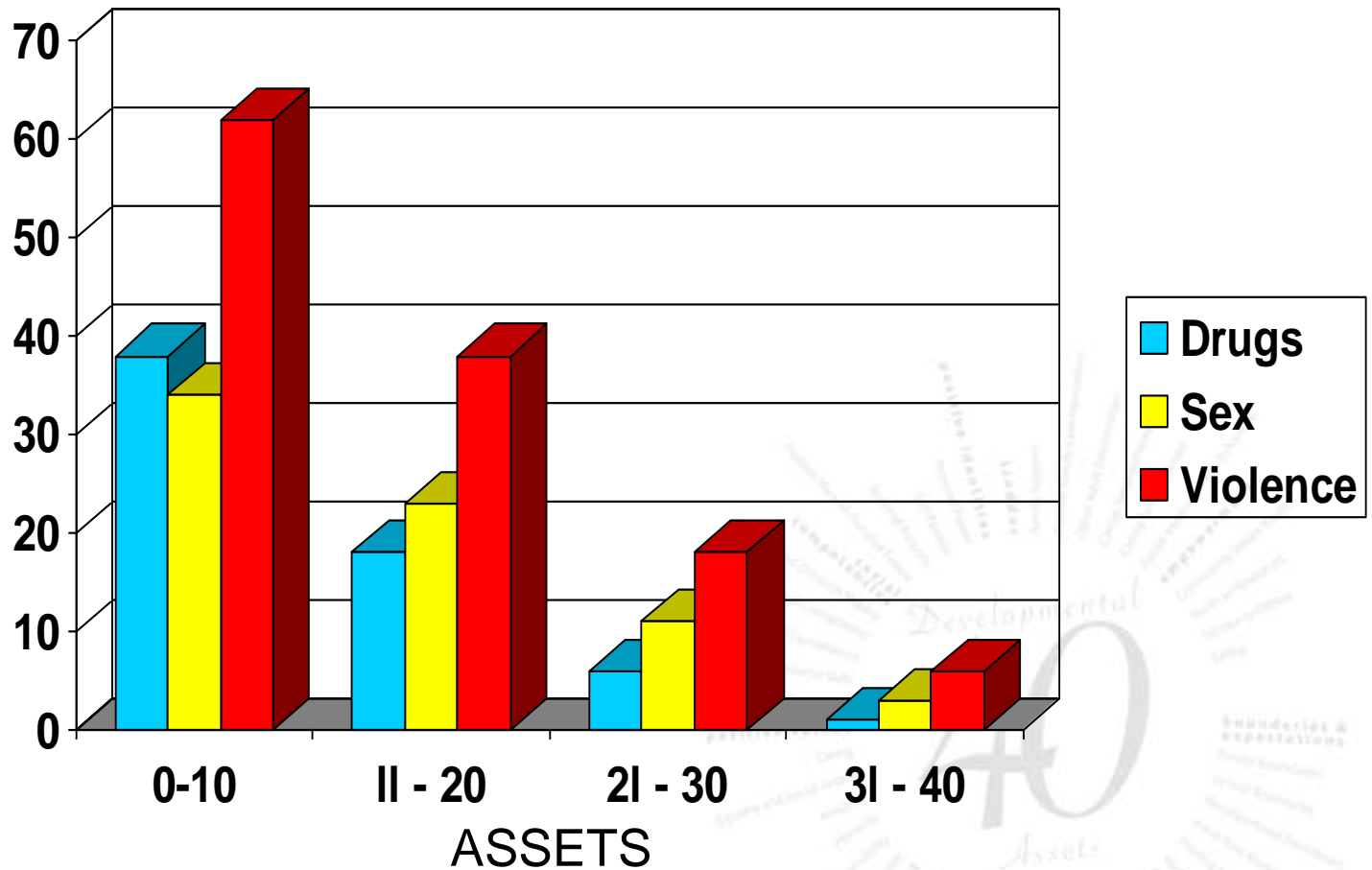
The Power of Assets



Positive Outcomes



High-Risk Behaviors



Academic Achievement and Assets

- **Studies have associated Commitment-to-Learning assets directly or indirectly 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**

Next Steps...

- **Target one or two assets**
- **Intentionally seek to develop them within your child**