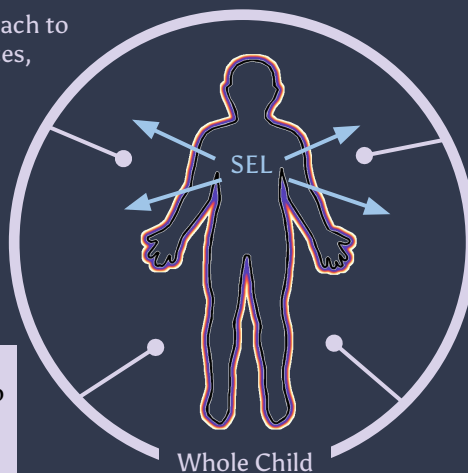# Developmental Assets
Tier 2

Krista Leh

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The Whole Child & Social Emotional Learning

The Whole Child is an approach to educational policies, practices, and relationships to ensure all students are
- healthy,
- safe,
- engaged,
- supported, and
- challenged.
  (www.ASCD.org)

The Whole Child provides the systemic framework so that students can more effectively and efficiently develop social, emotional, and cognitive skills.

SEL

Whole Child

SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to
- understand their emotions,
- manage their emotions,
- feel and show empathy for others,
- establish and maintain positive relationships, and
- make responsible decisions.
  (www.CASEL.org)

Educators can foster social emotional growth through modeling their own SEL development, establishing positive rapport with students, and providing opportunities for students to practice SEL skills.

Philosophy of SEL

Philosophy of SEL

- SEL is for EVERYONE, regardless of age, race & ethnicity, language, socioeconomic status, religion, and gender.
- We all deserve to feel valued, included, treated with respect.
- Families, schools, and communities need to work together to actively reduce academic and non-academic barriers to achievement.
- Teaching and learning is social.

Ready to Learn

Ready to Live

Ready to Lead

Resonance Educational Consulting

www.ResonanceEd.com

"Love"

Alexander Milov

Ukraine

Resonance Educational Consulting

www.ResonanceEd.com

Comprehensive Behavioral Health Plan

Thom Stecher and Associates
www.ThomStecher.com

Behavioral Intervention
For students in need of the highest level of school-based intervention
Comprehensive process with support from staff and administration

Tier 3

Developmental Assets Early Intervention
Students in need of social emotional and/or academic support
Immediate action plan based on strengths-based exploration of student's internal and external assets

Tier 2

Building a Classroom and School Community
100% of Students and Staff
Social emotional learning integrated with academic standards to ensure cognitive, social, and emotional growth and achievement

Tier 1

Developmental Assets Intervention

Students in need of social emotional and/or academic support

Immediate action plan based on a strengths-based exploration of students' internal and external assets

Search INSTITUTE ❯

- 20 years of data
- 5 million students
- Grades 4-12
- 58-item survey

- Personal
- Social
- Family
- School
- Community

External Assets

Internal Assets

Protective Factors
- Support systems
- Relationships
- Activities

Resiliency Skills
- Values
- Beliefs
- Skills
- Talents

Resonance Educational Consulting

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External Assets

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 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	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.

Internal Assets

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.

Six Principles of Asset Building

- All children and youth need assets
- Everyone can build assets
- Asset building is an ongoing process
- Relationships are key
- Delivering consistent messages is crucial
- Duplication and repetition are necessary

Asset Checklist

Think of a

"Student of Concern"…

Student Data (2017)

On average, how many assets do you think the American student reports having?

21

A young person's asset level is **2x** as important

in predicting academic achievement

as socio-economic status, race/ethnicity,

gender, and family composition.

Support

On average, what percent of students cited they have Family Support?

73

Support

On average, what percent of students cited they have Other Adult Relationships?

52

Support

On average, what percent of students cited they have a Caring School Climate?

37

Empowerment

25

On average, what percent of students cited their Community Values Youth?

