

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	<p>1. Family support—Family life provides high levels of love and support.</p> <p>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.</p> <p>3. Other adult relationships—Young person receives support from three or more nonparent adults.</p> <p>4. Caring neighborhood—Young person experiences caring neighbors.</p> <p>5. Caring school climate—School provides a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.</p>
	Empowerment	<p>7. Community values youth—Young person perceives that adults in the community value youth.</p> <p>8. Youth as resources—Young people are given useful roles in the community.</p> <p>9. Service to others—Young person serves in the community one hour or more per week.</p> <p>10. Safety—Young person feels safe at home, school, and in the neighborhood.</p>
	Boundaries & Expectations	<p>11. Family boundaries—Family has clear rules and consequences and monitors the young person’s whereabouts.</p> <p>12. School Boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people’s behavior.</p> <p>14. Adult role models—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. Positive peer influence—Young person’s best friends model responsible behavior.</p> <p>16. High expectations—Both parent(s) and teachers encourage the young person to do well.</p>
	Constructive Use of Time	<p>17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. Religious community—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.</p>

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

DR In Your Development Tool

For each section below, write the names of up to three people who did these things for and with you.

Category A: Who showed you that you mattered to them?

They may have done this by . . .

- Being someone you could trust.
- Really paying attention when you were together.
- Making you feel known and valued.
- Showing you that they enjoyed being with you.
- Praising you for your efforts and achievements.

1. _____

2. _____

3. _____

Category B: Who pushed you to keep getting better?

They may have done this by . . .

- Expecting you to live up to your potential.
- Pushing you to go further.
- Helping you learn from mistakes and setbacks.
- Insisting that you take responsibility for your actions.

1. _____

2. _____

3. _____

Category C: Who helped you complete tasks and achieve your goals?

They may have done this by . . .

- Guiding you through hard situations and systems.
- Building your confidence to take charge of your life.
- Standing up for you when you needed it.
- Putting in place limits that kept you on track.

1. _____

2. _____

3. _____

Category D: Who treated you with respect and gave you a say?

They may have done this by . . .

- Taking you seriously and treating you fairly.
- Involving you in decisions that affected you.
- Working with you to solve problems and reach goals.
- Creating opportunities for you to take action and lead.

1. _____

2. _____

3. _____

Category E: Who connected you with people and places that broadened your world?

They may have done this by . . .

- Exposing you to new ideas, experiences, and places.
- Inspiring you to see possibilities for your future.
- Introducing you to other people who helped you grow.

1. _____

2. _____

3. _____

Please choose 1 of the following 2 questions to share with your group:

- (1) Which person did you list in the largest number of categories?
- (2) Which person on your list was a bit of a surprise because you had not previously thought about how that person influenced your development?

The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

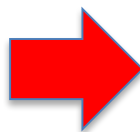
Elements	Actions	Definitions
<p>1. Express Care</p> <p>Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable..... Be someone I can trust. • Listen..... Really pay attention when we are together. • Believe in me Make me feel known and valued. • Be warm..... Show me you enjoy being with me. • Encourage Praise me for my efforts and achievements. 	
<p>2. Challenge Growth</p> <p>Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best Expect me to live up to my potential. • Stretch Push me to go further. • Hold me accountable ... Insist I take responsibility for my actions. • Reflect on failures..... Help me learn from mistakes and setbacks. 	
<p>3. Provide Support</p> <p>Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate..... Guide me through hard situations and systems. • Empower..... Build my confidence to take charge of my life. • Advocate..... Stand up for me when I need it. • Set boundaries Put in place limits that keep me on track. 	
<p>4. Share Power</p> <p>Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me Take me seriously and treat me fairly. • Include me Involve me in decisions that affect me. • Collaborate Work with me to solve problems & reach goals • Let me lead Create opportunities for me to act and lead. 	
<p>5. Expand Possibilities</p> <p>Connect me with people that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire Help me see new possibilities for my future. • Broaden horizons Expose me to new ideas and experiences • Connect..... Introduce me to people who help me grow. 	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

