

Category	Asset Name and Definition	
<b>External Assets</b>	<b>Support</b> <ol style="list-style-type: none"> <li><b>Family Support</b>-Family life provides high levels of love and support.</li> <li><b>Positive Family Communication</b>-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li><b>Other Adult Relationships</b>-Young person receives support from three or more nonparent adults.</li> <li><b>Caring Neighborhood</b>-Young person experiences caring neighbors.</li> <li><b>Caring School Climate</b>-School provides a caring, encouraging environment.</li> <li><b>Parent Involvement in Schooling</b>-Parent(s) are actively involved in helping young person succeed in school.</li> </ol>	
	<b>Empowerment</b> <ol style="list-style-type: none"> <li><b>Community Values Youth</b>-Young person perceives that adults in the community value youth.</li> <li><b>Youth as Resources</b>-Young people are given useful roles in the community.</li> <li><b>Service to Others</b>-Young person serves in the community one hour or more per week.</li> <li><b>Safety</b>-Young person feels safe at home, school, and in the neighborhood.</li> </ol>	
	<b>Boundaries &amp; Expectations</b> <ol style="list-style-type: none"> <li><b>Family Boundaries</b>-Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li><b>School Boundaries</b>-School provides clear rules and consequences.</li> <li><b>Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring young people's behavior.</li> <li><b>Adult Role Models</b>-Parent(s) and other adults model positive, responsible behavior.</li> <li><b>Positive Peer Influence</b>-Young person's best friends model responsible behavior.</li> <li><b>High Expectations</b>-Both parent(s) and teachers encourage the young person to do well.</li> </ol>	
	<b>Constructive Use of Time</b> <ol style="list-style-type: none"> <li><b>Creative Activities</b>-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>Youth Programs</b>-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>Religious Community</b>-Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>Time at Home</b>-Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>	
	<b>Internal Assets</b>	<b>Commitment to Learning</b> <ol style="list-style-type: none"> <li><b>Achievement Motivation</b>-Young person is motivated to do well in school.</li> <li><b>School Engagement</b>-Young person is actively engaged in learning.</li> <li><b>Homework</b>-Young person reports doing at least one hour of homework every school day.</li> <li><b>Bonding to School</b>-Young person cares about her or his school.</li> <li><b>Reading for Pleasure</b>-Young person reads for pleasure three or more hours per week.</li> </ol>
		<b>Positive Values</b> <ol style="list-style-type: none"> <li><b>Caring</b>-Young person places high value on helping other people.</li> <li><b>Equality and Social Justice</b>-Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>Integrity</b>-Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>Honesty</b>-Young person "tells the truth even when it is not easy."</li> <li><b>Responsibility</b>-Young person accepts and takes personal responsibility.</li> <li><b>Restraint</b>-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
		<b>Social Competencies</b> <ol style="list-style-type: none"> <li><b>Planning and Decision Making</b>-Young person knows how to plan ahead and make choices.</li> <li><b>Interpersonal Competence</b>-Young person has empathy, sensitivity, and friendship skills.</li> <li><b>Cultural Competence</b>-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li><b>Resistance Skills</b>-Young person can resist negative peer pressure and dangerous situations.</li> <li><b>Peaceful Conflict Resolution</b>-Young person seeks to resolve conflict nonviolently.</li> </ol>
		<b>Positive Identity</b> <ol style="list-style-type: none"> <li><b>Personal Power</b>-Young person feels he or she has control over "things that happen to me."</li> <li><b>Self-Esteem</b>-Young person reports having a high self-esteem.</li> <li><b>Sense of Purpose</b>-Young person reports that "my life has a purpose."</li> <li><b>Positive View of Personal Future</b>-Young person is optimistic about her or his personal future.</li> </ol>

