

DOT

The diagram features four circular nodes on a dark teal background. At the top left is a light blue circle with 'DOT' in brown. At the top right is a light blue circle with 'to' in black. In the middle is a medium blue circle with 'DOT' in black. At the bottom is a large light blue circle with white text. Lines connect the top-left 'DOT' to the top-right 'to' (two parallel lines), the top-left 'DOT' to the middle 'DOT' (a dashed line), the top-right 'to' to the middle 'DOT' (a dashed line), and the middle 'DOT' to the bottom circle (two parallel lines).

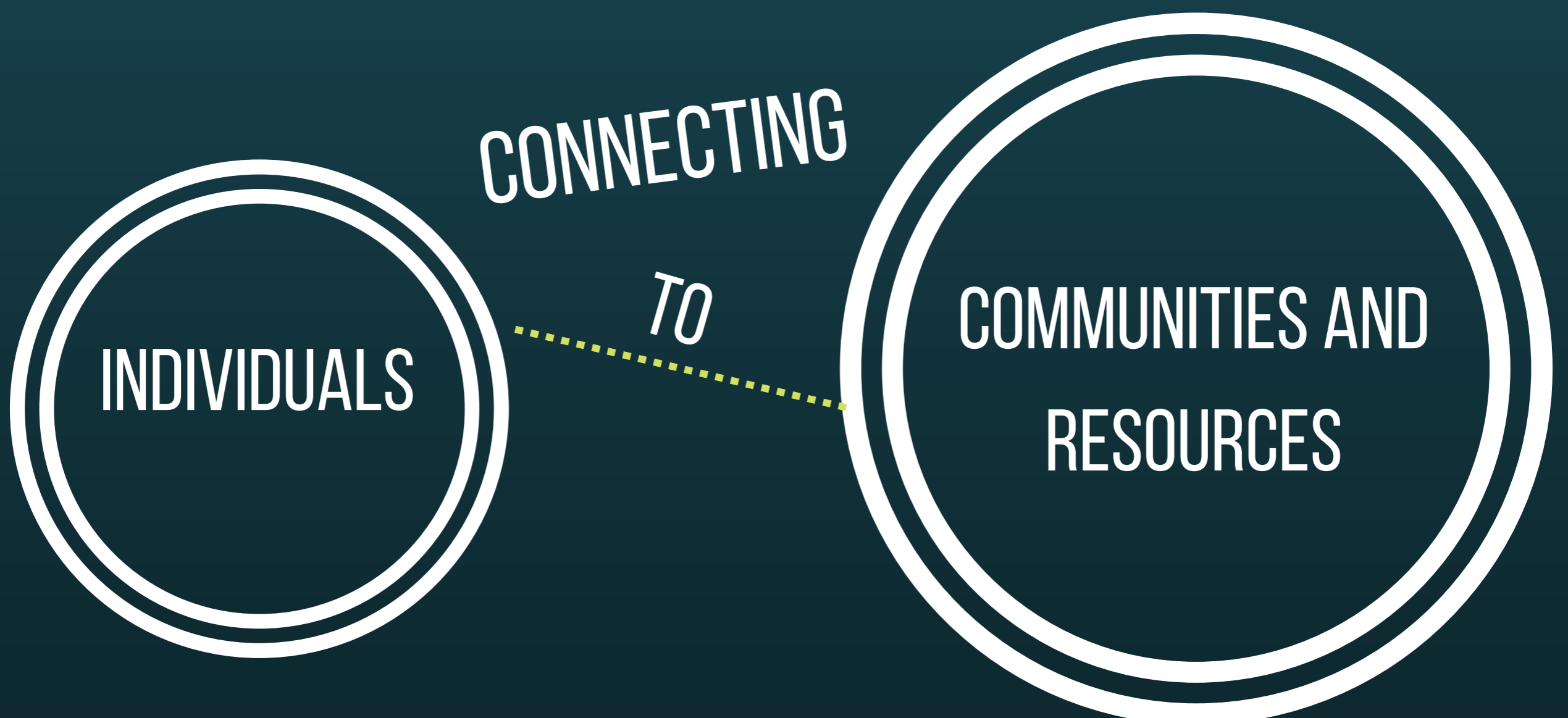
to

DOT

Connecting with
40 Developmental
Assets

What are the 40 Developmental Assets?

