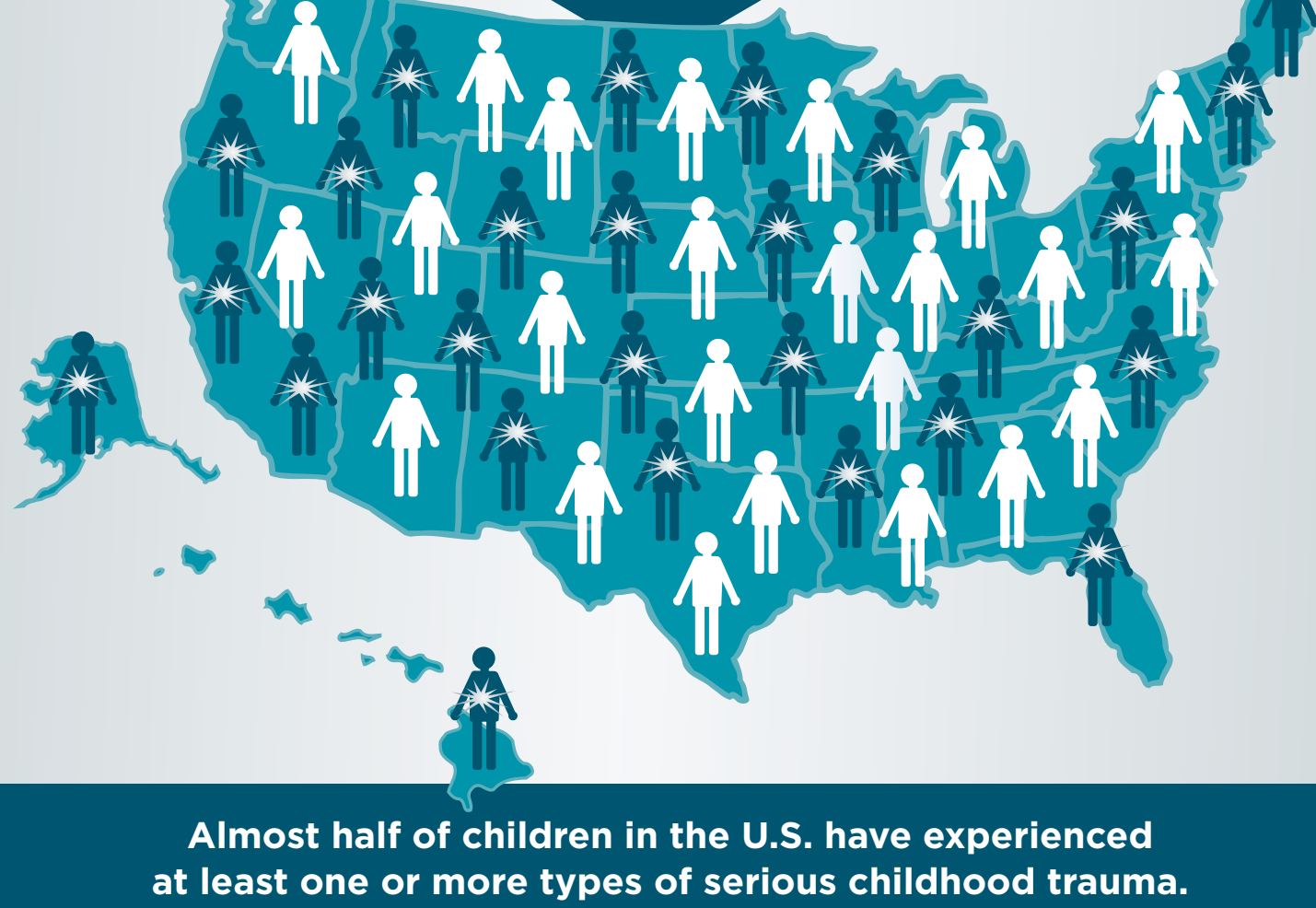




Mentors Can Help Kids Heal from Trauma

Promote healing and avoid re-traumatization by understanding how violence impacts a child's health and development.