## PROTECTIVE CONSEQUENCES OF DEVELOPMENTAL ASSETS

High Risk Behavior Patterns		Percent with High Risk Patterns			
Category	Definition	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
<b>Alcohol</b>	Has used alcohol three or more times in the past month or got drunk once or more in the past two weeks.	49	27	11	3
<b>Tobacco</b>	Smokes one or more cigarettes every day or uses chewing tobacco frequently.	31	14	4	1
<b>Illicit Drugs</b>	Used illicit drugs three or more times in the past year.	39	18	6	1
<b>Sexual Intercourse</b>	Has had sexual intercourse three or more times in lifetime	32	21	11	3
<b>Depression/Suicide</b>	Is frequently depressed and/or has attempted suicide.	42	27	14	5
<b>Anti-Social Behavior</b>	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the past year.	48	22	7	2
<b>Violence</b>	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the past year.	61	38	19	7
<b>School Problems</b>	Has skipped school two or more days in the past month and/or has below a C average.	45	24	11	4
<b>Driving and Alcohol</b>	Has driven after drinking or ridden with a drinking driver three or more times in the past year.	35	19	9	3
<b>Gambling</b>	Has gambled three or more times in the past year.	30	19	11	4

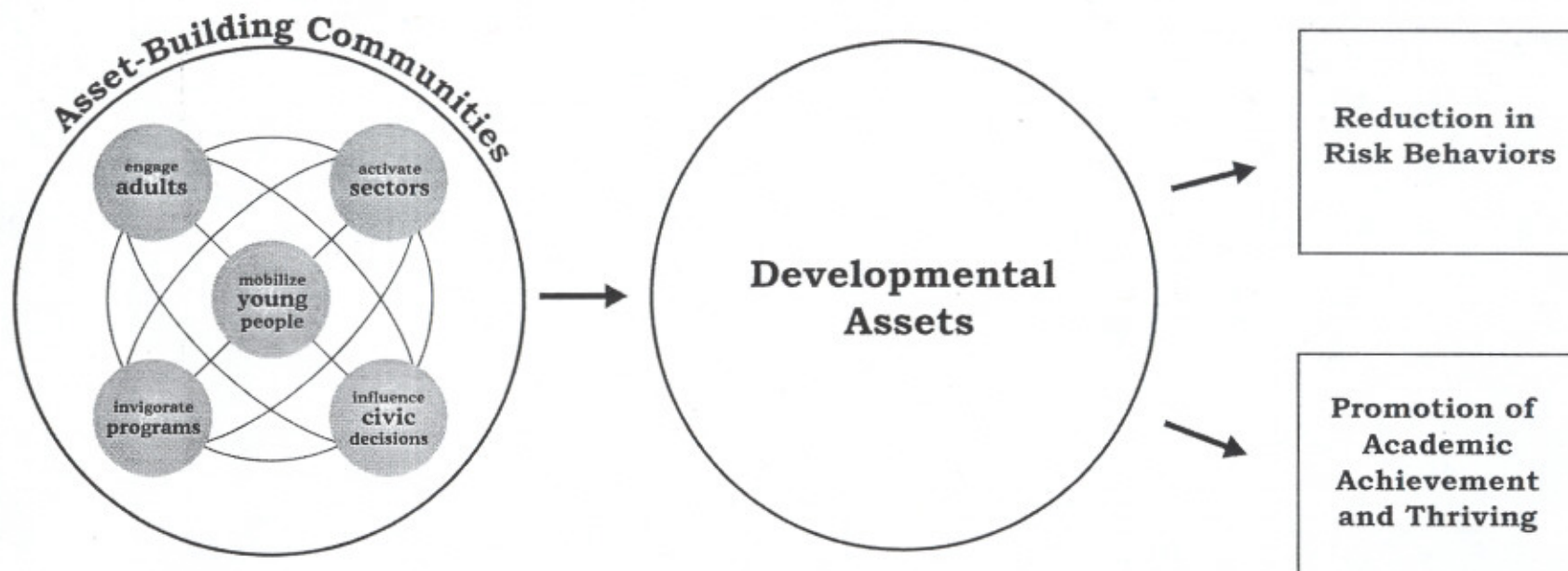
\*Based on studies of 6th-12th grade public school students during the 1999-2000 school year. Sample includes 217,277 students in 318 cities.  
 \*\*For further elaboration on developmental assets and the capacity of communities to promote these assets, see Peter Benson (1997).  
*All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents.* San Francisco: Jossey-Bass.