Intentionality Tool

How much attention do you give to the actions listed below in your work with young people? Please answer as honestly as possible.		Almost No Attention (1 pt)	A Little Attention (2 pts)	A Fair Amount of Attention (3 pts)	A Lot of Attention (4 pts)	Almost Constant Attention (5 pts)
Express Care	Showing them that they can trust me.	___	___	___	___	___
	Giving them individual attention.	___	___	___	___	___
	Making them feel known and valued.	___	___	___	___	___
Element Total (add points):						
Challenge Growth	Setting high expectations for them.	___	___	___	___	___
	Helping them learn from mistakes & failure.	___	___	___	___	___
	Holding them accountable for their actions.	___	___	___	___	___
Element Total (add points):						
Provide Support	Guiding them through hard situations.	___	___	___	___	___
	Building their self-confidence.	___	___	___	___	___
	Standing up for them when they need it.	___	___	___	___	___
Element Total (add points):						
Share Power	Taking their ideas & opinions seriously.	___	___	___	___	___
	Involving them in important decisions.	___	___	___	___	___
	Letting them take the lead.	___	___	___	___	___
Element Total (add points):						
Expand Possibilities	Inspiring them to see future possibilities.	___	___	___	___	___
	Exposing them to new ideas.	___	___	___	___	___
	Introducing them to new people.	___	___	___	___	___
Element Total (add points):						

Informed by the numbers above and other things I have been thinking about, the element of a developmental relationship that I want to be more intentional about in the months ahead is:



Identifying When and With Whom You will Be More Intentional

Now that you identified the element of a developmental relationship that you want to more intentional about in the months ahead, you need to identify *when* and with *which groups of young people* you will be more intentional. Please answer these questions in the boxes below.

Studies show that the more specific you make your plans to change behavior, the more likely you are to close the gap between intentions and actions. Guided by that insight, try to be as specific as possible in answering the questions below. For example, if you are a teacher, rather than writing in the When column below that you want to be more intentional about building relationships “In the classes I teach,” you might write, “In my introductory course for 9th graders” or “in the hallway during passing time” or “while I am leading class discussions.” Similarly, rather than writing in the With Whom column below that you want to be more intentional about building relationships with “all of my students,” you might write that you want to be more intentional about building relationships with “young people who seem least engaged in class” or with “my African-American male students” or with “the students whose personal lives I know little or nothing about.” While these examples apply to classroom teachers, youth program staff and others can and should be equally specific in the answers they write below.

<u>When</u> At what times or while you are doing what activities are you going to be more intentional about using the DR element you identified above?	<u>With Whom?</u> With which young people are you going to be more intentional about using the DR element you identified above?
1.	
2.	
3.	

The Active Ingredient Tool

In order to take full advantage of the power of relationships to help young people develop and thrive, it is important for staff in your organization to have a clear and common understanding of the ways that relationships are the “active ingredient” (like fluoride in toothpaste) in the work you do with youth. This tool will help you achieve that understanding by guiding you through a deep dive into one of your main goals for the young people you work with and the ways relationships help you achieve that goal.

(1) What is one of the most important goals your organization is trying to help young people achieve?

Write your goal below in a way that is specific enough for everyone to know what it means. Goals such as “apply to and get into college,” “learn to swim,” or “develop the ability to work with other people in teams” are specific. Goals such as “achieve their dreams” or “succeed in school” are not.

(2) How can you make the work you do with young people highly relational?

List three specific things you do to help young people achieve the goal you listed above	How can you do each of these things in a way that also strengthens relationships?
1.	
2.	
3.	

(3) Please write a summary statement that describes how building relationships helps you achieve the goal you wrote down in (1):

(4) As you listen to your colleagues read their summary statements on how building relationships with young people helps to achieve your organization's goals for young people, write down any ideas, words, or phrases that you want to consider using in the Active Ingredient Statement you will create in a small group:

Developmental Relationships in Our Organization Tool

Please indicate how well each of the statements in the lefthand column describes your organization by checking one of the boxes to the right. Be as accurate as possible. You will not be asked to share or turn in this handout.

To what extent do you agree that each of the following statements is true of the organization where you work?	Strongly Disagree	Disagree	Agree	Strongly Agree
	1 point	2 points	3 points	4 points
1. Staff have enough time to get to know young people and build strong relationships with them				
2. When we hire new employees who will work with young people, we ask about their interest in and previous experience with building relationships				
3. Building relationships is an ongoing and explicit focus of the professional development/training we provide for staff who work with youth				
4. Our organization puts more time and effort into building relationships with young people who are dealing with difficult issues and situations				
5. The leaders of our organization regularly talk with staff about the importance of building positive relationships with youth				
6. The leaders of our organization provide staff with the resources and other support they need to build strong relationships with the young people they serve				
7. We periodically collect data from surveys or other methods on the ways young people experience relationships in our organization				
8. Staff sincerely want to build positive relationships with <i>all</i> of the young people they work with				
9. Our organization's mission, vision, values, logic model, or slogan explicitly mentions building relationships with young people				