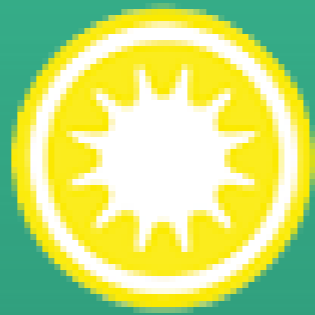
The 40 Development Assets is a framework designed by the Search Institute to help youth flourish. In 1989, the Search Institute completed research designed to identify why some students struggle more than others growing up. They discovered 40 experiences and qualities that positively shape youth. Just as immunizations protect young children for illnesses and diseases, developmental assets help kids make healthy choices and inoculate them against a wide range of risk-taking behaviors, including substance abuse, violence, and school failure. These assets can easily be incorporated into our communities to foster connectedness and build safe, stable, nurturing relationships and environments (SSNREs).



The Assets

The 40 Developmental Asset framework can be broken down into 8 categories:

Support



Empowerment

Boundaries & Expectations



Constructive Use of Time

Commitment to Learning



Positive Values

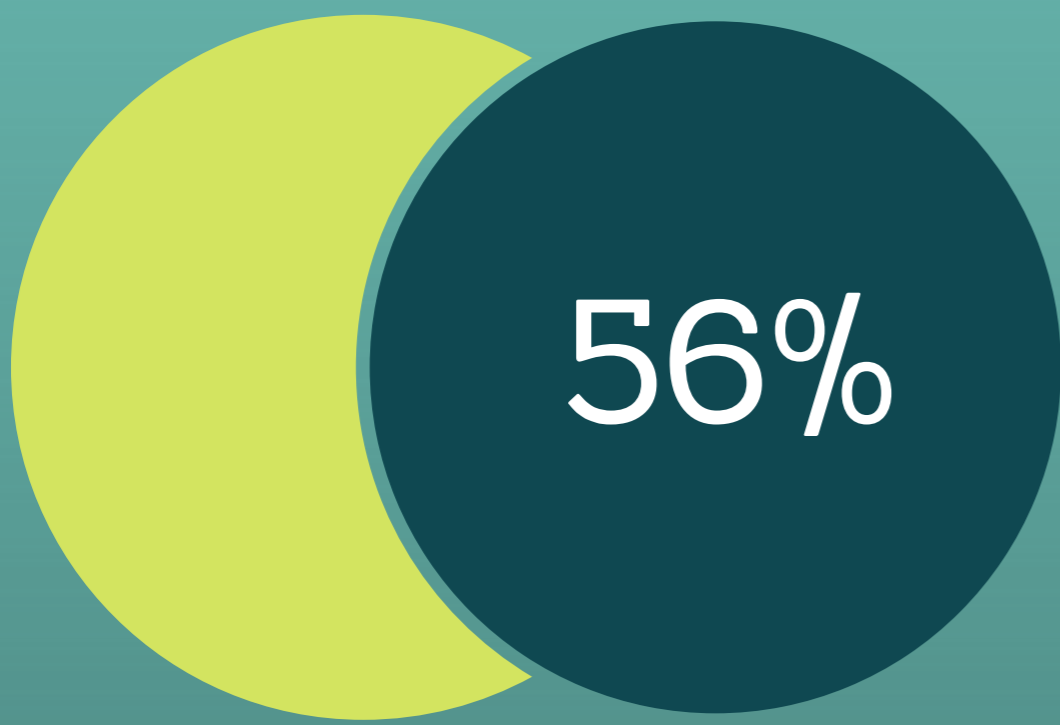
Social Competencies



Positive Identity

For a full list of assets,
visit page #19.