Almost half of children in the U.S. have experienced at least one or more types of serious childhood trauma.

Traumatic stress occurs when children are exposed to traumatic events - like domestic violence, abuse, sexual violence, and community violence - and when that exposure overwhelms their ability to cope with what has been experienced.

Trauma can impact the physical development of a child's brain and can have profound effects on a child's long-term health. Children who have been exposed to traumatic events may:



HAVE DIFFICULTY EXPRESSING AND REGULATING EMOTIONS.



HAVE INTENSE REACTIONS TO SITUATIONS AND HAVE TROUBLE CALMING THEMSELVES DOWN.



HAVE DIFFICULTY WITH PROBLEM SOLVING OR REASONING.



HAVE TROUBLE PAYING ATTENTION OR FOCUSING.



HAVE DIFFICULTY FORMING NEW RELATIONSHIPS OR TRUSTING OTHER PEOPLE.



EXPERIENCE LONG-TERM NEGATIVE EFFECTS ON PHYSICAL AND MENTAL HEALTH.

WHAT CAN MENTORS DO?

The most important factor for children who develop resilience is a stable and consistent relationship with a caring and supportive adult. As a mentor in a child's life, you are uniquely poised to support young people, and to help them develop resiliency - their ability to thrive in the face of future challenges. Here's how you can help.

1

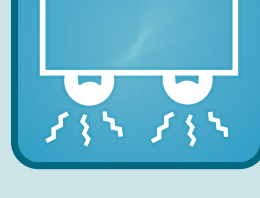
AVOID TRAUMA TRIGGERS IN THE ENVIRONMENT

Some sounds or experiences can cause young people to suddenly re-experience the stress and hurt of traumatic events they've experienced. You can help by becoming aware of these "triggers" and attempting to minimize them wherever possible.



LOUD OR UNEXPECTED NOISES

Slamming doors, announcements made over loudspeakers, and shouting can all trigger a traumatic response. When possible, provide advance notice to avoid your mentee from being startled.



HARSH LIGHTING

Similarly, lights that are very bright or harsh, like fluorescents, can be triggering for some children. Try using lamps or covered overhead fluorescents as alternatives.



UNWELCOME OR UNEXPECTED TOUCH

Always ask permission or give warning before physically touching a child.



OVERSTIMULATION

Environments with lots of people, movement, and changes in lighting can be overwhelming to some youth. Let youth know what to expect in advance of the outing and offer alternatives if the situation becomes uncomfortable.

2

PROMOTE HEALING BY USING EVERYDAY GESTURES

These gestures seem simple, but research shows that building caring and consistent relationships with young people is the most important thing adults can do to support healing. When done every day, these small gestures can make a huge difference in the life of a child.



COMFORT

Be patient and calm when children are under stress. Practice relaxation techniques when children are not under stress.

"When I'm upset and can't think clearly, deep breathing sometimes helps. Should we try it together?"



LISTEN

Be open to their ideas and opinions. Ask open-ended questions that require more than a yes or no answer.

"Tell me how things are going at school."



INSPIRE

Ask them who their role models are and why, and help them focus on what qualities they admire.

"Who would you be if you could be anyone in the world?"



COLLABORATE

Engage them with a step-by-step problem-solving process until you reach a solution.

"Let's work together to come up with a plan to help you..."



CELEBRATE

Encourage trial and error problem-solving skills to teach them how to persevere. Celebrate the process.

"You have clearly worked so hard on this. I love to see the effort you've put in."

3

TAKE CARE OF YOURSELF

Working with trauma-impacted youth can also have an effect on the mental and emotional health of supportive adults. Remember that your own wellness is an essential resource for success. You can model resiliency and ensure that you are well prepared to fully show up for children in your life by:

Strengthening supporting relationships

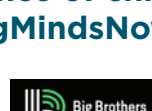
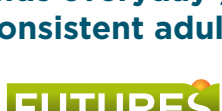
Apologizing for missteps, even when no harm was intended

Staying calm in unpleasant situations

Asking for help when you need it

Accepting mistakes as opportunities to learn

Discover more about the Changing Minds everyday gestures, science of childhood trauma, and the power of a caring, consistent adult at: ChangingMindsNow.org



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SUGGESTED LEARNING ACTIVITIES

Following are suggested learning activities to encourage growth in the areas of Self-Confidence, Self-Competence, and Caring.