Boundaries & Expectations

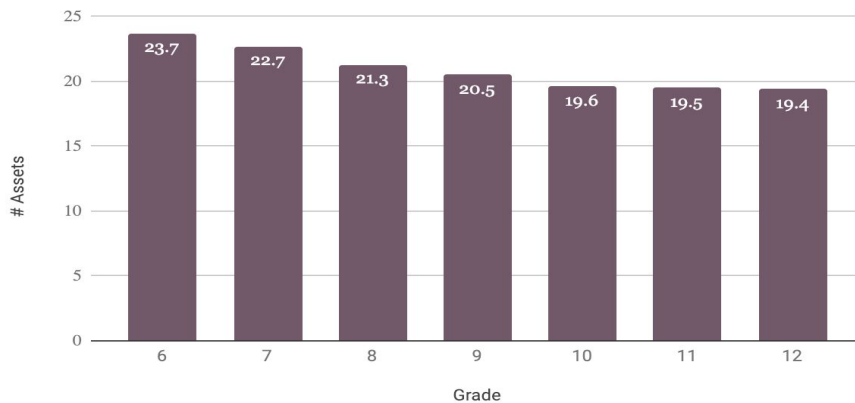Asset with the largest drop between 6th - 12th grade:
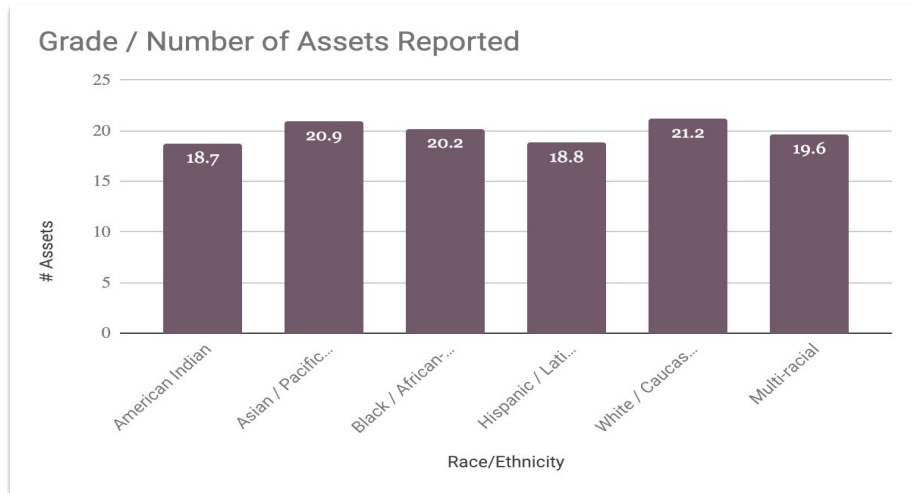
Positive Peer Influence
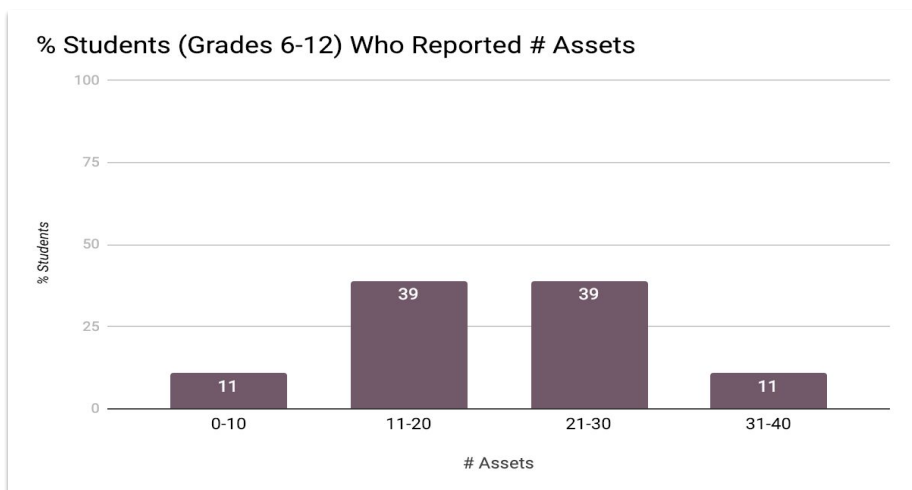
90 to 55