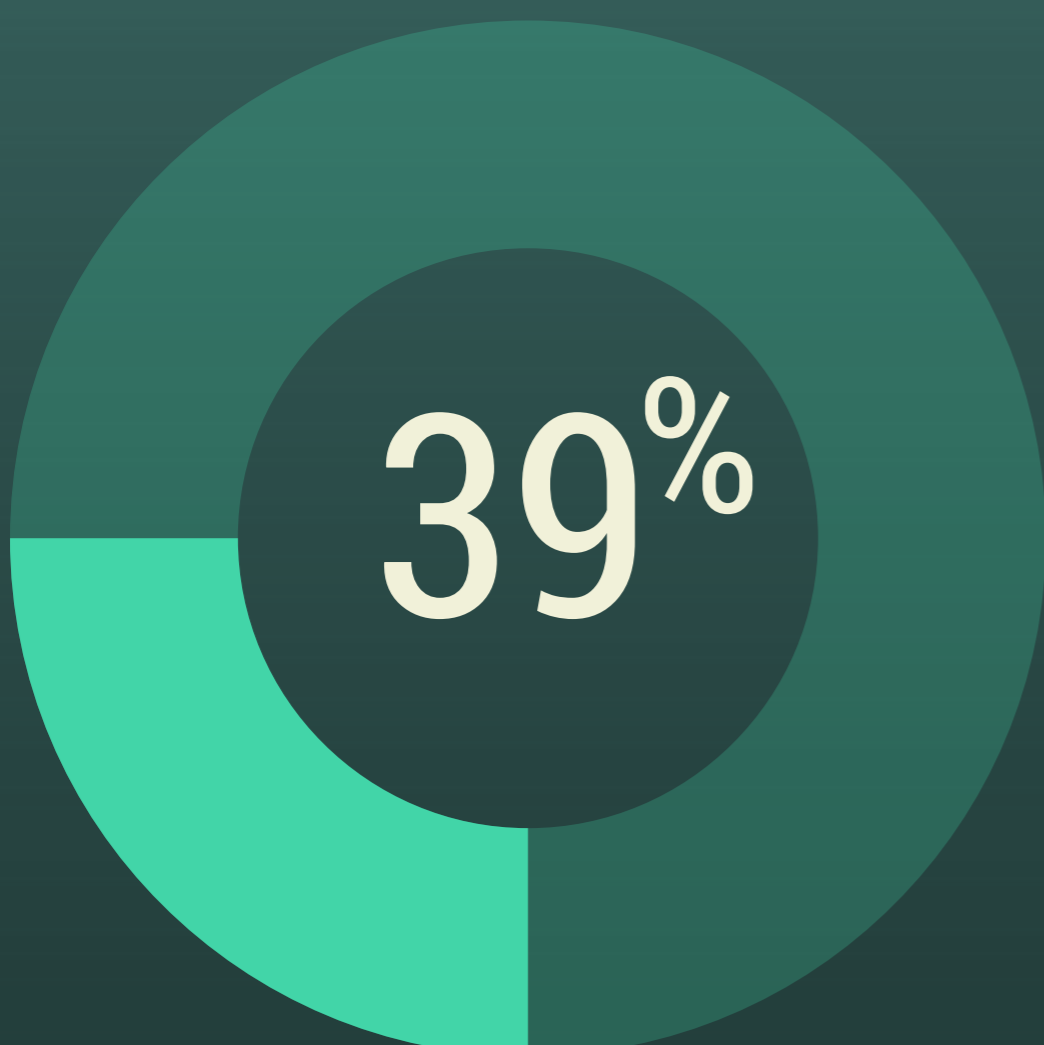
Assets in Action



Students with 31-40 assets are 56% less likely to engage in violent behaviors than those with 0-10 assets

Youth with 31-40 assets are 41% more likely to assume leadership positions than those with 0-10

41%



There is a 39% lower risk of depression and attempted suicide in youth with 31-40 assets versus those with 1-10

Connecting Assets to Violence Prevention



Agencies across the U.S. have successfully created programs and community partnerships that effectively respond to domestic and sexual violence after it has happened. Yet, with all of these programs and services in place to respond to the needs of victims, we have not eliminated perpetration of domestic or sexual violence from occurring in our communities. As we have begun to recognize domestic and sexual violence as a public health issue, it is imperative to address both risk and protective factors in an effort to stop the problem before it begins. The 40 Developmental Assets framework focuses on strengthening protective factors on a community wide scale, creating a network of safety and stability for youth by building safe, stable, nurturing relationships and environments.