1. SELF-CONFIDENCE:

- a. swimming, canoeing, water skiing, teaching water safety
- b. hiking, fishing, camping, study nature
- c. walking, jogging, biking, horseback riding, safety precautions
- d. ping pong, pool, cards, board games (scrabble, hand-man, chess, etc.)
- e. tennis, racquetball, volleyball (how to play and keep score)
- f. skating, skiing, hockey
- g. flying a kite, throwing a Frisbee
- h. twirling a baton, learning a cheer leading routine
- i. making puppets, doing a skit
- j. baseball, football, soccer, basketball, bowling, and golf (and how to keep score)
- k. teach good sportsmanship
- l. teach rules of good driving habits, road safety
- m. make a first aid class together
- n. work on flash cards together
- o. go to the library, take out books, read a story together (out loud)
- p. teach your Little how to tell time
- q. teach your Little the months of the year
- r. teach your Little how to use a microscope, calculator, camera, or computer
- s. teach your Little any special skill you may have (needle point, sewing, gardening, fishing, boating, carpentry, playing a musical instrument, photography, electronics, model kits, etc.)
- t. encourage, help, and support your Little with his/her hobbies (start a collection of rocks, insects, jokes, leaves, stamps, coins, arrowheads, baseball cards, autographs, etc.)
- u. have your Little teach you how to do something (play a new board game, electronic game, use a computer, put together an art/craft, draw a cartoon figure, tell you a job, etc.)

2. SOCIAL-COMPETENCE:

- a. talk about friends you each have, what your best friend is like, what it means to be a friend.
- b. help your Little work through problems he/she may be having at home, school, friends, etc. Listen, be supportive, where appropriate offer suggestions.
- c. role play different situations with your Little such as an encounter with a teacher, school bully, etc. Help your Little to understand the teacher and bully's feelings as well as his/her own.
- d. teach your Little good telephone etiquette, how to leave messages, how to use emergency phone numbers.
- e. role model and reinforce good personal hygiene
- f. discuss the importance of good manners (a smile, please, thank you, etc.)
- g. encourage your Little to get involved in recreational groups (after school activities, scouts, junior achievement, church youth group, etc.)
- h. go on a friendly trip to a fire department, police station, your place of employment, etc.
- i. introduce your Little to new foods by making a special ethnic meal, favorite family recipe; eat at a nice restaurant, etc.
- j. teach your Little a family song, a short poem, a childhood story
- k. teach your Little how to wash clothes, iron, mend clothing, clean the house, etc.
- l. go grocery shopping together, point out nutritional foods, etc.
- m. plant a vegetable or flower garden
- n. teach basic car maintenance such as washing/waxing, changing the oil, changing a flat, etc.
- o. teach yard maintenance such as cutting the grass, weeding, raking, seeding, fertilizing, etc.
- p. clean your Little's room or yard together
- q. teach your Little how to fill out a job application, role play the interview situation, and discuss what is expected when presenting yourself for a job interview.
- r. help your Little look for jobs in the neighborhood, newspaper, local church, etc.
- s. take your Little to the bank and help him/her open a savings account and start a budget
- t. help your Little decide what subjects to take in high school, talk about future goals for college or employment.