To what extent do you agree that each of the following statements is true of the organization where you work?	Strongly Disagree	Disagree	Agree	Strongly Agree
	1 point	2 points	3 points	4 points
10. Staff possess the relationship-building skills they need to create close connections with all the young people they work with				
11. The governing body of our organization (i.e. board of directors, school board) lets us know that it views relationship-building as a critical component of our work				
12. The configuration, look, and feel of our physical space encourages and supports building strong relationships with young people				
13. Staff understand that the relationships they build with young people will influence the way those young people think, behave, and achieve in our organization				
14. Staff work to build positive relationships with parents and guardians as an element of their effort to build positive relationships with young people				
15. Staff understand that the relationships they build with young people today can have a lasting influence on the young people's personal and social development				
Total for Each Column				
Total Points for All Columns Combined				

Based upon the total score above, does your organization make developmental relationships the “active ingredient” (like fluoride in toothpaste) in your work with young people?

45 – 60 Points: Fully Activated
30 – 45 Points: Highly Active

15 – 30 Points: Getting Activated
0 – 15 Points: Missing the Active Ingredient

Personal Plan Tool Fill in the Blanks Version

1. Wish

I am going to be more intentional about _____ with
(which DR element?)

_____ when we are _____.
(which young people?) (doing what?)

2. Outcome

When I achieve my Wish, _____
(What good thing will happen?)

and I will feel _____.
(how? Be imaginative and specific)

3. Obstacle

An **O**bstacle that could keep me from achieving my **W**ish and experiencing the good **O**utcome is:

(What thought or behavior *inside you* could get in your way?)

4. Plan

If I am tempted to _____, then I will
(think the thought or do the behavior you identified in #3 as an **O**bstacle)

(do what specific thing to help me avoid that thought or behavior)

Relationship Building Practices Handout

Expressing Care Practices

Expressing Care Practices	I would like to use this practice more often or with more young people in the future
1. Ask young people to tell you about themselves and listen to their stories	
2. Learn young people's names as soon as possible after meeting them	
3. Take time to greet young people each day as they arrive in your school, class, or program. Systematically check in with different young people on a regular basis (not just the same ones every time).	
4. Look in young people's eyes when you talk to them. Focus on them when they are talking about things that matter to them. Put away your cell phone.	
5. Follow up with young people when you learn about what they are going through something, rather than waiting for them to bring it up again.	
6. Make time for lightness. Share in some humor, fun, and laughter amid the practical tasks. Smile.	
7. Ask follow-up questions so young people know you're interested and tracking.	
8. Strive to understand and show sensitivity to young people's feelings.	
9. Do what you say you will do, and keep your promises.	

<p style="text-align: center;">Expressing Care Practices</p>	<p style="text-align: center;">I would like to use this practice more often or with more young people in the future</p>
<p>10. Ask for more: When young people tell you about something they care about or show you something they have made or done, ask to know or see more about it. Go beyond nodding or saying “great job” to ask why they are interested in or proud of the work.</p>	
<p>11. When you notice that young people act differently, ask why.</p>	
<p>12. Show up at the events that matter in young people’s lives, from competitions to concerts</p>	
<p>13. Find an interest that you have in common with them.</p>	
<p>14. Tell young people what you like about them.</p>	

Challenging Growth Practices

Challenging Growth Practices	I would like to use this practice more often or with more young people in the future
1. When you <i>challenge growth</i> , also utilize another element of the Developmental Relationships Framework such as <i>express care</i> so the young person does not experience challenge as entirely negative	
2. Be as specific as possible in giving feedback to young people. Describe what a young person did well and what was good about it. It can also help to contrast what you see with past examples as evidence of growth, particularly if the growth is important to the young person.	
3. Encourage future goals. Talk with young people about the things they look forward to or dream about.	
4. Help young people imagine their “future selves” by asking them to think and talk about what they want their lives to be like in the future. In addition to asking about jobs they would like to have and their plans for education after high school, ask them what they hope their families will be like in the future and what interests and causes they will care about.	
5. Expand young people’s thinking by asking hard questions, providing alternate explanations, and encouraging openness to different opinions. This helps them expand their own thinking.	
6. Emphasize mistakes are a necessary part of growth and learning. Praise them for hard work and using good strategies, whether they succeed or fail.	
7. Expect young people to do their best, even when doing something they don’t really like.	
8. Emphasize discovery, mastery, and self-improvement more so than doing better than others.	