BRIGHTER FUTURES

AHEAD!





Become an

ASSET ALL-STAR



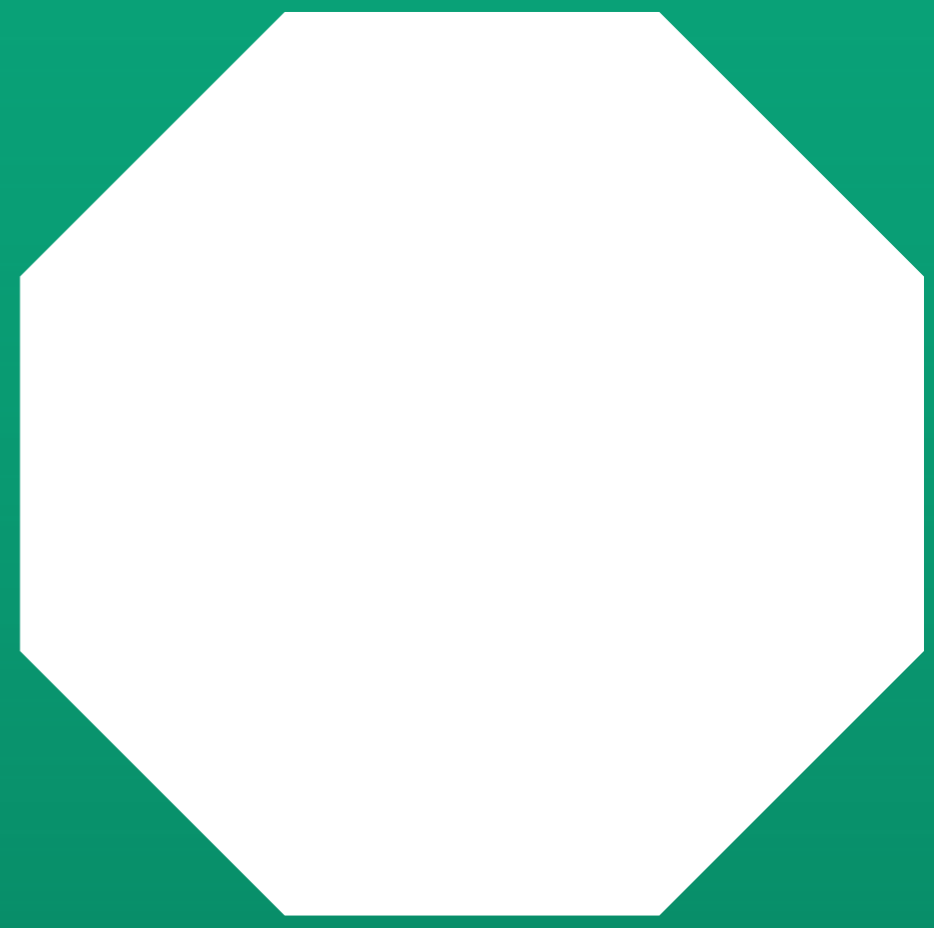
Anyone can be an Asset All-Star! Asset building is not just for families, youth workers, or teachers. The assets create opportunities for everyone to provide positive relationships and experiences for youth. Many of the activities we recommend are things you may already do in your day to day life. Take it up a notch by involving youth in the process. Maybe instead of cooking by yourself, involve your child to assist. For others, it may be as simple as smiling and saying hello to youth throughout your day.

On the next few pages, we will give some example activities for specific groups of people broken down into 1 minute, 5 minute, 1 hour, and 5 hour activities for whatever you can fit into your schedule.



By developing valuable assets in our youth, we can strengthen families and unite our community.

