



It takes a whole village to bring up a child.\*

\*Ancient African Proverb



## The principles of building Assets

All young people need assets.

- Everyone can build assets.
- Relationships are key.
- Asset building is an ongoing process.
- Consistent messages are crucial.
- Repetition is important.

## Background History

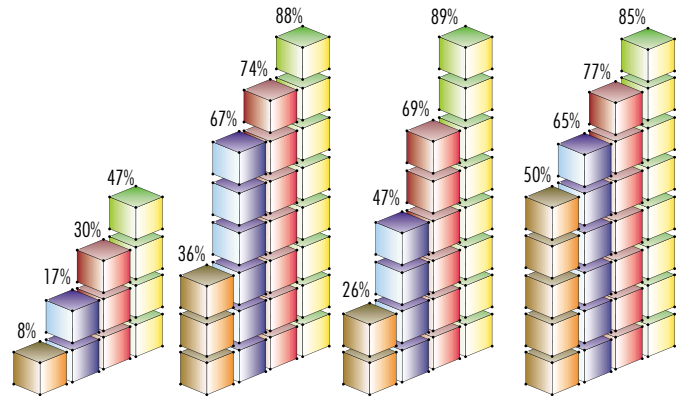
The Developmental Assets framework was formulated by Search Institute, a US based independent nonprofit organisation established in 1958 with the mission to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. To accomplish this mission, the institute generates and communicates new knowledge.

Since 1989, the heart of their work has been the framework of 40 Developmental Assets, which are positive experiences and personal qualities that young people need to grow up as healthy, caring, and responsible community members.

To date they have assessed over 2 million children and young people in 2,000 communities across North America. The first European assessment of 5,188 pupils in Perthshire and West Scotland was completed in early 2008.

Today in the UK, the Developmental Assets framework has already influenced PSA14, is under assessment by several local authorities and YMCA England, and has already been adopted by Oasis, the Langley House Trust and the Salvation Army (ALOVE).

## Positive Identity



Succeeds in School

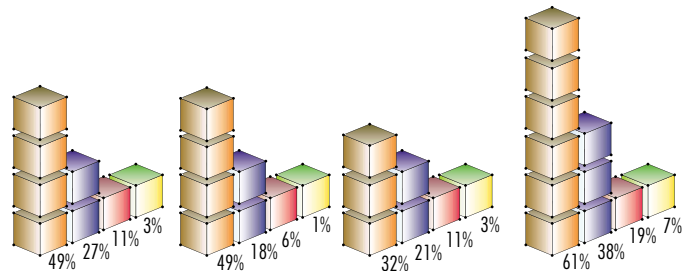
Values Diversity

Maintains Good Health

Exhibits Leadership



## Problematic Behaviour



Problem Alcohol Use

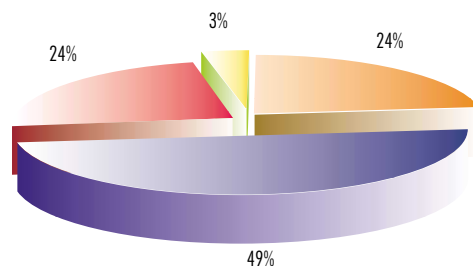
Use of illicit Drugs

Sexual Activity

Violence



## Current UK Asset Profile



\*Source: Lloyds TSB (Scotland) funded Attitudes & Behaviours Survey, June 2008. Sample size of 5,188 from largely urban schools in Perthshire and W Scotland.

# 40 DEVELOPMENTAL ASSETS

## EXTERNAL ASSETS

### SUPPORT

1. Family support
2. Positive family communication
3. Other adult relationships
4. Caring neighbourhood
5. Caring school climate
6. Parent involvement in schooling

### EMPOWERMENT

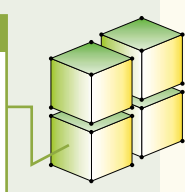
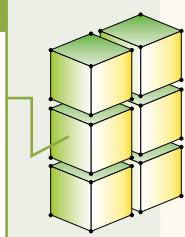
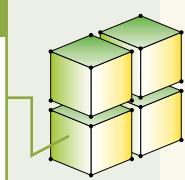
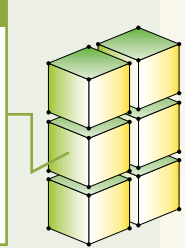
7. Community values youth
8. Youth as resources
9. Service to others
10. Safety