## DEVELOPMENTAL ASSETS AND ASSET-BUILDING COMMUNITIES: RESEARCH

Benson, P. L., (1997). *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents.* San Francisco: Jossey-Bass.

Leffert, N. & Scales, P. C. (1998) *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development.* Minneapolis, Search Institute.

# Creating Asset-Building Communities: A Strategic Framework for Prevention



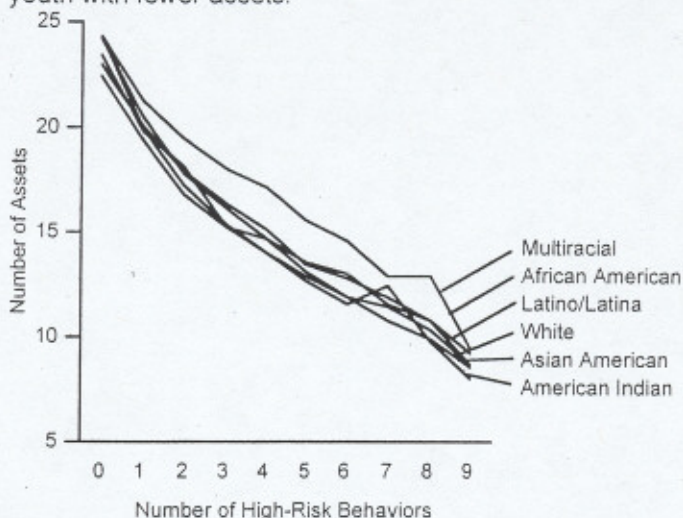
<p><b>Theory and Research</b></p>	<p>For a bibliography of scientific publications on developmental assets and asset-building communities, go to <a href="http://www.search-institute.org">www.search-institute.org</a> and click on <b>Bibliography</b> and <u>Insights and Evidence</u>, a new web-based publication which presents the latest research from Search Institute.</p>
<p><b>Advantages for ATOD Prevention</b></p>	<ol style="list-style-type: none"> <li>1. The process of mobilizing communities around the concept of developmental assets promotes dynamics essential for building and sustaining community-wide collaborations and interventions. Among these are: a shared vision that unites people and systems; citizen engagement; youth engagement; collective efficacy; personal efficacy; social trust; and a balance of "head and heart."</li> <li>2. This strategic framework can be used to "glue together" multiple prevention initiatives.</li> <li>3. This strategic framework can be used to "glue together" multiple systems and sectors.</li> <li>4. This strategic framework can be "blended and braided" with ATOD prevention programs.</li> <li>5. Building developmental assets is a powerful method for reducing ATOD use.</li> </ol>

# Developmental Assets and ATOD Prevention

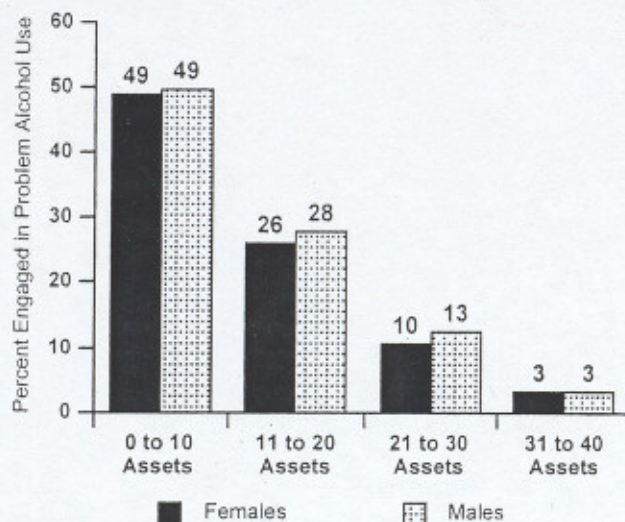
These charts show the relationships between levels of developmental assets and engagement in high-risk behaviors, including alcohol, tobacco, and other drugs. Based on Search Institute surveys of 217,277 young people (grades 6 to 12) during the 1999-2000 school year.