Grade Level and Assets

Grade / Number of Assets Reported

Grade	# Assets
6	23.7
7	22.7
8	21.3
9	20.5
10	19.6
11	19.5
12	19.4

Race/Ethnicity and Assets

Grade / Number of Assets Reported

Bar chart — # Assets by Race/Ethnicity:
- American Indian: 18.7
- Asian / Pacific...: 20.9
- Black / African-...: 20.2
- Hispanic / Lati...: 18.8
- White / Caucas...: 21.2
- Multi-racial: 19.6

Total Number of Assets Reported

% Students (Grades 6-12) Who Reported # Assets

Bar chart — % Students by # Assets:
- 0-10: 11
- 11-20: 39
- 21-30: 39
- 31-40: 11

Assets & Risk-taking Behaviors

Identified At-risk Behaviors

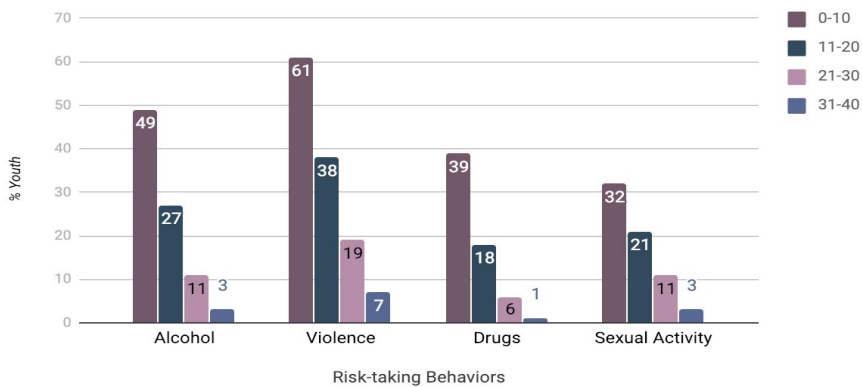|		
Use alcohol	Binge drink	Drive under the influence
Smoke	Use inhalants	Use smokeless tobacco
Use marijuana	Use other illicit drugs	Ride with intoxicated driver
Have sexual intercourse	Shoplift	Vandalize
Use of weapon	Hit or hurt someone	Participate in group fighting
Threaten to harm someone	Skip school	Gamble
Develop an eating disorder	Become depressed	Attempt suicide

Assets and At-risk Behaviors

Risk-taking Behaviors Engaged In by Assets Reported
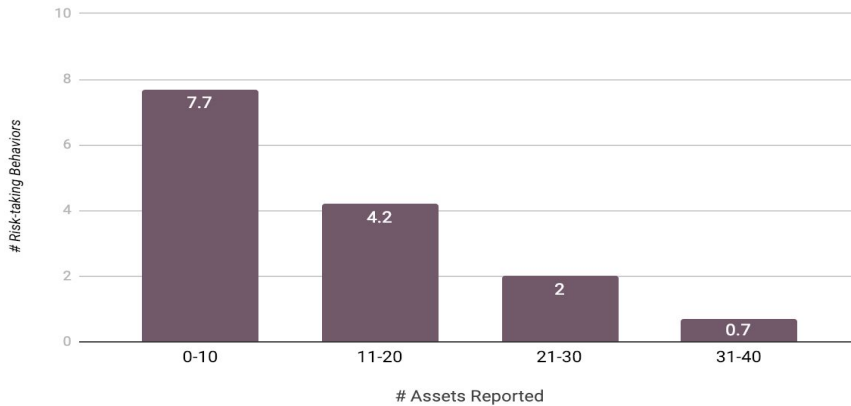
Chart: "# Risk-taking Behaviors Engaged In by Assets Reported"
Y-axis: # Risk-taking Behaviors
X-axis: # Assets Reported