3. CARING:

- a. talk with your Little about the historical significance of each legal holiday
- b. teach your Little about responsible uses of energy (lights, electricity, water, soil, etc.)
- c. teach your Little how to recycle aluminum, paper, plastic, etc.
- d. encourage your Little to teach you about his/her family's customs and traditions and join in, if invited
- e. make an effort to inquire into your Little's hobbies, likes/dislikes, family relationships, favorite shows, etc.
- f. offer to help your Little make something special for their room such as a wall hanging, framed picture, book shelves, arts and crafts, or model kit.
- g. plan a neighborhood clean-up activity
- h. volunteer together at your local food bank, Salvation Army, soup kitchen, etc.
- i. talk to your Little about your volunteer activities outside of BBBS. Let your Little come along and engage/observe one of your volunteer activities.
- j. introduce Little to animals/pets, help to teach caring for and respect for nature
- k. you and your Little volunteer at the local animal shelter or conduct a pet food drive and donate food to a local animal shelter.
- l. make holiday crafts, cards, etc., and take them to residents of a local nursing home
- m. keep a journal/diary of your friendship and occasional share entries with one another
- n. put together a scrap book or photo album to include mementos from each of your outings
- o. write your Little a note/card when you have to be away for awhile and encourage your Little to do the same
- p. introduce your Little to new cultures by discussing various cultural holidays, differing religions, ethnic foods, the importance of equality and visiting museums, community festivals, and historical places
- q. make a bird feeder/bird house, string cheerios and hang on a tree, attach a pine cone covered with peanut butter, etc.
- r. you and your Little can engage in a community service outing with Big Brothers Big Sisters (an outing is offered once every three months) such as Festival of Trees, Family Winter fest, Air, Car, and Trade show, Big Help Day, and annual Bowl For Kids Sake fundraiser.

The Developmental Assets in Your Community

The Developmental Asset framework covers extensive territory, including the experiences of young people and their commitments, values, skills, and identity. Your youth were asked questions about their experience of each of the 40 assets. Their answers form the basis for this report. To grasp the range and depth of concepts measured by the asset framework, we can divide assets into two key areas: external assets and internal assets.

External assets are the positive developmental experiences that families, schools, neighborhoods, community groups, and other youth and family-serving organizations provide young people. These positive experiences are reinforced and supported by the broader efforts of society through government policy, health care providers, law enforcement agencies, civic foundations, and other community institutions.

Table 2. Percent of Your Youth Reporting External Assets			
Category	Asset Name	Definition	Percent
Support	1. Family support	Family life provides high levels of love and support.	73
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel.	33
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	56
	4. Caring neighborhood	Young person experiences caring neighbors.	42
	5. Caring school climate	School provides a caring, encouraging environment.	36
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	31
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	26
	8. Youth as resources	Young people are given useful roles in the community.	32
	9. Service to others	Young person serves in the community one hour or more per week.	55
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	56
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	47
	12. School boundaries	School provides clear rules and consequences.	52
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	49
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	30
	15. Positive peer influence	Young person's best friends model responsible behavior.	70
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	56
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.	20
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	68
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	47
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	55

Internal assets are the positive commitments, skills, and values that form a young person's inner guidance system. Youth make personal choices and actions based upon the degree to which their internal assets are developed.

Table 3. Percent of Your Youth Reporting Internal Assets			
Category	Asset Name	Definition	Percent
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	72
	22. School engagement	Young person is actively engaged in learning.	58
	23. Homework	Young person reports doing at least one hour of homework every school day.	44
	24. Bonding to school	Young person cares about his or her school.	60
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	25
Positive Values	26. Caring	Young person places high value on helping other people.	54
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	56
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	73
	29. Honesty	Young person tells the truth even when it is not easy.	70
	30. Responsibility	Young person accepts and takes personal responsibility.	69
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	44
Social Competencies	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	35
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	49
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	40
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	46
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	46
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."	48
	38. Self-esteem	Young person reports having a high self-esteem.	52
	39. Sense of purpose	Young person reports that "my life has a purpose."	64
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	76

Discovering what kids need to succeed

to 13 year olds who report strength in the measures of each action.

This framework of developmental relationships identifies five strategies supported by a total of 20 actions that contribute to young people thriving. In a relationship, each person influences the other. Percentages are parents of 3

Express CARE: Show that you like me and want the best for me. 71%

- **Listen**—Pay attention when you are with me.
- **Be Warm**—Let me know that you like being with me and express positive feelings toward me.
- **Invest**—Commit time and energy to doing things for and with me.
- **Show Interest**—Make it a priority to understand who I am and what I care about.
- **Be Dependable**—Be someone I can count on and trust.