## Risks and Assets, by Race/Ethnicity

On average, young people from all racial/ethnic backgrounds with more developmental assets engage in many fewer high-risk behaviors (out of 10 measured) than youth with fewer assets.

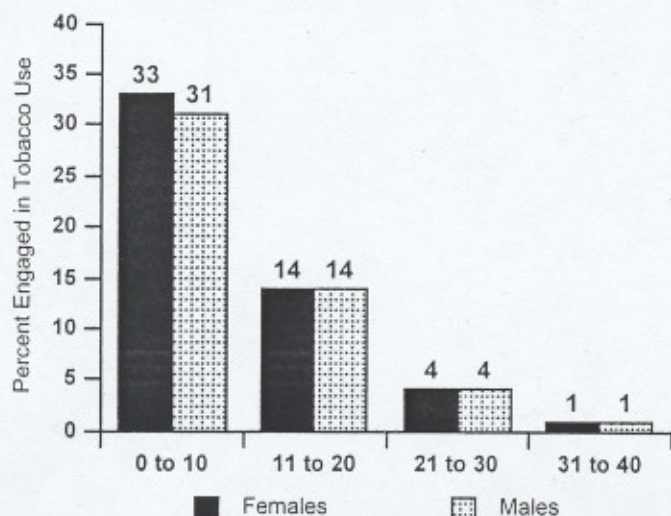


## Problem Alcohol Use,\* by Gender



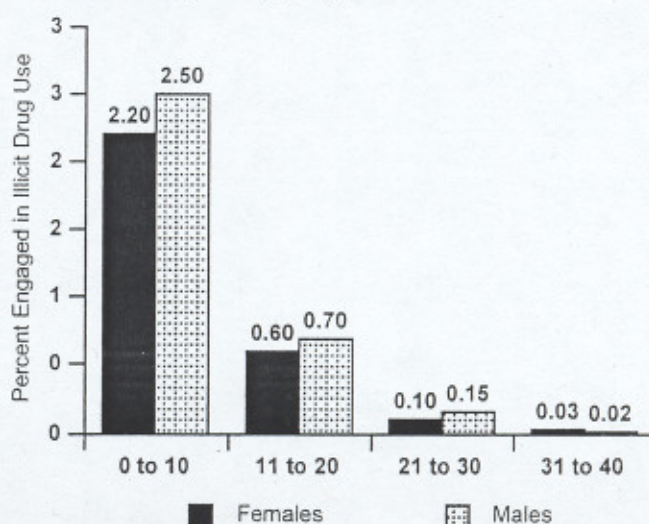
\* Using alcohol 3 or more times in the past 30 days, or getting drunk once or more in the past 2 weeks.

## Tobacco Use,\* by Gender



\* Smoking one or more cigarettes every day and/or using chewing tobacco frequently.

## Illicit Drug Use,\* by Gender



\* Using illicit drugs (inhalants, cocaine, heroine, PCP, amphetamines, LSD) 3 or more times in the past 12 months.

Preliminary data from a report on the role of developmental assets in preventing alcohol, tobacco, and other drug use, which will be published in *Search Institute Insights & Evidence* (February 2004). Sign up to be notified of publication (and view previous issues) at [www.search-institute.org/research/Insights](http://www.search-institute.org/research/Insights).



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## THRIVING CONSEQUENCES OF DEVELOPMENTAL ASSETS

Thriving Indicator  Category	Percent with Thriving Indicator			
	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
<b>Succeeds in School</b> Grades are A's or mostly A's	8	17	30	47
<b>Helps Others</b> Helps friends or neighbors one or more hours per week.	64	80	89	96
<b>Values Diversity</b> Places high importance on getting to know people of other racial/ethnic groups.	36	57	74	88
<b>Maintains Good Health</b> Pays attention to healthy nutrition and exercise.	26	47	69	89
<b>Exhibits Leadership</b> Has been a leader of a group or organization in the last 12 months.	50	65	77	85
<b>Resists Danger</b> Avoids doing things that are dangerous.	8	19	31	44
<b>Delays Gratification</b> Saves money for something special rather than spending it all right away.	27	41	54	70
<b>Overcomes Adversity</b> Does not give up when things get difficult.	57	68	78	85

\*Based on studies of 6th-12th grade public school students during the 1999-2000 school year. Sample includes 217,277 students in 318 cities.