### BOUNDARIES & EXPECTATIONS

11. Family boundaries
12. School boundaries
13. Neighbourhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations

### CONSTRUCTIVE USE OF TIME

17. Creative activities
18. Youth programmes
19. Religious community
20. Time at home



## INTERNAL ASSETS

### COMMITMENT TO LEARNING

21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for pleasure

### POSITIVE VALUES

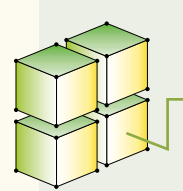
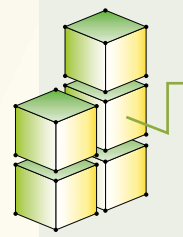
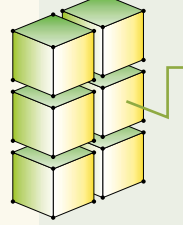
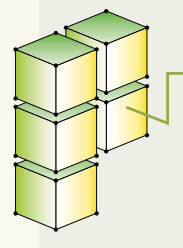
26. Caring
27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

### SOCIAL COMPETENCE

32. Planning and decision making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolution

### POSITIVE IDENTITY

37. Personal power
38. Self-esteem
39. Sense of purpose
40. Positive view of personal future



## BACKGROUND ON THE 40 DEVELOPMENTAL ASSETS

The framework of 40 Developmental Assets has grown out of extensive research on the positive relationships, experiences, opportunities, and personal qualities that help young people grow up healthy, caring, and responsible. The framework gives a clear picture of things that are important for helping children and teenagers avoid problems, overcome challenges, and make healthy, positive choices.

Where the Developmental Assets framework was originally developed with the Search Institute, over 2 million children and youth surveyed consistently showed that the more Assets young people experience, the more likely they are to thrive and make healthy choices, and the less likely they are to engage in a wide range of high-risk behaviours.

# BELIEFS AND PRACTICES THAT **LIMIT** AND **PROMOTE** ASSET BUILDING

## Beliefs and Practices that **Limit Asset Building**

There's a programme for everything, and the sources of success in working with students mostly come from formal programs.

We emphasise "informal" asset building based in the daily individual relationships students have with each other and with school adults.

Once students attend a special intervention event or participate in a programme, we've adequately helped them.

We commit to ensure that each student has repeated, ongoing opportunities for asset building, more than reliance solely on short term special events or programmes.

We believe that asset building is for only certain students, such as "at-risk "

We commit to intentionally build assets throughout the entire school community, so that all students and school adults receive the benefits.

We believe that schools carry the burden of students' academic success.

We believe that accountability for students performance should be a collective responsibility of the entire community, not just schools.

## Beliefs and Practices that **Promote Asset Building**

"Interventions" for helping students are something we do to or for students.

We promote asset building with and not only for students; i.e., we encourage students' significant participation and leadership in building their own assets.

We believe that asset building is the job of only certain staff, such as teachers and counselors.

We believe that everyone in a school community is a potential asset builder - including students, caretakers, bus drivers, para professionals, nurses, teachers, administrators, and cafeteria workers.

## Developmental Assets framework directly maps to Every Child Matters

Support Public Service Agreement (PSA) targets such as:

- PSA 10 'Raise the educational achievement of all children and young people'
- PSA 11 'Narrow the gap in educational achievement between children from low income & disadvantaged backgrounds and their peers'
- PSA 12 'Improve the health and wellbeing of children and young people'
- PSA 13 'Improve children and young people's safety'
- PSA 14 'Increase the number of children and young people on the path to success'
- PSA 16 'Increase the proportion of socially excluded adults in settled accommodation & employment, education or training'
- PSA 21 'Build more cohesive, empowered and active communities'
- PSA 23 'Make communities safer'
- PSA 25 'Reduce the harm caused by Alcohol and Drugs'

### 15 Objectives for Building Developmental Nutrients (Assets)\*

- 1) Promote bonding
- 2) Foster resilience
- 3) Promote social competence
- 4) Promote emotional competence
- 5) Promote cognitive competence
- 6) Promote behavioral competence
- 7) Promote moral competence
- 8) Foster self-determination
- 9) Foster spirituality
- 10) Foster self-efficacy
- 11) Foster clear and positive identity
- 12) Foster belief in the future
- 13) Provide recognition for positive behaviour
- 14) Provide opportunities for prosocial involvement
- 15) Foster prosocial norms.

\*Identified by the Social Development Research Group at the University of Washington

### What LifeWhys can deliver:

- 1) We use the Developmental Assets framework in:
  - needs assessment tools
  - programme design and development
  - training and materials
- 2) Support for fund raising / income generation
- 3) Set up and oversee projects
- 4) Manage monitoring and evaluation

To find out more, visit:  
[www.lifewhys.com](http://www.lifewhys.com)