STAYING SAFE



Basic Rules for Youth Before Engaging with Adults:

1. Don't go anywhere alone with an adult your parents or guardian have not met or that they do not trust.
2. If someone makes you feel weird or gives you bad vibes, follow your gut and steer clear.
3. Don't be afraid to let someone know if they have violated your emotional or physical boundaries. If they don't respect that, tell a trusted adult or the police.
4. Always tell your parents or guardian exactly where you are going and who you are with.
5. Do not share personal information like your address unless you must and you trust the person you are sharing it with.



BUILDING

WITH BOUNDARIES

Helpful Hints for Adults Before Bonding with Youth:

1. Make an effort to connect with their parents or guardian first. Share your phone number so you can discuss plans and concerns.
2. Model appropriate physical contact. Minimize touching to what would be acceptable in the workplace such as a handshake or high five.
3. Keep conversations age appropriate. A mature 16 year old is still 16.
4. Do not have children in your home or car without confirming parental/guardian permission.
5. Respect parental and personal boundaries. If mom says no soda after 7, have faith in her reasoning.



Example Asset Building Activities for:

YOUTH

5 minutes:

Think of what you need to get done and then write out a schedule for tomorrow (#32 Planning and Decision Making)



1 minute:

Say hello to a neighbor or member of your church you don't always talk to (#26 Caring)



1 hour:

Volunteer to help with a service project in the community or at school (#9 Service to Others)



5 hours:

Participate in at least one club, group, team, or sport—or find something creative that appeals to you, like acting or music (#17 Creative Activities)



Example Asset Building Activities for:

PARENTS/GUARDIANS

1 minute:

Take time to ask your child what they learned today
(#2 Positive Family Communication)



5 minutes:

Discuss a family rule and negotiate about what the consequences of breaking it should be
(#11 Family Boundaries)



1 hour:

Teach your child something practical like how to prepare a meal or balance a check book
(#37 Personal Power)



5 hours:

Host an inter-generational activity that involves neighbors like a barbecue or a neighborhood clean up
(#4 Caring Neighborhood)



Example Asset Building Activities for:

GRANDPARENTS

5 minutes:

Keep connected with your grandchildren through phone calls and letters
(#2 Positive family communication)



1 minute:

Create a safe space for them to ask questions and share concerns. Let them know you will listen to their ideas without judging them. (#10 Safety)



5 hours:

Learn and discuss your own cultural heritage and the heritage of others
(#34 Cultural competence)



1 hour:

Ask your grandchildren to teach you something they know well or enjoy doing
(#8 Youth as resources)



Example Asset Building Activities for:

COACHES

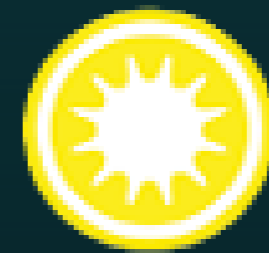
1 minute:

Set goals for individuals and the team at the beginning of practice
(#16 High Expectations)



5 minutes:

Make a point to talk to each player at least once each practice or game
(#7 Community Values Youth)



1 hour:

Have an end-of-season gathering and take the time to reflect on the positive contributions each player made
(#38 Self-Esteem)



5 hours:

Plan a service activity for the team like assisting with a camp for younger students or talking to younger athletes about dignity, respect, code of conduct
(#9 Service to Others)



Example Asset Building Activities for:

SCHOOL STAFF

1 minute:

When grading assignments, provide positive feedback alongside criticism
(#21 Achievement Motivation)



5 minutes:

Start class by asking what accomplishments other students have made and recognizing them for it
(#38 Self Esteem)



1 hour:

Challenge students to develop their own code of conduct or classroom expectations and encourage them to enforce it with their peers
(#12 School Boundaries)



5 hours:

Find creative ways to engage students in their learning by planning interactive field trips
(#22 School Engagement)



HEALTH CARE PROVIDERS

5 minutes:

Look patients in the eyes when you talk with them. If an adult patient has a child accompanying them, get down on the child's level and engage the child in a short conversation
(#14 Adult Role Models)