# Assets Reported	# Risk-taking Behaviors
0-10	7.7
11-20	4.2
21-30	2
31-40	0.7

% Youth Who Have Engaged in Risk-Taking Behaviors by Assets Reported

% Youth Who Have Engaged in Risk-Taking Behaviors by Assets Reported

Chart legend: 0-10, 11-20, 21-30, 31-40
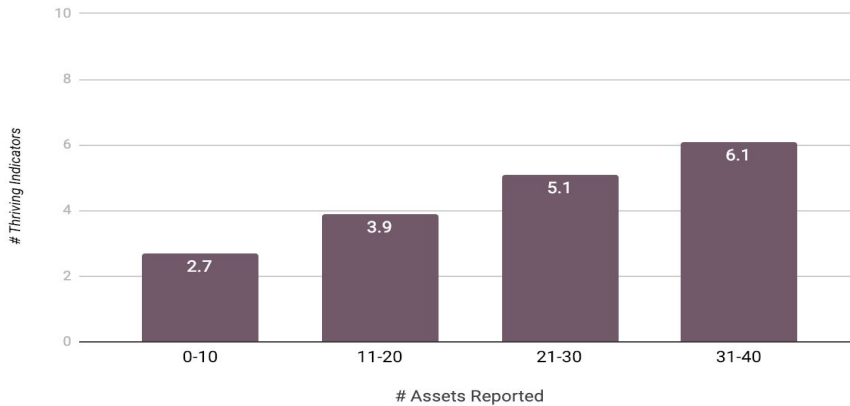Y-axis: % Youth
X-axis: Risk-taking Behaviors

Risk-taking Behaviors	0-10	11-20	21-30	31-40
Alcohol	49	27	11	3
Violence	61	38	19	7
Drugs	39	18	6	1
Sexual Activity	32	21	11	3

Assets & Thriving Indicators

Identified Thriving Indicators

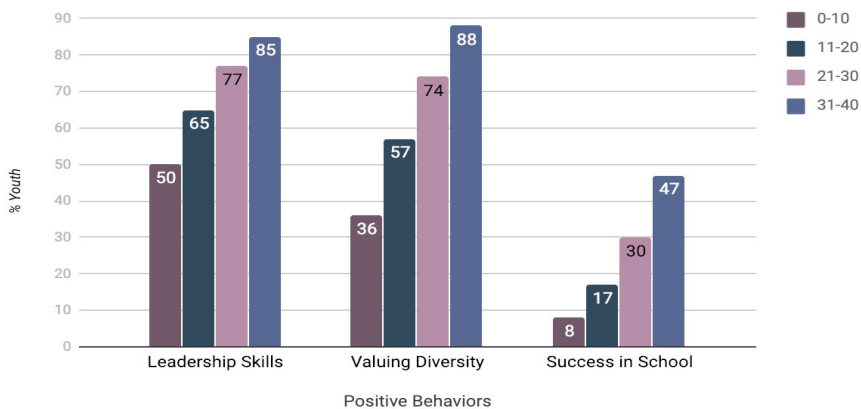|	
School success	Informal helping
Valuing diversity	Maintaining good health
Resisting danger	Impulse control
Exhibiting leadership	Overcoming adversity

Assets and Thriving Indicators

Thriving Behaviors Engaged In by Assets Reported

Bar chart titled "# Thriving Behaviors Engaged In by Assets Reported". Y-axis labeled "# Thriving Indicators" from 0 to 10. X-axis labeled "# Assets Reported".

- 0-10: 2.7
- 11-20: 3.9
- 21-30: 5.1
- 31-40: 6.1

% Youth Who Have Engaged in Positive Behaviors by Assets Reported

% Youth Who Have Engaged in Positive Behaviors by Assets Reported

Grouped bar chart titled "% Youth Who Have Engaged in Positive Behaviors by Assets Reported". Y-axis labeled "% Youth" from 0 to 90. X-axis labeled "Positive Behaviors". Legend: 0-10, 11-20, 21-30, 31-40.

- Leadership Skills: 50, 65, 77, 85
- Valuing Diversity: 36, 57, 74, 88
- Success in School: 8, 17, 30, 47

Assets Linked to Academic Achievement (x3)

3x Academic Success
+
.2 GPA for each asset gained

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- Service to Others

- Creative Activities

- Out-of-Home Activities

- Religious Communities

- Reading for Pleasure

Assets Linked to Academic Achievement (x2)