## DEVELOPMENTAL ASSETS AND ASSET-BUILDING IN COMMUNITIES:

### *PRACTICAL RESOURCES*

#### Print and Video Resources

Review Search Institute's catalog of resources at [www.search-institute.org](http://www.search-institute.org) or call 800-888-7828 for a free catalog.

#### Information on Community Initiatives across the country

For a list of Healthy Communities • Healthy Youth initiatives across the country, visit the Search Institute Web site at [www.search-institute.org](http://www.search-institute.org). To contribute ideas, innovations, and questions on community change, join our e-mail discussion group. Click on the Web site's "Participate" button to get started.

#### Training Opportunities

For a complete list of trainings, visit [www.search-institute.org](http://www.search-institute.org) or call Vision Training Associates at 800-294-4322.

#### 2004 Healthy Communities • Healthy Youth Conference

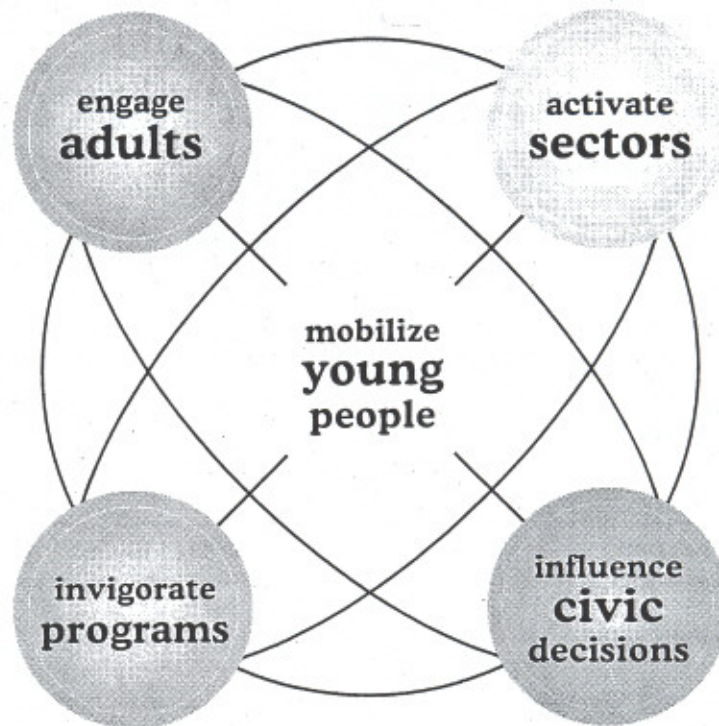
This national conference draws 1500-2000 asset champions from all regions of the country. Many communities send delegations of youth and adults. The 2004 Conference will be in St. Paul, MN, November 3-6. Information is available on the Search Institute website.

#### Abundant Assets Alliance

The YMCA of the USA, YMCA Canada and Search Institute have united to form the Abundant Asset Alliance. Intended to mobilize the asset-building power of YMCA's in thousands of communities, a profile of the Alliance is available at [www.abundantassets.org](http://www.abundantassets.org).

# the Five Action Strategies

**Five Action Strategies for Transforming Communities and Society:  
Creating a World Where All Young People Are Valued and Thrive**



- **Engage Adults** — Engage adults from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighborhoods.
- **Mobilize Young People** — Mobilize young people to use their power as asset builders and change agents.
- **Activate Sectors** — Activate all sectors of the community—such as schools, congregations, youth, businesses, human services, and health-care organizations—to create an asset-building culture and to contribute fully to young people’s healthy development.
- **Invigorate Programs** — Invigorate, expand, and enhance programs to become more asset rich and to be available to and accessed by all children and youth.
- **Influence Civic Decisions** — Influence decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society.