CHALLENGE Growth: Insist that I try to continuously improve. 72%

- **Inspire**—Help me see future possibilities for myself.
- **Expect**—Make it clear that you want me to live up to my potential.
- **Stretch**—Recognize my thoughts and abilities while also pushing me to go a bit further.
- **Limit**—Hold me accountable for appropriate boundaries and rules.

Provide SUPPORT: Help me complete tasks and achieve goals. 75%

- **Encourage**—Praise my efforts and achievements.
- **Guide**—Provide practical assistance and feedback to help me learn.
- **Model**—Be an example I can learn from and admire.
- **Advocate**—Stand up for me when I need it.

Share POWER: Hear my voice and let me share in making decisions. 41%

- **Respect**—Take me seriously and treat me fairly.
- **Negotiate**—Give me a voice in making decisions that affect me.
- **Respond**—Understand and adjust to my needs, interests, and abilities.
- **Collaborate**—Work with me to accomplish goals and solve problems.

Expand POSSIBILITIES: Expand my horizons and connect me to opportunities. 36%

- **Explore**—Expose me to new ideas, experiences, and places.

- **Connect**—Introduce me to people who can help me grow.
- **Navigate**—Help me work through barriers that could stop me from achieving my goals.

Why Developmental Relationships Matter: Early Evidence

WELL-BEING: Several pilot studies show strong* associations between developmental relationships and different measures of young people’s well-being and thriving.

Child Relationships with Parents (Parents’ Perspectives)	Youth Relationships with Parents (Youth and Parent Perspectives)	Youth Relationships with Teachers (Student Perspectives)
Parents who report stronger developmental relationships with their children are much more likely to say that their child is . . .	When parents and youth both report stronger relationships in their families, youth are more likely to report that they . . .	When students report stronger developmental relationships with their teachers, they are more likely to . . .
<ul style="list-style-type: none"> • Motivated to learn • Manages emotions well • Has fewer conduct problems • Puts in effort to hard tasks 	<ul style="list-style-type: none"> • Manage emotions well • Interact well with people who are different from them • Help other people • Have a strong sense of purpose 	<ul style="list-style-type: none"> • Be motivated to master learning • Manage emotions well • Be goal oriented • Persevere in the face of challenges or obstacles
<small>SOURCE: An online survey of 1,054 parents with children ages 3-13 across the United States.</small>	<small>SOURCE: A pilot survey of youth (ages 12 to 18) and their parents (633 families) in two communities in the Midwest and South U.S.</small>	<small>SOURCE: A pilot survey of 610 students, grade 6- 12, in one community in the Northwest U.S.</small>

* The shown correlations are above .40, which are considered strong in the social sciences. Correlations do not indicate causality.

THRIVING: Relationships—much more than demographics—predict thriving.

Developmental relationships in families contribute 43% of the difference in children showing signs of thriving, which include being responsible and caring, having a sense of purpose, setting goals, and being more engaged in learning. Demographics (e.g., income, race/ ethnicity, family composition.) contribute just 5% of the difference.

SOURCE: A Search Institute study of 1,054 parents of children ages 3-13.

RESILIENCE: Youth in families experiencing a lot of stress and challenges do much better when they have strong relationships with their parents.

Many families experience high levels of stress or trauma, such as the death of a family member, violence, and unemployment. When their families face these stresses, youth are much more likely to be doing well, despite the challenges, if they have strong developmental relationships with their parents. For example, they are **15 times more likely to take personal responsibility and 11 times more likely to have a sense of hopeful purpose** than those in high-stress families who don’t experience strong developmental relationships.

SOURCE: A pilot survey of youth (ages 12 to 18) and their parents (633 families) in two communities in the Midwest and South US.

LEVERAGE: The power of sharing power in relationships.