5 hours:

Host a community event focused on health and health care. Provide young people with a tour, teach them some health-care basics, let them "help out" with several tasks
(#30 Responsibility)



1 minute:

Include the 40 Developmental Assets in resources given to parents
(#1 Family Support)



1 hour:

Turn your waiting room into an asset-building area. Have toys and books for younger children and magazines or notebooks for teens that include information about assets
(#17 Creative Activities)

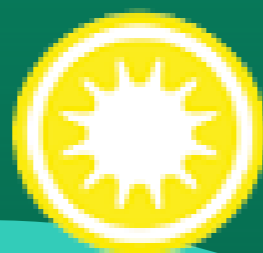


BUSINESS OWNERS

1 minute:

Learn the names of youth who frequent your business. Greet them by name as you would an adult

(#7 Community Values Youth)



5 minutes:

Make your business a safe zone for every type of person and post a zero tolerance policy for hate speech or harassment

(#10 Safety)



1 hour:

Offer a free, weekly activity for youth that gives them a constructive and creative way to use their time

(#18 Youth Programs)



5 hours:

Find opportunities for youth to work or volunteer at your business, whether it be stapling papers or helping restock

(#8 Youth as Resources)



Example Asset Building Activities for:
**LEADERS OF FAITH
COMMUNITIES**

1 minute:

Highlight ways that young people who aren't currently involved in church programs can utilize the church such as playing in the gym or computer room

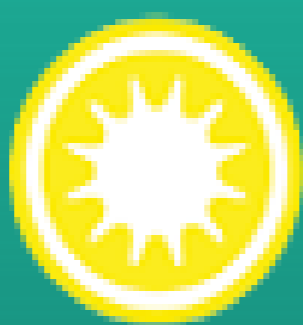
(#19 Religious Community)



5 minutes:

Recognize and publicize outstanding asset building adults and youth in your congregation

(#9 Service to others)



1 hour:

Have adults in the congregation pair with a younger member to connect with weekly and offer mutual support

(#3 Other Adult Relationships)



5 hours:

Plan a retreat for youth that focuses on developing their own values and articulating their moral compass

(#28 Integrity)



Example Asset Building Activities for:

NEIGHBORS

1 minute:

Ask your neighbors how they are doing
(#4 Caring Neighborhood)



5 minutes:

Discuss any suspicious behavior with parents in the neighborhood and report to the police if appropriate
(#10 Safety)



1 hour:

Ask youth for help with projects like baking Christmas cookies or repairing a fence
(#8 Youth as Resources)



5 hours:

Plan a monthly pot luck gathering of neighborhood families and include inter-generational activities like board games or corn hole while leaving alcohol at home
(#14 Adult Role Models)



**Don't miss the small
moments.**

**One day you'll look
back and realize they
were the biggest.**

#smallmoments

Website: <http://icadv5.wixsite.com/smallmoments/what-are-ssnres>

Video: www.youtube.com/watch?v=dPruV7AgMtQ

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.
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.
11. Family boundaries—Family has clear rules & consequences & 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.
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 at least one hour a 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.
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.
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.
32. Planning and decision making—Young person knows how to plan ahead & 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.
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.

Connect the Dots



For updates on state-wide prevention efforts in
Indiana visit:

www.icadvinc.org

<http://indianacesa.org>

For the Small Moments Campaign, visit:

<http://icadv5.wixsite.com/smallmoments>

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ALBION

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To learn more
about the 40
Developmental
Assets, check
out the links
below

[http://www.searchinstitute.org/research/
developmental-assets](http://www.searchinstitute.org/research/developmental-assets)



www.crisisconnectioninc.org
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Developmental Assets® are positive factors within young people, families, communities, schools, and other settings that research has found to be important in promoting the healthy development of young people. From Pass It On! Ready-to-Use Handouts for Asset Builders, Second Edition. Copyright © 2006 by Search Institute®; 612-376-8955; 800-888-7828; www.search-institute.org. This handout may be reproduced for educational, noncommercial uses only (with this copyright line). All rights reserved.