2x Academic Success
+
.2 GPA for each asset gained

Resonance Educational Consulting

- Positive Peer Observation

- Positive, Supervised Time at Home

- Children Are Engaged in Learning

- Healthy Lifestyle and Sexual Attitudes

- Peaceful Conflict Resolution

Collaborative Intervention

Developmental Assets
Schools Can Influence

- School engagement
- Achievement motivation
- Positive peer influence
- Youth programs
- Safety
- Bonding to school
- Service to others
- School boundaries
- Homework
- Peaceful conflict resolution
- Creative activities
- Other adult relationships
- Interpersonal competence
- High expectations
- Resistance skills
- Parent involvement in schooling
- Planning and decision making
- Adult role models
- Caring school climate
- Youth as resources
- Reading for pleasure
- Community values youth

Life Skills / Assets Formula

Life Skills/ Deficiencies	**+**	Life Crises/ Circumstances	**=**	Specific, Descriptive Behaviors

Collaborative Intervention

https://bit.ly/2HHt39W

Collaborative Intervention

- **Pre-Meeting**
  - Prepare Asset/Life Skills Development Plan

- **Step 1 (3 Minutes)**
  - Introduce behaviors, assets, and goal

- **Step 2 (2 Minutes)**
  - Questions

- **Step 3 (4 Minutes)**
  - Brainstorm

- **Step 4: (1 Minute)**
  - Identify strategy for use
  - Set up reconnection date/time

Student: _____

Grade: _____   Date: _____

1. List the most significant strengths/assets this student possesses:

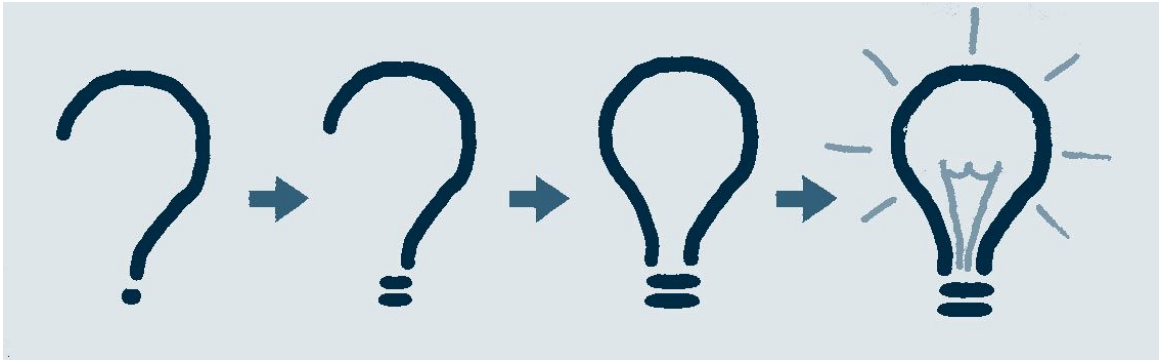2. What is the one specific asset you would like to see your student develop?

3. Brainstorm all the possible interventions/supports that can help this student develop and enhance that specific asset.

4. Choose one intervention/support that you are willing to commit to doing during the next two weeks with this student.

What worked? What didn't?
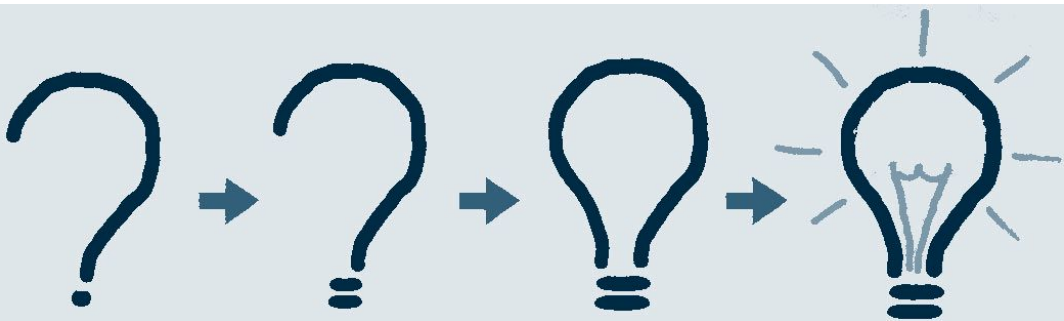
What Questions Do You Have?

Thank you!

Krista Leh

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