Within developmental relationships, the strategy that seems to have the strongest association with many indicators of well-being is SHARE POWER. This finding holds true across all three pilot studies, including the

perspectives of parents of younger children, parents and teens together, and students reflecting on their relationships with teachers. This finding suggests that increasing mutual respect, shared decision making, adjusting to each other, and negotiating when there are differences can be a powerful way to start strengthening the web of relationships in young people's lives.

Ideas for Getting Started

Use these ideas (based on the survey) to reflect on and enhance your relationship with your child.

Express CARE

1. Focus attention on your child when he or she is talking about things that are important to her or him. Put away the smart phone.
2. Ask follow-up questions so both you and your child know you're tracking.
3. Have fun when you're together. Laugh. Smile. Be silly. Don't always make it all about chores or homework or getting something done.
4. Find satisfaction in doing things for your child, even if those things aren't important to you.
5. Make an effort to understand your child's point of view when he or she shares ideas or opinions.
6. Do what you say you will do with your child. When you can't, apologize.

CHALLENGE Growth

7. Tell your child about people and ideas that have inspired you.
8. Talk with your child about the positive things he or she has to look forward to in the future.
9. Expect your child to do her or his best, even when doing something he or she doesn't like.
10. Help your child find her or his own solutions rather than just telling him or her what to do.
11. Challenge you child to try things that are a little hard for her or him.
12. Teach your child that making mistakes is part of learning.
13. Require your child to take responsibility if he or she does something wrong.

Provide SUPPORT

14. Praise your child for her or his hard work, whether he or she succeeds or fails.
15. Encourage your child to try things he or she might be interested in.
16. When you teach your child a skill, demonstrate it by breaking it into smaller steps.
17. Model the values, attitudes, and behaviors that you want your child to follow.
18. Do what you believe is right, even if others disagree.
19. When your child is not getting the help he or she needs from other adults, talk to the person and try to find a solution.

Share POWER

20. Respect your child's opinions, even when you disagree.
21. When you're in a disagreement, take time to understand each other's point of view.
22. Be open to changing your opinions on important topics based on what you learn from your child.
23. When your child doesn't understand what you're trying to teach, try to show her or him in a different way.
24. Develop new interests based on things you learn from your child.
25. Respect one another's point of view, even if you disagree.

Expand POSSIBILITIES

29. Find opportunities for your child to spend time with people who are different from your family.
30. Introduce each another to new music, art, or activities.
31. Introduce your child to other trustworthy adults who have a similar hobby or interest.
26. Teach your child about ideas or cultures that are different from your own.
27. Teach your child how the “real world” works—particularly if it doesn’t work in her or his favor.
28. Show your child how to ask for help when he or she needs it.

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children grow up healthy, caring, and responsible.