<p style="text-align: center;">Challenging Growth Practices</p>	<p style="text-align: center;">I would like to use this practice more often or with more young people in the future</p>
<p>9. Challenge young people to try things that are a little hard for them to do.</p>	
<p>10. Set boundaries for young people that put and keep them on the right track and keep them safe</p>	
<p>11. Help young people understand that some problems take a long time to solve.</p>	
<p>12. Help young people think about why they might work hard in one area of their lives, such as at an extracurricular activity they are good at and care about, and not in others, such as at school. Help them see that if they put the same effort into activities they don't like as they do into the ones they do, their outcomes might be different.</p>	
<p>13. Acknowledge (and sometimes celebrate) when you see how a young person has grown or changed.</p>	
<p>14. Tell young people what you expect of them.</p>	
<p>15. Expect young people to do their best, but don't expect perfection.</p>	

Providing Support Practices

<p style="text-align: center;">Providing Support Practices</p>	<p style="text-align: center;">I would like to use this practice more often or with more young people in the future</p>
1. Catch young people doing something right.	
2. Tell young people that their feelings are okay.	
3. Accept young people as they are.	
4. Help young people solve problems when they encounter barriers to their goals.	
5. Offer information and practical help to solve a practical problem, or loan them something they may need.	
6. Show young people how to ask for help when they need it.	
7. Shift levels of support. Give more support when young people are struggling, and less when they are making progress. Step back as their skills and confidence build.	
8. Help young people find their own solutions, rather than just telling them what to do.	
9. When a young person needs help that you cannot provide, help her or him find a person or an organization that can help address the issue.	
10. Teach strategies for performing and learning under pressure.	
11. When young people get upset about something or when they have done something wrong, listen carefully and let them know that you understand their feelings before providing direction or discipline.	

<p style="text-align: center;">Providing Support Practices</p>	<p style="text-align: center;">I would like to use this practice more often or with more young people in the future</p>
<p>12. Help young people find humor in both ordinary and challenging situations</p>	
<p>13. Show young people that it is often better to deal with a problem or conflict while it is still small in order to prevent it from becoming large.</p>	

Sharing Power Practices

Sharing Power Practices	I would like to use this practice more often or with more young people in the future
1. Ask for young people’s opinions, especially on issues that affect them but also on ones that don’t	
2. Work to understand young people’s points of view when they share ideas or opinions.	
3. Let young people make decisions about activities you do together and what you talk about. Don’t jump in too fast when they don’t make quick decisions or think of things to talk about.	
4. When you can, offer choices (“So, what could you do differently to tackle this problem?”), rather than always giving instructions.	
5. Learn from young people—and show it. Young people have a lot to teach adults. Let them know when you’ve learned something from them that you’re excited about.	
6. Include young people in thinking about decisions, even when you have to make the final call.	
7. When you disagree, take time to understand the young person’s point of view.	
8. Ask young people for input on activities, assignments, projects, class content, and how they can show growth or proficiency.	
9. Provide opportunities for young people to lead programs based on their interests and values.	
10. Respect young people’s need for privacy.	

<p style="text-align: center;">Sharing Power Practices</p>	<p style="text-align: center;">I would like to use this practice more often or with more young people in the future</p>
<p>11. Give young people a voice in decisions that will affect them.</p>	
<p>12. When young people ask you what they should do in a difficult situation, give them several options rather than a single answer.</p>	
<p>13. Apologize when you said or did something wrong.</p>	
<p>14. Ask young people to help you when you need assistance accomplishing a task or achieving a goal.</p>	
<p>15. Allow young people to make and learn from mistakes if making the mistake doesn't threaten their safety or their future.</p>	

Expanding Possibilities Practices

<p style="text-align: center;">Expanding Possibilities Practices</p>	<p style="text-align: center;">I would like to use this practice more often or with more young people in the future</p>
1. Let young people see you being yourself and encourage them to do the same.	
2. Listen for things young people are curious about, and then weave those topics into group or classroom discussions, informal conversations, or future activities.	
3. When young people seem curious about an activity, topic, or issue, ask questions such as, “What interests you about this?”	
4. Introduce young people to a wide range of people, places, ideas, cultures, and vocations.	
5. Broaden the web of relationships. Connect young people to people who share their interests.	
6. Encourage young people to try things they might be interested in. Maybe even try it together.	
7. Demonstrate how what young people are learning or working on relates to their interests and to success outside of the school or program.	
8. Connect young people with educators, other young people, and community members who can explore with them areas of personal interest and strength.	
9. Model being a curious learner by asking questions and sharing what you’re learning in your own life.	
10. Share articles, blogs, tweets, posts, or stories that you think young people will be interested in.	
11. Help young people learn more about their heroes.	
12. Help young people learn to do something that you love to do.	
13. Inspire young people to be creative.	