External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality. 2. Positive family communication—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input. 3. Other adult relationships—With the family's support, the child experiences consistent, caring relationships with adults outside the family. 4. Caring neighbors—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging. 5. Caring climate in child-care and educational settings—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure. 6. Parent involvement in child care and education—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.
	Empowerment	<ol style="list-style-type: none"> 7. Community cherishes and values young children—Children are welcomed and included throughout community life. 8. Children seen as resources—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs. 9. Service to others—The child has opportunities to perform simple but meaningful and caring actions for others. 10. Safety—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve. 12. Boundaries in child-care and educational settings—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors. 13. Neighborhood boundaries—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way. 14. Adult role models—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles. 15. Positive peer relationships—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children. 16. Positive expectations—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Play and creative activities—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others. 18. Out-of-home and community programs—The child experiences well-designed programs led by competent, caring adults in well-maintained settings. 19. Religious community—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. 20. Time at home—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Motivation to mastery—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills. 22. Engagement in learning experiences—The child fully participates in a variety of activities that offer opportunities for learning. 23. Home-program connection—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities. 24. Bonding to programs—The child forms meaningful connections with out-of-home care and educational programs. 25. Early literacy—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—The child begins to show empathy, understanding, and awareness of others' feelings. 27. Equality and social justice—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different. 28. Integrity—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right. 29. Honesty—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding. 30. Responsibility—The child begins to follow through on simple tasks to take care of her- or himself and to help others. 31. Self-regulation—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems. 33. Interpersonal skills—The child cooperates, shares, plays harmoniously, and comforts others in distress. 34. Cultural awareness and sensitivity—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him. 35. Resistance skills—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior. 36. Peaceful conflict resolution—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—The child can make choices that give a sense of having some influence over things that happen in her or his life. 38. Self-esteem—The child likes her- or himself and has a growing sense of being valued by others. 39. Sense of purpose—The child anticipates new opportunities, experiences, and milestones in growing up. 40. Positive view of personal future—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<ol style="list-style-type: none"> Family Support—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs. Positive Family Communication—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments. Other Adult Relationships—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult. Caring Neighborhood—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging. Caring School Climate—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school. Parent Involvement in Schooling—Parent(s) talk about the importance of education and are actively involved in the child’s school success.
	Empowerment	<ol style="list-style-type: none"> Community Values Children—Children are welcomed and included throughout community life. Children as Resources—Child contributes to family decisions and has opportunities to participate in positive community events. Service to Others—Child has opportunities to serve in the community with adult support and approval. Safety—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family Boundaries—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is. School Boundaries—Schools have clear, consistent rules and consequences and use a positive approach to discipline. Neighborhood Boundaries—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s). Adult Role Models—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples. Positive Peer Influence—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples. High Expectations—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.
	Constructive Use of Time	<ol style="list-style-type: none"> Creative Activities—Child participates weekly in music, dance, or other form of artistic expression outside of school. Child Programs—Child participates weekly in at least one sport, club, or organization within the school or community. Religious Community—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. Time at Home—Child spends time at home playing and doing positive activities with the family.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school. Learning Engagement—Child is enthused about learning and enjoys going to school. Homework—With appropriate parental support, child completes assigned homework. Bonding to School—Child is encouraged to have and feels a sense of belonging at school. Reading for Pleasure—Child listens to and/or reads books outside of school daily.
	Positive Values	<ol style="list-style-type: none"> Caring—Parent(s) help child grow in empathy, understanding, and helping others. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior. Honesty—Parent(s) encourage child’s development in recognizing and telling the truth. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home. Self-Regulation—Parents encourage child’s growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.
	Social Competencies	<ol style="list-style-type: none"> Planning and Decision Making—Parent(s) help child think through and plan school and play activities. Interpersonal Competence—Child seeks to build friendships and is learning about self-control. Cultural Competence—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.
	Positive Identity	<ol style="list-style-type: none"> Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life. Self-Esteem—Child likes herself or himself and feels valued by others. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it.

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). 3. Other adult relationships—Child receives support from adults other than her or his parent(s). 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Child feels valued and appreciated by adults in the community. 8. Children as resources—Child is included in decisions at home and in the community. 9. Service to others—Child has opportunities to help others in the community. 10. Safety—Child feels safe at home, at school, and in his or her neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child’s whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child’s behavior. 14. Adult role models—Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behavior. 15. Positive peer influence—Child’s closest friends model positive, responsible behavior. 16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. 18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children.. 19. Religious community—Child attends religious programs or services one or more times per week. 20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Child is motivated and strives to do well in school. 22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. 23. Homework—Child usually hands in homework on time. 24. Bonding to school—Child cares about teachers and other adults at school. 25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Parent(s) tell the child it is important to help other people. 27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. 28. Integrity—Parent(s) tell the child it is important to stand up for one’s beliefs. 29. Honesty—Parent(s) tell the child it is important to tell the truth. 30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. 31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. 33. Interpersonal Competence—Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. 34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. 35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. 36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Child feels he or she has some influence over things that happen in her or his life. 38. Self-esteem—Child likes and is proud to be the person that he or she is. 39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. 40. Positive view of personal future—Child is optimistic about her or his personal future.

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.